



**The Republic of Uganda**  
**Ministry of Education & Sports**

# **UGANDA COVID-19 EMERGENCY EDUCATION RESPONSE PROJECT (CERP)**

## **IMPLEMENTATION COMPLETION REPORT**

**SEPTEMBER 2020-DECEMBER 2021**



**February 2022**

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## ACRONYMS

<b>CERP</b>	COVID-19 Emergency Education Response Project
<b>CCTs</b>	Centre Coordinating Tutors
<b>DEO</b>	District Education Office
<b>DES</b>	Directorate of Education Standards
<b>ESMF</b>	Environmental and Social Management Framework
<b>ESMP</b>	Environmental and Social Management Plan
<b>GPE</b>	Global Partnership for Education
<b>GBV</b>	Gender Based Violence Action Plan
<b>ICWMP</b>	Infectious Control and Waste Management protocol
<b>LMP</b>	Labour Management Plan
<b>MoES</b>	Ministry of Education and Sports
<b>MOH</b>	Ministry of Health
<b>MOFPED</b>	Ministry of Finance Planning and Economic Development
<b>MP Players</b>	Media Players
<b>NCDC</b>	National Curriculum Development Centre
<b>NITA</b>	National Information Technology Authority
<b>PDO</b>	Project Development Objective
<b>PTCs</b>	Primary Teachers Colleges
<b>SD Cards</b>	Secure Digital Memory cards
<b>SEA</b>	Sexual Exploitation and Abuse
<b>SEP</b>	Stakeholder Engagement Plan
<b>SH</b>	Sexual Harassment
<b>SMS</b>	Short Message Service
<b>SNE</b>	Special Needs Education
<b>SOPs</b>	Standard Operating Procedures
<b>TELA</b>	Teacher Effectiveness and Learner Achievement
<b>UBC</b>	Uganda Broadcasting Corporation
<b>UGX</b>	Uganda Shillings
<b>UNEB</b>	Uganda National Examination Board
<b>USD</b>	United States Dollar
<b>USE</b>	Uganda Secondary Education
<b>USSD</b>	Unstructured Supplementary Service Data
<b>VAC</b>	Violence Against Children
<b>VMGs</b>	Vulnerable and Marginalized Groups

## **1.0 INTRODUCTION**

On 18<sup>th</sup> March 2020, H.E the President of the Republic of Uganda ordered the closure of all education institutions as a precautionary measure against the COVID-19 pandemic. It's estimated that more than 73,000 education institutions were closed thereby affecting about 15 million learners and 548,000 teachers in the country.

Consequently, the Ministry of Education and Sports developed a response plan with strategies to mitigate the impact of the outbreak of COVID-19 on the education system. In addition to the funds mobilized by the Government of Uganda (GOU) to implement the response plan, the government also applied for a grant from the Global Partnership for Education (GPE). On 26<sup>th</sup> June 2020, GPE approved US\$14.7 million grant to Uganda, from the GPE COVID-19 accelerated funding window which was designed to capacitate governments to mitigate the impact of COVID-19 on the education system and help recovery.

The World Bank as the Grant Agent and the Ministry of Education and Sports (MoES) as the implementing agency, prepared the COVID-19 Emergency Education Response Project (CERP) to be financed by the Grant. The project aimed at supporting student learning in pre-primary, primary and lower secondary during school closure associated with the COVID-19 pandemic and ensure a safe reopening and student reentry. The project became effective on 26<sup>th</sup> September 2020 and closed on 31<sup>st</sup> December 2021.

This completion report is prepared to inform stakeholders on the processes undertaken, achievements of the project, challenges encountered and lessons learnt during the implementation process. The report is expected to be submitted to the World Bank and eventually to GPE as the funder.

### **1.1 Project Development Objective (PDO)**

The Project Development Objective was to support student learning in pre-primary, primary and lower secondary during school closures associated with the COVID-19 pandemic and ensure a safe reopening and student reentry.

### **1.2 Project Components**

The Project Development Objective was implemented through three components namely:

- i ) **Component 1:** Ensure learning during school closure and prepare for school re-opening.

- ii ) **Component 2:** Support safe re-opening, student re-entry and capacity building for resilience.
- iii ) **Component 3:** Project Management, Monitoring and Evaluation.

### **1.3 The PDO-level results indicators**

#### **a. PDO Level Indicators**

- i ) Students benefiting from direct interventions to enhance learning;
- ii ) Number (and %) of students supported with distance/home-based learning interventions; and
- iii ) Number (and %) of students previously enrolled in grant-supported schools who return to school once the school system is reopened.

#### **b. Intermediate Results Indicators**

- i ) Awareness and health safeguarding messages developed and disseminated to students, teachers, parents and community members through various media (SMS, text, TV and radio).
- ii ) Self-learning materials adapted to large print and braille for students with special needs.
- iii ) Number (and %) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19.
- iv ) A rapid assessment on the effects of COVID-19 on Primary and Secondary Education conducted.
- v ) Number (and %) of officials and teachers in grant-supported schools who return to school once the school system is reopened.
- vi ) Number (and %) of Head teachers trained on emergency response preparedness and psycho-social support.
- vii ) Number (and %) of students whose learning was assessed to evaluate loss of learning during school closure.
- viii ) % of students provided with access to programs on psycho-social support.

### **1.4 Project Beneficiaries**

The project was estimated to directly benefit 14.6 million students in pre-primary, primary and lower-secondary students; and 406,000 teachers and school administrators in Uganda.

### **1.5 Project Cost and Financing**

The total project cost was USD \$14.7M as summarized in the table below. The project was fully financed by the grant from the Global Partnership for Education.

**Table 1: Breakdown of the project Budget**

Components	Original Project Cost	Amount Disbursed	Disbursement Performance
<b>Component 1: Ensure learning during school closure</b>			
Sub component 1.1: Continuity and equitable learning	7,111,437	7,111,437	100%
Sub component 1.2: Target the most vulnerable/disadvantaged group	519,517	519,517	100%
<b>Total Component 1</b>	<b>7,630,954</b>	<b>7,630,954</b>	100%
<b>Component 2: : Support safe re-opening, student re-entry and capacity building for resilience</b>			
Sub component 2.1: Support safe re-opening, student re-entry and sustained progression in schools	5,842,397,	5,842,397	100%
Sub-component 2.2: Capacity building for resilience	875,311	875,311	100%
<b>Total Component 2</b>	<b>6,717,708</b>	<b>6,717,708</b>	100%
<b>Component 3: Project Management and Monitoring &amp; Evaluation</b>			
<b>Total Component 3</b>	<b>351,338</b>	<b>351,338</b>	100%
<b>Total Cost</b>	<b>14,700,000</b>	<b>14,700,000</b>	100%

## 2.0 PROJECT IMPLEMENTATION AND ACHIEVEMENTS

### 2.1 Component 1 - Ensure learning during school closure and prepare for school re-opening.

Under this component access to resources was provided to ensure that students were learning during the school closure as well as preparation for school reopening. Learners with special needs specifically those with low vision, the blind and those with hearing impairment were also catered for. The interventions under this component included:

- Development of self-study learning materials for continuity of learning.
- Printing and distribution of self-study learning materials to students
- Supporting remote self- learning through recorded radio lessons and live presentations placed on memory cards for students with special needs
- Adapting self-study home packages into large print and braille for students with special needs

#### **Achievements:**

- Developed self-study materials for continuity of learning**

The National Curriculum Development Centre (NCDC) designed the curriculum, contents and teaching guides for self-study for both pre-primary, primary and secondary education levels. All materials were developed and submitted to the Permanent Secretary, Ministry of Education and Sports for on-ward processing. The materials developed for the different levels included:

**(i) Pre-primary**

The materials developed for this level included: the parent-child activity books for each level i.e., baby, middle and top classes, parent boost guide for 3-6 years; 6-8 years and media script lessons. The materials were translated into twenty one (21) languages including English. The Languages included: Alur, Ateso, Ddopadhola, English, Kiswahili, Kumam, Leb-Tur, Leb-acholi, Luganda, Lugbarati, Lugungu, Lugwere, Lukhonzio, Lumasaaba, Lusoga, Ngakaramajong, Pokot, Rufumbira, Runyabwisha, Runyankole/Rukiga, and Runyoro/Rutooro.

**(ii) Primary Level**

The materials developed include: Mathematics, English, Social Studies, Integrated Science, Christian Religious Education, and Islamic Religious education for classes P4-P7. For the lower primary (P1-P3) materials developed include Literacy, Mathematics and English. These were also translated into fifteen local languages namely Alur, Aringati, Ateso, Kakwa, Kupsapinny, Leb-acholi, Leb-lango, Luganda, Lugbarati, Lumasaaba, Lusoga, Ngakarimojong, Runyankole/Rukiga, and Runyoro/Rutooro.

**(iii) Secondary Level**

Materials for both O-Level and A-level were developed. However, under the project focus was on the lower secondary and only the seven core subjects were considered. These include: Mathematics, English, Geography, Biology, History, Chemistry, and Physics.

**b) Printed and distributed self-study learning materials for students**

In order to ensure continuity of learning during the first lockdown of March 2020, the Ministry of Education and Sports using funding from Government of Uganda printed and distributed learning materials for about 20% of the learners in P1-P7 and S1-S4 in May 2020. The materials were delivered to the various districts and using the Local Government levels, the materials were distributed to learners.

The materials printed by GoU catered for only 20% of the learners and since the schools were still under lockdown, the Ministry through NCDC added more



content to the earlier developed study materials. The content covered the entire syllabus for the academic year for each class which necessitated printing and distributing to all learners. However, due to limited funds under the project to cover all learners in primary and secondary, the Ministry considered printing for classes that would fit within the available funds as more funds were sought. To that end, all learners in P5, P6, S1, S2 and S3 were considered to benefit under the project and a copy for each school for classes P7 and S4 since candidate classes were already at school.

A total of 5,430,529 copies (*P5- 1,423,584, P6- 1,168,086, P7- 25,353, S1- 1,009, 946, S2- 934,962, S3- 858,840, and S4- 9,706*) of home study learning materials were printed under the project to benefit 5,159,391 learners in P5-P7 and S1-S4 in 34,231 private and public primary schools. The table below indicates the distribution of copies by region and annex 1 for copies by district. The detailed distribution list can be viewed on the Ministry website: [www.education.go.ug](http://www.education.go.ug).

**Table 2: Distribution of Learning Materials by region**

Region	Districts	PRIMARY		SECONDARY		Total Copies printed
		Schools	Number of Copies	Schools	Number of Copies	
CENTRAL	26	9,994	669,349	2,061	1,034,560	1,703,909
EASTERN	37	7,201	803,710	1,194	800,688	1,604,398
NORTHERN	37	3,797	565,386	612	314,576	879,962
WESTERN	35	7,939	578,578	1,433	663,680	1,242,258
<b>Total</b>	<b>135</b>	<b>28,931</b>	<b>2,617,023</b>	<b>5,300</b>	<b>2,813,504</b>	<b>5,430,527</b>

Project progress report file, 2021

To ensure that the home/self-study learning materials reached all intended learners, delivery was made to the respective schools since there was no available data on where each child resided to send enough materials in those districts. In addition, by the time of contract signing, the schools were yet to reopen for other non-candidate classes.

The ministry issued a circular to all districts and schools on the distribution of home study materials. Schools were required to keep the materials for P7 and S4 at school for use as supplementary instructional materials by both teachers and learners. Materials for the other classes were to be distributed to learners for use while at home and when they eventually returned to school.

For classes P1-P4 and S5-S6, whose materials were not printed under the project, the GoU printed and distributed a total of 19,377,177 copies of home study learning materials to both public and private primary and secondary schools in the country.

During the distribution process of the materials, some schools were found closed. The main reasons for this were that some had not been issued with a compliance certificate<sup>1</sup> by the Directorate of Education Standards and others could not support the school operations due to the long period of school lockdown. Materials for such schools found closed were returned to the Ministry. The Ministry working with District Education Offices (DEO) traced the schools and some were found to have reopened while others completely closed. Materials for schools that re-opened were sent back through the DEOs and materials for schools that completely closed were re-distributed to some schools that missed on the original distribution list or to those that had high enrolment.

**c) Supported remote self- learning**

The Ministry of Education and Sports and the different Non-Government Organizations (NGO) using different media platforms e.g., radio, television, internet/ online have delivered lessons to the learners during the lockdown. The learning materials were also uploaded on the Ministry website for access to the public.

A total of 22 radio stations were procured to air pre-recorded lessons for classes P4-P6 and S1-S5 excluding the candidate classes. The recorded lessons were done by teachers selected by NCDC. Lessons for the pre-primary and lower primary classes were aired on different radio stations with support from other development partners and NGOs depending on the districts they support. Some of the partners included: UNICEF, Plan International, Save the Children International, BRAC, IRC, LABE, Lively Minds, World Vision and War Child Holland.

A timetable was prepared by the Ministry and sent to all radio stations who in turn adjusted their programs. All radio stations ran promos on the timetable in the different local languages to ensure that the learners and parents were aware of the time and subjects to be aired. The table below indicates the 22 radio stations across the country and the timetable is attached as annex 2.

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<sup>1</sup> Before school reopening, all schools were inspected to ensure compliance to Covid-19 SOPs and certificate issued.

**Table 3: Radio stations procured to air lessons**

<b>Region</b>	<b>Sn</b>	<b>Radio</b>
North/Acholi	1	Mega FM, Gulu
	2	Tembo FM, Ogwok Road, Kitgum
Mid North/Lango	3	Radio Wa, Lira
North East/ Karamoja	4	Voice of Karamoja, Kotido
North West/West Nile	5	Radio Pacis, Arua
Eastern/Elgon and Bukedi	6	Open Gate FM, Mbale
	7	Elgon Radio, Bukwo
	8	Radio Nine, Kapchorwa
Mid-East/ Teso	9	Voice of Teso, Soroti
Central/ Buganda	10	CBS FM, Kampala
Western/ Bunyoro	11	Kibale, Kagadi Radio, Kagadi
	12	Radio Kitara, Masindi
	13	Kakumiro Community Radio
	14	Karuguza Development Radio
South Eastern/ Busoga	15	Basoga Baino (Baba FM), Jinja
South West A/Rwenzori	16	Voice of Tooro, Fort Portal
South West B/Rwenzori	17	Kasese Guide FM, Kasese
South West B/Ankole	18	Radio West, Mbarara
	19	Radio Ankole
Kigezi Sub Region	20	Voice of Kigezi, Kabale
	21	Kanungu Broadcasting Services
Nakapiripirit, Napak, Amudat and Nabilatuk	22	Heritage FM, Nakapiripirit

**d) Adapted learning materials for learners with special needs**

This process involved developing lessons that were video recorded into sign language and audio-visual adaptations, use of large fonts, colorful pictures with plenty of spacing, uploading learning materials on free websites for easy access and printing of hard copies for the visually impaired learners.

For the visually impaired learners a total 2,133 copies of braille materials were produced/embossed for the subjects of English, Mathematics and Literacy for P.1 and P.2; English, Science, Social Studies, Christian/Islamic Religious Education for P.6; English, Entrepreneurship, History, Agriculture, Christian/ Islamic Religious Education, Kiswahili for S.1, S.2 and S.3; and, Entrepreneurship, General paper, Literature, History, Economics, Kiswahili, Christian Religious Education for S.5.

For the learners with hearing impairment the subjects adapted for both lower and upper primary from P.1 - P.4 included: - Literacy I and II, Science, Social Studies Mathematics and English; and for S.3 and S.4 included: English, Mathematics, Physics, Chemistry, Agriculture, Biology, Christian/Islamic Religious Education, Geography and History.

All embossed materials were distributed to primary schools with such learners.

In addition to adaptation of learning materials, assorted equipment for learners with special educational needs were procured and distributed to 115 special and inclusive primary schools as summarized in the table below. The list of beneficiary schools is provided under annex 3. The equipment included: 77 victor readers, 154 SD cards, 200 braille machines, 100 MP players, 37 Braille Embossers, 137 Sign language manuals and 90 rolls of braille paper.

**Table 4: Distribution of SNE equipment by region**

REGION	NO. DISTRICTS	NO. SCHOOLS	Data Cards	MP3 Players	Sign language	Victor Readers	Braille Paper	Braille Embossers	Braille Machines
CENTRAL	11	23	35	17	38	15	25	9	25
EASTERN	15	35	51	30	36	23	14	10	44
NORTHER	18	27	33	32	29	21	27	7	75
WESTERN	19	30	35	21	34	18	24	11	56
<b>Grand</b>	<b>63</b>	<b>115</b>	<b>154</b>	<b>100</b>	<b>137</b>	<b>77</b>	<b>90</b>	<b>37</b>	<b>200</b>

Project progress report file, 2021

## **2.2 Component 2: Support safe re-opening, student re-entry and capacity building for resilience**

Under this component, support was provided to the MOES, Local Governments, school leaders and teachers to prepare effectively for the re-opening of schools and the re- entry of students. The following activities were implemented:

- Development and dissemination of guidelines for re-opening of schools and re-entry of students.
- Provision of school grants to public primary and secondary schools.
- Rapid assessment on the effects of COVID-19 on Primary and Secondary Education.
- Development of a customized E-platform for tracking of learning (Learner management system)
- Capacity building of Education Officers
- Inspection of schools on compliance to COVID-19 SOPs.

## **Achievements:**

### **a) Developed and disseminated guidelines for re-opening of schools and re-entry of students**

After a seven-month total lockdown of schools where learners were fully at home, H.E the President of Uganda on 20<sup>th</sup> September 2020 announced the re-opening of education institutions for candidate classes. All schools were opened on the 15<sup>th</sup> October 2021.

Before re-opening of schools, the Ministry of Education and Sports in collaboration with Ministry of Health and other stakeholders developed the Standard Operating Procedures for Institutions of learning during the COVID-19 pandemic. Using the SOPs, the Ministry developed and circulated to all education institutions guidelines for re-opening and implementation of the SOPs. The guidelines issued to schools can be obtained on the ministry website, [www.education.go.ug](http://www.education.go.ug).

In addition, the Ministry of Education and Sports working with the Ministry of Health also developed key awareness and health safeguarding messages on COVID-19. These were disseminated to all schools, teachers, parents and community members through different media platforms. Schools were also encouraged to display messages for easy access to all learners, teachers and the parents.

### **b) Provided school grants to public primary and secondary schools**

Upon announcement of re-opening education institutions for candidate classes, the Ministry of Education and Sports working with Ministry of Finance, Planning and Economic Development, disbursed UGX 20.6bn (USD 5.85m) to 13,756 Public primary and secondary schools i.e. 12,472 primary and 1,284 secondary. The grant was to support schools in implementing the Water Sanitation and Hygiene program. This grant was in addition to the capitation grant provided to schools by government to run the schools.

Guidelines were developed and circulated to all public schools on the use of the school grant. The guidelines can also be obtained on the ministry website. In the guidelines schools were guided on the eligible items to be procured using the UGX 1,500,000 (USD 400) sent to each school. The items were as follows:

- i ) Foot operated hand washing facilities (tip tap) including a Basin/Bucket and a Jerry can at all critical control points,
- ii ) Well calibrated working temperature guns at the school gate,
- iii ) Backpack plastic spray pumps
- iv ) Disinfectant liquid (JIK)
- v ) Hand washing soap/liquid soap,

vi ) Hand sanitizers with at least 60-80% alcohol levels for staff.

Inspection of schools was undertaken in schools on a regular basis to check compliance to SOPs and the findings indicated that all schools had procured the requirements and were in use.

In January 2021, when schools were allowed to re-open for other non-candidate classes, MOFPED disbursed UGX 20.6 bn to the same 13,756 public primary and secondary schools to acquire more materials since the number of learners were to increase.

As required in the guidelines, local governments submitted to the Ministry consolidated district specific accountability reports on the use of the school grant for COVID-19.

**c) Conducted an assessment on the effects of COVID-19 on Primary and Secondary Education**

As a measure to minimize the spread of the COVID-19 among the population, most countries around the world fully closed all education institutions. This led to a big number of students not being able to attend school in person.

Since learners were out of school for a long period the Ministry conducted a rapid assessment to determine the effects of COVID-19 and loss of learning at primary and secondary education levels. The assessment was spearheaded by the Uganda National Examination Board (UNEB). The assessment was conducted in March 2021 on learners of P6 and S3 since other non-candidate classes were not yet re-open. A sample of 500 primary and 200 secondary schools were selected from 100 districts.

Findings from the assessment indicate a decline in proficiency levels in both Literacy in English and Numeracy at primary level. This is mainly attributed to the long period of learners being out of school due the COVID-19 pandemic.

However, despite the loss of learning due to the school closure, over 90% of the learners reported to have acquired basic skills relevant to house chores i.e. cleaning, cooking and washing, and baking during the lockdown.

The learners in over half of the primary and secondary schools reportedly acquired new knowledge, experienced positive attitude (mind set) or entrepreneurship skills during the lockdown.

The detailed NAPE report 2021 can be accessed on the UNEB website: [www.uneb.ac.ug](http://www.uneb.ac.ug) and the Ministry website; [www.education.ug.org](http://www.education.ug.org).

#### **d) Developed a customized E-platform for tracking of learning**

The Ministry of Education and Sports (MoES) through the Directorate of Education Standards (DES) developed and implemented a customized learning delivery, assessment and tracking platform leveraging mobile technology. The ICT-based platform is a full option piece of technology that was developed to support Continuity of Learning (CoL) with the goal of enabling learning through SMS, USSD, Mobi App, and Web Access.

Aware that over 70% of Ugandans live in rural areas of which less than 30% have access to electricity, television, and internet. A decision to have a cost-effective ICT based solution that would ensure equitable access to educational content during the school lockdown was made. Based on the above, the system was designed, developed, tested, piloted and still at large ready for use. The system monitors learning and such information is availed to learners, parents, head teachers, district education managers and DES.

The customized mobile learning platform was setup and configured as a unitary system and hosted within the government cloud infrastructure managed by the National Information Technology Authority Uganda (NITA-U). The platform emphasized mobile SMS-based learning among others for tracking learning.

A contract was signed with M/s Impiger Technologies JV Octoze Technologies Pvt Ltd to develop this system. About 1,000,000 learners of P4 to S2 were identified across the country and registered on the system by headteachers. This was achieved through community sensitization of parents/guardians over radios and training of district local governments' education managers. Brochures and fliers to assist learners on how to access the system/platform were printed and distributed through the DLGs.

Through the e-learning management system (e-LMS) and the e-Learning Content management System, the e-Learning Platform had the following benefits:

- (i) It has a wide coverage in terms of number of users, classes, domains, content quantity for the subjects;
- (ii) Quick delivery of lessons for registered learners;
- (iii) Cost-effectiveness in terms of time, money and resources;
- (iv) Mobility;
- (v) supports self-paced learning;
- (vi) scalable;
- (vii) accessible from any type of phone;
- (viii) enables students to revisit content anytime and from anywhere;
- (ix) offers secure storage for the educational content;
- (x) offers consistency to all learners within each domain and level.

- (xi) Easy progress tracking to all stakeholders (learners, teachers, DEOs ;
- (xii) Consistence;
- (xiii) Reduced costs of travel for both learners and head teachers.

**e) Provided Capacity building to Education Officers**

**(i) Trained Headteachers on responding to emergencies**

Before the re-opening of schools for candidate classes, the Directorate of Education Standards working with the district COVID-19 task forces undertook training of headteachers in 14,353 primary and secondary schools to respond to emergencies on COVID-19.

**(ii) Trained education officers to offering psycho-social support**

A cascade training was organized by the department of Career Guidance and Counselling starting with 58 Master trainers selected from the Ministry, districts and Primary Teachers' colleges (PTC). A total of 1,339 Trainers of trainers were trained in January 2021 at six regional core PTC's of Gulu PTC, Bishop Stuart PTC, Kabulasoke PTC, Shimoni PTC and St. John Bosco, Nyondo. The ToTs included; 666 Center Coordinating Tutors (CCT), 479 selected primary and secondary head teachers and deputy head teachers, 40 Deputy Principals and Principals of Primary Teacher Colleges, 66 Tutors, and 88 district officials' inspectors among others.

Since the COVID-19 pandemic affected everyone differently, it was important to involve other stakeholders who would then offer Psycho-social support whenever needed. The CCTs, headteachers, teachers were to offer support to fellow teachers and learners and provide feedback to the respective colleges.

**(iii) Trained district and school managers on COVID-19 SOPs and School Based Surveillance**

Following the second lockdown and closure of education institutions in June 2021, the two ministries of health and education reviewed the strategy for lessons learnt from implementation of the SOPs after reopening schools and institutions in October 2020. From the review and follow up consultations with stakeholders, it emerged that there was need for effective dissemination of the SOPs, with emphasis on the COVID-19 School Based Surveillance programme. A work plan for the dissemination was developed and implemented.

The dissemination started with the national level training of ToT teams comprising officers from MoES and MoH. The national teams completed the dissemination to the local government technical officers in education and health departments, who



are directly responsible for ensuring that education institutions effectively implement the SOPs.

Since H.E. the President of Uganda announced the re-opening of all education institutions in January 2022, the Ministry of Education and Sports using the local government technical officers earlier trained, supported a one-day district level training session for heads of schools, teachers, foundation bodies' representatives and in-charges of health facilities for effective implementation of the school based COVID-19 surveillance programme, as well as SOPs implementation. The district-based training was also used to sensitize the education sector stakeholders on COVID-19 vaccination to improve uptake.

The district-based trainings were held from December 15-31, 2021 before reopening of schools and targeted 120 participants from each of the 146 districts and Municipalities. The breakdown of the participants' categories per district was as follows:

- a. 5 CCTs,
- b. 10 ASSHU Representatives,
- c. 45 representatives of primary school head teachers,
- d. 20 FENEI representatives,
- e. 10 representatives of FBOs foundation bodies,
- f. 10 NAPSTA representatives
- g. 10 ECDs heads and
- h. 10 in-charges of health facilities

#### **f) Inspected Schools on compliance to SOPs**

Since the re-opening of schools in October 2020, four nationwide school inspections were conducted by the Directorate of Education Standards to ensure that education institutions complied to the education specific Standard Operating Procedures. Over 29,356 education institutions were inspected in all 146 local governments and a compliance certificate issued to allow them to reopen. Schools that were not compliant were not allowed to reopen until all the requirements were met and a certificate issued.

Findings from the inspections indicated improvements by the various schools in compliance with SOPs. In October 2021 before the reopening of schools in January 2022, inspections were undertaken and findings indicated that 100% of the schools had COVID-19 pandemic awareness and more than 90% had foot operated hand washing facilities. About 70% of the teachers in both primary and secondary schools had been vaccinated for COVID-19 and 56% of support staff had received at least their first dose. These findings enabled the Ministry to increase the efforts on sensitizing and encouraging school staff to take the vaccination seriously before schools were open.

## **2.3 Component 3: Project Management and Monitoring & Evaluation**

All operations of the project were supported under this component. This included; implementation, supervision, monitoring, procurement, financial management and auditing.

A project implementation manual was developed and was used together with the Project Appraisal Document and the Grant Agreement to guide the operations of the project.

### **(a) Project Operational Support**

The overall responsibility of project implementation lied with the Permanent Secretary and the day-to-day implementation by the Directorate of Basic and Secondary Education.

A Project Coordination Unit comprising of the Project Coordinator, Procurement Specialist, M&E Specialist and Financial Management Specialist was established to work with relevant directorates and departments to ensure effective execution of project activities. Two short-term consultants were also recruited to support the PCU to prepare the environmental and social safeguard instruments as required in the Financing Agreement. At district level, the DEOs, DIS and headteachers were engaged and have greatly supported the implementation of project activities.

The relevant directorates and departments included: National Curriculum Development Centre, Directorate of Education Standards, Uganda National Examinations Board, Basic Education department, Secondary Education Department, Special Needs Education Department, Career Guidance and Counseling Department, Education Planning and Policy Analysis Department and Communication and Information Unit.

### **(b) Monitoring of Project Results**

The day-to-day monitoring of project activities was done to ensure timely completion. By the project closure date of 31<sup>st</sup> December 2021 all planned project activities were completed and achieved.

A project results framework was prepared prior to commencement of the project and was used to monitor project results as indicated in the table below. Monthly progress reports on the project indicators and planned project activities were prepared and submitted to the World Bank and other stakeholders. The World Bank conducted regular support missions to review the implementation status and decisions made on any issues identified. During the project period, three support missions were held.

The project had three Development Objective indicators and seven intermediate results indicators (IRIs). All the three PDO indicators and six of the seven IRIs were achieved. The partial achievement of the seventh IRI is attributed to the COVID-19 situation in Uganda since March 2020. The schools were closed for almost the entire project life. To achieve the result, the entire school system had to be open.

**Table 5: The Project Results Framework**

Indicator Name	Unit of Measure	Baseline April 2020	End Target, Dec. 2021	Cumulative Achievements by December 2021	NOTES
<b>Project Development Objective Indicators</b>					
<b>PDO 1:</b> Students benefiting from direct interventions to enhance learning	Number	0	14,000,000	14,073,880	<ul style="list-style-type: none"> <li>● <b>Achieved.</b></li> <li>● There are 14,814,611 (95%) learners in pre-primary, primary and secondary level affected by the closure of schools due to COVID-19.</li> <li>● This includes awareness and health safeguarding messages developed and disseminated to learners (SMS, TV, Radio, and Community), Radio and TV lessons, e-platform, school grant, and home visit programs for ECCE, home study learning materials.</li> </ul>
Students benefiting from direct interventions to enhance learning - Female	Number	0	7,000,000	7,036,940	
<b>PDO 2:</b> Number of children supported with distance/home-based learning interventions (Number)	Number	0	11,900,000	12,629,565	<ul style="list-style-type: none"> <li>● <b>Achieved.</b></li> <li>● These comprised of home study learning materials for P1-P7 and S1-S6, adapted materials and equipment for special needs education, online materials, and radio lessons, TV programs, and printing materials for e-learning platform.</li> </ul>
% of children supported with distance/home-based learning interventions (Percentage)	%	0	85	90	
<b>PDO 3:</b> Number of children previously enrolled in grant-supported schools who return to school once the school system is reopened. (Number)	Number	0	5,977,880	6,629,565	<ul style="list-style-type: none"> <li>● <b>Achieved.</b></li> <li>● This is achieved based on number of students who returned to schools during the partial school re-opening between October 2020 and June 2021 for the selected classes (Primary 4-7, senior 1-6).</li> </ul>
% children previously enrolled in grant-supported schools who return to school once the school system is reopened (Percentage)	%	0	85	90	

Indicator Name	Unit of Measure	Baseline April 2020	End Target, Dec. 2021	Cumulative Achievements by December 2021	NOTES
<b>Intermediate Results Indicators</b>					
<b>Component 1: Ensure learning during school closure</b>					
IRI 1: Awareness and health safeguarding messages developed and disseminated to students, teachers and communities (SMS, TV, Radio (Number)	Number	0	10,000,000	10,000,000	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> <li>• Through Government efforts, all learners have received or are aware of the health safeguarding messages on COVID-19.</li> </ul>
IRI 2: Self-learning materials adapted to large print and braille for students with special needs (yes/no) (Yes/No)	Yes/No	No	Yes	Yes	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> <li>• Materials were adapted and distributed to schools with learners having special educational needs.</li> </ul>
<b>Component 2: Support safe re-opening, student re-entry and capacity building for resilience</b>					
IRI 3: Number of grant-supported schools equipped with minimum hygiene standards for prevention of COVID -19	Number	0	12,200	13,756	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> <li>• At the re-opening of schools from the first lockdown in October 2020, grants were sent to all public primary and secondary schools to ensure implementation of SOPs on COVID-19.</li> <li>• Regular school inspections were undertaken to ensure compliance to SOPs.</li> </ul>
% public primary and lower secondary of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19 (Percentage)	%	0	85%	96%	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> </ul>
IRI 4: A rapid assessment on the effects of COVID-19 on Primary and Secondary Education conducted (Yes/No)	Yes/No	No	Yes	Yes	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> <li>• The assessment was conducted.</li> </ul>
IRI 5: Number of officials and teachers in grant-supported schools who return to school once the school system is reopened. (Number)	Number	0	151,858	159,247	<ul style="list-style-type: none"> <li>• <b>Achieved.</b></li> <li>• The number was calculated based on MoES/DES inspection report (90% of teachers returned) conducted in March 2021 for primary schools, plus estimated secondary school teachers returned to</li> </ul>

Indicator Name	Unit of Measure	Baseline April 2020	End Target, Dec. 2021	Cumulative Achievements by December 2021	NOTES
					<p>schools (30%) between Oct 2020 and March 2021.</p> <ul style="list-style-type: none"> <li>Based on the assessment report, teachers of lower classes were also handling the upper classes to ensure social distancing in class. i.e. more streams were created for each class.</li> </ul>
% of officials and teachers in grant-supported schools who return to school once the school system is reopened. (Percentage)	%	0	85	89	
IRI 6: Number of Head teachers trained on emergency response preparedness and psycho-social support. (Number)	Number	0	12,200	14,353	<ul style="list-style-type: none"> <li><b>Achieved.</b></li> </ul>
% of Head teachers trained on emergency response preparedness and psycho-social support. (Percentage)	%	0	85%	100%	
IRI 7: Number of students whose learning was assessed to evaluate loss of learning during school closure. (Number)	Number	0	6,000,000	2,606,817	<ul style="list-style-type: none"> <li><b>Partially Achieved.</b></li> <li>Due to the phased re-opening of school policy during COVID-19 pandemic, only classes P6-P7 and S3, S4, S6 were allowed to return to school by March 2021. No sooner had the classes P4, P5, S1 and S2 reported to school than the second lockdown was instituted. The students in the pre-primary and the lower primary (P1-P3) were never allowed to return to school. The second COVID-19 lockdown was instituted in June 2021.</li> <li>As a result, IRI 7 is partially achieved due to selected classes (P6-P7 and S3, S4, S6) being assessed in the brief period of re-opening.</li> </ul>
IRI 8: % of students provided with access to programs on psycho-social support. (Percentage)	%	0	60%	63%	<ul style="list-style-type: none"> <li><b>Achieved.</b></li> <li>Learners were supported as they reported to schools.</li> </ul>

### (c) Financial Management

The project financial management operations were based on the Government of Uganda financial management system for; Planning and Budgeting, Accounting and financial reporting, treasury management and flow of funds, internal controls, including internal audit.

The day-to-day financial management functions were carried out by the Head of accounts / Assistant Commissioner Accounts. The Project Accountant was assigned by the Head of Accounts to carry out the functions of the Financial Management Specialist of the Project.

Disbursements under the project were based on Withdrawal Applications (WAs) basing on a six-month cash flow forecast. The disbursements were in three tranches. The project was fully financed by the Global Partnership for Education. The total project cost was USD 14.7 million and by the project closure date of December 31, 2021 all funds had been disbursed by the World Bank and received on the project designated account in Bank of Uganda.

At preparation of this report (February 2022), a total of USD 14.6 million (99%) had been spent. The project is currently in the grace period to complete all the pending payments up to April, 2022. The summary financial status of the project is summarized in the table below.

**Table 6: Cumulative project expenditure by sub-component as at end February 2022**

<b>Components</b>	<b>Original Project Cost (USD)</b>	<b>Revised Project Cost USD)</b>	<b>Amount Spent USD)</b>	<b>Expenditure Performance (USD)</b>
<b>Component 1: Ensure learning during school closure</b>				
Sub component 1.1: Continuity and equitable learning	7,111,437	6,953,749	6,985,764	100%
Sub component 1.2: Target the most vulnerable/disadvantaged group	519,517	519,517	400,209	77%
<b>Total Component 1</b>	<b>7,630,954</b>	<b>7,473,266</b>	<b>7,385,972</b>	<b>99%</b>
<b>Component 2: : Support safe re-opening, student re-entry and capacity building for resilience</b>				
Sub component 2.1: Support safe re-opening, student re-entry and sustained progression in schools	5,842,397,	5,842,397	5,939,065	102%
Sub-component 2.2: Capacity building for resilience	875,311	1,032,999	916,529	89%
<b>Total Component 2</b>	<b>6,717,708</b>	<b>6,875,396</b>	<b>6,855,594</b>	<b>100%</b>
<b>Component 3: Project Management and Monitoring &amp; Evaluation</b>				
<b>Total Component 3</b>	<b>351,338</b>	<b>351,338</b>	<b>351,849</b>	<b>100%</b>
<b>Total Costs</b>	<b>14,700,000</b>	<b>14,700,000</b>	<b>14,593,416</b>	<b>99%</b>

As required, the PCU prepared all quarterly Interim Financial Reports (IFRs) regarding receipts and payments for the project. These IFRs were consolidated into annual financial statements for the project and audited for FY 2020/21. The Office of the Auditor General concluded the audit and the report was submitted to the World Bank in January 2022.

**(d) Procurement Management**

Under the project, US\$ 7.2m out of the US \$14.7m was invested in procurement related activities. These activities included: Provision of home study materials, Development of a customized e-learning platform, Braille Machines, Assorted Items for Special Needs Education, airtime on radio and TV to support learning, service van, stationery and laptops for PCU and technical assistance acquired through procurement. All procurements under the project were conducted in accordance with the World Bank guidelines but also in compliance with the national approval systems.

All project procurements were handled in collaboration with the Ministry's Procurement and Disposal Unit. Procurement documents were prepared by the PCU and submitted to Head PDU. The HPDU in turn assigned an officer in PDU to review the documents for approval before submitting to the Ministry's Contracts Committee.

A total of 29 procurements were processed out of which, 79 contracts were signed and fully executed by the end of the project in December 2021. Of the 79 contracts signed, 1 was procured through open competition; worth US\$ 565,693 representing 8.01%, 18 were through limited competition worth US\$ 6,252,022 representing 87.97% while 10 were through direct selection worth US\$ 242,283 representing 3.43% as indicated in the table below and details in the contract register attached as annex 4.

**Table 7: Signed contracts according to procurement method**

Category	Method of Procurement	No. of Procurements processed	No. of contracts signed	Contract Sum (USD)	% contract sum
Open Competition	NCB	1	1	565,693	8.01%
Limited Competition	ICS	3	3	35,423	0.50%
	RFQ	10	10	6,210,624	87.97%
	Quotation	5	5	5,975	0.08%
No Competition	DS	10	60	242,283	3.43%
<b>TOTAL</b>		<b>29</b>	<b>79</b>	<b>7,059,998</b>	<b>100%</b>



(i) **Critical procurement activities executed**

a) **Procurement of Home Study Materials**

This activity was estimated at USD 6.1m and after the procurement process, 3 contracts were signed at a total cost of USD: 5,787,729. This was 80.4% of the total amount of USD 7.2m that was spent through procurement, making it a core activity and critical for the project.

- **The scope of work:** three (3) firms were contracted to print and distribute a total of 5,430,529 copies of learning materials in both government and private primary and secondary schools in the country. Fountain Publishers printed 1,703,909 copies for 11,489 schools spread in 26 districts of the central region, MK Publishers printed 2,122,222 copies for 13,781 schools spread in 72 districts of the northern and western regions while Baroque Publishers printed 1,604,398 copies for 8,961 schools in 37 districts of the eastern region. These are summarized in the table below.

**Table 8: Scope of work for the three suppliers**

<b>Firms</b>	<b>Regions</b>	<b>No. of Districts</b>	<b>No. of Schools</b>	<b>No. of Copies</b>	<b>Contract sum USD</b>
Fountain Publishers Ltd	Central	26	11,489	1,703,909	1,935,867
MK Publishers Ltd	Northern & Western	72	13,781	2,122,222	2,169,521
Baroque Publishers (U) Ltd	Eastern	37	8,961	1,604,398	1,682,341
<b>Total</b>		<b>135</b>	<b>34,231</b>	<b>5,430,529</b>	<b>5,787,729</b>

- **Original contract duration and dates;** following the contract signing on 7th January 2021, the 3 firms were handed over the artwork on 12th January 2021 to print and distribute the materials to schools within six weeks. i.e. the initial duration was running from 13<sup>th</sup> January up to 23rd February 2021. However, this was later extended as the time was too short compared to the volume of work.
- **Extension of contracts;** due to challenges encountered in executing the contracts by the firms, the three firms requested for extension of 30 days initially and later on 3 weeks to enable completion and collection of goods received notes. In line with Reg.54(4) of the PPDA (Contracts) Regulations 2014, a no cost extension was granted from 23<sup>rd</sup> February to 23<sup>rd</sup> March 2021, and later up to 31st May 2021 to enable the Ministry to verify the materials and process final payments while the contracts were still valid. By the end of April 2021, all the learning materials had been printed and fully distributed to the respective schools and final payments made by July 2021.

## **b) Procurement of the Customized E-Learning Platform**

This activity was estimated at USD 594,605 and after competitive procurement process, a contract was signed with M/s Impiger Technologies Ltd JV Octoze Technologies Ltd at a total cost of USD: 565,693.

The planned completion date for this contract was 3 months after commencement date, however it was later extended to 10 months through an addendum to accommodate the revised implementation schedule in which payments were tagged to the major milestones in a systems development process. The major milestones included; User Acceptance Tests, Go Live, Fixing Bugs and Operational Acceptance.

Over 1 million learners were registered on the system for the pilot phase although achieving the target in order to trigger the Go-Live milestone took longer than planned i.e. instead of October, 2021 the Go-Live was achieved on 8<sup>th</sup> November 2021. This delay affected the subsequent activities including the issuance of Operation Acceptance Certificate.

Addendum No. 2 was signed to enable the Ministry to process the final payment for the development cost and to reduce the support and maintenance period from 12 to 6 months however, considering that even the 6 months support and maintenance period was falling after the grant end date, the cost is to be paid by the Ministry using GoU funds. Implying that the total amount of US\$ 96,000 allocated to the support and maintenance under the contract would not be used under the project.

## **(ii) Procurements planned but not executed**

There were 2 activities planned but not procured due to technical and financial challenges. They included the following;

### **a) Supply, Delivery and Installation of a Printery for the National Curriculum Development Center.**

- During the preparation of the Uganda COVID-19 Emergency Education Response Project, it was proposed that some money be allocated for payment of the contract for the printer that was procured by the National Curriculum Development Centre (NCDC). This was in a bid to reduce attendant costs of printing materials in the ministry.
- The procurement process followed the PPDA procedures, but Government had inadequate funds hence the need for support from the Grant.
- The Bank was consulted, and it was clarified that advance procurement and retroactive financing were permitted by the World Bank procurement regulations subject to the procedures followed being consistent with the World Bank Procurement Regulations and to the cut-off date normally provided by the World Bank Disbursement Unit during negotiations.

- The procurement file for the Printing Machine was submitted to the Bank for review before funds were processed. From the review, the Bank advised that:
  - i. the earlier process could not be funded under the Grant because firstly, a contract worth UGX: 2,929,542,649= (USD: 802,614) was signed without availability of adequate funds or requesting for clearance from the PSST before committing Government. Secondly, no post qualification was done to confirm the technical and financial capacity of the supplier prior to contract award.
  - ii. a new procurement process for the printing machine be initiated using IDA Procurement regulations.
- A fresh requisition was submitted to the PS/ES in September, 2020 for a new procurement process. However, the process was later cancelled as NCDC advised that the balance of funds on the earlier process had been obtained from the Government of Uganda. Hence, there was no need to continue.
- The Ministry then decided to spend the money that was meant for procurement of the Printing machine for NCDC on printing the home study materials.

#### **b) Procurement of Assorted Items for Special Needs Education**

A number of items were planned to be procured for the learners with special needs. However, some of the items were dropped (i.e. binding comb, sign language pamphlets and classmates) while most of them were reduced to fit within the available budget. The decision to revise the quantities was made after the first procurement process where all the Ministry prequalified firms for supplies of SNE items were invited and the best evaluated bid for the planned quantities exceeded the estimated cost by over 300%. Therefore, a recommendation for cancellation of the procurement process was made. A new request was initiated based on the revised quantities and eventually, a contract was signed with M/s Heritage Plus Distribution Co. Ltd at a sum of Ugx: 331,638,208= (USD. 90,365) and items successfully delivered on 26<sup>th</sup> March 2021. Some items were not procured due to limited funds as indicated in the table below:

**Table 9: Equipment for SNE**

SN	Description of Items	Quantities		
		Planned	Revised by User & Procured	Not Procured
1.	SD Data Cards	500 Nr	154 Nr	346 Nr
2.	Embossing paper	30 Cartons	37 Cartons	0
3.	Braille paper	150 Cartons	90 Cartons	60 Cartons
4.	Binding comb	10 Nr	0	10 Nr
5.	MP-3 players	600 Nr	100 Nr	500 Nr
6.	Sign Language Manuals	500 Copies	137 Copies	363 Copies
7.	Sign Language pamphlets	2000 Copies	0	2000 Copies
8.	Classmates	200 Copies	0	200 Copies
9.	Victor readers	200 Copies	77	133 Copies

### **(iii) Emergency nature of the project**

Since the project was considered emergency, limited time was given to the suppliers to implement the awarded contracts. However, due to the COVID-19 situation in the country, extensions were granted to those who requested to enable full execution of the contracts. Out of the 79 contracts signed, 8 contracts were granted a no cost extension to enable them complete delivery. Some of the reasons cited for request for extensions included the following;

- (i) The braille machines were imported from the USA. Christmas holiday disrupted production and the sea freight transportation caused further delays.
- (ii) Time lost during the elections,
- (iii) The COVID-19 curfew hindering them from working 24hours
- (iv) The general internet shutdown in the country that affected transactions with service providers
- (v) Some schools did not have officials to receive the materials so they had to make more than one visit in some schools
- (vi) The onset of rains in some regions disrupted the distribution plan.
- (vii) Restrictions in schools to receive visitors due to the scheduled UNEB exams that were taking place;
- (viii) The Easter holidays also left some schools unattended to
- (ix) Delay in delivery of the Van from the country of manufacture
- (x) Delay in registration by URA

### **(e) Environmental and Social safeguards**

As part of the response to the likely environmental, health and safety concerns arising from the implementation of the Uganda COVID-19 Emergency Education Response Project, the project triggered the environmental and social standards (ESS) 1, 2, 3, 4, 7 and 10. In view of the above standards MoES-PCU was required to develop/update the key Environmental and Social safeguard Instruments to support project implementation. The following activities were undertaken during the project period.

- (i) Prepared five Environmental and Social safeguard instruments for the CERP including:
  - a. The Environmental and Social Management Framework (ESMF);
  - b. The Labor Management Plan (LMP);
  - c. The GBV/VAC/SEA/SH plan /Gender Based Violence (GBV) Action plan;
  - d. The Vulnerable and Marginalized Groups (VMGs) Framework; and
  - e. The Stakeholder Engagement Plan (SEP)

All the instruments were disclosed for public reference on the Ministry of Education and Sports website <https://www.education.go.ug/COVID-19-sector->

[response](#) as well as disclosed in two of the main National Newspapers – Daily Monitor and New Vision.

- (ii) Conducted a Social Assessment (SA) for the Vulnerable and Marginalized Groups (VMGs) in 10 selected districts which included; Rakai, Kalangala, Mayuge, Kween, Kaabong, Moroto, Gomba, Adjumani, Kisoro and Kasese. A total of **200** learners (at primary and secondary level), **200** community members (including LC1 chairpersons, teachers, parents, religious leaders, parasocial workers and Village Health Team (VHTs)) as well as **70** district officials were engaged during the assessment. The findings from this assessment are in a separate report uploaded on the ministry website. <https://www.education.go.ug/COVID-19-sector-response>.
- (iii) Held media campaigns on social safeguards on child protection, positive parenting, child protection and Life skills promotion, vaccination for parents, teachers and psychosocial support for learners and teachers on 14 widely listened to radio stations across the country.

A total of 72 DJ mentions, 90 radio jingles and 30 recorded messages from key personalities were aired on each of the 14 radio stations around the country between November and December 2021.

- (iv) Disseminated MoES Environmental and Social safeguard related instruments, policies and guidelines to district and school level staff through virtual and physical dissemination meetings. Over 850 participants were engaged from the districts of Bukomansimbi, Butambala, Koboko, Maracha, Ntungamo, Rukungiri, Rakai, Kiboga, Mubende, Buikwe, Alebtong, Busia, Pallisa, Namisindwa, Ibanda, Kibaale, Kisoro, Buliisa, Dokoro, Yumbe, Apac Oyam, Kyotera, Mpigi, Bugiri and Bukedea.

Participants included; District Education Officers (DEOs), District Inspectors of Schools (DISs), District Community Development Officers (DCDOs), Probation Officers, Police officers, Head teachers, Senior Women and Men teachers, Inspectors of Schools, Teachers, School Management Committee (SMC) and Board of Governors (BoGs), Learners and among others.

- (v) Conducted school level monitoring for Environmental and Social (E&S) safeguards in 23 districts across the county and ascertained among others the readiness of schools re-opening in view of compliance with the MoH and MoES SOPs for COVID-19 prevention and management as well as compliance with the E&S safeguards instruments developed.

A total of 210 schools including; 159 (76%) primary schools and 51 (24%) secondary schools) were monitored of which 81% of the schools were government aided and 19% were private owned.

- (vi) Followed-up reported grievances on Violence against Children to ascertain whether stakeholders were effectively and efficiently implementing the case management processes and procedures to the conclusion.

A total of 68 cases were followed up in the districts of Kampala, Gomba, Lyantonde, Wakiso, Kalangala, Luwero, Arua, Oyam, Kamuli, Mayuge and Adjumani.

***Other interventions undertaken within the Ministry but related to social safeguards included:***

- (vii) Strengthened coordination and partnership among education stakeholders and other agencies for a more effective response. Adopted a multi-sectoral approach in addressing issues affecting adolescent girls during the COVID- 19 including access to various services within the community (*psycho- social, reporting cases of abuse, Sexual and reproductive health services*). The country also established a GBV/VAC National Task Force, Strategic Plan and a Training manual on GBV and VAC).
- (viii) Developed guidelines for the Prevention and Management of Teenage Pregnancy in school settings. The guidelines provide a second chance to teenage mothers to re-enroll to school.
- (ix) Developed guidelines for the implementation of the roles and responsibilities of senior women and men teachers to be able to provide psychosocial support to learners who were affected by the pandemic.
- (x) Developed simplified versions for Reporting, Tracking Referral and response to VACS.

All these guidelines and policies were disseminated to the teachers and headteachers of selected schools across the country.

- (xi) MoES continued to equip teachers with the knowledge, skills and attitudes for gender-responsive and learner centered pedagogy, that ensured equal treatment and participation of girls and boys during distance learning.
- (xii) In order to address the negative and counterproductive attitudes amongst child mothers and their parents, MoES devised a strategy of directly engaging with child mothers and their parents/care givers to sensitize them on parental roles and responsibilities and how they would support child mothers to re-enroll into school.

### **3.0 CHALLENGES**

During the implementation of the project, some challenges were encountered and these are outlined as per the interventions below:

**(a) *Provision of home study learning materials***

- i. Although the project allocated about half of its total funds for home study materials, it was still not enough to print study materials for all classes from P1-P7 and S1-S6. P5-P7 and S1-S4 benefitted under the project. Hence, there was a delay in printing and distributing materials for the lower primary (P1-P4) and the upper secondary (S5-S6) as Government had to find other sources of funds.
- ii. Safety and insecurity situations were challenging during the distribution of the materials especially in some parts of the Northern region bordered with South Sudan and DRC.
- iii. Broken bridges and heavy rains made it difficult to reach some areas in time during the distribution of home study materials.
- iv. Due to the lengthy period of school closure during COVID-19, some private schools completely closed and could not be located during the distribution of materials. Materials for such schools were returned to the Ministry.

**(b) *Airing of lessons on radio***

- i. Some families didn't have a radio set for learners to listen to the radio lessons.
- ii. Some learners were engaged in home chores and casual labour which hindered them to attending lessons on radio regularly.

**(c) *Provision of school grants to implement the WASH program***

- i. The standard figure of Ugx.1.5m (USD 400) allocated was inadequate for some schools with high enrolment especially after the re-opening of schools for the non-candidate classes.

**(d) *Assessment on the effects of loss of learning during Covid-19 for Primary and Secondary Education***

- i. Given the COVID-19 situation in the country during project implementation, re-opening of schools was phased and therefore the assessment could not be conducted on all learners per class as planned. Only two classes of P6 and S3 were assessed.

***(e) Inspection of schools on compliance to SOPs***

- i. Although over 90% of schools complied with SOPs, there were small number of schools especially private schools which were reluctant to follow the Ministry's guidelines to implement the SOPs on COVID-19.
- ii. Difficulty to collect data in some schools as they had closed due to the COVID-19 restrictions.

***(f) Implementation of social and environment safeguards***

- i. Difficulty in tracking the social and environmental safeguards at school level as schools were closed for most of the project implementation period.
- ii. Inability to collect data from some schools as no one was found on site due to the lockdown.

***(g) Procurement management***

- i. Delay to commence the procurement of home study materials. The Ministry had proposed to use a State-Owned Enterprise (SOE) that printed the first round of home study materials. However, the process of proving that the SOE was legally and financially autonomous took longer than expected hence causing delay in the commencement of the procurement process. The second round of home study materials were eventually printed through the competitive bidding process by three private firms and distributed to both government and private primary and secondary schools in the country successfully.
- ii. Delay to commence the procurement of airtime on radio stations to support learning during the lockdown. The user department within MoES had to prove to the Contracts Committee that there would be value for money since schools were reopening under a phased approach and whether families had radios for the learners to use. In addition, preparation of content to be aired on radio was time intensive.
- iii. Delayed procurement process for the service van for the Ministry communication team. Only one out of the three bidders issued with the solicitation document submitted a bid. This was evaluated and was found responsive and therefore awarded the contract to supply the van. However, the firm declined to sign the contract because the model they quoted for was out of stock and the one available was more expensive. This process was cancelled and a new procurement process started. The new process resulted into a signed contract and the Van was successfully delivered.



### ***(h) Financial Management***

- i. The Project did not have counterpart funding from Government of Uganda and so, some activities which were eligible under GOU could not be made under the project since they were not included in the project such as purchasing vehicles for PCU used for field work, servicing of vehicles.
- ii. The project used MOES staff for the positions of Financial Management Specialist and two accounts staff to handle all financial matters. However, they were not remunerated under the project because they are government employees (civil servants).

### ***(i) Project Operations***

- i. Support staff including a secretary and an office attendant from the mainstream<sup>2</sup> Ministry were attached to the Project Coordination Unit (PCU); however, these were irregular leading to the technical project staff filling in their gaps.
- ii. No Ministry vehicle and driver were allocated to the PCU. The main form of transportation under this project was motorcycles (boda boda) or foot. This made movement to the different offices difficult.

## **4.0 LESSONS LEARNT AND RECOMMENDATIONS**

### **4.1 Lessons Learnt**

- a) The amount of flexibility, resilience adopted by the project in its implementation within the given resource envelope were good lessons to learn. The project managed to print and distribute home study learning materials to support continuity of learning among upper primary and secondary school learners; adapted materials and equipment for special needs education, carried out radio lessons and printed materials for e-learning platform.
- b) The high level of involvement and support by the Ministry of Education and Sports Officials both at the center and at the various local governments was paramount in the implementation of the project's activities.
- c) The school grants disbursed to public schools played a big role in facilitating adherence to SOPs put in place by the Ministry of Health.

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<sup>2</sup> No provision was made for support staff in the budget. Hence, the use of mainstream/MoES staff who already had other responsibilities.

- d) In a bid to comply with the Standard Operating Procedures (SOPs), electronic submission of bids was encouraged and saved time. More time would have been required for submission given the distance in case of radio stations to travel and deliver the hard copies of bids as usually was the practice.
- e) The use of experienced and qualified staff in the implementation of the project enabled timely achievement and completion of all project outputs.
- f) Capacity has been built for the Ministry Financial Management staff in handling donor funded projects.

## **4.2 Recommendations**

- a) The implementing agency (MOES), should always follow the guidelines/regulations governing project implementation to avoid time wastage in case of diversion.
- b) Government should set aside some resources to always complement donor funds specially to meet some expenses which are not funded by the project.
- c) Market surveys should always be made to ensure that the planned activities fit within the planned budget.

## **ANNEXES**

## ANNEX 1: QUANTITIES OF HOME STUDY LEARNING MATERIALS PRINTED AND DISTRIBUTED BY DISTRICT

REGION		DISTRICT	P5	P6	P7	S1 HUMANITIES	S1 SCIENCE	S2 HUMANITIES	S2 SCIENCE	S3 HUMANI TIES	S3 SCIENCE	S4 HUMANIT IES	S4 SCIE NCE
CENTRAL	1.	BUIKWE	16,786	15,037	431	8458	8458	7,816	7,816	7,190	7,190	94	94
	2.	BUKOMANSIMBI	8,019	7,018	120	2579	2579	2,351	2,351	1,956	1,956	22	22
	3.	BUTAMBALA	4,580	4,150	123	4143	4143	3,684	3,684	3,206	3,206	29	29
	4.	BUVUMA	2,435	1,836	48	335	335	222	222	161	161	3	3
	5.	GOMBA	6,195	5,392	138	1938	1938	1,618	1,618	1,394	1,394	20	20
	6.	KALANGALA	888	611	23	167	167	194	194	169	169	3	3
	7.	KALUNGU	9,654	8,350	163	5046	5046	4,202	4,202	4,000	4,000	43	43
	8.	KAMPALA	38,785	35,101	1,002	23980	23980	23,876	23,876	22,468	22,468	239	239
	9.	KASSANDA	9,224	7,785	225	3305	3305	3,078	3,078	2,844	2,844	33	33
	10.	KAYUNGA	16,167	13,593	353	6057	6057	5,594	5,594	5,175	5,175	63	63
	11.	KIBOGA	5,808	5,053	205	2160	2160	1,796	1,796	1,604	1,604	27	27
	12.	KYANKWANZI	6,729	5,556	173	1457	1457	1,301	1,301	1,132	1,132	22	22
	13.	KYOTERA	15,607	13,633	318	7320	7320	6,923	6,923	6,157	6,157	63	63
	14.	LUWERO	22,291	19,938	485	12987	12987	11,831	11,831	10,851	10,851	127	127
	15.	LWENGO	11,180	9,743	238	4666	4666	4,236	4,236	3,537	3,537	41	41
	16.	LYANTONDE	3,370	2,759	74	1371	1371	1,150	1,150	957	957	12	12
	17.	MASAKA	11,606	10,460	250	6457	6457	6,634	6,634	6,188	6,188	70	70
	18.	MITYANA	12,843	11,581	361	6814.5	6814.5	6,080	6,080	5,978	5,978	78	78
	19.	MPIGI	10,416	9,186	257	7568	7568	6,956	6,956	6,527	6,527	83	83
	20.	MUBENDE	13,100	10,512	323	4664	4664	4,039	4,039	3,766	3,766	42	42
	21.	MUKONO	23,338	20,781	681	16342	16342	14,981	14,981	13,841	13,841	157	157
	22.	NAKASEKE	9,258	7,924	240	2807	2807	2,629	2,629	2,148	2,148	44	44
	23.	NAKASONGOLA	6,705	5,299	211	2848	2848	2,683	2,683	2,208	2,208	29	29
	24.	RAKAI	11,684	9,274	201	2033	2033	1,745	1,745	1,537	1,537	16	16
	25.	SSEMBABULE	9,523	8,108	209	2800	2800	2,469	2,469	2,089	2,089	29	29

REGION		DISTRICT	P5	P6	P7	S1 HUMANITIES	S1 SCIENCE	S2 HUMANITIES	S2 SCIENCE	S3 HUMANI TIES	S3 SCIENCE	S4 HUMANIT IES	S4 SCIE NCE
	26.	WAKISO	66,026	59,689	1,911	47201	47201	43,966	43,966	40,719	40,719	532	532
		<b>TOTAL</b>	<b>352,21</b>	<b>308,369</b>	<b>8,763</b>	<b>185,504</b>	<b>185,504</b>	<b>172,054</b>	<b>172,054</b>	<b>157,802</b>	<b>157,802</b>	<b>1,921</b>	<b>1,921</b>
<b>EASTERN</b>	27.	AMURIA	9,575	6,992	122	1861	1861	1,744	1,744	1,523	1,523	18	18
	28.	BUDAKA	11,600	8,592	152	4043	4043	3,883	3,883	3,550	3,550	31	31
	29.	BUDUDA	8,089	6,843	140	2234	2234	2,132	2,132	1,968	1,968	14	14
	30.	BUGIRI	16,299	13,131	306	4015	4015	3,780	3,780	3,944	3,944	34	34
	31.	BUGWERI	7,818	6,553	150	3278	3278	3,004	3,004	2,816	2,816	33	33
	32.	BUKEDEA	11,061	8,110	140	2999	2999	2,823	2,823	2,327	2,327	21	21
	33.	BUKWU	6,252	5,909	99	2080	2080	2,222	2,222	2,030	2,030	18	18
	34.	BULAMBULI	6,511	5,828	103	2110	2110	1,792	1,792	1,555	1,555	18	18
	35.	BUSIA	14,589	11,925	217	5338	5338	4,651	4,651	4,555	4,555	34	34
	36.	BUTALEJA	15,345	11,475	179	3288	3288	2,997	2,997	2,559	2,559	26	26
	37.	BUTEBO	6,828	5,593	77	2338	2338	2,269	2,269	2,383	2,383	16	16
	38.	BUYENDE	14,275	10,954	232	3124	3124	2,832	2,832	2,277	2,277	26	26
	39.	IGANGA	15,283	12,942	301	7485	7485	6,738	6,738	7,304	7,304	48	48
	40.	JINJA	19,205	17,291	329	10836	10836	10,137	10,137	9,559	9,559	95	95
	41.	KABERAMAIDO	5,747	4,310	72	1007	1007	1,001	1,001	690	690	9	9
	42.	KALAKI	5,528	4,181	61	1084	1084	1,217	1,217	982	982	11	11
	43.	KALIRO	11,218	9,076	182	3732	3732	3,350	3,350	3,190	3,190	24	24
	44.	KAMULI	24,962	21,643	456	9476	9476	8,293	8,293	7,473	7,473	79	79
	45.	KAPCHORWA	5,198	4,852	95	2315	2315	2,435	2,435	2,172	2,172	15	15
	46.	KAPELEBYONG	4,422	3,472	77	791	791	842	842	585	585	7	7
	47.	KATAKWI	6,589	4,631	91	1323	1323	1,206	1,206	1,121	1,121	18	18
	48.	KIBUKU	10,680	8,161	132	3485	3485	3,081	3,081	2,744	2,744	22	22
	49.	KUMI	12,768	10,152	138	2682	2682	2,976	2,976	2,669	2,669	21	21
	50.	KWEEN	4,580	4,569	107	1794	1794	1,659	1,659	1,515	1,515	17	17
	51.	LUUKA	7,138	6,150	132	2574	2574	2,396	2,396	2,034	2,034	20	20
	52.	MANAFWA	8,043	6,612	134	2930	2930	2,662	2,662	2,571	2,571	22	22
	53.	MAYUGE	20,325	16,515	382	6035	6035	5,675	5,675	5,649	5,649	51	51

REGION		DISTRICT	P5	P6	P7	S1 HUMANITIES	S1 SCIENCE	S2 HUMANITIES	S2 SCIENCE	S3 HUMANI TIES	S3 SCIENCE	S4 HUMANIT IES	S4 SCIE NCE
	54.	MBALE	21,365	18,430	303	11634	11634	11,366	11,366	11,560	11,560	66	66
	55.	NAMAYINGO	9,889	7,037	163	1853	1853	1,748	1,748	1,380	1,380	15	15
	56.	NAMISINDWA	12,381	10,486	158	2932	2932	2,636	2,636	2,763	2,763	22	22
	57.	NAMUTUMBA	11,861	10,290	236	4307	4307	4,019	4,019	4,078	4,078	23	23
	58.	NGORA	6,587	5,400	101	2100	2100	2,281	2,281	1,852	1,852	18	18
	59.	PALLISA	14,572	11,061	208	3559	3559	3,485	3,485	3,451	3,451	30	30
	60.	SERERE	16,161	12,455	233	2769	2769	2,968	2,968	2,556	2,556	35	35
	61.	SIRONKO	11,209	9,628	175	3236	3236	3,194	3,194	3,151	3,151	30	30
	62.	SOROTI	14,637	12,193	219	6104	6104	5,739	5,739	5,318	5,318	45	45
	63.	TORORO	29,032	25,856	388	7802	7802	7,890	7,890	7,716	7,716	66	66
		<b>TOTAL EASTERN</b>	<b>437,62</b>	<b>359,298</b>	<b>6,790</b>	<b>140,553</b>	<b>140,553</b>	<b>133,123</b>	<b>133,123</b>	<b>125,570</b>	<b>125,570</b>	<b>1,098</b>	<b>1,098</b>
<b>NORTHERN</b>	64.	ABIM	4,432	3,479	39	677	677	830	830	657	657	4	4
	65.	ADJUMANI	12,529	9,271	112	2989	2989	2,519	2,519	1,873	1,873	17	17
	66.	AGAGO	13,174	11,393	115	1504	1504	1,343	1,343	1,329	1,329	15	15
	67.	ALEBTONG	12,407	10,188	126	852	852	969	969	809	809	15	15
	68.	AMOLATAR	6,638	5,094	90	525	525	534	534	475	475	9	9
	69.	AMUDAT	989	787	12	109	109	84	84	105	105	2	2
	70.	AMURU	10,381	6,493	93	1573	1573	1,428	1,428	1,200	1,200	15	15
	71.	APAC	10,878	8,262	104	1085	1085	859	859	857	857	9	9
	72.	ARUA	29,242	20,112	280	5948	5948	6,291	6,291	5,217	5,217	65	65
	73.	DOKOLO	10,096	7,902	97	868	868	919	919	794	794	13	13
	74.	GULU	12,426	9,920	137	4004	4004	3,941	3,941	3,752	3,752	35	35
	75.	KAABONG	2,795	2,248	29	384	384	260	260	243	243	2	2
	76.	KARENGA	1,945	1,598	18	250	250	178	178	181	181	1	1
	77.	KITGUM	10,606	7,389	122	2498	2498	2,463	2,463	2,760	2,760	23	23
	78.	KOBOKO	9,226	5,769	91	2290	2290	1,963	1,963	1,853	1,853	18	18
	79.	KOLE	11,438	8,709	96	2097	2097	2,090	2,090	1,746	1,746	19	19
	80.	KOTIDO	2,137	1,889	23	942	942	985	985	906	906	5	5
	81.	KWANIA	11,097	8,112	86	909	909	789	789	631	631	7	7

REGION		DISTRICT	P5	P6	P7	S1 HUMANITIES	S1 SCIENCE	S2 HUMANITIES	S2 SCIENCE	S3 HUMANI TIES	S3 SCIENCE	S4 HUMANIT IES	S4 SCIE NCE
	82.	LAMWO	8,810	6,008	94	1423	1423	1,227	1,227	1,150	1,150	15	15
	83.	LIRA	19,248	16,211	203	6699	6699	6,000	6,000	6,075	6,075	59	59
	84.	MADI OKOLLO	8,571	5,797	70	453	453	439	439	321	321	8	8
	85.	MARACHA	8,640	6,003	64	1006	1006	1,003	1,003	960	960	12	12
	86.	MOROTO	1,370	1,199	21	637	637	555	555	398	398	5	5
	87.	MOYO	3,443	2,478	49	1257	1257	1,231	1,231	1,232	1,232	12	12
	88.	NABILATUK	485	394	10	161	161	159	159	108	108	2	2
	89.	NAKAPIRIPIT	1,088	855	20	191	191	170	170	154	154	2	2
	90.	NAPAK	2,209	1,655	36	436	436	333	333	294	294	3	3
	91.	NEBBI	9,621	6,602	109	1681	1681	1,499	1,499	1,330	1,330	18	18
	92.	NWOYA	5,839	4,082	91	909	909	776	776	606	606	13	13
	93.	OBONGI	5,793	3,872	40	1082	1082	1,043	1,043	901	901	6	6
	94.	OMORO	7,131	5,082	89	1017	1017	1,038	1,038	729	729	14	14
	95.	OTUKE	5,436	4,251	54	747	747	795	795	761	761	9	9
	96.	OYAM	20,847	15,801	167	1317	1317	1,352	1,352	1,166	1,166	16	16
	97.	PADER	13,039	10,639	123	1783	1783	1,452	1,452	1,229	1,229	16	16
	98.	PAKWACH	5,508	3,878	58	870	870	805	805	810	810	10	10
	99.	YUMBE	16,154	11,233	144	3941	3941	3,380	3,380	3,109	3,109	27	27
	100.	ZOMBO	7,169	4,697	85	1167	1167	1,080	1,080	968	968	15	15
		<b>TOTAL</b>	<b>322,83</b>	<b>239,352</b>	<b>3,197</b>	<b>56,281</b>	<b>56,281</b>	<b>52,782</b>	<b>52,782</b>	<b>47,689</b>	<b>47,689</b>	<b>536</b>	<b>536</b>
<b>WESTERN</b>	101.	BUHWEJU	3,738	2,943	87	1021	1021	857	857	665	665	17	17
	102.	BULISA	3,872	3,053	52	992.5	992.5	752	752	695	695	10	10
	103.	BUNDIBUGYO	8,800	6,776	169	2830	2830	2,182	2,182	1,899	1,899	19	19
	104.	BUNYANGABU	6,010	4,907	102	2730	2730	2,564	2,564	2,114	2,114	22	22
	105.	BUSHENYI	7,996	7,294	198	6068	6068	5,342	5,342	4,984	4,984	58	58
	106.	HOIMA	10,568	9,316	223	5536	5536	5,223	5,223	4,869	4,869	47	47
	107.	IBANDA	8,886	7,731	230	4718	4718	4,085	4,085	3,759	3,759	49	49
	108.	ISINGIRO	15,731	12,932	347	3995	3995	3,532	3,532	3,148	3,148	52	52
	109.	KABALE	8,605	7,954	186	3799	3799	3,522	3,522	3,295	3,295	50	50

REGION		DISTRICT	P5	P6	P7	S1 HUMANITIES	S1 SCIENCE	S2 HUMANITIES	S2 SCIENCE	S3 HUMANI TIES	S3 SCIENCE	S4 HUMANIT IES	S4 SCIE NCE
	110.	KABAROLE	9,490	7,976	139	4456	4456	4,279	4,279	3,691	3,691	43	43
	111.	KAGADI	13,491	10,999	327	5072	5072	4,417	4,417	4,002	4,002	51	51
	112.	KAKUMIRO	10,128	7,777	240	2801	2801	2,401	2,401	2,125	2,125	36	36
	113.	KAMWENG	9,270	6,917	178	3057	3057	2,697	2,697	2,459	2,459	35	35
	114.	KANUNGU	8,995	7,966	222	3868	3868	3,420	3,420	3,174	3,174	48	48
	115.	KASESE	27,065	21,357	479	9403	9403	8,291	8,291	7,397	7,397	115	115
	116.	KAZO	5,382	4,341	136	1401	1401	1,117	1,117	1,061	1,061	22	22
	117.	KIBAAL	4,956	4,080	137	910	910	776	776	623	623	13	13
	118.	KIKUUBE	6,464	5,296	144	1143	1143	886	886	726	726	14	14
	119.	KIRUHUR	4,618	3,917	153	1176	1176	1,110	1,110	900	900	21	21
	120.	KIRYANDON	12,184	9,679	172	4403	4403	3,878	3,878	3,265	3,265	41	41
	121.	KISORO	8,798	6,907	173	3909	3909	3,355	3,355	3,084	3,084	43	43
	122.	KITAGWEND	5,224	4,111	101	1292	1292	1,121	1,121	964	964	15	15
	123.	KYEGEGWA	9,744	7,398	154	1935	1935	1,674	1,674	1,536	1,536	24	24
	124.	KYENJOJO	14,102	11,784	290	4759	4759	3,940	3,940	3,366	3,366	54	54
	125.	MASINDI	10,363	8,599	187	3991	3991	3,781	3,781	3,239	3,239	37	37
	126.	MBARARA	11,690	10,351	270	7061	7061	6,422	6,422	6,098	6,098	68	68
	127.	MITOOMA	7,098	6,177	161	3473	3473	3,256	3,256	2,835	2,835	35	35
	128.	NTOROKO	2,228	1,861	47	708	708	759	759	567	567	8	8
	129.	NTUNGAMO	16,765	15,488	375	7116	7116	6,907	6,907	6,203	6,203	64	64
	130.	RUBANDA	7,451	6,513	154	2106	2106	1,913	1,913	1,707	1,707	26	26
	131.	RUBIRIZI	4,077	3,575	91	2395	2395	2,094	2,094	1,773	1,773	21	21
	132.	RUKIGA	3,690	3,598	92	1612	1612	1,639	1,639	1,444	1,444	22	22
	133.	RUKUNGIRI	11,202	10,205	285	5215	5215	4,860	4,860	4,500	4,500	50	50
	134.	RWAMPARA	4,339	3,924	104	1330	1330	1,009	1,009	894	894	15	15
	135.	SHEEMA	7,888	7,365	198	6379	6379	5,461	5,461	5,299	5,299	53	53
		<b>TOTAL WESTERN</b>	<b>310,908</b>	<b>261,067</b>	<b>6,603</b>	<b>122,661</b>	<b>122,661</b>	<b>109,522</b>	<b>109,522</b>	<b>98,360</b>	<b>98,360</b>	<b>1,298</b>	<b>1,298</b>
	<b>136.</b>	<b>GRAND TOTAL</b>	<b>1,423,584</b>	<b>1,168,086</b>	<b>25,353</b>	<b>504,998</b>	<b>504,998</b>	<b>467,481</b>	<b>467,481</b>	<b>429,420</b>	<b>429,420</b>	<b>4,853</b>	<b>4,853</b>

## ANNEX 2: CIRCULAR TO THE PUBLIC ON RADIO LESSONS

Telegram: "EDUCATION"  
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In any correspondence on  
this subject please quote: ADM/321/01

11<sup>th</sup> AUGUST, 2021

### AIRING OF LESSONS ON RADIO FOR P6, S1, S2, S3 AND S5

#### AUGUST-SEPTEMBER, 2021

FOLLOWING THE CLOSURE OF ALL SCHOOLS DUE TO THE PREVAILING COVID-19 PANDEMIC, THE MINISTRY OF EDUCATION AND SPORTS WILL BE AIRING RADIO LESSONS FOR LEARNERS TO ENSURE CONTINUITY OF LEARNING.

THE LESSONS WILL BE AIRED STARTING ON THE 16<sup>TH</sup> AUGUST, 2021 FOR P6, S1, S2, S3 AND S5, FROM MONDAY TO FRIDAY.

PARENTS / GUARDIANS ARE THEREFORE REQUESTED TO SUPPORT LEARNERS WITH RADIO SETS AND TO ALSO ALLOW THEM TIME TO TUNE IN TO THE VARIOUS RADIO STATIONS IN ORDER TO ATTEND THE LESSONS.

BELOW ARE THE RADIO STATIONS TO AIR THE LESSONS.

SN	RADIO STATION	RADIO	TIME	TIME	TIME	TIME	TIME
1.	Mega FM, Olyar Road, Gulu	102 FM	10:00am	12:00pm	3:00pm.	4:00pm.	4:30pm
2.	Tembo FM, Plot 25, Ogwok Road, Kitgum	103.5 FM	10:00am	10:30am	12:00m	2:00pm	2:30pm
3.	Radio Wa, P.O. Box 99, Lira	89.8 FM	9:20 am	10:30am	12:15pm	1:30pm	3:30pm
4.	Voice of Karamoja, P.O. Box 20, Kotido	92.7 FM	11:30 am	12:30pm	1:30 pm	2:30pm	3:30pm
5.	Radio Pacis, P.O. Box 454, Arua	94.5 FM	12:30 pm	4:10pm	4:40pm	5:00pm	5:30 pm
6.	Open Gate FM, Mbale	103.2 FM	9:00am	1:35pm	2:30pm	3:00pm	3:35 pm
7.	Voice of Teso, P.O. Box 278, Soroti	88.4 FM	10:00am	10:30am	12:00pm	3:00pm.	3:00pm
8.	CBS FM, P.O. Box 12760, Kampala	88.8 FM	9:40am			2:30 pm	
		89.2 FM		10:00am	1:30pm		6:30pm
9.	Kibale, Kagadi Radio, Kagadi	91.7 FM	2:00pm	2:30pm	3:00pm	3:30pm	4:00pm
10.	Radio Kitara, P.O. Box 442, Masindi	96.9 FM	8:30am	9:30am	12:30pm	2:00pm.	6:30pm
11.	Basoga Baino (Baba FM), Jinja	87.7 FM	9:00am	9:30am	10:00am	2:00pm	2:30pm



12.	Voice of Tooro, P.O. Box 399, Fort Portal	101 FM	11:00am	12:05pm	2:10pm	3:10pm	4:05pm
13.	Kasese Guide FM, Kasese	91.4 FM	10:10am	10:45am	11:15am	02:10p	3:10pm
14.	Voice of Kigezi, Plot 50, Kabale	89.5 FM	9:30 am	10:30am	11:00am	12:00p	3:30pm
15.	Heritage FM Ltd, Box 10, Nakapiripirit	92.6 FM	8:30 am	9:30am	10:30am	2:30pm	3:30pm
16.	Radio West, Mbarara	100.2 FM Mbarara,	P6	S5	S3	S2	S1
		94.3 FM Kabale,	9:30 am	10:00am	10:30am	3:00pm	3:30pm

### TIME TABLE FOR RADIO LEARNING

**P6, S1-S3, S5**

**AUGUST-SEPTEMBER, 2021**

WEEK	DAY	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
WEEK 1 16-20, Aug 2021	MONDAY	CRE	SCIE	GOEG	CRE	ENG
	TUESDAY	ECON	SST	CHEM	HIST	PHY
	WEDNESDA	CRE	MATHS	PHY	GEOG	CHEM
	THURSDAY	ECON	SCIE	GEOG	PHY	HIST
	FRIDAY	CRE		HIST	CRE	HIST
WEEK 2 23-27 Aug, 2021	MONDAY	ECON	SST	ENG	ENTP	ENG
	TUESDAY	IRE	MATHS	IRE	ENTP	ENG
	WEDNESDA	CRE	SST	CRE	CHEM	ENTP
	THURSDAY	ECON	SCIE	BIO	IRE	ENG
	FRIDAY	CRE		CHEM	HIST	ENG
WEEK 3 Aug 30- Sept 3 2021	MONDAY	ECON	MATHS	PHY	IRE	HIST
	TUESDAY	CRE	MATHS	GEOG	PHY	CHEM
	WEDNESDA	ECON	SCIE	HIST	PHY	CHEM
	THURSDAY	CRE	SST	ENG	GEO	ENG
	FRIDAY	ECON		IRE	BIO	HIST
WEEK 4 6-10 Sept, 2021	MONDAY	PHY		CRE	ENT	ENG
	TUESDAY	CRE		BIO	CHEM	ENT
	WEDNESDA	ECON		CHEM	IRE	ENT
	THURSDAY	ECON		PHY	GEOG	ENT
	FRIDAY	HIST		BIO	CRE	

Ketty Lamaro

**PERMANENT SECRETARY**

**ANNEX 3: LIST OF SPECIAL NEEDS INCLUSIVE SCHOOLS/ UNITS THAT RECIEVED HOME  
LEARNING MATERIALS UNDER THE PROJECT**

SN	DISTRICT	INSTITUTION	Type of School	TOTAL ENROLMENT	Data Cards	MP3 Players	Sign language Manual	victor readers	Braille paper	Braille Embossers	Braille Machines
1	Adjumani	Pakele Girls PS	Inclusive	39	2	1	2	1	0	0	2
2	Alebtong	Alebtong PS	Inclusive	6	1	0	1	0	0	0	1
3	Amolatar	Alemere PS	Unit	30	1	1	1	1	0	0	0
4	Apac	Awila PS	Unit	42	2	2	0	1	0	0	3
5	Arua	Arua PS	Inclusive	27	1	0	1	0	0	0	0
6	Arua	Arua Dem PS	Unit	39	1	2	0	1	2	0	4
7	Arua	Eruba PS	Unit	64	1	0	2	0	0	0	0
8	Budaka	Kavule Parents Sch. For the Deaf	Special school	60	2	1	0	0	0	0	0
9	Bududa	Manjiya PS	Unit	161	3	1	2	0	0	0	0
10	Bugiri	Waluwerere PS	Unit	62	1	0	1	0	0	2	0
11	Bukomansi	Misanvu Dem PS	Unit	44	2	4	1	2	3	0	4
12	Bukwo	Chemuron PS	Inclusive	15	1	1	1	1	0	0	2
13	Bukwo	Bukwo PS	Inclusive	21	1	1	1	1	0	0	2
14	Bukwo	Brim PS	Inclusive	18	1	1	1	1	0	0	2
15	Bukwo	Cheboi PS	Inclusive	19	1	1	0	1	0	0	2
16	Bukwo	Kapkoros PS	Inclusive	16	1	1	0	1	0	0	1
17	Bukwo	Kortek PS	Inclusive	18	1	1	1	1	0	0	1
18	Bukwo	Suam PS	Inclusive	12	1	1	1	1	0	0	1
19	Bukwo	Mukoyon PS	Inclusive	11	0	1	1	1	0	0	1
20	Bukwo	Kamet PS	Inclusive	29	1	1	2	1	0	0	2
21	Bushenyi	Bushenyi PS	Unit	40	2	2	1	2	4	0	4
22	Butambala	Butambala Sch. For the Deaf	Special school	25	1	0	1	0	0	0	0
23	Fort Portal City	Good sherphed Special Sch.	Special school	8	1	1	1	1	0	0	1

SN	DISTRICT	INSTITUTION	Type of School	TOTAL ENROLMENT	Data Cards	MP3 Players	Sign language Manual	victor readers	Braille paper	Braille Embossers	Braille Machines
24	Fort Portal City	Canon Apolo Dem.PS	Unit	16	1	1	1	0	0	0	1
25	Fort Portal City	St. Peter and Paul PS	Unit	44	1	1	1	1	0	0	4
26	Gulu City	Laroo PS	Inclusive	51	1	0	2	0	0	0	0
27	Gulu City	Gulu PS	Unit	49	1	0	0	2	3	4	12
28	Hoima	St. Bernadatte PS	Unit	74	2	1	1	1	3	3	5
29	Hoima	St. Lodovico Kitana	Unit	23	1	1	1	0	0	0	1
30	Iganga	Iganga S.S	Inclusive	30	4	2	0	1	0	0	5
31	Iganga	Bishop Wills Dem	Inclusive	52	2	4	0	2	3	3	5
32	Iganga	Buckley HS	Unit	36	1	0	1	0	0	0	0
33	Isingiro	Kajaho PS	Unit	70	1	0	2	0	0	0	0
34	Jinja	Walukuba West PS	Unit	39	1	0	1	1	0	0	0
35	Jinja City	Kyomya PS	Unit		1	1	1	1	0	0	1
36	Jinja City	M.M. Wanyange PS	Unit	17	1	1	1	0	0	0	0
37	Jinja City	Spire Road PS	Unit	53	1	1	1	1	0	0	0
38	Kabala MC	Hornby HS Junior	Inclusive	14	1	1	0	1	2	0	4
39	Kabong	Komukunyu Girls PS	Unit	51	2	2	0	1	3	0	4
40	Kagadi	Bishop Rwakaikara PS	Unit	63	1	1	1	1	0	0	2
41	Kampala	Shimoni Dem PS	Inclusive	3	1	0	2	1	0	0	1
42	Kampala	Ntinda Sch. For the Deaf	Special	103	1	0	13	0	0	0	0
43	Kampala	Kyambogo PS	Unit	2	2	1	0	1	0	0	0
44	Kampala	Kaggwe Road PS	Inclusive	5	2	1	0	1	0	0	1
45	Kampala	Mulago Sch, For the Deaf	Special	130	1	0	4	0	0	0	0
46	Kanungu	Namunye	Unit	37	2	1	0	1	0	0	0
47	Kapchorwa	Kapchorwa Dem PS	Inclusive	40	2	1	1	1	2	0	3
48	Karungu	St. Mark VII Sch. For the	Special	153	1	0	4	0	0	0	0
49	Kasese	Mpondwe PS	Inclusive	9	1	0	1	1	0	0	2
50	Kibaale	St. Thereza Bujuni PS	Unit	39	2	1	1	1	2	0	2

SN	DISTRICT	INSTITUTION	Type of School	TOTAL ENROLMENT	Data Cards	MP3 Players	Sign language Manual	victor readers	Braille paper	Braille Embossers	Braille Machines
51	Kiboga	Kateera Bikiira PS	Unit	20	2	0	1	1	3	0	1
52	Kiruhura	Kashwa PS	Inclusive	24	1	0	1	0	0	0	0
53	Kisoro MC	Kisoro Dem. PS	Unit	78	1	0	2	1	3	3	3
54	Kitgum	Kitgum Girls PS	Inclusive	8	1	2	0	1	3	0	3
55	Koboko	Teremuga PS	Inclusive	2	1	0	1	0	0	0	0
56	Koboko	Nyarilo PS	Inclusive	34	1	1	1	1	0	0	2
57	Koboko	Lima PS	Inclusive	19	1	1	1	0	0	0	1
58	Kole	Wigwa PS	Inclusive	82	2	1	2	1	0	0	2
59	Kole	Angwecibang	Unit	72	1	1	2	0	0	0	4
60	Kwania	Ikwera PS	Unit	53	1	1	0	1	2	0	8
61	Kwania	Ikwera Negriz PS	Unit	40	1	0	2	0	0	0	0
62	Kyegegwa	Kinyinya PS	Special	52	1	1	2	0	0	0	0
63	Lira	Nancy Sch. For the Deaf	Special	173	1	0	6	0	0	0	0
64	Lira	St. Mary Goretti Ngetta	Inclusive	49	1	6	0	2	4	3	8
65	Luuka	Bukhana PS	Unit	22	1	0	1	0	0	0	0
66	Luuka	Buwologoma PS	Inclusive	13	2	0	1	1	0	0	0
67	Luwero	Nsawo PS	Inclusive	19	1	1	1	0	0	0	0
68	Luwero	Luwero Boys	Inclusive	51	2	0	1	0	0	0	1
69	Luwero	Balita Lwogi PS	Unit	21	2	1	1	1	4	2	4
70	Mansidi	Bulima PS	Unit	9	1	0	1	0	0	0	0
71	Masaka	Good Samaritan Sch. For	Special	52	1	1	1	0	0	0	0
72	Masaka	Masaka Sch (SNE)	Special	121	1	0	2	0	0	0	0
73	Masindi	Kijogoro PS	Inclusive	9	1	1	1	0	0	0	0
74	Masindi	Kamurasi Dem PS	Inclusive	44	2	1	2	1	4	5	3
75	Masindi	Masindi Centre for the	Special	90	1	1	2	0	0	0	0
76	Masindi	kitununsi PS	Inclusive	13	1	0	1	0	0	0	0
77	Mbale	St, Joseph PS Gangama	Unit	17	2	1	1	1	0	0	3
78	Mbale	Nyondo Dem PS	Inclusive	11	2	1	1	1	0	0	1
79	Mbale	Makhai PS	Inclusive	62	2	1	1	0	0	0	0

SN	DISTRICT	INSTITUTION	Type of School	TOTAL ENROLMENT	Data Cards	MP3 Players	Sign language Manual	victor readers	Braille paper	Braille Embossers	Braille Machines
80	Mbale	Mbale Sch for the Deaf	Special	100	2	0	2	0	0	0	0
81	Mbale City	Nauyo PS	Inclusive	12	2	1	1	0	3	0	2
82	Mbarara	St. Hellens PS	Unit	45	2	1	0	1	4	0	11
83	Mbarara	Tukole Invalid PS	Special	63	0	0	2	0	0	0	0
84	Mbarara	St. Peters SS Katukuru	Inclusive	21	0	0	0	0	0	0	4
85	Mbarara	Mbarara Mixed PS	Inclusive	29	1	1	2	1	0	0	0
86	Mbarara	Bishop Stuart Dem Sch.	Unit	2	1	0	1	0	0	0	0
87	Moyo	Moyo Girls PS	Unit	13	2	1	0	1	3	0	4
88	Mpigi	Nkozi Dem Sch.	Inclusive	8	2	1	1	1	0	0	0
89	Mubende	Katente West PS	Inclusive	16	2	1	1	1	0	0	1
90	Mubende	Kasambya Unit for the Blind	Unit	18	2	1	0	1	2	0	2
91	Mukono	Ndeese COU PS	Inclusive	16	2	1	1	0	0	0	0
92	MUKONO	Salama Sch. For the Blind	Special	70	2	2	0	2	5	7	7
93	Mukono	Seeta COU PS	Unit	34	1	0	1	0	0	0	0
94	Mukono	BishoP West PS	Unit	32	1	0	1	0	3	0	0
95	Mukono	Martin Nkoyoyo PS	Inclusive	40	2	2	0	3	5	0	3
96	Namisindw	Magale Girls PS	Unit	45	1	1	0	1	2	0	2
97	Namisindw	Bumbo PS	Unit	76	1	0	2	0	0	0	0
98	Napak	Kangole PS	Inclusive	39	1	0	2	1	0	0	0
99	Nebbi	Ediofe Girls PS	Unit	52	2	1	1	2	1	0	5
100	Nebbi	Angal Girls PS	Unit	61	1	6	0	1	2	0	4
101	Ngora	Ngora Sch. For the Deaf	Special	165	2	0	4	0	0	0	0
102	Ntungamo	Rwera Mixed PS/Unit	Unit	51	0	1	1	1	0	0	2
103	Oyam	Aber PS	Unit	52	1	0	0	1	0	0	2
104	Packwach	Pajobi PS	Unit	36	1	1	1	1	3	0	2
105	Pader	Atanga PS	Unit	44	1	2	1	1	1	0	4
106	Rubanda	Kacerere PS	Inclusive	16	2	1	1	1	0	0	0
107	Rubirizi	Rukiga Central PS	Inclusive	22	2	0	2	0	0	0	0
108	Rukiga	Kitanga PS	Inclusive	17	1	1	1	1	0	0	1

SN	DISTRICT	INSTITUTION	Type of School	TOTAL ENROLMENT	Data Cards	MP3 Players	Sign language Manual	victor readers	Braille paper	Braille Embossers	Braille Machines
109	Serere	Kyere PS	Inclusive	13	2	0	1	0	0	0	0
110	Sheema	Ishekye PS	Inclusive	42	1	1	1	1	2	0	6
111	Sironko	Budadiri Girls PS	Unit	47	1	1	1	1	0	0	0
112	Soroti City	St, Francis PS for the Blind	Special	100	2	3	0	2	4	5	8
113	Tororo	Agola PS	Unit	11	1	0	1	0	0	0	0
114	Tororo	Agururu PS	Unit	58	1	0	2	0	0	0	0
115	Wakiso	Hassan Tourabi Educ Centre	Unit	32	1	0	1	0	0	0	0
		<b>TOTAL</b>			<b>154</b>	<b>100</b>	<b>137</b>	<b>77</b>	<b>90</b>	<b>37</b>	<b>200</b>

## ANNEX 4: CONTRACT REGISTER FOR THE UGANDA COVID-19 EMERGENCY EDUCATION RESPONSE PROJECT

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPL ETE YES / No	REMARKS	CONTRACT MANAGER
1.	Goods	MoES/SUPLS/20-21/00025	Supply of Assorted Stationery Items for the Project Coordination Unit	RFQ	Kyopa General Supplies Ltd	6,346	20.08.2020	22.10.2020	22.10.2020	05.11.2020	YES	Completed	Irene P. Aol
2.	Consultancy Service	MoES/CONS/20-21/00014/1	Recruitment of M&E Specialist for 17 months	ICS	Ms. Marian Namubiru	26,703	16.10.2020	01.11.2020	01.11.2020	31.12.2021	YES	Completed	Jane Frances
3.	Consultancy Service	MoES/CONS/20-21/00014/2	Recruitment of Social Development Specialist for 3 months	ICS	Ms. Dorothy Akankwasa Muhumure	4,905	16.10.2020	01.11.2020	01.11.2020	30.04.2021	YES	Completed	Jane Frances
4.	Consultancy Service	MoES/CONS/20-21/00014/3	Recruitment of Assistant Social Development Specialist for 3 months	ICS	Mr. Ronald Kabunga	3,815	16.10.2020	01.11.2020	01.11.2020	30.04.2021	YES	Completed	Jane Frances

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT NO./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / NO	REMARKS	CONTRACT MANAGER
5.	Goods	MoES/SU PLS/20-21/00023	Procurement of 200 Braille Machines to Support Special Needs Learners	RFQ	Supply Masters (U) Ltd	190,736	21.08.2020	28.12.2020	28.12.2020	25.03.2021	YES	Completed	Siima Annette
6.	Goods	MoES/SU PLS/20-21/00121	Printing and Distribution of Learning Materials in Central Region of Uganda	RFQ	Fountain Publishers Ltd	1,935,867	11.12.2020	07.01.2021	07.01.2021	18.02.2021	YES	Completed	Safina Mutumba
7.	Goods	MoES/SU PLS/20-21/00119	Printing and Distribution of Learning Materials in Eastern Region of Uganda	RFQ	Baroque Publishers (U) Ltd	1,682,341	11.12.2020	07.01.2021	07.01.2021	18.02.2021	YES	Completed	Safina Mutumba
8.	Goods	MoES/SU PLS/20-21/00120	Printing and Distribution of Learning Materials in	RFQ	MK Publishers Ltd	2,169,521	11.12.2020	07.01.2021	07.01.2021	18.02.2021	YES	Completed	Safina Mutumba



SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/DD /YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPL ETE YES / NO	REMARKS	CONTRACT MANAGER
9.	Non Consultancy Service	MoES/N CONS/20-21/00005	Development of customised e-platform for tracking of learning by Directorate of Education Standards (DES)	NCB	Impiger Technologies Pvt Ltd JV Octoze Technologies Pvt Ltd	565,693	02.11.2020	11/01/2021	12.01.2021	31.10.2021	YES	Ongoing <sup>3</sup>	Boniface Mugisha
10.	Goods	MoES/SU PLS/20-21/00103	Procurement of Assorted Items for Special Need Education	RFQ	Heritage Plus Distribution Co. Ltd	90,365	3.12.2021	07.01.2021	07.01.2021	26.03.2021	YES	Completed	Siima Annette
11.	Goods	MoES/SU PLS/20-21/000	Procurement of 7 Laptops for PCU Staff	RFQ	Visible Investments Ltd	7,736	8.01.2021	26.02.2021	9.03.2021	9.03.2021	YES	Completed	Aminah
12.	Consultancy Services	MoES/CONS/20-21/00244/	Recruitment of Social Development Specialist for 7	DS	Ms. Dorothy Akankwasa	13,351	30.04.2021	01.06.2021	01.06.2021	31.12.2021	YES	Completed	Jane Frances

<sup>3</sup> The system is now fully developed and already uploaded with educational content prepared by DES in line with the National Curriculum. This educational information is accessible by all learners using any type of mobile phone through SMS (\*260#), or messaging (Short Code 6120) or using a computer with internet through mobile access <https://elearning.education@go.ug>.

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / NO	REMARKS	CONTRACT MANAGER
13.	Consultancy Services	MoES/CONS/20-21/00244/2	Recruitment of Assistant Social Development Specialist for 7 months	DS	Mr. Ronald Kabunga	10,490	30.04.2021	01.06.2021	01.06.2021	31.12.2021	YES	Completed	Jane Frances
14.	Goods	MoES/SUPLS/20-21/00101	Procurement of a Service Van for the Ministry Communication Team	RFQ	Maybach Motors Ltd	46,049	18.03.2021	17.05.2021	18.05.2021	10.09.2021	YES	Completed	Mr. Muinda
15.	Non Consultancy Services	MoES/NCONS/20-21/00114	Procurement of Airtime on 15 Radio Stations to air Lessons to support Learning during the Lockdown – Phase I	DS	15 contracts (details attached)	35,477	17.05.2021	01.06.2021	14.06.2021	13.07.2021	YES	Completed	Musa Birungi
16.	Non Consultancy Services	MoES/NCONS/20-21/00290	Procurement of Airtime on 16 Radio Stations to air Lessons to support Learning during the Lockdown – Phase II	DS	16 contracts (details attached)	120,259	14.06.2021	28.07.2021	16.08.2021	10.09.2021	YES	Completed	Musa Birungi

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / NO	REMARKS	CONTRACT MANAGER
17.	Non Consultancy Services	MoES/N CONS/21-22/00052	Procurement of Airtime on 16 Radio Stations to run Social Safeguards and Child Protection Campaigns on the COVID-19 Pandemic	DS	16 contracts (details attached)	26,476	11.10.2021	21.10.2021	6.11.2021	30.12.2021	YES	Completed	Musa Birungi
18.	Goods	MoES/SU PLS/21-22/00053	Framework Agreements for Printing of 1,000,000 copies of Brochures and 900,000 Fliers with guides on access to the System for E-learning Platform.	RFQ	Shanom Office Solutions Ltd	53,870	11.10.2021	01.11.2021	04.11.2021	30.12.2021	YES	Completed	Catherine Musiime Mugenyi
19.	Goods	MoES/SU PLS/21-22/00054	Printing of 15,000 Copies of the Parents' Books to Support Continuity of Learning for Children of 3-6 Years	RFQ	Kangaroo (U) Ltd	27,793	11.10.2021	01.11.2021	22.11.2021	06.12.2021	YES	Completed	Hajjat Safina Mutumba

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/DD /YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / NO	REMARKS	CONTRACT MANAGER
20.	Non Consultancy Services	MoES/N CONS/21 -22/00078	Procurement of Airtime on 7 Radio Stations to Air Lessons to Support Learning in the Districts of Ntungamo, Kanungu, Kakumiro, Kibaale, Bukwo, Kapchorwa, Nakapiripirit, Nabilatuk, Napak & Amudat.	DS	7 contracts (details attached)	33,134	11.10. 2021	10.11. 2021	15.11. 2021	10.12.2021	YES	Completed	Musa Birungi
<b>LOW VALUE CONTRACTS: LOCAL PURCHASE ORDERS ISSUED</b>													
21.	Goods	Quotation	Stationery for PCU		Broad Line Business Solutions	1,330	11.05. 2021	28.05. 2021	29.05. 2021	27.06.2027	YES	Completed	Irene P. Aol
22.	Goods	Quotation	Printing of Goods Received Notes or delivery of learning materials		MPK Graphics	1,366	16.09. 2021	16.09. 2021	16.09. 2021	30.09.2021	YES	Completed	Irene P. Aol

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/DD /YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / NO	REMARKS	CONTRACT MANAGER
23.	Non Consultancy Services	Quotation	Engraving Services		Nuna Business Connection	1,146	24.02.2021	17.06.2021	17.06.2021	30.06.2021	YES	Completed	Annette Siima
24.	Goods	Quotation	Printing of Additional Goods Received Notes or delivery of learning materials		MPK Graphics	764	31.05.2021	01.07.2021	01.07.2021	31.07.2021	YES	Completed	Irene P. Aol
25.	Goods	Quotation	Stationery for PCU		Kangaroo (U) Ltd	1,369	16.09.2021	24.09.2021	24.09.2021	30.09.2021	YES	Completed	Irene P. Aol
26.	Non Consultancy Services	DS	Non-Consulting Services for Writing Scripts on Social Safeguards and Child Protection Campaigns During the COVID-19 Pandemic		May Nalunkuma	493	22/10/2021	29.11.2021	30.11.2021	6.12.2021	YES	Completed	Ronald Kabunga

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / No	REMARKS	CONTRACT MANAGER
27.	Non Consultancy Services	DS	Non-Consulting Services for Production of Animations on Social Safeguards and Child Protection Campaigns During the COVID-19 Pandemic		Isaac Mugisha	1,370	22.10.2021	20.11.2021	7.12.2021	17.12.2021	YES	Completed	Ronald Kabunga
28.	Non Consultancy Services	DS	Procurement of Space in the New Vision for Disclosure of the Uganda COVID-19 Emergency Education Response Project Safeguard Instruments.		New Vision	603	06.12.2021	15.12.2021	15.12.2021	16.12.2021	YES	Completed	Ronald Kabunga

SN	EXPENDITURE CATEGORY WORKS / GOODS/ CONSULTANCY SERVICES/ OPERATING COSTS	CONTRACT No./ LPO No.	CONTRACT DESCRIPTION	METHOD OF PRO C.	CONTRACTOR / SUPPLIER / CONSULTANT	CONTRACT AMOUNT (USD)	DATE OF INVITATION MM/DD /YY	DATE SIGNED MM/D D/YY	CONTRACTUAL START DATE MM/DD /YY	CONTRACTUAL COMPLETION DATE MM/DD/YY	COMPLETED YES / No	REMARKS	CONTRACT MANAGER
29.	Non Consultancy Services	DS	Procurement of Space in the Monitor Publications for Disclosure of the Uganda COVID-19 Emergency Education Response Project Safeguard Instruments		Monitor Publications	630	06.12. 2021	15.12. 2021	15.12. 2021	21.12.2021	YES	Completed	Ronald Kabunga

**a. 15 Contracts for Phase I Radio Lessons**

In June/July 2021, a total of 28 lessons were aired for P.4 and P.5

SN	RADIO STATIONS	Contract Amount (UGX)
17.	Mega FM, Olyar Road, Gulu	5,600,000
18.	Tembo FM, Plot 25, Ogowok Road, Kitgum	5,600,000
19.	Radio Wa, P.O. Box 99, Lira	5,600,000
20.	Voice of Karamoja, P.O. Box 20, Kotido	8,400,000
21.	Radio Pacis, P.O. Box 454, Arua	8,400,000
22.	Open Gate FM, Mbale	12,600,000

23.	Voice of Teso, P.O. Box 278, Soroti	7,000,000
24.	CBS FM, P.O. Box 12760, Kampala	19,600,000
25.	Kibale, Kagadi Radio, Kagadi	5,600,000
26.	Radio Kitara, P.O. Box 442, Masindi	5,600,000
27.	Basoga Baino (Baba FM), Jinja	8,400,000
28.	Voice of Toro, P.O. Box 399, Fort Portal	8,400,000
29.	Kasese Guide FM, Kasese	8,400,000
30.	Radio West, Mbarara	14,000,000
31.	Voice of Kigezi, Plot 50, Kabale	7,000,000
	<b>Total</b>	<b>130,200,000</b>

**b. 16 Contracts for Phase II Radio Lessons**

In August/September 2021, a total of 91 lessons were aired for P.6, S.1, S.2, S.3 and S.5

<b>SN</b>	<b>RADIO STATIONS</b>	<b>Contract Amount (UGX)</b>
1.	Mega FM, Olyar Road, Gulu	18,200,000
2.	Tembo FM, Plot 25, Ogwok Road, Kitgum	18,200,000
3.	Radio Wa, P.O. Box 99, Lira	18,200,000
4.	Voice of Karamoja, P.O. Box 20, Kotido	27,300,000
5.	Radio Pacis, P.O. Box 454, Arua	27,300,000
6.	Open Gate FM, Mbale	40,950,000
7.	Voice of Teso, P.O. Box 278, Soroti	22,750,000
8.	CBS FM, P.O. Box 12760, Kampala	63,700,000
9.	Kibale, Kagadi Radio, Kagadi	18,200,000
10.	Radio Kitara, P.O. Box 442, Masindi	18,200,000
11.	Basoga Baino (Baba FM), Jinja	27,300,000
12.	Voice of Toro, P.O. Box 399, Fort Portal	27,300,000
13.	Kasese Guide FM, Kasese	27,300,000
14.	Radio West, Mbarara	45,500,000
15.	Voice of Kigezi, Plot 50, Kabale	22,750,000



16.	Heritage FM, P.O. Box 10, Nakapiripirit	18,200,000
	<b>Total</b>	<b>441,350,000</b>

**c. 16 Contracts for Phase II Radio Lessons**

In November 2021, a total of 72 DJ Mentions, 90 Radio Jingles and 30 Recorded Messages from Key Personalities were aired for Social Safeguards and Child Protection Campaigns on the COVID-19 Pandemic

<b>SN</b>	<b>RADIO STATIONS</b>	<b>Contract Amount (UGX)</b>
1.	Mega FM, Olyar Road, Gulu	9,180,000
2.	Tembo FM, Plot 25, Ogwok Road, Kitgum	4,290,000
3.	Radio Wa, P.O. Box 99, Lira	3,240,000
4.	Voice of Karamoja, P.O. Box 20, Kotido	4,860,000
5.	Radio Pacis, P.O. Box 454, Arua	5,640,000
6.	Open Gate FM, Mbale	6,390,000
7.	Voice of Teso, P.O. Box 278, Soroti	5,130,000
8.	CBS FM, P.O. Box 12760, Kampala	13,170,000
9.	Kibale, Kagadi Radio, Kagadi	2,670,000
10.	Radio Kitara, P.O. Box 442, Masindi	2,076,000
11.	Basoga Baino (Baba FM), Jinja	4,440,000
12.	Voice of Toro, P.O. Box 399, Fort Portal	5,160,000
13.	Kasese Guide FM, Kasese	6,990,000
14.	Radio West, Mbarara	10,700,000
15.	Voice of Kigezi, Plot 50, Kabale	5,970,000
16.	Heritage FM, P.O. Box 10, Nakapiripirit	7,260,000
	<b>Total</b>	<b>97,166,000</b>

**d. 7 Contracts for Phase II Radio Lessons**

In November 2021, a total of 97 lessons were aired for P.4 – P.6 and S.1 – S.3 to Support Learning in the Districts of Ntungamo, Kanungu, Kakumiro, Kibaale, Bukwo, Kapchorwa, Nakapiripirit, Nabilatuk, Napak & Amudat.

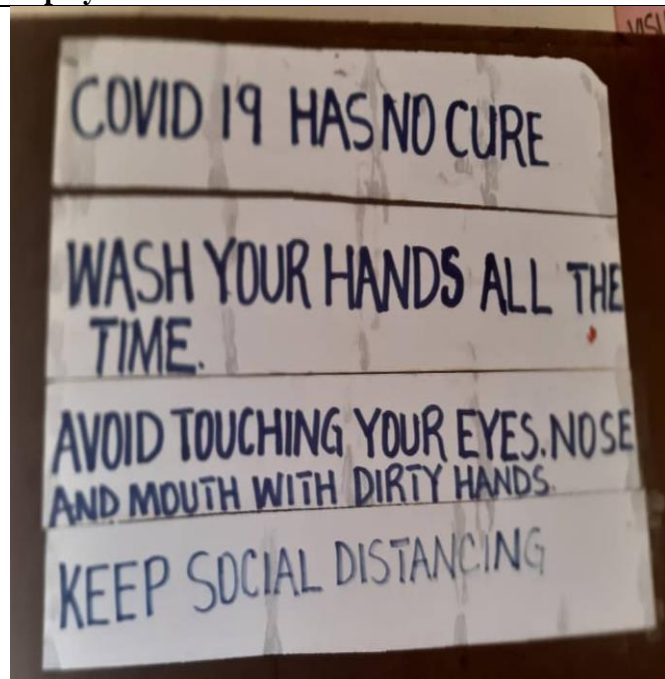
<b>SN</b>	<b>RADIO STATIONS</b>	<b>Contract Amount (UGX)</b>
1.	Radio Ankole, Cell 9, Muko Ward, Western Div. Ntungamo Municipality,	19,400,000
2.	Kanungu Broadcasting Services, P.O. Box 11 Kanungu	19,400,000
3.	Kakumiro Community Radio, P.O. Box 512, Kakumiro	19,400,000
4.	Radio Nine, Esso Cell, Torasis Ward, Bukwo Town Council, Bukwo District	19,400,000
5.	Elgon Radio, P.O. Box 11 Kapchorwa	19,400,000
6.	Karuguuza Development Radio, P.O. Box 75, Kibaale	19,400,000
7.	Heritage FM, P.O. Box 10 Nakapiripirit	5,200,000 <sup>4</sup>
	<b>Total</b>	<b>121,600,000</b>

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<sup>4</sup> Heritage FM is airing lessons for P.4 and P.5 classes only because they had already aired lessons of phase II program for P.6, S1, S2, S3 and S5.

## ANNEX 5: HIGHLIGHTS OF THE COVID-19 INTERVENTIONS

Awareness and safe health guarding messages displayed in schools




Pupils in Gulu Baptist P.S observing SOPs by sitting 2 metres apart and wearing masks.



A chart listing the members of the COVID – 19 Task force at both school and district level, Gulu District

COVID 19 TASK FORCE LIST FOR THE SCHOOL				COVID 19 DISTRICT TASK FORCE		
Sl. No	NAME	TITLE	CONTACT	Sl. No	Name	Title
01	OFORO JOVENILE	CIPASON	0784765020	1	DCENG GEDEFFRY OSBORN	RDC
02	KILAMA F BOSCO	PTA REP	0783787157	2	LAKONY MICHAEL	LC5
03	OKELLO J EMILIO	SEC	0779082420	3	Dr DLWEND PATRICK	DHO
04	ARACH LILLIAN	SWT	0775592334	4	EBALU JOSEPH	DISO
05	AYELLA CHARLES	SMT	0776393043	5		CAO
06	ENGOLE JOHNSON	HEAD OF HEALTH & SANIT	0784815645	6	LANYERD JOYCE	DED
07	LOUM MARY	SMC REP	0788384546	7	O CAN X-TOPHER	DIS
08	LAKOT DEBRA	HEAD GIRL	—	8	OYWELD.P. GDDOWILL	DHO
09	ACIRE JIMMY	HEAD BOY	—	9		DHI
SCREENING TEAM				10	KDMAKECH M COMBONI	SAS
Sl. No	NAME	SEX	CONTACT	11	DDIYA W BAGUMA	LC3
01	ACENG BRENDA	F	0771686712	12	Dr DCENG ANTELO	INAC
02	LABALPINY FRANCIS	M	0786058788			

## Daily Temperature record for COVID -19 at Gulu Baptist P.S

		<div style="text-align: center;">  <b>GULU BAPTIST PRIMARY SCHOOL</b>  P. O. BOX 999, GULU (U)  TEL.: 0782304987 </div>									
		P.2. A PUPIL'S BODY TEMPERATURE RECORD FOR COVID -19									
DATE	NAME	7/12/2020		8/12/2020		9/12/2020		10/12/2020		11/12/2020	
NO.		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
		morning	evening	morning	evening	morning	evening	morning	evening	morning	evening
1	LAMARO JAMILA	36.0	36.4	36.3	36.5	35.7	36.5	36.6	36.5	36.5	36.5
2	AGNENWOT GILBERT	35.9	36.4	35.8	36.4	35.8	36.7	36.5	36.5	36.5	36.5
3	AGNENWOT SCOVIA	36.5	36.7	36.5	36.5	36.1	36.5	36.5	36.5	36.5	36.5
4	OVELLA FORTUNATE	36.5	36.7	36.5	36.5	35.6	36.2	36.5	36.5	36.5	36.5
5	ATTIMANGO PRISCA	36.5	36.5	36.2	36.6	36.1	36.6	36.5	36.5	36.5	36.5
6	AYARO CHRISTIANO	36.5	36.5	36.2	36.6	36.1	36.6	36.5	36.5	36.5	36.5
7	LABU INNOCENT	36.7	35.8	36.7	36.8	36.8	36.8	36.5	36.5	36.5	36.5
8	OKENG WILBERFORCE	35.8	35.8	36.3	36.4	35.5	36.5	36.5	36.5	36.5	36.5
9	LAMARO VIVIAN TRACY	36.7	36.7	36.8	36.6	36.5	36.5	36.5	36.5	36.5	36.5
10	ATARO ANGEL	36.2	36.6	36.1	36.7	36.2	36.5	36.5	36.5	36.5	36.5
11	ABALO NOELLA	36.6	36.1	36.5	36.8	35.5	36.5	36.5	36.5	36.5	36.5
12	KICA CLAY	36.4	36.4	36.7	36.9	36.0	36.5	36.5	36.5	36.5	36.5
13	LAGUM LUCY	36.2	36.2	36.1	36.6	36.1	36.5	36.5	36.5	36.5	36.5
14	GUM-KOMA DENIS	36.6	36.6	36.6	36.6	36.1	36.5	36.5	36.5	36.5	36.5
15	LAGUM HARRIET	36.3	36.4	36.2	36.5	36.5	36.6	36.5	36.5	36.5	36.5
16	OYERA MATHEW	36.3	36.4	36.6	36.5	36.5	36.5	36.5	36.5	36.5	36.5
17	LAKER PRUDENCE ATWARO	36.6	36.6	36.5	36.2	36.1	36.5	36.5	36.5	36.5	36.5
18	ADONG HELEN	36.2	36.9	35.8	36.1	35.9	36.5	36.5	36.5	36.5	36.5
19	TOORACH BOLDBREEN	36.2	36.9	35.8	36.1	35.9	36.5	36.5	36.5	36.5	36.5
20											

## Talking compound reminding learners about observing SOPs

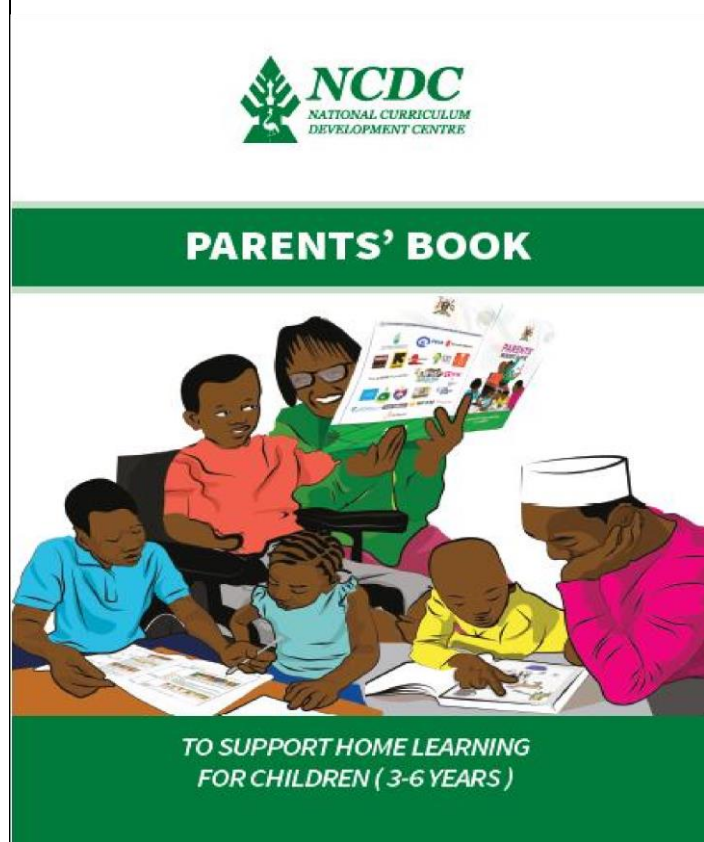




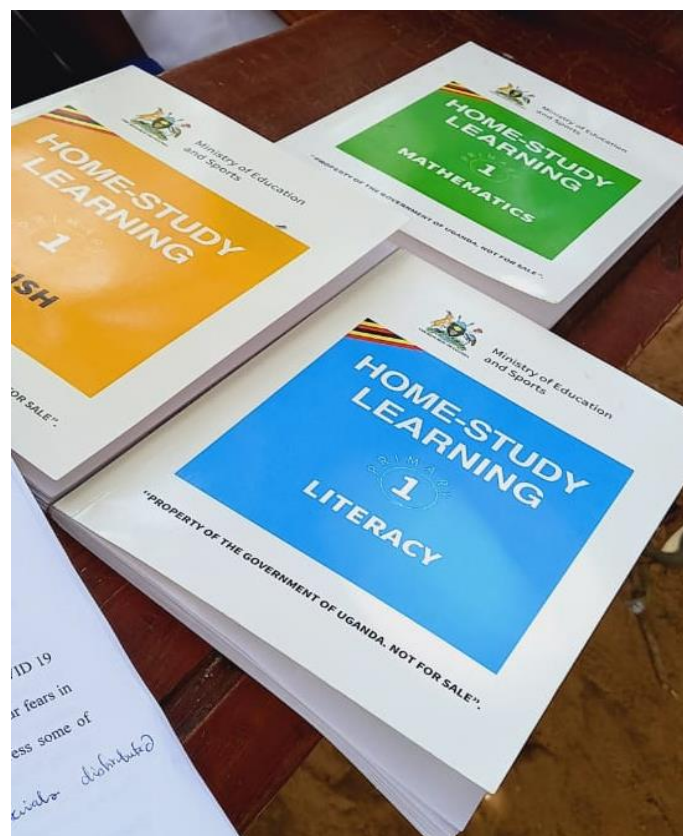


Home Study Learning materials distributed to Learners in Pre-primary, primary and secondary schools

Parental Guide to support home learning



Home Study learning materials for P.1





Books distributed to children of lower primary in Wakiso district	
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Learners using the home study materials while at school	
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S.1 learner from St. Henry's Kitovu .S.S - Masaka District	P.5 Learner from Mpigi Umea- Mpigi District
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## Members of Top Management in the distribution of Home Study Learning materials

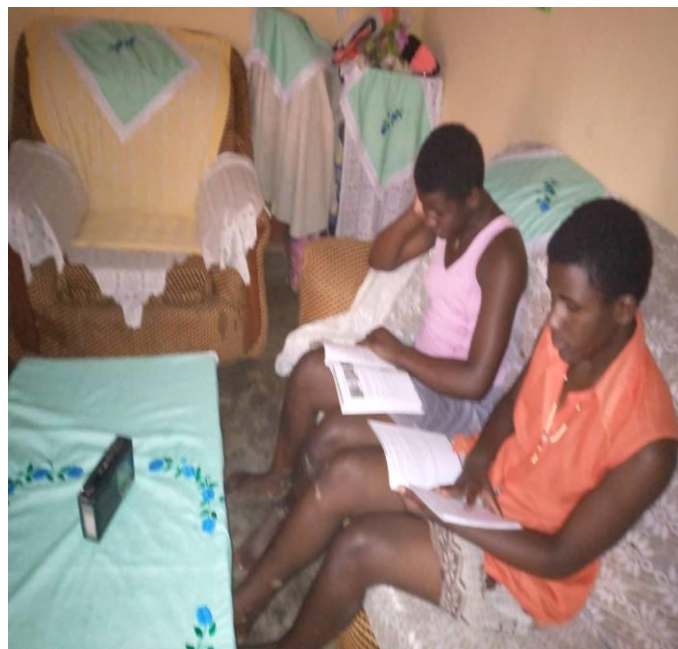
**MoES delegation in Mpigi Umea P.S**



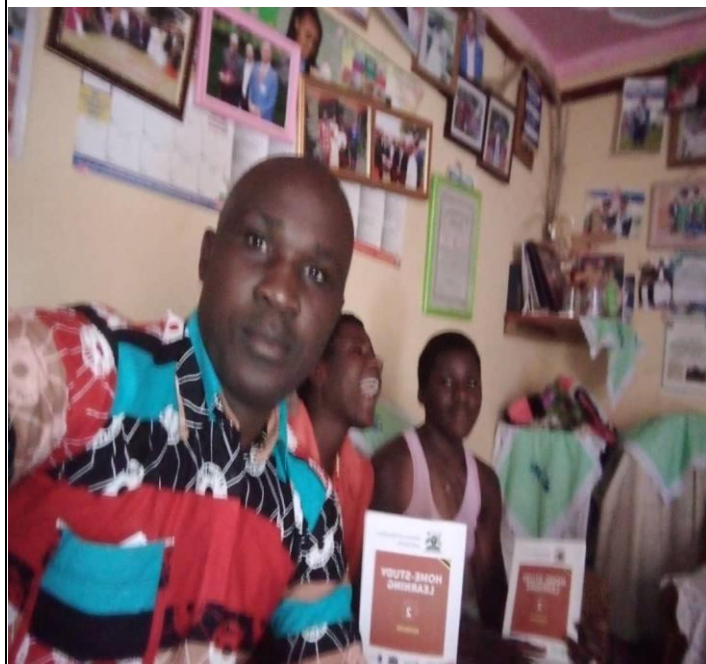
**MOES Top Management at St. Henry's Kitovu S.S**



**Learners using the materials at home**



**Home study materials being used at home**





## Equipment procured for learners with visual and hearing impairment

Media Players	Victor readers	Braille Paper
		

## Salama School for the Blind. Wakiso after receiving home study materials





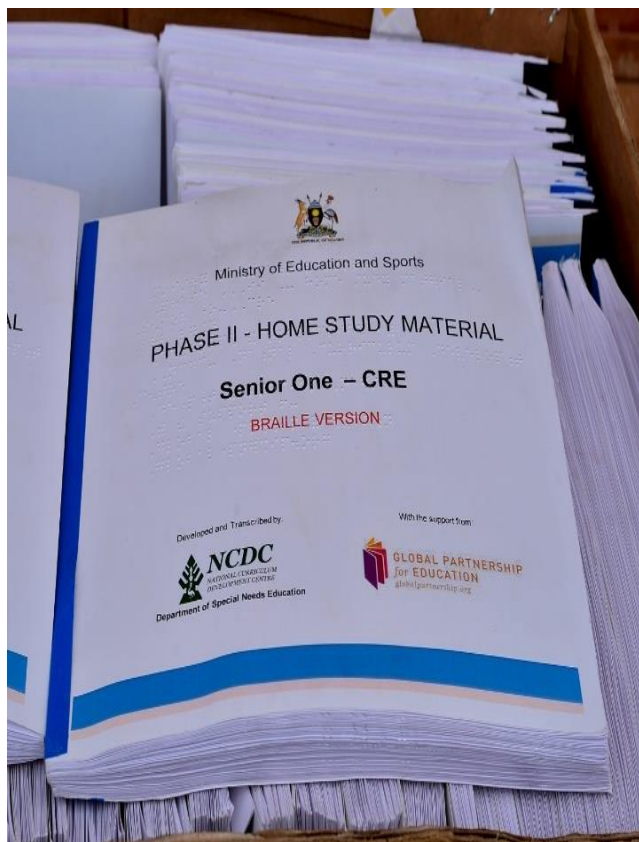
**Pupils of Salama school for the blind receiving braille machines and paper**



**Some of the pupils using the braille papers distributed**



**SNE CRE Home Study materials for S.1**



**Seeta COU P.S Pupils practicing the use of sign language**





As part of the social safeguard interventions the Revised Guidelines for the prevention and management of teenage pregnancies in school settings was launched

Minister of State for Higher Education Launching in Wakiso District



Hon. Betty Amongi, Minister of Gender, Labour and Social Development at the dissemination workshop at Parliament- Kampala District



Workshop on COVID\_19 SOPs and School Based surveillance held at Gulu High School



Teachers being trained on how to use masks in Kangai S.S.S, Dokolo District





**Moments of the last project closure meeting in December 2021 in the Boardroom, Rwenzori Courts Kampala**

