



**Republic of Uganda
MINISTRY OF EDUCATION AND SPORTS**

**THE UGANDA LEARNING ACCELERATION
PROGRAM (ULEARN)
(Project No.: P179397), Project Code1995**

**TERMS OF REFERENCE FOR
THE PROCUREMENT OF AN INDEPENDENT
VERIFICATION AGENT (IVA) FOR RESULTS
VERIFICATION UNDER THE PROGRAM-FOR-
RESULTS (PforR)**

AUGUST 2026

Contents

1. Background.....	5
2. Objective of the Assignment	6
3. Scope of Work.....	6
3.1. The scope of the assignment includes the following:	6
3.2. General tasks.....	7
3.3. Specific Tasks	7
4. Verification Methodology and Evidence Requirements.....	9
5. The Approach and Methodology.....	11
6. Key Deliverables and the Payment Schedule.....	12
7. Inputs to be provided to the IVA by the Client	13
8. Duration of the Assignment.....	13
9. Team Composition and Required Expertise	14
9.1. Firm’s Qualification and experience.....	14
9.2. Team Composition and required expertise.....	15
10. Reporting and verification requirements.....	24
10.1 Reporting Arrangements	24
10.2. Discrepancy Resolution.....	25
10.3. Reporting of Unachieved and Scalable DLRs.....	26
10.4. Verification Reports:.....	26
11. Ownership of Outputs and Confidentiality	26

LIST OF ACROYNMS

BED	Basic Education Department
BoQ	Bills of Quantities
BRMS	Basic Requirements and Measurement Standards
CAO	Chief Administrative Officer
CIM	Communications and Information Management
CCT	Centre Coordinating Tutor
CDD	Community Driven development
CDO	Community Development Officer
CMU	Construction Management Unit
COW	Clerks of Works
CPD	Continuous Professional Development
DA	Designated Account
DEO	District Education Officer
DES	Department of Education Standards
DIS	District Inspector of Schools
DLG	District Local Government
DLI	Disbursement Linked Indicators
ESS	Environment and Social Standards
EGM	Early Grade Mathematics
EGMA	Early Grade Mathematics Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EO	Environmental Officers
ESIA	Environmental and Social Impact Assessment
ESSA	Environmental and Social Systems Assessment
ESSP	Education Sector Strategic Plan
GBV	Gender Based Violence
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanisms
GRS	Grievance Redress Service
HT	Head Teacher
ICR	Implementation Completion Report
ICT	Information and Communications Technology
ICYD	Integrated Child and Youth Development
IDA	International Development Association
IFMS	Integrated Financial Management System
IMU	Instructional Materials Unit

IRIS	Immediate Results Indicator
IVA	Independent Verification Agent
LG	Local Government
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Sports
MOFPED	Ministry of Finance, Planning, and Economic Development
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NEMA	National Environmental Management Agency
NTC	National Teachers College
OAG	Office of Auditor General
O&M	Operations and Maintenance
PAD	Program Appraisal Document
PAP	Program Action Plan
PCR	Pupil Classroom Ratio
PDO	Program Development Objective
PDU	Procurement and Disposal Unit
PFM	Public Financial Management
PforR	Program for Results
PPDA	Public Procurement and Disposal of Assets
PPSD	Program Procurement Strategy for Development
PSC	Program Steering Committee
PST	Program Support Team
PTC	Primary Teachers College
QAC	Quality Assurance Committee
RF	Results Framework
SED	Secondary Education Department
SBD	Standard Bidding Document
SCD	Systematic Country Diagnostics
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
SNE	Special Needs Education
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistant
TELA	Teacher Effectiveness and Learning Achievement
TETD	Teacher Education, Training, and Development
TTI	Teacher Training Institution
TOR	Terms of Reference
UNATU	Uganda National Teachers Union

UNEB	Uganda National Examinations Boards
USEEP	Uganda Secondary Education Expansion Program
UTSEP	Uganda Teacher and School Effectiveness Project
VAC	Violence Against Children
WASH	Water, Sanitation and Hygiene

TERMS OF REFERENCE FOR THE INDEPENDENT VERIFICATION FIRM UNDER ULEARN

1. Background

The Government of Uganda, through the Ministry of Education and Sports (MoES), is implementing the Uganda Learning Acceleration Program (ULEARN) with financing from the Global Partnership for Education (GPE) and the International Development Association (IDA). The Program Development Objective (PDO) of ULEARN is to improve teaching and learning in Early Grade Reading (EGR) in target schools, improve learning environments in target schools, and increase the coverage and use of the Education Management Information System (EMIS) in Uganda.

ULEARN has a total financing envelope of US\$324.8 million, comprising an IDA Credit of US\$210 million and GPE Grants amounting to US\$114.8 million, consisting of a System Transformation Grant (STG) of US\$111 million and a System Capacity Grant of US\$3.8 million.

The Program will be implemented using both Program-for-Results (PforR) Financing and Investment Project Financing (IPF) modalities. The PforR component, amounting to US\$298 million, finances eligible expenditures based on the achievement and independent verification of agreed Disbursement-Linked Results (DLRs), as defined in the Financing Agreement, Program Appraisal Document (PAD), and approved Verification Protocol. The IPF component, amounting to US\$26.8 million, complements the PforR by financing technical assistance, institutional strengthening, project management, capacity building, and other implementation support activities necessary to facilitate effective program implementation and achievement of the PDO.

The PforR component is structured around three result areas:

- i) Result Area 1: Quality Teaching and Learning;
- ii) Result Area 2: Equitable Access to Improved Learning Environments; and
- iii) Result Area 3: Use of Data for Improved System Management.

The Program Disbursement-Linked Results (DLRs) include:

- i) DLR 1: Availability of Early Grade Reading (EGR) materials in classrooms;
- ii) DLR 2: Teachers receiving practice-based training;
- iii) DLR 3: Teachers receiving the minimum number of quality in-classroom support visits;
- iv) DLR 4: Development of curriculum and Early Grade Mathematics programme;
- v) DLR 5: Schools meeting standards for physical infrastructure, safety, and inclusion;
and
- vi) DLR 6: Percentage of schools with student-level data in EMIS.

Under the PforR financing modality, disbursements are linked to the achievement of agreed DLRs, which are subject to independent verification in accordance with the Financing Agreement, PAD, Project Operations Manual (POM), and approved Verification Protocol. To support this process, MoES is required to engage an Independent Verification Agent (IVA) to independently assess reported results against the agreed verification protocols and provide credible, evidence-based verification findings. The IVA's verification reports will form the basis for determining achievement of results and informing results-based disbursement recommendations under the Program.

2. Objective of the Assignment

The objective of this assignment is to provide Government of Uganda, the Local Education Group, the World Bank as the Grant Agent with an independent, objective, and evidence-based verification of the achievement of the Disbursement-Linked Results (DLRs) associated with the Disbursement-Linked Indicators (DLIs) under the ULEARN Program. The Independent Verification Agent (IVA) shall undertake the verification strictly in accordance with the verification protocols and methodologies in the Program Appraisal Document as well as the provisions of the Financing Agreement. The IVA shall produce independent verification reports that confirm the extent to which the DLRs have been achieved. These reports shall provide the direct basis for the World Bank's assessment of DLR achievement and the corresponding disbursement recommendations under the Program.

3. Scope of Work

3.1. The scope of the assignment includes the following:

- i) The Independent Verification Agent (IVA) shall independently verify the achievement of all eligible Disbursement Linked Indicators (DLIs) and Disbursement Linked Results (DLRs) under ULEARN

- ii) The assignment shall cover verification of results across the program implementation period, including document reviews, field verification, validation of reported data, assessment of compliance with agreed verification protocols, and confirmation of the achievement of results in accordance with the Financing Agreement, Programme Appraisal Document (PAD), Verification Protocol, and Project Operations Manual (POM).
- iii) The verification shall cover all implementing entities, beneficiary institutions, and geographic locations relevant to the DLIs being assessed.

3.2. General tasks

- i) Review and validate reported results against agreed indicators and results as stipulated in the ULEARN verification protocol.
- ii) Conduct field verification where applicable (e.g. school visits, beneficiary interviews, document reviews).
- iii) Verify the accuracy, quality, and timeliness of data provided by implementing institutions and the Ministry where necessary and applicable.
- iv) Assess compliance with the verification protocols and any other relevant guidance from Global Partnership for Education (GPE) or the Grant and Financing Agreements.
- v) Produce a Verification Report outlining the methodology, findings, recommendations, and a clear statement on whether results have been achieved or not.

3.3. Specific Tasks

The IVA will carry out the following specific tasks

- i) Carry out field visits to a representative random sample of ULEARN-supported schools and target districts to verify the percentage of schools using English alone or English and the initial six approved local languages (Luganda, Lusoga, Runyankole-Rukiga, Runyoro-Rutooro, Leb Lango, and Leb Acholi) that have achieved the prescribed **1:1 student-to-EGR textbook ratio** (for English and local languages, where applicable). The IVA shall also verify the availability of EGR teacher guides in every sampled P1–P4 classroom for English and the applicable local language.
- ii) Conduct random spot checks, guided by MoES teacher training records, to verify the number of teachers and headteachers who successfully completed approved training in Early Grade Reading (initial and refresher), Kiswahili, remedial education, or diploma Programs, in accordance with the approved verification protocol.
- iii) Verify that a comprehensive Teacher Support Plan has been developed and formally approved by the Permanent Secretary, Ministry of Education and Sports, and confirm

that it includes a harmonized classroom observation tool and a clearly defined mentor teacher Program.

- iv) Verify that the harmonized classroom observation tool incorporates all the requirements specified in the approved verification protocol.
- v) Verify the number of school inspectors, Centre Coordinating Tutors (CCTs), mentor teachers, and headteachers trained on the approved teacher support plan and the harmonized classroom observation tool.
- vi) Carry out random spot checks to verify the frequency of classroom support visits and determine the percentage of teachers trained in Early Grade Reading (EGR), Remedial Education, Kiswahili, or diploma Programs who received at least one support visit per school term in accordance with the approved Teacher Support Plan. Verification shall include a review of records from the e-Inspection and TELA systems, supplemented by field verification and documentary evidence. The IVA shall validate the authenticity of reported visits using GPS coordinates, date and time stamps, and other supporting records, in accordance with the approved verification protocol.
- vii) Verify that trained teachers are effectively applying the approved pedagogical approaches and hands-on instructional practices in classroom lesson delivery in accordance with the approved teacher guides.
- viii) Verify that the piloting of the revised primary school curriculum and Early Grade Mathematics Program was undertaken in accordance with the approved ULEARN verification protocol.
- ix) Verify, on a representative sample basis, the number of targeted schools (Traditional Secondary Schools and Special Needs Education schools) whose sites were surveyed and evaluated in accordance with Program requirements.
- x) Verify that Codes of Conduct have been disseminated and signed by the relevant stakeholders, including headteachers, teachers, and civil works contractors. The IVA shall review signed Codes of Conduct, dissemination records, and related supporting documentation and provide an independent opinion on achievement of the respective DLR.
- xi) Verify that schools have functional Violence Against Children (VAC) prevention, reporting, referral, and support mechanisms in place. Verification shall include confirmation of approved procedures, designated focal persons or structures, awareness among relevant stakeholders, and evidence that the mechanisms are operational through document review and field verification in accordance with the approved verification protocol.
- xii) Verify that civil works contracts have been awarded in accordance with the applicable Government of Uganda procurement procedures and comply with the Program requirements, approved procurement documentation, and the verification protocol.
- xiii) Verify, using a representative and risk-based sample covering at least 20% of the reported schools, that the reported schools have achieved at least 80% completion of

civil works, based on approved engineering standards, supervision reports, site inspections and the approved Verification Protocol. The IVA may increase the sample size informed by the risk, materiality, geographic distribution or findings from the initial verification.

- xiv) Ascertain the percentage of schools with student-level data uploaded into the Education Management Information System (EMIS) and verify the functionality and completeness of the system using test user IDs, including checks on the availability and consistency of the required data elements in accordance with the approved verification protocol.
- xv) Review and validate all documentary and field evidence in accordance with the approved verification protocols, determine the achievement status of each DLR, and prepare independent verification reports with recommendations on the achievement of results and corresponding disbursement in accordance with the Financing Agreement, PAD, POM, and other agreed Program documents.

4. Verification Methodology and Evidence Requirements

The Independent Verification Agency (IVA) shall apply a combination of documentary review, physical verification, stakeholder interviews, direct observation, and system-based verification, as appropriate for each DLI. Verification shall be based on sufficient, reliable, and verifiable evidence in accordance with the approved DLI Verification Protocol.

The Independent Verification Agency (IVA) shall adhere to the following principles in verifying the achievement of all Disbursement Linked Indicators (DLIs) and Disbursement Linked Results (DLRs) under the Uganda Learning Acceleration Program (ULEARN):

- i) **Independence and Objectivity:** Verification shall be conducted independently, impartially, and free from any actual or perceived conflict of interest.
- ii) **Evidence-Based Verification:** Verification findings shall be based on sufficient, reliable, and verifiable evidence obtained from appropriate documentary, physical, and electronic sources.
- iii) **Triangulation of Evidence:** Findings shall be validated by comparing information from multiple sources, including documentary records, physical observations, system-generated reports, and stakeholder interviews, where applicable.
- iv) **Appropriate Verification Methods:** The IVA shall apply the most suitable verification methods for each DLI/DLR, including documentary review, field inspections, direct observation, interviews, and system verification.
- v) **Use of Digital Data Collection Tools:** During field verification, the IVA shall utilize GPS-enabled digital data collection tools (e.g., Kobo Toolbox, GEMS, ODK, or equivalent) to capture geo-tagged photographs, GPS coordinates, and date/time stamps, where applicable.

- vi) **Representative Sampling:** Where verification of all beneficiaries or activities is impractical, the IVA shall apply a statistically sound and risk-based sampling methodology, agreed with the MoES and the World Bank.
- vii) **Compliance with Applicable Frameworks:** Verification shall be undertaken in accordance with the Financing Agreement, the Program Operations Manual, the approved DLI Verification Protocol, applicable Government of Uganda laws and regulations, and any relevant World Bank requirements.
- viii) **Transparency and Auditability:** All verification findings shall be supported by evidence and documented in a manner that provides a clear audit trail for independent review.
- ix) **Confidentiality and Professional Ethics:** The IVA shall maintain the confidentiality of all information obtained during the assignment and conduct its work in accordance with internationally accepted professional and ethical standards.
- x) **Reporting of Findings:** The IVA shall clearly report the verification methodology applied, evidence reviewed, findings, any limitations encountered, and an independent conclusion on whether each DLI/DLR has been achieved.

Table 1: Verification method and Acceptable Evidence by the IVA by the DLI

Disbursement Linked Results	DLR	Verification Method	Summary of the Acceptable Evidence
DLI 1 Availability of EGR Materials- <i>Textbook delivery</i>	DLR1.3	Physical verification	Delivery notes, stock registers, school receipt forms
DLI 2. Teachers Receiving Practice Based Training - <i>Teacher training</i>	DLR 2.3, DLR 2.4, DLR2.5, DLR 2.6	Document review and interviews	Attendance registers, training reports, certificates, participant database
DLI 3 Teachers receiving minimum number of quality in classroom- support visit	DLR 3.2, DLR 3.3, DLR 3.4, DLR 3.5, DLR 3.6	Document review and interviews, physical verification	Attendance registers, training reports, certificates, participant database
DLR 4. Development of Curriculum and Early Grade Mathematic Program	DLR 4.5	Documentary review, physical school visits, classroom observation, stakeholder interviews, and verification of implementation records.	Geo-tagged and time-stamped photographs of schools and classrooms (captured using a GPS-enabled digital data collection tool such as Kobo Toolbox, GEMS, or an equivalent platform).

DLI 5: Schools meeting standards for physical infrastructure, safety and inclusion	DLR 5.1, DLR 5.2, DLR 5.3, DLR 5.4, DLR 5.5, DLR 5.6, DLR 5.7, DLR 5.8	Documentary review and sample field verification and Physical site inspection	Geo-tagged and time-stamped photographs captured using a GPS-enabled digital data collection tool (e.g., KoboToolbox, GEMS, ODK, or equivalent). Site visit observations confirming approximately 80% physical progress Interviews with the supervising engineer, contractor, and school administration.
DLI 6 Percentage of Schools with Student level data in EMIS	DLR 6.1, DLR 6.2, DLR 6.3, DLR 6.4	System verification	EMIS reports, system-generated data, dashboards

5. The Approach and Methodology

The Consultant shall describe in its technical proposal the approach and methodology to be adopted in undertaking the assignment. The proposed methodology shall demonstrate a clear understanding of the verification requirements for each DLI and shall be consistent with the verification protocols set out in Annex 1.0 of the ToRS and the Financing Agreements

The technical proposal shall include, at a minimum:

- i) Proposed verification methodology for each DLI;
- ii) Proposed sampling approach, where applicable;
- iii) Data collection and verification methods;
- iv) Quality assurance and quality control procedures;
- v) Risk identification and mitigation measures;
- vi) Proposed work plan and staffing arrangements; and
- vii) Assignment of key experts to the relevant DLI verification areas.

Following contract award, the successful Consultant shall prepare and submit an Inception Report for the Client's review and approval. The Inception Report shall refine the proposed methodology and include the detailed verification approach, sampling framework, data collection tools, fieldwork plan, quality assurance procedures, and any other implementation arrangements necessary for the execution of the assignment, consistent with the PAD and the POM.

6. Key Deliverables and the Payment Schedule

Deliverables	Indicative Timelines
Inception Report	Within 30days of contract signature
DLI 1 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
DLI 2 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
DLI 3 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
DLI 4 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
DLI 5 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
DLI 6 Verification Report(s)	As and when MoES submits DLR evidence for verification- the IVA should take between 30-40 days after MoES's submission
Final verification/ completion report	At the end of the assignment
Total	

The IVA shall prepare an Inception Report within the agreed timeframe after contract commencement. The report shall present the IVA's proposed approach and methodology for undertaking the verification assignment and shall be reviewed and agreed with MoES before commencement of field verification activities.

Payments shall be made upon the satisfactory submission and acceptance of the respective deliverables by the Client. The timing of DLI verification reports will depend on the submission of DLR evidence by the Ministry of Education and Sports and the agreed verification schedule. Under no circumstances shall payments to the IVA be contingent upon the achievement of DLRs or the disbursement of Program funds.

7. Inputs to be provided to the IVA by the Client

MoES will provide the following reports and documentation to facilitate the IVA in implementing the assignment:

- i. Project Implementation Status Reports.
- ii. Project Operational Manual (POM).
- iii. Project Financing Agreement
- iv. Project Appraisal Document (PAD).
- v. Environmental and Social Management Framework (ESMF).
- vi. Signed Contracts for civil works including BoQs, Drawings and Specifications.
- vii. Various progress reports including semi-Annual Progress Reports prepared by MoES and shared with the IVA for verification.
- viii. Access to the relevant electronic information systems and reporting platforms used for Program implementation and monitoring, including the **e-Inspection System, TELA**, EMIS and any other applicable digital platforms, or system-generated data extracts where direct access is not feasible, together with the associated records (including GPS coordinates, date and time-stamped inspection records, teacher support visit records, and other relevant datasets) required to undertake verification in accordance with the verification protocols. All other reference documents and records required by the verification protocols provided in the POM

Facilitation of Verification Activities:

- ix. MoES shall facilitate the IVA's access to relevant MoES staff, program staff, implementing partners, schools, and other stakeholders as required to undertake verification activities, including consultations and clarification of information necessary for validation of DLR achievement. In particular official letters of introduction to facilitate access to program sites, implementing agencies, schools, relevant records, and key informants required for verification activities will be provided.

8. Duration of the Assignment

The Independent Verification Agent (IVA) shall be engaged for the duration of the ULEARN Program implementation, expected to until run 30th June 2030 subject to satisfactory performance, continued need for the services, and availability of funding. The contract may be renewed or extended by mutual agreement where the Program implementation period is extended.

The contract may be terminated in accordance with the provisions of the contract, including for non-performance, failure to maintain independence, breach of contractual obligations, or other material default. The Client reserves the right to replace the IVA in accordance with the applicable procurement and contractual provisions where the IVA is unable to perform its obligations satisfactorily.

9. Team Composition and Required Expertise

9.1. Firm's Qualification and experience

The Independent Verification Agency (IVA) shall be a legally registered consulting firm, or institution with demonstrated technical capacity and experience in undertaking independent verification, performance audits, monitoring and evaluation, or results-based verification assignments of similar nature, scope, and complexity.

The firm shall meet the following minimum requirements:

i) General Experience

At least ten (10) years of demonstrated experience in conducting independent verification, performance audits, Program evaluations for Government institutions.

ii) Specific Experience

a) Demonstrated experience in at least three (3) assignments involving verification or evaluation of large-scale education, infrastructure, or public sector Programs within the last ten (10) years.

b) Proven experience in verifying results under Results-Based Financing (RBF), Program-for-Results (PforR), Disbursement-Linked Indicators (DLIs), or similar performance-based financing mechanisms is highly desirable.

c) Experience working on projects financed by the World Bank, African Development Bank, or other multilateral development partners will be an added advantage.

iii) Technical Capacity

a) Demonstrated capacity to deploy a multidisciplinary team comprising experts in education, engineering, procurement, financial management, environmental and social safeguards, monitoring and evaluation, Information and Technology and data management.

b) Capacity to undertake nationwide field verification and quality assurance.

iv) Data Collection and Quality Assurance

- a) Demonstrated experience in the use of digital data collection platforms (e.g., KoboToolbox, GEMS, ODK, Survey123, or equivalent) capable of capturing geo-tagged photographs, GPS coordinates, and date/time stamps.
- b) Established internal quality assurance and quality control systems for verification assignments.
- v) Regional Experience
Experience implementing similar assignments in Uganda or the East African region or Sub-Saharan Africa will be an added advantage.
- vi) Professional Standards

The firm shall demonstrate high standards of professional integrity, independence, confidentiality, and quality assurance, and shall have no actual or perceived conflict of interest in relation to the implementation of ULEARN

9.2. Team Composition and required expertise

The Independent Verification Agency (IVA) shall propose a multidisciplinary team with the requisite qualifications and experience to independently verify the achievement of the Disbursement Linked Indicators (DLIs) and Disbursement Linked Results (DLRs). The team shall comprise experts with demonstrated experience in the relevant technical areas as outlined below.

Technical Area/DLI/DLR	Required Expertise and key role	Knowledge, Skills and Experience
Team Leadership and Quality Assurance	Team Leader- Leads the verification, ensures adherence to the verification protocol, supervises the field teams, and signs off on the final verification report.	i) Advanced degree in Economics, Education, Engineering, Financial Management, Management. ii) At least 10 years' experience in managing, and monitoring Program evaluation, auditing iii) demonstrated experience leading multidisciplinary teams; excellent analytical, report writing, and communication skills; proficiency in English. iv) Must have prior experience in education sector and monitoring or evaluating PforR or Results based Financing Projects

DLI 1Availability of EGR Materials- <i>Textbook delivery</i>	Early Grade Reading (EGR) Specialist i) Verify that the approved learner textbooks and teacher guides have been delivered to sampled schools ii) Confirm that the textbooks and teacher guides are the correct titles, grades, languages, and approved editions. iii) Assess whether textbooks are available and accessible in classrooms and are being used during instruction iv) Verify compliance with the 1:1 learner-to-textbook and 1:1 teacher-to-teacher guide ratios based on actual enrolment and teacher deployment v) Contribute to the preparation of the Independent Verification Report and provide technical recommendations on the achievement of DLI 1/DLR1.3	i) A minimum of a Master's degree in Education, Curriculum Studies, Early Childhood Education, Language Education, Literacy, Educational Psychology, ii) Specialized training in Early Grade Reading (EGR), literacy instruction, curriculum development and interpretation, or learning assessment is an added advantage iii) At least 10 years of professional experience in primary education, literacy, curriculum implementation, or Early Grade Reading Programs. iv) In-depth knowledge of Early Grade Reading methodologies and literacy acquisition for learners in lower primary (P1–P4). v) Strong understanding of Uganda's competency-based curriculum vi) Knowledge of textbook development, approval, printing, distribution, and utilization processes vii) Familiarity with mother-tongue or Local Language instruction and bilingual literacy approaches used in Uganda viii) Familiarity with digital data collection tools and education management information systems (EMIS) is an added advantage ix) Proven experience working on donor-funded education
---	---	--

		Programs, preferably those financed by the World Bank, GPE, UNICEF, USAID, or similar development partners.
DLI 2. Teachers Receiving Practice Based Training - <i>Teacher training and</i> DLI 3 Teachers receiving minimum number of quality in classroom- support visit	Teacher Education Specialist – i) Verify the number of teachers and head teachers who have successfully completed the required practice-based training. ii) Confirm that the training covered the approved content areas iii) Verify that the training met the agreed quality standards, including, (use of approved training materials and manuals, attendance and completion requirements, duration and modality of training, practical classroom-based coaching and mentoring components, participant assessment and certification) iv) Review training attendance registers, participant databases, training reports, coaching records, and certificates to validate reported results. v) Conduct field verification in sampled schools and training centres through interviews with teachers, head teachers, trainers, and education officers to confirm participation and	i) A minimum of a Master's degree in Education, Teacher Education, Curriculum Studies, Educational Planning and Management, Educational Leadership, Educational Psychology ii) A minimum of 10 years of professional experience in teacher education, teacher professional development, curriculum implementation, or education quality improvement Programs. iii) Proven experience in Early Grade Reading (EGR) Programs, including teacher capacity building in literacy instruction iv) Experience in verifying or evaluating teacher training Programs, including assessment of training quality, participation, and learning outcomes v) Demonstrated experience in donor-funded education Programs financed by the World Bank, GPE, UNICEF, USAID, or other development partners vi) Experience working with Teacher Training Colleges (TTCs), National Teacher Colleges (NTCs), Coordinating Centre Tutors (CCTs), school support supervision systems, or similar teacher professional

	application of acquired competencies. vi) Contribute to the preparation of the Independent Verification Report, including findings on the achievement of DLI 2 and DLI 3 and recommendations for any corrective actions.	development structures is an added advantage vii) Sound knowledge of Uganda's teacher education policies, standards, and institutional arrangements, including pre-service and in-service teacher training.
DLR 4. Development of Curriculum and Early Grade Mathematic Program	Primary level school Curriculum Specialist- i) Verify that approved Early Grade Mathematics curriculum materials, teacher guides, and learner textbooks have been developed and implemented in accordance with standards; ii) validate evidence on teacher training related to Early Grade Mathematics; conduct school visits and classroom observations to the selected pilot schools iii) review Program documentation and supporting evidence; contribute to the verification of DLI achievement iv) provide technical input into the IVA verification report; and support quality assurance of verification findings.	i) Master's degree in Curriculum Studies, Primary Education, Mathematics Education, or a Specialized training in competency-based curriculum, Early Grade Mathematics (EGM), learning assessment, or instructional materials development is an added advantage. ii) At least 10 years of professional experience in curriculum development, mathematics education, teacher education, or primary education Programs. iii) Demonstrated experience in Early Grade Mathematics interventions, curriculum implementation, instructional materials development or review, learning assessments, and education Program monitoring or evaluation. iv) Experience with World Bank, GPE, UNICEF, USAID, or similar donor-funded education Programs and Independent Verification Assignments is highly desirable.

		v) Strong knowledge of Uganda's primary education curriculum and competency-based curriculum reforms; Early Grade Mathematics (top class-P4) pedagogy
DLI 5: Schools meeting standards for physical infrastructure, safety and inclusion	Civil Engineer/Architect/Quantity Surveyor/ structural Engineer/Mechanical Engineer/Electrical Engineers /Land Surveyor specialists- i) Verify that school sites have been surveyed and evaluated in accordance with approved technical standards and Program requirements by reviewing survey reports, geotechnical investigations, engineering designs, and site assessment documentation. ii) Verify that civil works have reached at least 80% completion by conducting site inspections, assessing physical progress against approved designs, Bills of Quantities (BoQs), work Programs, and contract milestones, confirming the quality and functionality of completed works, identifying defects or non-compliance, and providing technical findings to support the Independent	Each specialist should be based on their specialization i) Bachelor's degree in Civil Engineering/ Architecture, Quantity Surveying, Construction Management, or a related field. Registration with the relevant professional body (e.g., Engineers Registration Board, Architects Registration Board, or Surveyors Registration Board) is required. ii) A Master's degree is an added advantage. iii) At least 10 years of professional experience in the design, construction, supervision, inspection, or evaluation of civil works. Demonstrated experience in education infrastructure projects, including schools or public buildings, quality assurance, contract administration, and infrastructure assessments. Experience in donor-funded Programs and independent verification or technical audits is highly desirable. iv) Sound knowledge of planning, design, construction, supervision, and quality assurance of education infrastructure; building standards

	Verification Report on the achievement of the infrastructure-related DLIs.	and codes; contract management; measurement and valuation of works; environmental, health and safety requirements; infrastructure quality assurance; and monitoring and verification of construction projects. v) Familiarity with World Bank-funded infrastructure projects and results-based financing is an added advantage
DLI 5: Schools meeting standards for physical infrastructure, safety and inclusion DLR 5.7 and other related DLI/DLRs	Environmental Specialist- i) Verify that schools meet the basic requirements and minimum standards for safe physical infrastructure, accessibility, and WASH in accordance with Program requirements. ii) Assess compliance with approved environmental, health, safety, and accessibility standards through site inspections and review of supporting documentation. iii) Verify the functionality and adequacy of water supply, sanitation and hygiene facilities, environmental health and safety measures, accessibility features for learners with disabilities, and environmental mitigation measures. iv) Identify areas of non-compliance and provide technical findings to	i) Bachelor's degree in Environmental Science, Environmental Engineering, Natural Resource Management, Environmental Management, or a related field. A Master's degree is an added advantage. Registration with a relevant professional body is desirable. ii) Sound knowledge of environmental safeguards, environmental impact assessment (EIA), environmental management and monitoring, occupational health and safety, waste management, climate resilience, and national environmental regulations. Familiarity with the World Bank Environmental and Social Framework (ESF), Environmental and Social Standards (ESSs), and environmental risk management in infrastructure projects is highly desirable. iii) At least 10 years of professional experience in environmental assessment, environmental

	support the Independent Verification Report on the achievement of the relevant DLRs.	compliance monitoring, or environmental management of infrastructure or education sector projects. iv) Experience in donor-funded Programs, environmental audits, safeguards compliance, and independent verification assignments is an added advantage.
DLI 5: Schools meeting standards for physical infrastructure, safety and inclusion (DLR 5.4 and 5.6 and other related DLI/DLRs	Social Safeguards Specialist- i) Verify that approved Codes of Conduct have been disseminated to Head Teachers, Teachers, and Civil Works Contractors in accordance with Program requirements; ii) Confirm that the Codes of Conduct have been signed by all required parties; review supporting documentation, including signed Code of Conduct forms, dissemination records, attendance registers, and training reports; conduct field verification and stakeholder interviews to validate compliance; iii) Verify that Violence Against Children (VAC) reporting, referral, and support mechanisms are established and functional in accordance with program requirements. iv) assess awareness of safeguarding obligations,	i) Bachelor's degree in Social Sciences, Sociology, Development Studies, Social Work, Anthropology, Community Development, Gender Studies, Law. A Master's degree is an added advantage. ii) At least 10 years of professional experience in social safeguards, child protection, safeguarding, social risk management, or community development in education or infrastructure Programs. iii) Demonstrated experience in assessing safeguarding systems, verifying compliance with Codes of Conduct, and evaluating Violence Against Children (VAC) prevention, reporting, referral, and response mechanisms. iv) Experience with World Bank, GPE, UNICEF, or similar donor-funded Programs and independent verification assignments is highly v) Sound knowledge of social safeguards, safeguarding in education, child protection,

	including SEA/SH prevention and child protection requirements; identify any gaps or non-compliance; and contribute technical findings to the Independent Verification Report on achievement of the DLIs.	Violence Against Children (VAC) prevention and response, Sexual Exploitation, Abuse and Harassment (SEA/SH), Codes of Conduct, stakeholder engagement, grievance redress mechanisms (GRMs), reporting, referral and survivor support systems, labour management procedures, gender equality and social inclusion (GESI), and the World Bank Environmental and Social Framework (ESF), particularly ESS2, ESS4, and ESS10.
DLI 5: Schools meeting standards for physical infrastructure, safety and inclusion DLR 5.3 and other related DLI/DLRs	Procurement specialist – i) Verify that contractors were procured and contracts awarded in accordance with the Government of Uganda procurement laws, regulations, and approved procurement procedures; ii) review procurement plans, bidding documents, evaluation reports, approvals, and signed contracts; iii) assess compliance with PPDA requirements throughout the procurement process; iv) verify that procurement records adequately support the reported DLI achievement; v) identify procurement irregularities or non-compliance; and contribute	i) Bachelor's degree in Procurement and Supply Chain Management, Commerce, Business Administration, Law, Engineering, Public Administration, or a related field. A Master's degree and professional certification (e.g., CIPS, MCIPS, NEVI, or equivalent) are a must have. ii) At least 10 years of professional experience in public procurement, contract management, procurement audits, or procurement compliance. iii) Demonstrated experience in reviewing procurement processes, bid evaluations, contract awards, and compliance with Government procurement regulations. iv) Experience in World Bank, ADB, IDB, or other donor-funded projects and independent

	procurement findings to the Independent Verification Report.	verification assignments is highly desirable. v) Sound knowledge of the Government of Uganda Public Procurement and Disposal of Public Assets (PPDA) Act and Regulations, public procurement procedures, contract award and management, procurement planning, bid evaluation, procurement audits, and records management. vi) Familiarity with World Bank Procurement Regulations and procurement under donor-funded Programs is an added advantage.
DLI 6 Percentage of Schools with Student level data in EMIS	ICT/EMIS Specialist- i) Verify the percentage of schools with student-level data uploaded to and maintained in the EMIS in accordance with the DLI requirements. ii) Assess the completeness, accuracy, timeliness, consistency, and reliability of student-level data through system reviews, data quality assessments, and field verification. iii) Validate reported EMIS data against school records and supporting documentation, assess compliance with approved data standards and reporting protocols, iv) identify data discrepancies or gaps, and contribute technical findings to the	i) Bachelor's degree in Information Technology, Computer Science, Information Systems, Management Information Systems, Statistics, Data Science, or a related field. A Master's degree is an added advantage. Professional certification in database management, data analytics, or information systems is desirable. ii) Sound knowledge of Education Management Information Systems (EMIS), student-level data management, database management, data quality assurance, data governance, ICT systems, digital data collection, system interoperability, and data security. Familiarity with Uganda's EMIS, education data standards, and the World Bank's results-based financing

	Independent Verification Report on achievement of the EMIS-related DLI.	verification methodologies is an added advantage iii) At least 10 years of professional experience in EMIS, ICT systems, database administration, education data management, or information systems. iv) Demonstrated experience in verifying education management information systems, conducting data quality assessments, validating student-level datasets, and analysing education data. v) Experience in donor-funded education Programs and independent verification assignments is highly desirable
Non key Personnel	Field Enumerators/Verification Officers	Experience in field data collection, interviews, school inspections, and use of GPS-enabled digital data collection platforms (e.g., KoboToolbox, GEMS, ODK or equivalent); ability to communicate in English and relevant local languages spoken in the areas of assignment.

The IVA and its specialists shall not assume any implementation, supervision, audit, or advisory functions under the Program. Their role shall be strictly limited to the independent verification of reported results against the agreed DLI/DLR definitions, verification protocols, criteria and evidence requirements.”

10. Reporting and verification requirements

10.1 Reporting Arrangements

The Independent Verification Agent (IVA) shall report administratively to the **Program Coordinator, MoES/IDA/PIU**, who shall serve as the primary focal point for the

coordination and management of the assignment on behalf of the **Client, Ministry of Education and Sports (MoES)**.

The IVA shall submit all draft verification reports and related deliverables to the **Client (MoES) and World Bank** for review and comments. The IVA shall present its findings to the Client and participate in review meetings, as reasonably required, to clarify the verification findings and address comments prior to finalization of the reports.

The IVA shall consider and address comments provided by the Client while maintaining its **independence, objectivity and professional judgment** in arriving at its verification findings.

Following incorporation of the Client's comments, the IVA shall submit the **final verification report to MoES**. The Client shall then present the IVA's findings and recommendations to the **Program Steering Committee (PSC)** for consideration and to the Local Education Group for review and endorsement in accordance with the Program governance arrangements.

The **Client (MoES)** shall be responsible for formally submitting the endorsed verification report to the **World Bank**, together with the corresponding request for disbursement based on the **verified results and the amount determined to have been achieved**.

The IVA shall not submit verification reports, results or requests for disbursement directly to the World Bank. Its responsibility shall be limited to conducting the independent verification and providing the Client with a credible, evidence-based verification report to support the Client's submission to the World Bank.

The endorsed verification report shall constitute the **final verification report for purposes of the Program** and shall form the basis for the Client's submission to the World Bank and the World Bank's subsequent assessment of DLR achievement and determination of the corresponding disbursement.

10.2. Discrepancy Resolution

Where the Independent Verification Agent (IVA) identifies discrepancies between the evidence submitted by the Ministry of Education and Sports (MoES) and the verification findings, the IVA shall communicate the preliminary findings to MoES and provide an opportunity for clarification and/or submission of additional supporting evidence within an agreed timeframe. The IVA shall review any additional information provided and revise its findings justified by the evidence. Where discrepancies remain unresolved, the IVA shall document the nature of the discrepancy, the evidence reviewed, and the basis for its conclusions. The IVA shall notify the World Bank of any discrepancy identified before finalization of the final verification report. The final verification report shall form the basis for the World Bank's assessment of DLR achievement and the corresponding disbursement recommendations, in accordance with the Financing Agreement

10.3. Reporting of Unachieved and Scalable DLRs

The IVA shall report each DLR as either **Achieved** or **Not Achieved**, based on the applicable verification protocol. For DLRs that permit proportional or scalable disbursement, the IVA shall verify and report the actual quantity achieved, indicating the quantity reported by MoES, the quantity independently verified, and the quantity eligible for disbursement. Where a DLR is not achieved during the planned verification period, the IVA shall document the outcome and any supporting evidence. DLRs that are eligible for carry-forward under the Financing Agreement may be verified in subsequent reporting periods, and the IVA shall maintain cumulative records of verified achievements to support reconciliation over the life of the Program. The Ministry of Education and Sports shall notify the World Bank of unachieved DLRs in accordance with the Financing Agreement, where applicable.

10.4. Verification Reports:

The IVA shall prepare and submit verification reports in accordance with the approved verification protocols. The reports shall present the methodology applied, evidence reviewed, verification findings, and the IVA's independent conclusion on the achievement of the respective DLRs among other documents

11. Ownership of Outputs and Confidentiality

All reports, datasets, questionnaires, templates, working papers, and other outputs produced under this assignment shall become the property of the Ministry of Education and Sports.

The IVA shall treat all information obtained during the assignment as confidential and shall not disclose, reproduce, or use such information for any purpose other than the execution of this assignment without the prior written approval of the Ministry.

The IVA shall ensure that all personal information accessed during the assignment, including information relating to children, is handled in accordance with the applicable data protection and privacy laws and shall maintain strict confidentiality throughout the assignment.

The IVA shall comply with all applicable laws, regulations, and Government policies relating to data protection, privacy, and confidentiality in the handling of program information.