



**UGANDA BUSINESS AND TECHNICAL  
EXAMINATIONS BOARD (UBTEB)**

*"Setting Pace For Quality Assessment"*

**MID-TERM STRATEGIC PLAN REVIEW  
(2020/21-2024/25)**

**APPROVED AT THE 33<sup>RD</sup> BOARD MEETING  
ON 30 JUNE 2023**







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## STATEMENT OF THE BOARD

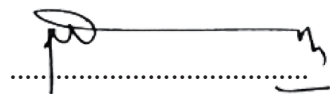
The Uganda Vision 2040 adopted by Government as the overarching framework to support socio-economic transformation prioritizes human capital development and creation of skilled manpower for national development through the National Development Plan (NDP) III.

Consequently, the Mid Term Reviewed Strategic Plan FY2020/21-2024/25 amplifies our desire to achieve NDPIII Objective (4): “to enhance the productivity and social wellbeing of the population” and Human Capital Development (HCD) Programme goal “to improve productivity of labour for increased competitiveness and better quality of life for all”.

In consultation with the wide array of stakeholders and in hindsight to the previous strategies, UBTEB evaluated changes in her operating environment and updated the tactical intent, focusing on; flexible modularized assessment, evolving role of Information Communication Technology and increased participation of employers in Technical Vocational Education and Training and assessments.

The reviewed strategies will increase competitiveness of TVET graduates in local and foreign labour markets and accelerate transitioning time of skilled youths into decent employment and self-employment. For its successful implementation, the Board pledges to fully take lead in implementation and to periodically monitor and review processes and operations in compliance with the proposed ISO 9001:2015 Quality Management System, existing policies of the Board and requisite statutory and regulatory requirements.

The Board is grateful for the immense support rendered to UBTEB by the Government of Uganda through the Minister for Education and Sports.



Dr. Eng. Silver Mugisha (PhD)  
**BOARD CHAIRPERSON**



# COMMITMENT OF THE SECRETARIAT

Welcome to the Reviewed UBTEB Strategic Plan (2023/24-2024/25) on the way to improving access to quality TVET assessment for Ugandan youths and creating a critical mass of adequately skilled labour force to actualize the demographic dividend. Over the years, strides have been made to standardize qualifications in the various fields of vocational education and training at all levels.

This plan will enable the Secretariat to effectively and efficiently coordinate TVET examinations and awards by; attracting and retaining competent personnel, instituting processes and systems that enhance quality assessment, complying with the statutory requirements and, continually improving the credibility of awards.

In particular, this Plan is inclined towards UBTEB’s adoption of modularized Competence Based Assessment (CBA) and magnifying the extent to which UBTEB assessment methods accurately measure skills acquisition thereby enabling TVET graduates to perform in the productive sectors of the economy. This is also timely in supporting government endeavours to promote regional integration and labor mobility in the East African community states. We hope that it will give UBTEB an edge in marketing the country’s skills and contributing to the bloc’s development.

The Plan will improve the communication and feedback channels between UBTEB, training institutions and world of work as well as adapt the assessment processes to the ever-changing technologies experienced in the world of work.

I invite all our stakeholders to interest themselves in the vision and strategic objectives of UBTEB as well as contribute your wisdom and resources towards the accomplishment of Board’s aspirations towards Uganda’s Skills Development.

Special thanks to the UBTEB secretariat staff for the commitment exhibited while delivering the mandate of the Board, and indeed the Board members for the vision, direction and guidance always given to the secretariat enabling it deliver the mandate of the Board.



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**Onesmus Oyesigye (CPA)**  
**EXECUTIVE SECRETARY**



## EXECUTIVE SUMMARY.

In 2020, The Board reviewed her strategic plan to guide its operations for the period 2020/21 to 2024/25. The plan is aligned to the National Development Plan (NDP) III. The overall objective of the strategic plan is to foster the streamlining, regulate and coordinate the conduct of examinations and award of certificates and diplomas in business, technical and other specialized professions.

The Strategic Plan put forward three Focus Areas, which include; Skills Assessment and Certification; Collaboration and Partnerships, and Organizational Capacity strengthening. Operationalized by four strategic objectives that included; Strategic objective 1: To enhance assessment of demand driven TVET skills for a competent and ethical workforce; 2: To enhance competitiveness of TVET graduates in the local, regional and international labour markets; 3: Promote linkages and partnerships with stakeholders for achievement of the Board's mandate; and 4: Strengthen organizational capacity for efficient and effective service delivery.

NPA conducted a Mid-term Review (MTR) of the Third National Development Plan (NDP III) in the same way, in November 2022, the Board embarked the review of her strategic plan operationalizing section.8 of the current UBTEB strategic plan and other guidelines. The Objectives that guided the assessment.

Progress made towards the achievement of the plan's strategic direction (strategic objectives, interventions and goal) based on set targets and results.

- a) Plan has been instrumental in guiding management in decision-making and actions.
- b) Efficiency and effectiveness of the institutional structure, processes, and procedures for implementing the strategic plan.
- c) Identify specific risks and challenges that need to be addressed, and document lessons learned and changes that can be made in the second half of the plan implementation.
- d) Emergency issues and proposals to inform the next phase of implementation of the current strategic plan and the next plan cycle.

### Overall performance.

**Goal:** To contribute to a productive, self-reliant, competitive and employable workforce for improved quality of life in Uganda and beyond.

**Goal Indicator:** Proportion of TVET graduates assessed by UBTEB transiting into gainful employment with a five year Target of 55%.

**Table 1. Showing Key Result Areas for UBTEB Goal, Objective and Output level.**

Key Results Areas	Achieved/ on track		Not Achieved		Not assessed		Total
	Indicators	%	Indicators	%	Indicators	%	Indicators
Goal.	0		0		0		1
Outcome level.	4	57%	3	43%	0	0	7
Output level.	63	24.1%	37	14.2%	124	61.7%	224





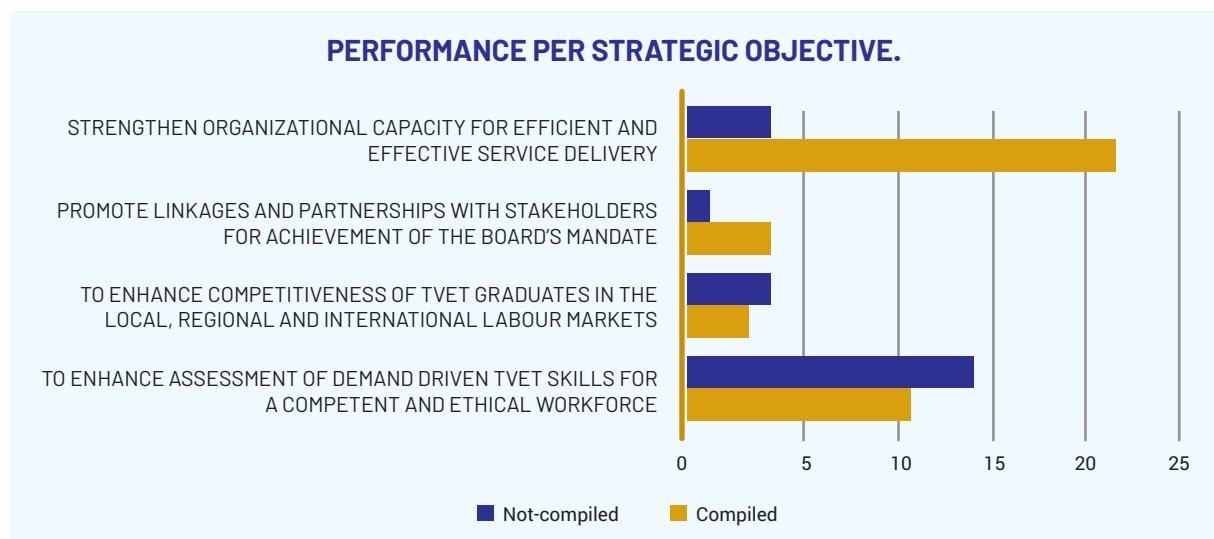
Result framework targeted 68 output indicators for 2 ½ years. The overall performance indicate; 15 (22.1%) complied and 12 (17.6%) not complied and 41 not assessed. None complied targets (not on track) include:

- Proportion of Demand driven TVET skills assessment and examinations aligned Competence Based Assessment.
- Modules assessed online.
- Compliance with Gender and Equity.
- ISO 9001:2015 Accreditation certificate (not assessed).

At Output level implementation, the Board targeted 224 for the period of five years ending 30 June 2025. However, the period assessed to 30 December 2022, result show 63 (24.1%) compliance and 37 (14.2%) non-compliance. Those that did not comply are highlighted below;

- Continued Professional Development framework reviewed.
- Reviewed ICT Policy.
- Examination centres mapped.
- Geo-referencing application developed.
- E-library developed.
- Rewards framework.
- Evaluations of the Client Service Charter.
- Corporate Social Responsibility Strategy.
- Tracer studies conducted.
- An ISO 9001:2015 Accreditation certificate.
- Fast-Track international accreditation of oil and gas.
- An integrated system of UBTEB and UNEB.
- Recognition of Prior Learning (RPL) framework and standards.

**Figure I. graph illustrating performance per strategic objective.**



It is important to note that some Work in Progress activities whose milestones had not been achieved by 30 June 2022 were considered Non-Compliant. Similarly, those activities whose milestones were dropped were considered Non-compliant.

### Project performance.

1748 - Retooling of the Uganda Business and Technical Examinations Board is a five year project ending 2024/25. The project has been accommodating both the retooling and infrastructure project (construction management budget output) funds.

- It should be noted however, that during the year 2022/23, the Board was assigned code 1792-UBTEB Infrastructure development project effective 1 July 2023.
- Out of Ugx 11.246Bn allocated in the two years, about Ushs 9.045Bn was for construction of the UBTEB assessment centre. The Board will to this effect request the MoFPED to transfer these funds to code 1792 effective 1 July 2023. And also request the Ministry to re-instate the retooling project funds that had earlier been deducted under 40% retooling project cuts.

**Table 2. Retooling of the Uganda Business and Technical Examinations Board.**

Two and half year's period.	Project Estimates Ugx'Bn	Allocations Ugx'Bn	Balance Ugx'Bn
1748-Retooling UBTEB	15.150	11.246	3.90
<b>Percentage.</b>	<b>100.0%</b>	<b>74.2%</b>	<b>25.8%</b>

Out of the 5 years projected resource, the assessment indicated that only 74.8% had been received; UBTEB Retooling project (15.7%) under facilities maintenance budget code, and construction of the UBTEB assessment centre (59.5%) under construction management budget code.

### Financial performance.

Medium Term Expenditure Framework (MTEF) shows allocations of amount Ushs 58.16Bn for two years FY 2020/21 and 2021/22 which is about 25.9% of the 5 year Strategic Plan projections amount Ugx 224.71Bn. The two years allocations of Ushs 58.16Bn are at 73.7% compared to the Strategic plan for the two year projections of Ugx 78.92Bn.

**Table.3. Financial performance for two years ended FY 2022/21 – FY 2021/22.**

Comparisons.	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25	Total
MTEF.	26.216	<b>31.951</b>	33.733	30.575	44.277	166.752
Strategic Plan Projections.	36.881	<b>42.035</b>	49.465	49.095	47.237	224.713
<b>Difference.</b>	10.665	<b>10.084</b>	15.732	18.52	2.96	57.961
Percentage performance.	71.08%	<b>76.01%</b>	68.20%	62.28%	93.73%	74.21%

### Institutional Capacity

- **Financial Resource management** envelope are handled in-line with PFMA 2015, and other governing laws. Funds have been on a positive trajectory, evident with two year under review. UBTEB acquired a Vote status in July 2021, and are implementing IFMS, PBS and IBP systems hence improved efficiency. MoFPED recommended 1748- Retooling project to operationalize the Vote function. And of recent second project 1792-infrastructure development –



Construction of UBTEB Assessment centre was approved.

- **Macro Structure of UBTEB.** UBTEB's current macro functional structure was approved in June 2019. The structure comprises the Office of the Executive Secretary and two Directorates. Currently, the Board embarked on review of the structure among other Board policies to address the TVET reforms and Government of Uganda priority interventions and strategies, Public Service review of Ministry of Education and all Ministry Agencies including UBTEB structure and recommended; (a) Scrap the positions of Directors and Assistants, (b) One position of senior manager and one manager under Directorate Finance Human Resource and Administration. (c) One Deputy Executive Secretary, three Managers under the directorate of Examination Management. Shall be enforce as the reforms take shape as guided by the Public Service and The Minister for Education and Sports.
- **Staffing levels.** The Functional Structure 2019, is still in use indicating an increase in number of staff from 39.3% in 2020/21 to 47.1% in 2021/22 of the approved 206 establishment. The structure reviewed by Public Service recommended 206 staff to meet the requirements of rationalization undergoing. However the Board is maintaining and operating the approved structure until the restructuring and rationalization, other reforms are effected.
- **Systems.** The Board runs on systems to execute her statutory mandate. Currently systems running include; Programme based planning and Budgeting System (PBS), Integrated Financial Management System (IFMS), Integrated Bank of Projects (IBP), Pastel Accounting software to support the linkage between the accounts and Examination Information Management System (EIMS) to track the candidate registration details and fees payments. The PBS and IFMS need to be supported with the Integrated Personnel and Payroll System (IPPS) to ensure effective and efficient HRM transaction related operations.
- **Infrastructure,** gaps relate to office space and technological infrastructure. The Board commenced construction of UBTEB assessment centre in February 2022, a project of 3 years and worth Ugx 25.650Bn and currently works are at 19 percent physical performance. Completion of the Assessment centre will aid the Board realize increased stock of quality infrastructure, efficient implementation of the Competence Bases Assessment hence improved proportion of BTVET graduates transitioning into decent employment and achieve key objectives of the employer-led TVET reforms, and NDP III's objective four: "enhance the productivity and social wellbeing of the population", Human Capital Development (HCD) programme.

In addition, Uganda Investment Authority (UIA) allocated UBTEB 1 acre of land in Namanve for warehouse to accommodate workshops and storage facilities.

- **Assessment of UPET and UPOLET** is being improved through the rolled-out of modularized assessment as the Board intend to achieve five year target - proportion of labour force transiting into decent employment from 34.5% to 55%. UBTEB conducts formal examinations and assessment is all-inclusive for candidates presented by private and government aided institutions. During the period under review, 40,063 (Female 17,092 and Male 22,971) in 2020/21 increasing to 80,149 in 2021/22. A total of 45,438 candidates completed their programmes, issued with certificates and transcripts to access upward academic progression and employment opportunities.



- **Functionality of M&E**, whereas the reporting is done timely, recommendations are to strengthen the unit with recruitment or deployment M&E staff. The M&E function is critical as it enhances the implementation of activities and reporting on the performance of the Board. However this function has not been filled, though provided for on the approved functional structure. A number of assessments have recommended the recruit M&E staff and management is yet to consider the recommendations.

### **Risk assessment, implementation challenges and Recommendations.**

**Risks:** NDPIII programmes were reprioritized interventions and it was observed that UBTEB's HCD PIAP actions aligned to the affected interventions are among those considered low priority interventions (**last call on budget**) for the year 2023/24. These include:

- Assess and certify the competencies acquired by trainee beneficiaries during apprenticeship, traineeship, indenture training, and further training and or upgrading in order to foster promote the relevancy of skills training and lifelong learning (labour and employment)
- Develop occupation, training and assessment standards for work-based training/learning (labour and employment)
- Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda (labour and employment)
- Support the TVET institutions that have the minimum requisite standards to acquire International accreditation Status (labour and employment).

### **Action to be taken to mitigate the assessed risks.**

- Engage the programme on reprioritization of UBTEB's action for the year 2024/25.
- Request MoFPED and HCD programme Head to reinstate the retooling project fund of amount 9.025Bn.
- Request the Line Minister to guide the membership of the new governance structure and Sensitization of members of the Board and staff comprehensively and timely including counselling.
- Adequate psycho-social preparations for staff including counselling, compensations and recommendation to re-integrate in other employment schemes including main stream public service.

### **Challenges and Recommendations:**

<b>Challenges:</b>	<b>Recommendations:</b>
a) Delayed enactment of the TVET law to enable the Board to authoritatively implement the reforms.	Carry on with TVET reforms and recommendations of the TVET Policy 2019 awaiting the law.
b) The staggered opening of HTVET institutions and modularization of assessment meant that fewer candidates were assessed in the quarter.	Modularization of TVET assessment to increase enrolment and learning flexibility.
c) Adherence to COVID-19 SOPs coupled with staggered conduct of assessment and examinations has made procurement of services, instructional materials and the assessment process expensive.	Harmonise the Technical Vocational training and assessment calendars to enable better planning for assessment activities.



Challenges:	Recommendations:
d) Understaffing and limited office space.	<ul style="list-style-type: none"> <li>• Improve Human resource planning for recruitment of staff in vacant specialisations, increase integration of ICT in the administration and management of the assessment, install more containers for storage of examination materials and procure motor vehicles to facilitate transportation of examination materials.</li> <li>• Continuous training and retooling of Instructors, assessors practitioners in the world of work on handling modularised competence Based assessment.</li> </ul> <p>Establishing of field coordination centers in different regions to improve efficiency of assessment activities.</p>
e) Candidates' Industrial training lagged due to inaccessibility of workplace attachment and restriction of staff numbers due to COVID-19.	Consider recognition of prior learning and continuous professional development as part of industrial training in TVET instead of considering it at final assessment.
f) Several SMEs downsized as well as not taking on trainees at workplaces for industrial Training.	<p>Advocate for national policy on promotion of work-based learning, coordinating and regulating Industrial Training/ internship.</p> <p>Carry out a tracer study to ascertain employability of TVET graduates in the industry.</p>
g) There is still some diploma curricula that is not harmonized and yet some examination centres, presented candidates on programmes accredited by National Council for Higher Education while majority had used programmes approved by National Curriculum Development Centre. Whereas both programmes are authentic, a duplication of their content is costly to the Board calling for harmonization as the case was with certificate programmes.	Stakeholder engagements with MOES-TVETOM, NCHE and NCDC on curricular harmonization.
h) Few female trainees attracted in Technical, Physical and Biological sciences training requires concerted efforts from all stakeholders to reverse it.	Public awareness and sensitization through media, regional career guidance drives to increase inclusiveness and access to TVET.
i) Instructional materials at assessment centres in TVET institutions and for assessment body are inadequate. This has left students lacking and may not match the world of work requirements coupled with ever changing technology.	Encourage TVET institutions to have MOUs with the industry for dual training in fields where they cannot afford the workshops, equipment and materials.

## **Issues Emerged during the 2 years strategic plan implementation.**

- Inadequate funding resulting into delayed completion of UBTEB Assessment centre and consequently may culminate into delays in payments, poor performance of the project and hence litigations.
- The Board is still recognizing the two examination and assessment series contrary to the implementation modalities of modularized assessment as indicated in the TVET Policy Objectives and Strategies on improved access and employability of citizens by increasing TVET training. This is said to be achieved through the Promotion of a flexible and demand driven TVET delivery system through competence based modularised packages and use of ICT”.
- Restructuring of the Education Sector and rationalization of Public Expenditure by Government presupposes merger of UBTEB and DIT leading to the new name UVTAB and redefining Mandate and direction of the new Board and other accompanying amendments. These aspects need rigorous action to ensure quick adoption and stability.
- COVID-19 shock affected the two years implementation period of the strategic plan, consequently the Board lost non tax revenues and reduced capacity to implement the plan priorities.

## **Way forward on the Reprioritized Interventions.**

Whereas NDPIII programmes reprioritized interventions including those aligned to UBTEB’s HCD PIAP actions are among those considered low priority. However, the determination of interventions, projects and actions for prioritization are commensurate with the mandate of the Board. The need to be strongly prioritized because they directly affect the mandate of the Board and are affected by the current implementation environment, financial constraint constantly characterized with cuts every year. These include;

- a) Acquire ISO 9001:2015 certification.
- b) Tracer studies conducted.
- c) Develop a database for foreign TVET qualifications.
- d) Conduct Geo-referencing application developed and Examination centres mapped.
- e) Implement projects promoting entrepreneurship in areas of agriculture.
- f) Review TVET qualifications equating guidelines.
- g) Improved corporate Social Responsibility Strategy.
- h) Recruit more staff as stipulated in the functional structure.
- i) Improve on the publicity of the Board both locally and internationally.
- j) Automate office systems in transcript unit and Registry/Records unit.
- k) Develop Recognition Prior Learning (RPL) framework and standards.
- l) Construction of the Assessment centre.



# 1.0 MID-TERM EVALUATION OF STRATEGIC PLAN 2020/21-2024/25

## 1.1 INTRODUCTION

In 2020, The Board reviewed her strategic plan to guide its operations for the period 2020/21 to 2024/25. The plan is aligned to the National Development Plan (NDP) III. The overall objective of the strategic plan is to aid the Board to streamline, regulate and coordinate the conduct of examinations and award of certificates and diplomas in business, technical and other specialized professions.

The Strategic Plan Focus on three Areas, these are; Skills Assessment and Certification; Collaboration and Partnerships, and Organizational Capacity strengthening. Operationalized by four strategic objectives that included; Strategic objective 1: To enhance assessment of demand driven TVET skills for a competent and ethical workforce; 2: To enhance competitiveness of TVET graduates in the local, regional and international labour markets; 3: Promote linkages and partnerships with stakeholders for achievement of the Board's mandate; and 4: Strengthen organizational capacity for efficient and effective service delivery.

Currently, the strategic plan is in its third year of implementation hence need for review of the two years assessing the relevance of the interventions, actions and progress made towards achieving the intended objectives amidst the current working environment characterized with COVID-19 effects. The review is intend to provide an opening to make adjustments to ensure accomplishment of key priorities and actions within stipulated time. The review will guide in re-shaping the Board result framework as well as its implementation as means to achieve her mandate. The review involved conducting an appraisal of the internal and external factors affecting the current interventions, actions and outputs; measurement of performance and taking remedial/corrective actions.

Overall performance of the Strategic plan based on the number of milestones planned and actually implemented. Under each strategic objective, there were outcomes which were the basis for development of activities. Each activity had specific targets and outputs for the planned period. In order to ensure a fairly rational assessment of performance of the Strategic Plan as at 30<sup>th</sup> June 2022, milestones for each activity were utilized to establish the extent to which they were achieved.

In line with the Comprehensive National Development Planning Framework (CNDPF) and NPA (Development Plans) Regulations, 2018, NPA conducted a Mid-term Review (MTR) of the Third National Development Plan (NDPIII). Similarly in November 2022, UBTEB began the review of her strategic plan in line with section 8 of the UBTEB strategic plan and other guidelines. The Objectives that guided the assessment;

Progress made towards the achievement of the plan's strategic direction (strategic interventions, objectives and goal) based on set targets and results.

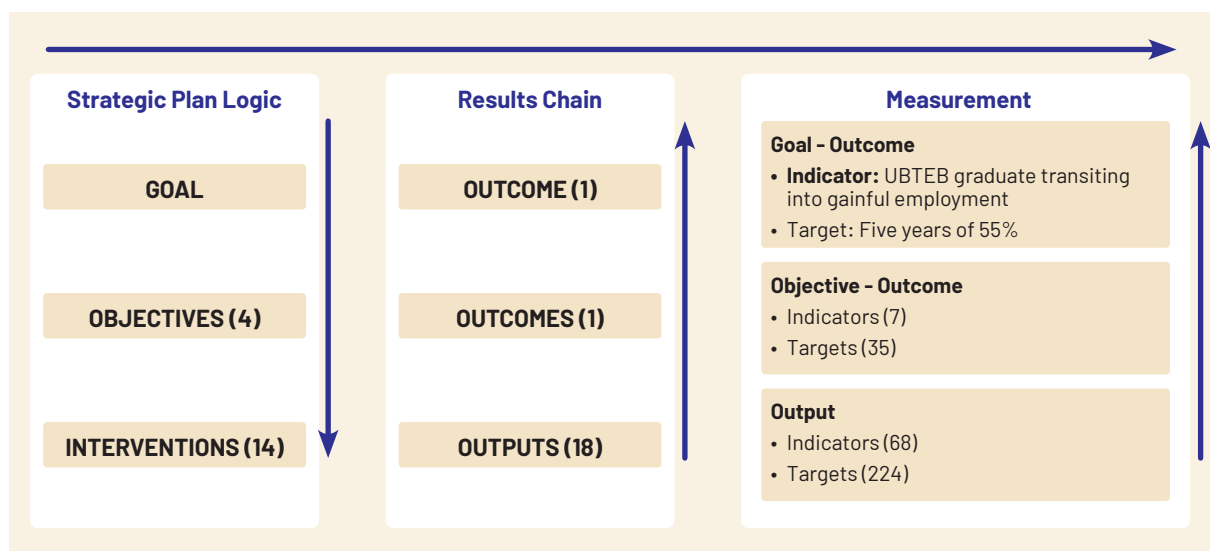


- a) Plan has been instrumental in guiding management in decision-making and actions.
- b) Efficiency and effectiveness of the institutional structure, processes, and procedures for implementing the strategic plan.
- c) Identify specific risks and challenges that need to be addressed, and document lessons learned and changes that can be made in the second half of the plan implementation.
- d) Emergency issues and proposals to inform the next phase of implementation of the current strategic plan and the next plan cycle.

Evaluation processes included: (i) a Mid-term review of the 2 ½ years ended 30 December 2022, (ii) review of UBTEB annual reports for the period 2020/21 to Dec 2022, (iii) questionnaire and interviews with management and senior staff, and (iv), stakeholders’ interviews.

The report summarizes the achievements so far realized, the challenges met and way forward for the next 3 years. It starts with a review of the result framework and implementation plan objectives; a review of the performance of the directorates, stakeholders’ views on the next 3 years.

**Result framework.**



**1.2 REVIEW OF THE IMPLEMENTATION.**

**a) Goal:** To contribute to a productive, self-reliant, competitive and employable workforce for improved quality of life in Uganda and beyond.

**Goal Indicator:** Proportion of TVET graduates assessed by UBTEB transiting into gainful employment with a five year Target of 55%.





## b) Outcome indicators.

Outcome	Outcome Indicator	Baseline FY2018/19	Targets			Current status	Comment
			20/21	21/22	22/23		
1. Streamlined demand driven TVET Skills Assessment and examinations.	1.1.1 Proportion of Demand driven TVET skills assessment and examinations aligned CBA.	60%	70%	75%	77%	75%	75% of modularized curricular are aligned to CBA standards.
	1.1.3 % TV Programmes/curricula modularized.	19%	34%	45%	50%	39%	64 out of 165 programmes assessed by UBTEB.
	1.2.2 TVET qualifications database developed/reviewed	0	1	1	0	1	QA to answer.
3. Increased participation of practitioners in assessment and examinations processes.	3.2.2 % increase of credible, competent contracted professionals engaged in preparation, conduct, administration, assessment and marking of examinations.	50%	65%	75%	80%	Not yet assessed.	Assessed at output level.
2. Good corporate governance, efficient sustainable resource utilization and accountability.	4.1.1 % compliance of the Ministerial policy statement to Gender and Equity budgeting.	60%	75%	77%	79%	67%	Assessed by Equal Opportunities Commission as a programme not Vote.
	4.1.2 Annual external audited financial statements.	100%	100%	100%	100%	100%	Complied
	4.1.3 Improved Ratio of staff to the approved establishment.	39%	40%	46%	50%	50%	Staff in post as at June 2023.

## c) Output indicators.

This sub-section analyses UBTEB strategic performance along the four (4) strategic objectives. During the year under review, the Board assessed 27 outcome indicators of which 15 complied and 12 did not comply. And total of 100 output level indicators were assessed out of which 63 complied and 37 did not comply. It was also noted that 3 targeted outputs did not take off completely since inception of the Strategic plan implementation. Assessment further highlights risks, challenges and emerging issues for consideration during the remaining implementation period. The four strategic objectives along which performance was assessed are:

- 1) To enhance assessment of demand driven TVET skills for a competent and ethical workforce;
- 2) To enhance competitiveness of TVET graduates in the local, regional and international labour markets;

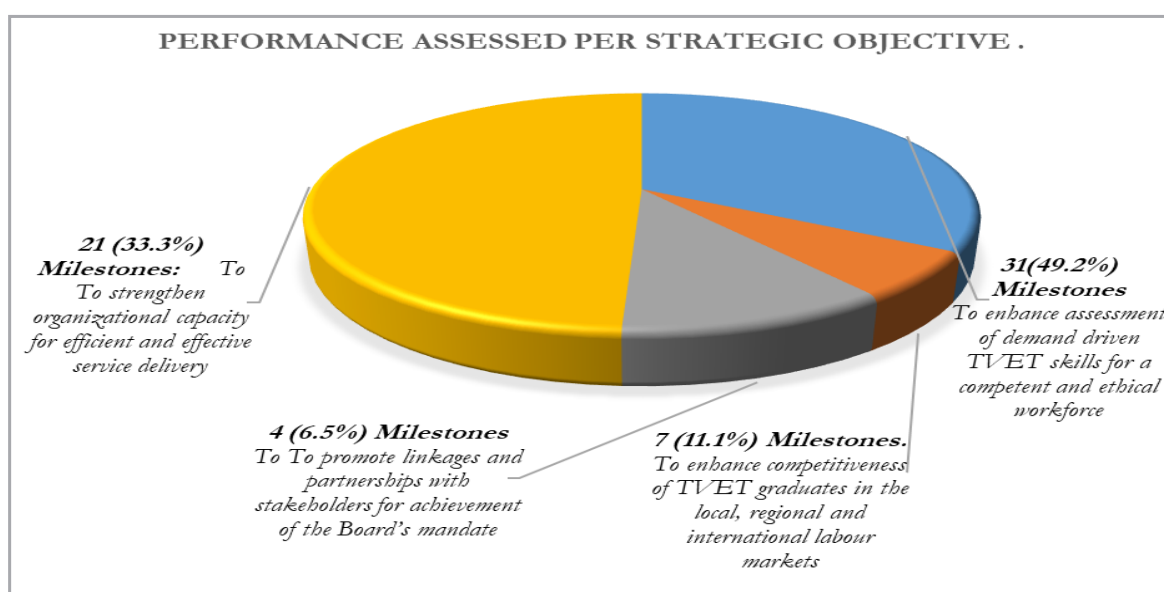
- 3) Promote linkages and partnerships with stakeholders for achievement of the Board’s mandate; and
- 4) Strengthen organizational capacity for efficient and effective service delivery.

**Table. 4. Detailed score of the complied and non-complied milestones.**

Strategic Objectives	Complied	Not complied	Planned targets for the remaining period	Total Planned targets
1. To enhance assessment of demand driven TVET skills for a competent and ethical	21	23	53	97
2. To enhance competitiveness of TVET graduates in the local, regional and international labour markets	4	3	11	18
3. To promote linkages and partnerships with stakeholders for achievement of the Board’s mandate	7	3	15	25
4. To strengthen organizational capacity for efficient and effective service delivery.	31	8	45	84
<b>Total Targets</b>	<b>63</b>	<b>37</b>	<b>124</b>	<b>224</b>
<b>Overall Percentage performance</b>	<b>28.1%</b>	<b>16.5%</b>	<b>55.4%</b>	<b>100.0%</b>

Out of the 37 non complied targets (28 targets are still in progress, and 9 targets had not started yet) and some rescheduled for FY 2022/23, these include; Continued professional development framework reviewed; Reviewed and approved ICT Policy; Geo-referencing application developed; Number of centres mapped; An e-library in place; Number of tracer studies conducted; Rewards framework in place; ISO 9001:2015 QMS for certificate; and Accreditation certificate in place.

**Figure 2: Illustration of the composition of milestones per Strategic Objective.**



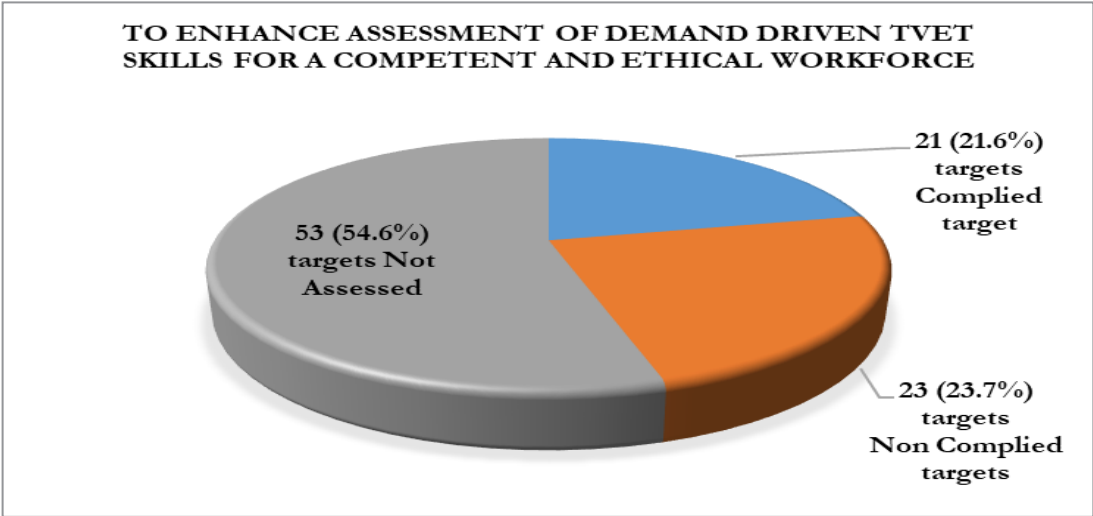
**Detailed Assessment of the performance of Strategic Objectives and related Interventions are discussed as below;**

**1.2.1. TO ENHANCE ASSESSMENT OF DEMAND DRIVEN TVET SKILLS FOR A COMPETENT AND ETHICAL WORKFORCE.**

The basis for this strategic objective is to enhance assessment of demand driven TVET skills for a competent and ethical workforce operationalised through; Streamlining demand driven TVET Assessment and examinations, Improving ICT orientation in TVET assessment process, Enhancing capacity of the assessors, exam managers and verifiers, Supporting research and quality assurance to inform best practices in assessment and Integrate recognition of prior learning (RPL) in assessment.

During the two years under review, UBTEB was able to constitute Technical Vocational working groups to enforce the industry led Technical Vocational, conduct tripartite assessments and implementation of the modularized Technical Vocational assessment. Under this objective, the Board targeted 97 out of 224 milestones to deliver enhanced assessment of demand driven TVET skills for a competent and ethical workforce. The level of compliance and score assessed is 21 (21.62%) complied, 23 (23.7%) Non-compliance and 53 (54.6%) not assessed, as based on 97 targets under this particular strategic objective.

**Figure.3: Performance under strategic objective 1**



A detailed narrative review of performance under this strategic objective is provided hereunder.

**a) Demand driven TVET Skills Assessment streamlined.**

During the two years, a total of 120,211 candidates were assessed indicating 69.6% (Female 32% and Male 37.6%) output performance. The assessed candidates included 243 with special Needs (SNE). 22,921 candidates were issued with certificates and transcripts to access upward academic progression and employment opportunities.

The Board conducted tripartite assessment of 133 modularized programmes for candidates sitting National Certificates for Bukalasa Agricultural College and three affiliated farm institutions; Ssesse Farm Institute, Kaberamaido Technical Institute and Rwentanga Farm Institute. These



assessments were conducted during the May 2022 examination series. And 4 programmes of National Diploma standardized (Biomedical engineering, Printing Technology, Leather Technology and Fashion and Garments).

Constituted 7 Technical Vocational Assessment working group as a way of operationalizing the TVET working groups as stipulated in the TVET policy 2019 and Human Capital Development Programme Implementation Action Plan. These 7 working groups include; Civil and Construction fields; Manufacturing and Production fields; Agriculture fields; Business and Humanities fields; Land and Meteorology Management fields; Surveying, Land Management, and Meteorology; and Tourism and Hospitality fields.

**b) ICT orientation in Technical Vocational Education and Training assessment processes strengthened.**

Integrated of ICT in daily operations of the Boards' work exhibited also by conducting of routine staff training, consultation workshops, carry out our monthly prayer breakfast meetings and brief our strategic partners online without crowding at the board that may call for facilitation in terms of transport and refreshments. Improved board's communication through live television interviews, online Facebook and Twitter live feeds and engaged strategic partners.

Information and Communication Technology improved Board's communication mechanisms where the Executive Secretary was able to conduct regular live television briefs and interviews on the affairs of UBTEB secretariat, online Facebook and Twitter live feeds, engaged Principals of/Heads of assessment centres and other strategic partners in a more technologically appealing style as the world currently demands.

**c) Capacity of assessors and other examination managers/professionals enhanced.**

A total of 289 assessors were trained of which 164 trained as internal verifiers this was done in two phases. 147 assessors were trained in October 2021 at UIRI in Namanve. The training equipped Lecturers at the Centers of Excellence and the instructors at the twining institutions with skills to conduct Competence Based Assessment. Out of 147 participants, 45 trained as internal verifiers to aid in building capacity of those yet to acquire those skills on CBA and also help in ensuring quality control of all the UBTEB assessment processes in their respective areas of specialization.

142 Assessors were trained in March 2021 and Nakawa Vocational Training College. Out of the 142 participants trained, 119 trained as internal verifiers to aid in acquisition of Competence Based Assessment and ensuring quality control of all the UBTEB assessment processes.

**1.2.2. TO ENHANCE COMPETITIVENESS OF TVET GRADUATES IN THE LOCAL, REGIONAL AND INTERNATIONAL LABOUR MARKETS.**

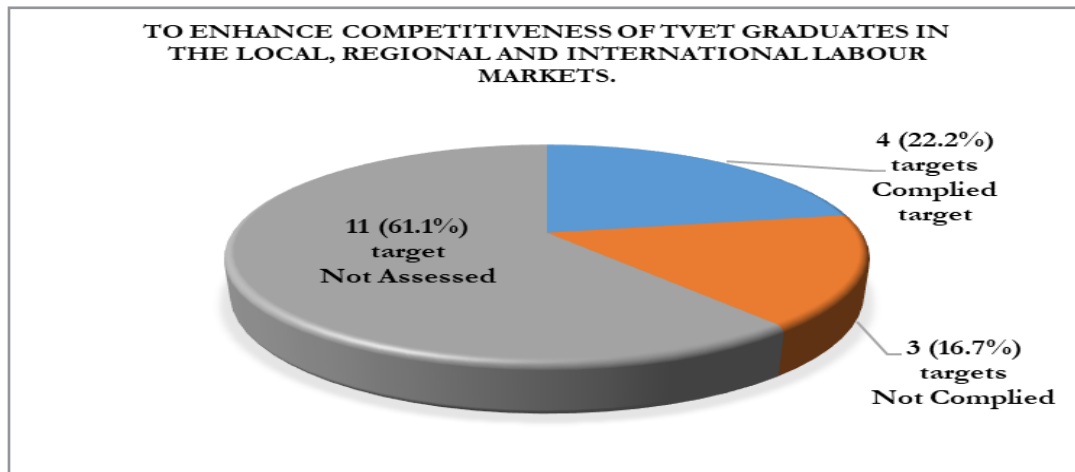
This strategic objective is aimed at enhancing competitiveness of TVET graduates in the local, regional and international labour markets through Increased TVET programmes locally and internationally accredited, and promoting entrepreneurship in TVET.

By end of the 2 years under review, the Board conducted Quality Management System Audit to kick start the process of acquiring International Certification ISO 9001:2015.



Under this objective, the Board targeted 18 out of 224 to deliver an enhanced competitiveness of TVET graduates in the local, regional and international labour markets. The level of compliance and score assessed is 4 (22.2%) complied, 3 (16.7%) Non-compliance and 11 (61.1%) not assessed, as based on 18 targets under this particular strategic objective.

**Figure.4: Performance under strategic objective 2**



A detailed narrative review of performance under this strategic objective is provided hereunder.

**a) Increase TVET programmes locally and internationally accredited.**

ISO 9001:2015 Quality Management system acquisition process started with training a section of staff as a requirement. The Internal audit of system was rolled-out with seven selected departments. This led to establishment of important operational goals, and means to measure and review the effectiveness of examination conduct, coordination, management and administration which supports the Board. The audit processes on quality system led to application for the Quality Management System (QMS).

UBTEB participated in diagnostic study conducted by SFERE the study aimed at improving capacity to deliver high quality, demand-driven Technical Vocational and Education Training (TVET) assessment. The study was funded by Government of Uganda under the World Bank project - Uganda Skills Development Project (USDP) and the Albertine Region Sustainable Development Project (ARSDP) under Ministry of Education and Sports (MoES). The project is conducted to enhance the UBTEB and DIT capacity to deliver high quality, demand-driven assessment.

**b) Promote entrepreneurship in Technical Vocational and Education Training.**

In April 2022, the Board hosted the Technical, Entrepreneurial and Vocational Education and Training Authority of Malawi on their benchmarking visit on the improvement of TVET qualifications database, TVET delivery, Assessment and regulation.

**c) Integrate value addition and marketing for agricultural products in TVET assessment.**

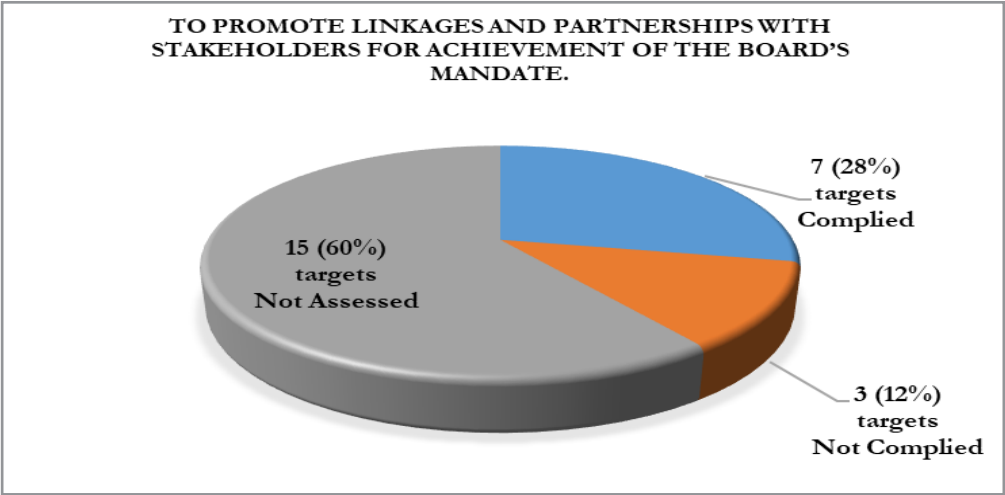
Monitored environmental protection where 150 candidates at Ssesse Farm Institute and Bukalasa Agricultural College participated in 6 real-life projects with agricultural extension services.

**1.2.3. TO PROMOTE LINKAGES AND PARTNERSHIPS WITH STAKEHOLDERS FOR ACHIEVEMENT OF THE BOARD’S MANDATE.**

This strategic objective is aimed at promoting linkages and partnerships with stakeholders for achievement of the Board’s mandate; to achieve this objective, the Board held a consultative meeting on implementation of modular assessment. The meeting involved 50 Head of centres and instructors from Community Polytechnics and Vocational Schools. Rolled-out the first modular Assessment guidelines for Skills Development Centres (UCPC) programs and other categories of programme. The process commenced in April/May 2022 in-line with TVET policy 2019 and as guided by Ministry of Education and Sports.

Under this objective, the Board targeted 25 out of 224 milestones to promote linkages and partnerships with stakeholders for achievement of the Board’s mandate. The level of compliance and score assessed is 7 (28%) complied, 3 (12%) Non-compliance and 15 (60%) not assessed, as based on 25 targets under this particular strategic objective.

**Figure.5: Performance under Strategic Objective 3.**



A detailed narrative review of performance under this strategic objective is provided hereunder.

**a) Enhance the role of practitioners in assessment. (Operationalization of TVET assessment working groups).**

Seven Technical Vocational Assessment Working Groups constituted consisting of practitioners (employers) from sector skills councils. Operationalization of the groups shall be involved in continuous assessments, industrial training of students; These working groups include; Civil and Construction fields; Manufacturing and Production fields; Agriculture fields; Business and Humanities fields; Land and Meteorology Management fields; Tourism and Hospitality fields.

Through sensitization, UBTEB has also enabled TVET students to acquire industrial training opportunities in more than 165 formal and non-formal organizations for Technical and Business Diploma and certificate programs. The work-based assessment is therefore carried out by their industry supervisors from the private and public sector assess practical skills and recommend areas for improvement.



## b) Retain existing partners and establish new ones.

Partnership with the world of work and professional bodies/assemblies, UBTEB signed a number of MOUs, and of recent MoUs were signed with three organizations to enhance skills development in the country. These include Electricity Regulatory Authority (ERA), National Water and Sewerage Corporation (NWSC), Uganda Industrial Research Institute (UIRI), Uganda National Chamber of Commerce and Industry (UNCC). These were some of the recommendation of TVET policy to engage practitioners to participate in tripartite assessment.

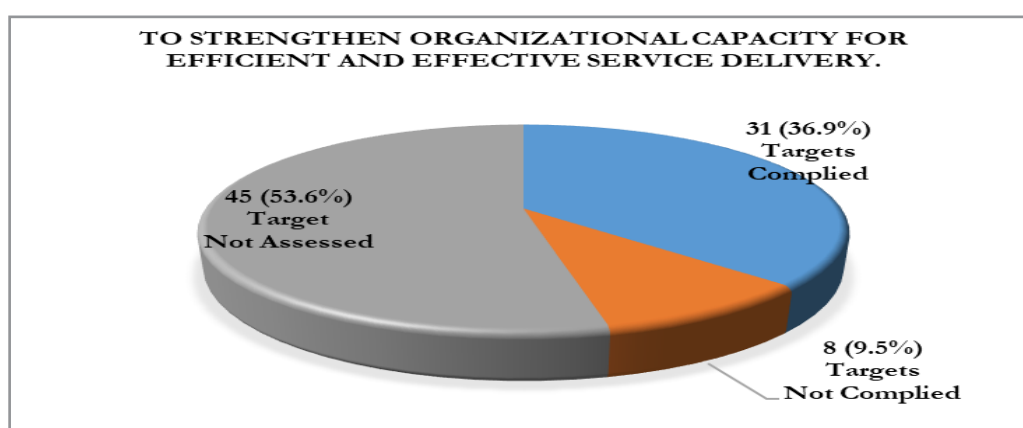
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### 1.2.4. TO STRENGTHEN ORGANIZATIONAL CAPACITY FOR EFFICIENT AND EFFECTIVE SERVICE DELIVERY.

The aim of the strategy is to strengthen organizational capacity for efficient and effective service delivery, through Strengthen: organization financial sustainability, Human resource capacity, governance processes, Corporate Visibility and infrastructure development.

Under this objective, the Board targeted 84 out of 224 milestones to strengthen organizational capacity for efficient and effective service delivery. The level of compliance and score assessed is 31 (36.9%) complied, 8 (9.5%) Non-compliance and 45 (53.6%) not assessed, as based on 84 targets under this particular strategic objective.

**Figure.6: Performance under Strategic Objective 4.**



- Strengthened Corporate Governance by convening 44 Board and Board committee meetings where a number of policies and decisions were made. Among the policies passed include the TVET Assessment Working Group guidelines; Audit Charter; Clients Service Charter; MPSs, BFPs and estimates for two Financial Years, Staff performance appraisals, evaluation and performance reports; reports on the conduct and management of examinations and assessment, and release of credible results; Audit assurances and risk management of the affairs of the Board.

- The Board celebrated 10 years Anniversary whose launch began with celebrations was done at Mestil Hotel and subsequently convened a conference on 23<sup>rd</sup> March 2022 under theme, “Competence Based Assessment for competitive labour force and economic development” at Hotel Africana – Kampala. Due to the safety concerns and travel restrictions caused by COVID-19, the conference was both physical and online, key note speaker professor David Kabasa.
- Quarterly Internal Audit and Risk management reports submitted to Auditor general; improved the Board’s operational and control systems. Timely risk-based analysis and recommendations which are aimed at mitigation of errors and guided the Board accomplish the planned targets by systematically evaluating and improved effectiveness of governance, risk management, and control processes.
- Strengthen organization financial sustainability, the Board transited from a subvention under the Ministry of Education and Sports to a Vote165 function effective 1 July 2021. This is a milestone in ensuring efficiency in running of the Board’s activities, and indeed the attainment of a vote has enhanced financial independence of the Board. Budget preparations, execution and reporting have been streamlined in line with PFMA 2015 amended.
- Strengthened Human resource capacity through enhancement of 83 staff welfare and addressed critical skill gaps especially in Journalism, Water Engineering, fashion & design, Cosmetology. This therefore resulted into recruitment and appointment of additional 15 staff making a total of 97 staff (47.3% of the staff establishment). This enhanced staff numbers from 83 about 40% in 2020/21 to 47.3% in 2021/22 of the staff establishment of 205 in 2021/22.
- Strengthened infrastructure development by commencement of construction of the Assessment Centre project located at Kyambogo plot no. M891 Kigobe Road in Kampala. The Board contracted Seyani brothers & Co. Ltd on 14<sup>th</sup> January 2022, and Cornerstone Design & Engineering Limited and Oubuntu as project supervisors to ensure that processes, methods and proposals submitted are executed adequate to enable completion of the project within the desired quality, time and budget. The expected completion date of the project is 14<sup>th</sup> January 2025 (duration of 36months) and estimated to cost Ugx 31.5Bn.





## **2.0 INSTITUTIONAL CAPACITY ASSESSMENT**

### **2.1 INTRODUCTION**

This section presents the findings of the review of the institutional capacity, organizational set-up, and the financial and administrative systems of the Board against the UBTEB mandate, strategic objectives and key result areas. Accordingly, recommendations are made in light of the findings of the review of the facets mentioned above. McKinsey's 7S framework which views organizational capacity in terms of seven distinct but interrelated elements (strategy, structure, staff, skills, systems, shared values, and style) which are critical to the performance of an organization, provided the analytical lens for the review. However, owing to the specific nature of the TOR on the areas for consideration, four out of the seven elements (structure, staff, skills and systems) were reviewed. These four areas of capacity were juxtaposed by infrastructure as an element of organizational capacity.

### **2.2 STRUCTURE.**

A functional structure well aligned to mandate and corporate strategy which is key and a prerequisites for the effective performance of an organization. Currently, the UBTEB's organizational structure is under review with the objective among others to address;

Improved access and employability of citizens by increasing TVET training, which is said to be achieved through the Promotion of a flexible and demand driven TVET delivery system through competence based modularized packages and use of ICT. This necessitates recruitment of staff especially subject specialists.

Secondly, the structure reviewed by Public Service recommended 106 staff to meet the requirements of undergoing restructuring and RAPEX by the government of Uganda. However the Board is still maintaining and operating the approved UBTEB structure until the restructuring and rationalization are completed and effected.

### **2.3 MACRO STRUCTURE OF UBTEB.**

The adopted Current macro structure of UBTEB structure as approved in June 2019. The structure comprises the Office of the Executive Secretary and two Directorates. The Office of the Executive Secretary is structured as follows: Communications and Public Relations Unit; Procurement and Disposal Unit; and Internal Audit Unit. The Directorate of Examinations Management is composed of four departments and four units as illustrated below:

- (i) Technical, Agricultural and Biological Sciences Department.
- (ii) Vocational Education Department.
- (iii) Research, Quality Assurance and Awards Department.
- (iv) Business, Humanities and Social Sciences Department.
- (v) Examinations Coordination and Management Unit
- (vi) Special Needs Unit.
- (vii) Examinations Security Unit.
- (viii) ICT Unit.



On the other hand, the Directorate of Finance, Human Resource and Administration is structured around one department and two units as depicted below:

- (i) Human Resource and Administration Department.
- (ii) Finance Unit.
- (iii) Planning, Budgeting and Investments Unit.

#### **2.4 ISSUES TO NOTE UNDER THE CURRENT STRUCTURE.**

The evaluation report conducted by the Board in 2020 highlighted a number of issue to be addressed on the current structure. However, during the review, we noted some are still occurring as follows;

Examination Information Management System (EIMS) lacks an Administrator for the system. And management suggested the creation of ICT department with programmers, administrators to mainly handle the EIMS; ICT-programmer, Systems Administrator.

Quality assurance as a cross-cutting issue be embedded in all the activities of an organization rather than operation on micro by leaning strongly on Examination management issue. The major weakness with the current approach to quality assurance gives an impression that quality assurance of the support and administrative functions is secondary and this weighs against the creation of a quality culture in the entire Board. Therefore, ISO 9001:2015 QMS will provide more authority to broaden the scope of quality assurance to encompass all the activities of the Board cannot be over-emphasized.

#### **2.4 STAFFING LEVEL.**

UBTEB's current functional structure provides for 206 staff of which 94 staff have been appointed, hence operating at 45.6% below average human resource capacity in terms of staff numbers. With the current performance, the Board cannot achieve 100% of its undertakings indicated in the strategic plan. This therefore undermines the efficiency in operations of the Board and indeed management of examination and assessment processes.

Some of the critical positions have not been filled. Include among others: monitoring and evaluation (M&E) function, though provided for on the approved functional structure, is not operational. The M&E function is critical as it guides the implementation of activities and reports on the performance of the Board.

#### **2.5 SYSTEMS.**

The Board runs on systems to execute her statutory mandate. Currently systems running include; Programme based planning and Budgeting System (PBS), Integrated Financial Management System (IFMS), Integrated Bank of Projects (IBP), and Pastel system to support the linkage between the accounts Examination Information Management System (EIMS) to track the candidate registration details and fees payments. The PBS and IFMS need to be supported with the Human Resource (payroll management system) to ensure effective and efficient HRM transaction related operations.



Regarding the human resource systems and performance management, it was noted that appraisal system do not directly link to the job roles, and the weak interconnection between the performance management system and the reward/recognition system.

## **2.6 INFRASTRUCTURE.**

The Board does not have a permanent home and still operates in rented premises and this has amplified expenditures on rent. However, on a positive note, the Board commenced construction of its assessment centre providing for office space, warehouse for examination materials storage, printery, a resource center, item testing workshops and laboratories and auditorium. The realization of this facility is backed up by the recent acquisition of project worth Ugx 54.5Bn project 1792-UBTEB infrastructure project effective 1 July 2023.

On technological infrastructure, ICT equipment (computers, printers, servers, scanners, photocopiers, computer softwares) are being procured under the project worth Ugx 15.15Bn project 1748 - Retooling project. Similarly, braille machines are inadequate and yet critical for assessment.

## **2.7 RECOMMENDATIONS.**

In view of the findings above, it is recommended that UBTEB should;

- Fill the critical positions in the Monitoring and Evaluation function.
- Lobby Educations Sports and Skills MoES sub-programme and MoFPED to enhance the wage bill and fill the approved functional structure to at least 50% in the short-term and 80% in the long-term.
- Create a Board-wide and independent quality assurance function.
- Create the following posts: ICT-programmer and Systems Administrator.
- Integrate the Human Resources management and payroll systems so as to achieve efficiency.
- Automate the current processes and manual systems.
- Lobby MoFPED to expedite the completion of the assessment centre lessen associated expenditure.

### 3.0 FINANCIAL PERFORMANCE.

Board's resource envelope and budgets are handled in accordance with Public Finance Management Act (2015) amended, Budgeting Regulations (2016) and Monitoring and Evaluation policy 2014, among other policies. These policies and laws guided the Board to mobilize for her strategic implementation. UBTEB's current financing arrangements are mainly Government of Uganda and Non Tax Revenues from Examination fees mobilized under Vote: 165 Uganda Business and Technical Examinations Board.

During the period under review, the Board transitioned from a subvention under the Ministry of Education and Sports to a Vote function effective 1 July 2021. This is a milestone in ensuring efficiency delivering the Board's mandate, and indeed the attainment of a vote has enhanced financial independence of the Board. Details of the UBTEB Vote 165 as amended, are expected to deliver mandate through

- Programme 12 Human Capital Development contributing chiefly to HCD Objective 2: Produce appropriate knowledgeable, skilled, and ethical labor force.
- SubProgramme: 01 Education, Sports and Skill.
- Sub Sub Programme: 16 Technical and Vocational Examination Assessment and Certification.
- Two cost centres: Examination Management; and Finance, Administration and support services.

These two cost centres are managed by Heads of directorates including Deputy Executive Secretary Finance Human Resource & Administration and Deputy Executive Secretary Examinations Management under the supervision of Executive Secretary as the Accounting Officer.

The Vote function has not left UBTEB the same. The Board has experienced improvement in resource envelope from Ugx 26.612Bn to the current Ugx 31.951Bn in FY 2021/22. The Board acknowledges and commends additional support from development partners which came in kind include short term training of examination and assessment officers.

**Table.5: Showing the performance of strategic plan implementation budget for the Two years ended FY 30 June 2022.**

Financial Year	FY 2020/21		FY 2021/22		Total for two years		Variance (SP-Budget Allocation)
	Strategic plan projections	Budget Allocation	Strategic plan projections	Budget Allocation	Strategic plan projections	Budget Allocation	
Expenditures:	Ushs	Ushs	Ushs	Ushs	Ushs	Ushs	Ushs
Recurrent: Wage	4.591	4.591	4.895	4.895	9.486	9.486	0
Recurrent: Non-Wage.	27.855	21.625	30.675	22.056	58.53	43.681	14.849
Development Expenditure.	4.435	0	6.465	5.000	10.900	5.000	5.900
<b>Total</b>	<b>36.881</b>	<b>26.216</b>	<b>42.035</b>	<b>31.951</b>	<b>78.916</b>	<b>58.167</b>	<b>20.749</b>



Strategic plan projections for the two years FY 2020/21 and FY 2021/22 exceeded the allocations by Ushs 20.749Bn indicating 73.7% budget performance. The shortfall of 22.3% is attributed to the COVID-19 effect which affected the Non Tax Revenue (Examination fees) collection expected under the recurrent –Non wage.

During the year FY 2020/21, UBTEB was receiving budgeted resources under subvention which was purely recurrent expenditure with no capital development. Therefore the Board did not realize any capital development from Government neither development partners, hence such a performance.

However, with the above 73.7% budget performance, the Board complied to the tune of 62.9% of the 62 planned milestones and about 27.1% work in progress (Actions commenced but not complete and those that had not started at all). While the other remaining 2.9% are for actions that did not take off completely and or dropped.

**Activities planned not implemented, include:**

- 1) Continued professional development framework reviewed.
- 2) Reviewed ICT Policy.
- 3) Examination centres mapped.
- 4) Geo-referencing application developed.
- 5) E-library developed.
- 6) Rewards framework in place.
- 7) No. of evaluations of the Client Service Charter.
- 8) Corporate Social Responsibility Strategy in place and approved.

**Activities rescheduled to start in FY 2023/24, include:**

- 1) Tracer studies conducted.
- 2) An ISO 9001:2015 QMS certificate in place.
- 3) Fast-Track international accreditation of oil and gas.

**Activities dropped at inception of the strategic plan implementation, include:**

- 1) An integrated system of UBTEB and UNEB in place.
- 2) An RPL framework and standards in place.
- 3) Number of stakeholder’s workshops on RPL conducted annually.

## **4.0 SUMMARY OF DEPARTMENTAL ACHIEVEMENTS AND CHALLENGES**

### **4.1 OFFICE OF THE EXECUTIVE SECRETARY**

#### **4.1.1 Communications and Public Relations Unit.**

##### a) Achievements 2020/21 – 2021/22:

- Maintained platforms for feedback and effective customer response rate such as whatsapp group for principals and registrars, mailing list for key stakeholders
- Timely website update.
- Publicized the new regulations in the media and other platforms
- Strengthened media relations for visibility of Board activities
- Media coverage of Board events such as UBTEB at10 celebrations
- Strengthened Board image through branding
- Participated in national exhibitions for awareness
- Meetings and recognition of alumni through profiling online
- Conducted Corporate Social Responsibility activities
- Branding activities undertaken including produced documentary on UBTEB successes in examinations management.
- Signed MOUs for strengthened relations with world of work
- Customised media interviews on key Board mandate and output
- Strengthened staff awareness of the strategic vision and mission
- Established more online platforms such as LinkedIn, Instagram

##### b) Challenges 2020/21 – 2021/22:

- Understaffed in Communications and Public Relations Unit
- Insufficient funding for some PR and communication initiatives
- Lack of capacity building of staff in the unit such as training in specific fields as per performance appraisal and recommendation.
- Lack of a resource centre for reference materials.

#### **4.1.2 Procurement and Disposal Unit**

##### a) Achievements:

- Ensured compliance and best practices with the PPDA Act, regulations and guidelines
- A comprehensive PPDA Audit was successfully done for the very first time.
- Prepared and issued approved contracts
- Secretariat to the Contracts Committee and implemented the decisions of the Contracts Committee.
- Maintained the providers list (Prequalification)



b) Challenges:

- Untimely payments to suppliers.
- Untimely planning by the user departments
- Limited space for storage of procurement documents
- Transportation

#### **4.1.3 Internal Audit Unit.**

a) Achievements:

- The Board maintained a system of internal control through the Audit unit whereby it designed, and implemented the best risk management practices and internal controls to comply with the laws and other policy requirements, accurately records all relevant financial transactions, and prevent or detect misstatements, whether in error or intentional.
- With the localization and approval of the Audit Committee charter by the Board, the Audit Committee of the Board was fully constituted that periodically review internal Audit reports, work plans and budgets and periodically reports to the Board with recommendations communicated and implemented to the respective Auditees. The internal control hygiene of the Board has greatly improved over the last Five years.
- The Audit committee also recommended to the Board to approve the Risk Management Policy and Framework/Register awaiting ratification by the Board.

b) Challenges:

- The internal Audit unit is understaffed with only two members of staff (principal Internal Auditor and Officer Audit) yet the workload is big.

## **4.2 DIRECTORATE OF EXAMINATIONS MANAGEMENT.**

### **4.2.1 Business, Humanities and Social Sciences Department**

a) Achievements:

- Training of assessors
- Modularization of the assessment rollout...
- Tripartite assessment where practitioners and world of work are involved in assessment Technical Vocation working groups participating in UBTEB examination processes.
- Improvement in the quality of items
- Review of certificate curricula

b) Challenges:

- Establishment of Regional coordination center not established.
- Monitoring of Competence Assessment has not been effective
- Reference materials still lacking
- Delay in implementation of certain activities due to inadequate funds or some activities were not implemented at all.
- Long process of making requisitions for funding.



#### **4.2.2 Technical, Agricultural and Biological Sciences Department**

a) Achievements:

- Assessment of modular diploma programmes for Bukalasa Agricultural College and short courses for twinning VTIs under USDP conducted.
- Harmonization of assessment formats for 2 technical diploma and National Certificate programmes completed
- 60 Assessors for the assessment of modular programmes under Bukalasa Agricultural College and twinning VTIs trained and deployed
- 221 Assessors trained under USDP and USRDP for UTCs and twinning VTIs.
- Participated in the validation of curricular for UTC modular programmes under USDP and USRDP.

b) Challenges:

- Lack of empowerment and control to implement departmental budgets and activities.
- Inadequate staff to handle modularized examination and assessment processes in the department.
- Need to retrain Instructors on modularized programmes under USDP.
- The Board is not supporting the staff in their career development.

#### **4.2.3 Vocational Education Department**

a) Achievements:

- Trained 327 assessors
- Developed standards to be followed in item development, moderation and proofreading
- Developed assessment tool and instrument with other institutions like Bukalasa and Industries like SEB Engineering.
- Developed assessors' training packages and manuals
- Examinations managers and assessors were deployed
- Centres were accredited for the new programmes

b) Challenges:

- Difficulty in correlating routine work with the strategic plan
- Difficulty in interpreting progressive reports with the routine work.
- Difficulty in implementing new ideas like the new assessment tools because staff were used to their old ways of work.
- Inability to be exposed to other systems so as to copy good practices in assessment for improvement.





#### 4.2.4 Research, Quality Assurance and Awards Department

##### a) Achievements:

- 26 new Institutions were accredited as UBTEB Examination centres.
- A regional Feedback Workshop was successfully conducted between Sept 2022 in Lira, Mbarara, Mbale and Kampala and attracted a total of 458 participants.
- The Department carried out two research studies and disseminated the findings. The studies include;
  - ✧ "A correlational study of candidates' performances in theory & practical assessments in selected modules from technical and business programs"
  - ✧ "Pilot study on the conduct of Modular assessment"
- The Department successfully prepared and coordinated the UBTEB @ 10 Conference where the following papers were presented at Hotel Africana;

##### b) Challenges:

- Delayed funding for department activities. For example, there is limited and delayed funding for research.
- The Department is understaffed. This leaves too much work for the officers that are currently available.

#### 4.2.5 Special Needs Unit

##### a) Achievements:

- The Unit conducted SNE needs assessment
- Inspection of SNE institutions
- Career guidance to special needs Education
- Deployment of Special Needs Education Personnel
- Setting, moderating and proofreading SNE papers
- Supervision of SNE Examination process

##### b) Challenges:

- Inadequate funding:
- Understaffing:
- Under payment of special needs support personnel:
- Lack of equipment:
- Lack of independence:

#### 4.2.6 ICT Unit

##### a) Achievements 2020/21 -2021/22:

- Creation of the ICT unit.
- Establishment of a reliable EMIS with in house software development.
- ICT is being integrated in the operations of the Board activities.



- Continuous review of the Examination Information Management System.
- Examination centers register candidates online.
- Online submissions of complaints and coursework.
- Examination marks can be captured from the marking centers.
- Online release of Examinations-institutions can access results remotely.
- ICT unit has worked on automated complaints management which have been integrated with the EMIS.

b) Challenges 2020/21 –2021/22.

- Less money allocated in the budget for ICT.
- Inability to handle issuing of results by SMS, among others.
- Failed to develop and operationalize ICT manual, standards and strategy.
- Failure to enforce the ICT policy in some areas.
- There is still a misunderstanding on the roles in the unit

#### **4.2.7 Examinations Security Unit**

a) Achievements:

- Attained leakage proof examinations.
- Conduct of examinations and assessment regulations approved by the minister.

b) Challenges:

- Financial constraints: Implementation of examination security guidelines requires finances and sometimes the Boards budget is constrained. For Example we could not inspect all Examination Storage facilities at Police stations as required in the guidelines.
- Compliance: Some Institutions are not complying with the examination guidelines and this has led to occurrences of Examination malpractice.
- We were using a guideline which had gaps. Some cases had no penalties and others had been omitted and this required amendment.
- The Board is continuing to use manual means of monitoring Examination malpractices. This is a challenge because human beings are limited in away.
- Examinations officers are still using their innovation to execute their mandate. There is need to have specialised training in forensic and investigative skills.

### **4.3 DIRECTORATE OF FINANCE, HUMAN RESOURCE AND ADMINISTRATION.**

#### **4.3.1 Human Resource and Administration Department**

a) Achievements:

- Recruitment of Additional staff including the Senior Procurement Officer, among others.
- Board orientation, Staff Development and Performance appraisals.



b) Challenges:

- Ensuring work progresses as targeted in the performance plans and fixing up the work targets for all departments and individuals
- Liaison with other departments and or offices for sharing and coordination
- Limited office and storage space which makes it difficult to maintain good atmosphere within the office
- Inadequate official fleet which don't match the work load
- Human Resource Information Management System

#### **4.3.2 Planning, Budgeting and Investment Unit**

a) Achievements:

- Acquired the Vote status number 165 UBTEB effective 1 July 2021.
- Land acquisition at Namanve industrial Park.
- Reviewed UBTEB SP (2020/21-2024/25) aligned to Human Capital Development Programme Implementation Action Plan of the National Development Plan III.
- Developed a Resource Mobilization Strategy for the UBTEB Strategic Plan.
- Developed 5-year Investment Plan for UBTEB.
- UBTEB vote status acquired. Justified growth in government funding from Shs13.9Bn in FY2019/20 to Shs26Bn in FY2022/23.
- Approval and commencement of Shs15Bn UBTEB Retooling Project.
- Approval and commencement of UBTEB Infrastructure Development Project.
- Timely statutory reporting to relevant government agencies; MFPED, MoES, EOC, NPA, OPM, and others.

b) Challenges:

- New reforms requiring immediate review of the result framework of the Strategic plan.
- Planning unit is still with skeleton staff.
- M&E unit is still lacking, and this increased pressure and load to the existing staff.



## 5.0 STAKEHOLDER VIEWS ANALYSIS

A number of external stakeholders were interviewed. Their views according to the strengths and challenges plus key focus areas for the next 5 years are highlighted below.

### 5.1 STRENGTHS.

- UBTEB is legally established under the BTVET Act 2008 and mandated by Statutory Instrument No.9 of 2009.
- UBTEB is the only examination/assessment body mandated to assess formal Business, Technical, Vocational and Specialised Diploma and Certificates Programmes approved by the Ministry of Education and Sports.
- UBTEB awards are nationally recognised.
- Streamlined and harmonised system of conducting examinations and assessments.
- Improved use of ICT platforms (website, online registration, accessing results online)-there has been improvement in communication with Heads of Centres.
- Board's working relationship with the National Planning Authority, Ministry of Finance planning and Economic Development, Office of the Prime Minister, Human Capital Development programme secretariat/MoES, among other MDAs.
- Improved management and timely issuance of transcripts.
- Good relations and partnerships with stakeholders (USSIA, NCDC, NCHE, Min of Education and Sports among others).

### 5.2 WEAKNESSES.

- Squeezed in rented premises which compromises security and safety of examinations and records. Poor working environment reduces the ability of UBTEB to attract and retain highly skilled TVET professionals and subject specialists.
- Inadequate vehicles which hinder examinations related and field activities of the Board.
- There are some diploma curricula that is not harmonized and yet some examination centres, presented candidates on programmes accredited by National Council for Higher Education while majority had used programmes approved by National Curriculum Development Centre. The pen and paper approach of assessing does not bring out the essence of vocation and technical-practical examinations and assessments are very important.
- Delays in issuing certificates after completion of courses-those from upcountry are forced to spend nights in Kampala which turns out to be expensive
- Limited facilities in institutions making it hard for candidates to acquire high level competitive skills. Practical assessments are not possible as well.
- UBTEB growth does not match current human resource.
- Delays in printing of examinations materials due to storage restraints affect the assessment processes and result in emergency expenditure of public funds on producing adhoc examinations.
- Several Small and Medium Enterprises downsized as well and are taking on fewer trainees at workplaces for Industrial Training.



### **5.3 OPPORTUNITIES.**

- The Board has not done enough research on the Technical and Vocational job market.
- A significant number of trainers and instructors under the UBTEB institutions have outdated skills.
- Competence Based (CBET) system a new skilling approaches with many fields to venture.
- Networking with employers through tripartite training and Assessment including the Technical vocational Working Groups.
- Influencing upgrade on institutional based skilling facilities.
- Few female trainees attracted in Technical, Physical and Biological sciences training require concerted efforts from all stakeholders to reverse the trend.
- Harmonize on programmes accredited by National Council for Higher Education and programmes approved by National Curriculum Development Centre.
- Strategic partnerships in areas the Board can explore add value propositions to work and on creation of Jobs.
- Complete change to online test item writing and moderation.
- Development of proposal for funding.

### **5.4 THREATS.**

- Movement of staff, examination/assessment materials and contracted professionals participating in examinations handling between the different office premises proves a threat to the core mandate of the Board.
- Poor working environment due to inadequate office space reduces the ability of UBTEB to attract and retain highly skilled TVET professionals and subject specialists.
- Outsourcing the printing of examinations materials puts a risk of leakage of national examinations and increases chances of malpractice.
- Risk of untimely evictions or cancellation of contracts by landlords which would put the entire examinations security at jeopardy.
- TVET qualifications international recognition and certification requires standardization of processes. Inadequate equipment, storage and printery facilities would jeopardize acquisition of ISO certification and hence hinder labor export of Ugandas.
- Salary enhancement for Science Teachers is highly likely to attract UBTEB subject specialists especially for staff in BTEB 3 and below.
- Budget shortfall arising as a result of the LGBTQIA law signed recently by Government of Uganda.
- The new COVID-19 pandemic variant and expected look down.



## 6.0 VIEWS FROM MANAGEMENT ON KEY FOCUS AREAS

Views arising from stakeholders and management on Key Focus Areas.

### a) Stakeholders

- The Industry should strengthen its Corporate Social Responsibility by extending funding to the trainees.
- Employers (Industry) should be fully involved in Curriculum design, assessment and implementation.
- Fast track the finalization of Modularization of TVET assessment to improve TVET flexible & demand driven.
- Conduct career guidance & counselling O' and A' level students to increase transition rates from secondary to TVET.
- Offering apprenticeship & internships/work based learning to TVET trainees.
- Sharing equipment & tools between TVET institutions & industries for teaching, learning & assessment.
- Expedite the UBTEB Assessment centre.
- Recruit more staff and examiners; continue to build their capacity.
- Retool more assessors.
- Improve visibility of the Board including interacting more with stakeholders at all levels including national, regional and international; have regular meetings and workshops with examination centers at national, regional and international level.
- Reports on the implementation of MoUs.
- Improve the quality of assessment; emphasize more practical and demonstrative assessments.
- Drive the direction of skilling in Uganda- focus on agriculture which has the capacity to give employment to the majority of Ugandans.
- Encourage more females in Technical courses.

### b) Management

- Implement projects promoting entrepreneurship in areas of agriculture.
- Achieve International Certification of Programmes.
- Develop a database for foreign TVET qualifications. Review TVET qualifications equating guidelines.
- Review TVET qualifications equating guidelines.
- Advocate for the development and Implement the National Vocational Qualification Framework.
- Continued professional development framework reviewed.
- Reviewed ICT Policy.
- Geo-referencing application developed and Examination centres mapped.



- Establishment of E-library.
- Rewards framework in place.
- Conduct evaluations of the Client Service Charter.
- Corporate Social Responsibility Strategy in place.
- Tracer studies conducted.
- Acquire ISO 21001:2018 certificate.
- Recruit more staff as stipulated in the functional structure.
- Monitor operations and activities of the Secretariat/ Internal control and evaluation of results.
- Increase on the candidature.
- Procure more vehicles.
- Fast-Track international accreditation of TVET Programmes.
- Automate office systems in transcript unit and Registry/Records unit.
- Develop RPL framework and standards.



# REPRIORITIZED INTERVENTIONS FOR THE REMAINING PERIOD TO 2024/25.



**JUNE 2023.**





## **7.0 REPRIORITIZED INTERVENTIONS FOR THE NEXT 2 YEARS.**

The first two and a half years of the NDPIII and UBTEB Strategic Plan implementation were affected by a number of shocks including COVID-19, locust invasion and other disasters. For example, COVID-19 led to closure of firms and layoffs resulting to reduction in revenues collected and consequently reduced capacity to implement the plan priorities. In particular, the lock down constrained Skills Assessment and Certification as there was no learning for a period of about two years. Henceforth, it negatively contributed to the realization of the Plan's goal of contributing to a productive, self-reliant, competitive and employable workforce for improved quality of life in Uganda and beyond.

This Mid Term Review (MTR) of this Plan is particularly important as it seeks to redirect the institution towards recovery of the workforce through a review of the; assumptions of the Plan after the COVID-19 effects; targets of the plan; Implementation arrangements of the programme-based approach; and financing arrangements. Going forward in line with the UBTEB Strategic Plan MTR objective of providing guidance for improving implementation for the remaining period of the plan, and in line with the NDPIII reprioritization process, priorities have thus been identified that fit within the available resources.

The reprioritization therefore identifies priority interventions and actions under the Human Capital Development Programme that have been selected for implementation given the financial resource constraints. The process involved, first, undertaking the institutional situation analysis that documents the achievements, challenges, emerging issues as well as lessons learnt. Second, selection of key priority interventions for the remaining two and half years of UBTEB Strategic Plan implementation through a review of the interventions there in and the Programme Implementation Action Plans (PIAPs) by the Human Capital Development Programme and in particular, the Education and Sports sub programme.

### **7.1 IMPLEMENTATION REFORMS AND EMERGING ISSUES.**

The review process revealed some shortcomings as well as emerging issues that need to be addressed in order to improve the Plan implementation going forward. This MTR therefore proposes the following as possible reforms for improving UBTEB performance and ultimately the realization of institution's results.

1. There is need to refocus and in some instances scale down planned activities in accordance to the emerging realities to achieve key results.
2. There's need for strengthening of vote and sub sub programme collaboration to ensure that interventions that are prioritized are effectively implemented and funded.
3. Harmonize the indicators on the Programme Based System(PBS)to match the ones in the PIAP and in particular, the UBTEB strategic plan to facilitate easier implementation, monitoring and reporting.
4. There is need to balance resource allocation for all players involved in the sub-sub programme



5. Timely engagement of institutions in programme schedules including ensuring participation of all stakeholders.
6. Fast track implementation of recommendations of the Medium Term Review (MTR).
7. Fast track continued interaction with Ministry of Finance, Planning and Economic Development (MoFPED), National Planning Authority (NPA), Presidential Advisory Committee on the Budget (PACOB) and Programme Working Groups (PWGs) to prioritize UBTEB outputs and priorities.

## **7.2 PRIORITIES FOR THE NEXT TWO YEAR OF PLAN IMPLEMENTATION.**

The reprioritization process categorized priorities along the following: i) High priority areas to have first call on the budget; and ii) Low priority interventions to have last call on budget. Presented below are the HCD priorities that relate to UBTEB Mandate for focus.

### **a) High priority interventions aligned to NDP III interventions with first call on budget.**

- i. Develop assessment and training packages and Modules for agriculture and fisheries institutions.

### **b) Low priority interventions aligned to NDP III interventions with last call on budget**

- i. Assess and certify the competencies acquired by trainee beneficiaries during apprenticeship, traineeship, indenture training, and further training and or upgrading in order to foster promote the relevancy of skills training and lifelong learning.
- ii. Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.
- iii. Support the TVET institutions that have the minimum requisite standards to acquire International accreditation Status.
- iv. Conduct regular tracer studies.
- v. Climate Change adaptation and mitigation.
- vi. Mainstreaming HIV/AIDS by ensuring a sustained response to epidemic through counselling, Awareness campaign, and social support UBTEB policies.
- vii. Develop occupation, training and assessment standards for work-based training/learning
- viii. Develop and implement a practical project-based assessment methodology particularly for science-based subjects.
- ix. Develop UBTEB Human Resource Development Plans (HRDP).



### 7.3 UBTEB REPRIORITIZED AS KEY TO BE GIVEN A FIRST CALL ON BUDGET.

Strategic Objectives.	Interventions/Outputs.
To enhance assessment of demand driven TVET skills for a competent and ethical workforce.	a) Develop Recognition Prior Learning (RPL) framework and standards.
	b) Modularization of the remaining programmes.
	c) Climate Change adaptation: through modularized assessment with content on environment protection for 5 specialization areas (Fisheries, Agriculture, Meteorology, Wildlife, and Survey). And Environmental Social Impact Assessment of Agriculture real-life projects.
	d) Climate Change mitigation: through 10 real-life projects at institutions assessed on environmental conservation strategies. E-library and EIMS system with reference materials.
	e) Migration of physical item writing and moderation to online applications.
To enhance competitiveness of TVET graduates in the local, regional & international labour markets.	a) Acquire ISO 9001:2015 certification.
	b) Tracer studies conducted.
	c) Develop a database for foreign TVET qualifications.
	d) Conduct Geo-referencing of Examination centres
	e) Review TVET qualifications equating guidelines.
	f) Automate office systems in transcript unit and Registry/Records unit.
To promote linkages and partnerships with stakeholders for achievement of the Board's mandate.	a) Implement projects promoting entrepreneurship in areas of agriculture.
	b) Improved corporate Social Responsibility Strategy.
	c) Improve on the publicity of the Board both locally and internationally.
	d) Strategic partnerships by operationalizing clauses in the MOUs.
To strengthen organizational capacity for efficient and effective service delivery.	a) Recruit more staff as stipulated in the functional structure.
	b) Mainstreaming HIV/AIDS for a sustained response to epidemic through counselling, Awareness campaign, and social support UBTEB policies.
	c) Quality Management System to Implement acquire ISO 9001:2015 certification.
	d) Develop Payment Integrity through complete migration to on-line billings of examination and related fees.
	e) Quarterly of the risk analysis to ensure are mitigated in case off opportunities.

The strategic plan implementation strives to ensuring efficiency and effective delivery of the Board's mandate. Following the reprioritized interventions, the above selected outputs lagging behind and yet key, shall receive the first call on budget for implementation during the remaining plan period. The review assumed implementation of the strategic plan under the current policy arrangement, regulations and laws governing the UBTEB Board. However, regarding any emergencies on policy reforms, change in laws and regulations the strategic plan shall be implemented as will be guided by the Government of Uganda.

## 8.0 FINANCING FRAMEWORK AND STRATEGY.

### A. Medium Term Expenditure Framework (MTEF).

Billion Uganda Shillings	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27	FY 2027/28
<b>Wage-Recurrent.</b>	6.125	6.125	5.140	5.654	6.219	6.841
<b>Non-wage Recurrent.</b>	22.592	22.880	36.780	44.136	52.964	63.027
<b>Non-wage – Development.</b>	2.800	2.800	2.800	3.360	3.864	4.250
<b>Total</b>	<b>31.517</b>	<b>31.805</b>	<b>44.720</b>	<b>53.150</b>	<b>63.047</b>	<b>74.118</b>

### B. MTEF in comparison with the required for the remaining period to 2024/25.

Billion Uganda Shillings	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27	FY 2027/28
<b>Wage</b>	6.125	6.125	6.37	6.884	7.449	8.071
<b>Non-wage Recurrent</b>	29.437	30.428	36.78	44.136	52.964	63.027
<b>Development Recurrent:</b>						
a) Construction of Assessment centre project.	14.6	10.713	22.298	2.724	2.724	2.724
b) Retooling Project.	3.457	4.445	5.648	1.000	1.000	1.000
c) Namanve Project.	-	-	5.8	7.8	8.8	-
<b>Sub-Total Development Recurrent:</b>	<b>18.057</b>	<b>15.158</b>	<b>33.746</b>	<b>11.524</b>	<b>12.524</b>	<b>3.724</b>
<b>Total</b>	<b>53.619</b>	<b>51.711</b>	<b>76.896</b>	<b>62.544</b>	<b>72.937</b>	<b>74.822</b>
<b>MTEF</b>	30.287	30.575	44.72	53.15	63.047	74.118
<b>Deficit</b>	<b>23.33</b>	<b>21.14</b>	<b>32.18</b>	<b>9.39</b>	<b>9.89</b>	<b>0.70</b>

### PROJECT.1: 1792 - CONSTRUCTION OF ASSESSMENT CENTRE.

The Board does not have a permanent home and still operates in rented premises and this has amplified expenditures on rent. However, on a positive note, the Board commenced construction of its assessment centre providing for office space, warehouse for examination materials storage, printery, a resource center, item testing workshops and laboratories and auditorium. The realization of this facility is backed up by the recent acquisition of project worth Ugx 54.5Bn project 1792-UBTEB infrastructure project effective 1 July 2023. Previously, the project has been financed under the retooling project and has so-far utilized Ugx 8.59Bn to achieve 18.9% of physical performance as of December 2022.

**Project goal:** Improved productivity of labor for increased competitiveness through the provision of infrastructure facilities for UBTEB.

**Outcome 1:** Increased stock of quality infrastructure for UBTEB

**Outcome 2:** Increased proportion of BTVET graduates transitioning into decent employment.



**Output 1:** UBTEB Assessment Center constructed: During the project lifetime, the Board will construct an assessment center with facilities including; an office building with spaces for; staff offices, ICT laboratory, library & resource center, meeting spaces for item writing and proof reading, parking lot, gymnasium, journalism and media studios, cafeteria and other working spaces etc. These works will include substructure, basement, and six (6) storied office building. A warehouse with storage space for live examinations and returned answer booklets; practical item testing laboratories, printing equipment and heavy goods vehicle parking/loading space. A hostel for accommodating examiners, staff and laboratory technicians during the security print of examinations. The hostel building is expected to be of two (2) stories high.

**Output 2:** Assessment Center equipped. The assessment center will be equipped during the 3rd and 4th years of the project. The equipment will include; windows and doors; air conditioning; shelving and partitioning; fixtures and fittings (plumbing and electrical appliances); communication installations, etc.

**Output 3:** Construction monitored Monitoring and Evaluation of construction process including regular site visits, accountability and reporting.

#### **PROJECT.2: 1784 - RETOOLING PROJECT.**

On technological infrastructure, ICT equipment (computers, printers, servers, scanners, photocopiers, computer soft-wares) are being procured under the project worth Ugx 15.15Bn project 1748- Retooling project. Similarly, braille machines are inadequate and yet critical for assessment. The project has so-far Ugx 1.60 Billion to procure 12 containers for storage facilities, 3 motor vehicles, computers, Photocopiers.

**Project Goal:** To improve Competence Based Assessment system and customer satisfaction.

**Outcome:** 1. Improved working environment and service delivery.

**Outcome:** 2. Improved Technical Vocational examination, assessment system, award and certification.

**Output 1.** Assessment center Printing Facilities procured: 1 Heavy duty automated printers, Heavy duty shredders, 1 Heavy duty embosser and Security documents printer procured, instructional material for testing before assessments.

**Output 2.** Examination storage facilities procured: 40 storage containers at police stations, 700 gunny bags for examination material packaging and 312,000 security envelopes for examination question papers procured.

**Output 3.** ICT facilities and office equipment procured 200 desktop computers for office use with UPS and software; 50 desktop computers for typing pool, 100 laptops, 1 projector screen, 5 still Projectors, 5 all in one printers, 5 office shredders, 20 tablets for board members procured; 4 Servers (EIMS, Results, Item storage, Back up), 5 Internet Routers, 150 Assessment Software, 50 intercom desk phones, 150 Secure office mobile phones, CCTV cameras, 2 Professional photography cameras, 2 Public address systems, 10 digital recorders; and Office Biometric Scans procured.



### PROJECT.3: PROPOSED NAMANVE PROJECT.

The project is still at concept stage and scheduled for project Concept Preparation committee of the sub-programme working group. UBTEB storage and warehousing is presently scattered at different office premises. These include: one on Plot 7 - Valley Drive, two on Ssuuna Road, both at Ministers' Village-Ntinda; and three situated at Plot 2000, Buye, Kalinabiri - Ntinda; all are in Kampala. The above buildings were originally residential houses, designed with facilities which do not suit the bulk storage and security risks associated with national assessment. The Secretariat has improvised storage containers as a temporary solution for storing answer booklets however they're not fit for purpose and they are not space saving. Despite the increasing enrollment, focus on Science, Technology, Engineering and Innovation (STEI) in assessment processes is limited due to lack of state-of-the-art warehousing and support facilities. Inadequate STEI is challenging students' transition from education into employment. Government must invest in its education system to enable top private companies to set up Research and Development (R&D) centers within the country that can further support employment for Ugandans. Facilities with state-of-the-art technology will allow partnerships with renowned training institutions in leading industrial countries like Japan, Israel and Germany towards TVET technology and knowledge transfer for faster development and transformation.

On a positive note, the Board acquired One acre land from Uganda Investment Authority in Namanve Industrial Business Park (IBP) to establish warehousing facilities. The facilities will ease the management of UBTEB's examination process, including printing, storage, and practicum testing before the exam administration. A state-of-the-art warehousing facilities will increase UBTEB's examination credibility and support the integration of new hi-tech techniques in the Technical and Vocational Education and Training (TVET) assessment. Uganda can learn from countries like the Asian Tigers, with phenomenal growth over the last decades, which strategically trained and used their human resource to achieve transformation. They acquired and applied the latest skills, technology, and training used in America, Japan, and Western Europe to foster economic growth, positive attitudes, and cultural strengths to facilitate their social transformation. They also adopt and adapt systems and structures that support continuous improvement while keeping pace with global technological and scientific development.

**Project Goal:** Improved productivity of labour for increased competitiveness through the provision of infrastructure facilities for UBTEB.

**Outcome 1:** contribution of the proportion of Ugandans in global Technical employment 0.5% to 20%.

**Outcome 2:** contribution to expansion of the industrial sector from 27.09% to 50%.

**Output 1:** Examinations Warehouse equipped and furnished: Procurement and installation of printery equipment, computers, and materials handling equipment, laboratory equipment, item testing equipment, and office furniture.

**Output 2:** State of the art warehousing facilities constructed: Construction of Warehouse, printery, test item laboratory, site office and examination Material storage facility and innovation hub.

**Output 3:** Warehouse construction monitored and supervised: Regular site visits, accountability reports, monitoring and evaluation reports, environmental social impact assessments.



## 9.0 KEY OUTCOME RESULTS FRAMEWORK PERIOD ENDING 2024/25

Priority Focus areas and Sub-Programme Objective.	Outcome.	Outcome Indicator.	Baseline		Actual		Comment
			21/22	22/23	23/24	24/25	
1. To enhance assessment of demand driven TVET skills for a competent and ethical workforce.	1. Streamlined demand driven TVET Skills Assessment and examinations.	1.1.1 Proportion of Demand driven TVET skills assessment and examinations aligned CBA.	75%	75%	79%	80%	
		Completion rate	76%	78%	79%	80%	New Indicator adopted from revised PIAP
		1.1.3 % TV Programmes/curricula modularized.	8%	39%	57%	75%	
		1.1.4 Percentage reduction in the cases of examination malpractices.	0.20%	0.15%	0.1%	0.1%	Revised
	2. ICT oriented TVET skills assessment.	1.2.2 TVET qualifications database developed/ reviewed.	1	1	1	1	
		3. Increased TVET programmes locally and internationally accredited.	Baseline 2019/20 NDP III 34.5%		38%	45%	New Indicator adopted from revised PIAP
3. To promote linkages and partnerships with stakeholders for achievement of the Board's mandate.	4. Increased Participation of practitioners in assessment and examinations processes.	% increase of practitioners in the assessments and examinations process	45%	55%	65%	70%	New Indicator adopted from revised PIAP
		5. Good corporate governance, efficient sustainable resource utilization and accountability.					
4. To strengthen organizational capacity for efficient and effective service delivery		4.1.1 % compliance of the Ministerial policy statement to Gender and Equity budgeting.	77%	79%	80%	80%	Assessment based on programme from the previous which was at the vote VOTE level
		4.1.2 Annual external audited financial statements.	100%	100%	100%	100%	
		4.1.3 Improved Ratio of staff to the approved establishment.	46%	50%	64%	80%	

## 10.0 OBJECTIVES AND INTERVENTIONS CONTRIBUTING TO SUB-PROGRAMME: EDUCATION AND SKILLS DEVELOPMENT.

Objectives.	Interventions.	Outputs.	Actions adapt and or adopted from HCD PIAP.	Actors
SO.1 To enhance assessment of demand driven TVET skills for a competent and ethical workforce	1.1 Streamline demand driven TVET Assessment and examinations.	80% TVET programmes/curricula reviewed and modularized.	Constitute a working group including TVET staff, Employers, and Entrepreneurs to undertake modularization and implementation of modular TVET programmes.	ES, DESEM AND DES FHRA.
		All registered TVET trainees and graduates assessed.	Assess and certify skills acquired from TVET Institutions and work-based training.	
		International TVET assessed programmes equating standards.	Develop assessment standards, regulations on the implementation of TVET qualifications Framework	
	Assessment of SNE candidates			
	Issued successful candidates with transcripts and certificates			
1.2 Improve ICT orientation in TVET assessment process.	ICT assisted assessment conducted online to 30% of the curricula.	Design new EMIS solution architecture, functionalities and features to support ICT TVET assessment processes.		
1.3 Enhance capacity of the assessors, exam managers and verifiers.	Retooled and certified contracted professionals in Competence Based Assessment.	Establish digital libraries in HEIs that are accessible to all categories of learners including those with Special Needs.		
1.4 Support research and quality assurance to inform best practices in assessment.	Research findings and recommendations disseminated and adopted.	Identify and retooled contracted professionals on Competence Based Assessment.		
1.5 Integrate recognition of prior learning (RPL) in assessment.	Nationally assessed and certified beneficiaries of RPL and work-based training.	Conduct high quality scientific and operational demand driven TVET assessment and examinations research, and conduct the review of the Research agenda/policy.		
			Develop RPL, training and integrate in assessment standards for work-based training/learning.	





Objectives.	Interventions.	Outputs.	Actions adapt and or adopted from HCD PIAP.	Actors
<p><b>S0.2</b> To enhance competitiveness of TVET graduates in the local, regional and international labour markets</p> <p>S03: Linkages and partnerships with stakeholders for achievement of the Board's mandate promoted.</p> <p><b>S04:</b> Organizational capacity for efficient and effective execution of Board's mandates.</p>	<p>2.1 Improved TVET programmes locally and internationally accredited.</p> <p>2.2 Increased participation in projects promoting entrepreneurship.</p>	<p>Internationally accredited and acquire QMS ISO 9001:2015 certification.</p> <p>Innovativeness and TVET-led projects in institutions.</p>	<p>Equip the selected TVET institutions for international accreditation by providing the necessary Infrastructure, Equipment and materials.</p> <p>Undertake innovative science fairs to showcase application of science in real life.</p>	
	<p>3.1 Form and operationalise TVET assessment working groups.</p> <p>3.2 Retain existing partners and establish new ones.</p>	<p>Incentivized employers to provide TVET Institutions and work-based training.</p> <p>Effective communication mechanisms that promote partnerships relationship development.</p>	<p>Sign MoUs with employers/world of work and training institutions.</p> <p>Engagement meetings through collaborations, implementations of Mou signed, feedbacks mechanisms reviewed and enforced.</p>	<p>ES, DESEM AND DES FHRA.</p>
	<p>4.1 Strengthen organizational financial accountability and sustainability.</p> <p>4.2 Strengthen Human resource capacity.</p> <p>4.3 Strengthen Good governance and Corporate Visibility</p> <p>4.4 Strengthen infrastructure development.</p> <p>4.5 Integration of cross-cutting issues</p>	<p>Compliance of the MPS to Gender and Equity budgeting.</p> <p>Audited financial statements by external Auditors. Strategic plan in place.</p> <p>Staff recruitment to 60% establishment. And short-term contract competent and credible professionals.</p> <p>Board reports; Timely meetings; Implemented Action points.</p> <p>UBTEB Assessment centre and test workshop, machinery and equipment in place.</p> <p>HIV/AIDS Plan developed &amp; implemented; Reduced gender inequality in TVET graduates. And environmental issues incorporated in the modularised curricular.</p>	<p>Perform Monitoring and evaluations, enforce Board policies on accountability and timely preparation of financial statements.</p> <p>Conduct recruitment of staff (permanent, including short-term contracts competent and credible professionals), capacity building to effectively implement the Board's mandate.</p> <p>Review strategies, adherence to risk management framework, implement Board charter and standards. Conduct continuous monitoring of Board businesses, administrative services.</p> <p>Development of an asset management plan for the Board, Contract consultants, procure machinery and equipment, ICT system updated.</p> <p>Develop gender equality and Equity Responsive Budgeting. Sensitisation of public on TVET programmes. Counselling and guidance enhance; integration of environmental issues in the modularized curricular.</p>	<p>ES AND DES FHRA.</p>

**ANNEX 1. RESULTS FRAMEWORK OUTPUT LEVEL INDICATORS FOR PERIOD (2022/23-24/25).**

Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	22-23	23-24	
<b>PRIORITY AREA 1: SKILLS ASSESSMENT AND CERTIFICATION.</b>						
<b>Strategic objective 1: To enhance assessment of demand driven TVET skills for a competent and ethical workforce.</b>						
<b>Strategic Intervention 1: Demand driven TVET Skills Assessment streamlined.</b>						
1.1.1 Develop and implement assessment standards and tools	No of modules aligned with assessment standards.	13 programmes equivalent to (91 modules)		180	180	Reports on modularized assessment.
1.1.2 Design and implement the Tripartite assessment approach.	Percentage candidates registered and assessed.	Registered-82,080, Assessed-80,148. (98%)	Registered 111,283; assessed 104,783 (94%)	100%	100%	Examinations release statements.
1.1.3 Maintain professionalism in assessment and examinations.	% of contracted professionals Trained.	100%	100%	100%	100%	Examinations activities reports (item writing, moderation, modularization, theory and practical assessment)
1.1.4 Review guidelines on the assessment of persons with special needs.	Reviewed guidelines for assessment of Special Needs Education (SNE) candidates.	0	0	1	0	Reviewed guidelines publicized.
1.1.5 Disseminate reviewed examinations regulations.	Percentage reduction in the cases of examination malpractices.		50%	50%	50%	Examinations release statements. Examinations managers' reports.
	Percentage cases of examinations malpractice	0.20%	0.20%	0.18%	0.20%	Examinations release statements. Examinations managers' reports.



Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	22-23	23-24	
		21-22				
1.1.6 Incorporate TVET institutions into agricultural extension system.	Number of institutions incorporated into the agricultural extension system.	0	0	6	14	Real-life project reports
1.1.7 Conduct a needs assessment in TVET sector and modularize curricula.	Number of Programmes modularized.	13	51	30	30	Modularized assessment programmes rolled out.
1.1.8 Assessment of real-life projects on environmental conservation strategies.	Real-life projects assessment plans reviewed with content on climate change adaptation and mitigation.	0	0	1	1	Assessment plans for modularized programmes.
<b>Strategic Intervention 2: Strengthen ICT orientation in TVET assessment processes.</b>						
1.2.1 Review ICT Policy	Reviewed and approved ICT Policy.	0	0	1	1	ICT Policy
1.2.2 Enhance ICT in assessment processes.	Number of modules assessed online.	0	0	20	35	EIMS uploaded with assessment modules
	Migration of item writing and moderation to online applications	0	0%	50%	100%	Item writing and moderation reports
1.2.3 Catalogue, Geo-reference, and map all exam centres and exam storage Police stations.	Number of centres mapped.	0	180	180	180	Geo-referenced maps of UBTEB centers
	Geo-referencing application developed.	0	0	1	0	Accessible geo-referencing on EIMS and UBTEB website
1.2.4 Establish and operationalize an E-library.	An e-library and EIMS with reference materials in place.	0	0	1	0	Accessible reference materials on EIMS
<b>Strategic Intervention 3: Enhance the capacity of assessors and other exam managers/professionals.</b>						
1.3.1 Retool assessors, examination managers/ professionals and verifiers	Number of assessors and verifiers retooled.	147	105	240	240	Training reports
1.3.2 Certify assessors	Number of assessors certified	95	105	240	240	Training reports

Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	22-23	23-24	
		21-22	22-23	23-24	24-25	
<b>Strategic Intervention 4: Support research and quality assurance to inform best practices in assessment.</b>						
1.4.1 Conduct research on the examination processes and disseminate findings	Number of research studies conducted per annum.	1	2	4	4	Research reports presented to Research committee
	Number of research findings and recommendations disseminated and adopted per annum.	15	0	16	16	Aide-memoire on agreed actions
	Number of tracer studies conducted.	0		1	1	Tracer study reports disseminated
	A revised and approved research agenda in place.	1	0	0	1	Research agenda
<b>Strategic intervention 5: Integrate recognition of prior learning (RPL) in assessment.</b>						
1.5.1 Develop and implement the RPL framework and standards	An RPL framework and standards in place.	0	0	0	1	RPL framework and standards
1.5.2 Sensitize stakeholders on RPL	Number of stakeholder's workshops on RPL conducted annually.	0	0	1	1	Workshop reports and aide memoires
<b>Strategic objective 2: To enhance competitiveness of TVET graduates in the local, regional and international labour markets.</b>						
<b>Strategic Intervention 1: Increase TVET programmes locally and internationally accredited.</b>						
2.1.1 Review TVET qualifications equating guidelines.	Revised equating guidelines in place.	1	0	1	1	Equating guidelines
2.1.2 Develop a database for foreign TVET qualifications.	A TVET qualifications database in place.	0.5	1	89	1	TVET qualifications database
2.1.3 Achieve international certification.	An ISO 21001:2018 Accreditation certificate in place.		0	1	1	ISO 21001:2018 certification



Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	22-23	23-24	
<b>Strategic Intervention 2: Promote entrepreneurship in TVET</b>						
2.2.2 Implement projects promoting entrepreneurship in agriculture.	Number of projects promoting entrepreneurship.	1				
2.2.3 Integrate value addition and marketing for agricultural products in TVET assessment.	No of TVET institutions with Real-life projects in support of Agricultural value addition and marketing.	13	14	14	14	Real-life project reports.
<b>PRIORITY AREA 2: COLLABORATIONS AND PARTNERSHIPS</b>						
<b>Strategic objective 3: Promote linkages and partnerships with stakeholders for achievement of the Board's mandate.</b>						
<b>Strategic Intervention 1: Enhance the role of practitioners in assessment</b>						
3.1.1 Form and operationalize TVET assessment working groups.	Number of MOUs signed with industry (functional assessments working groups)	5	5	5	5	MOUs signed
	Proportion of sectors with functional assessment working groups.	100%	100%	100%	100%	
<b>Strategic Intervention 2: Retain existing partners and establish new ones.</b>						
3.2.1 Implement MoUs with existing partners.	No. of stakeholder engagement meetings held with existing partners and feedback workshops.	1	1	2	2	Feedback workshop reports
	No. of MOUs implementation meetings			10	10	Meeting minutes and aide memoire of action points
3.2.2 Sign and operationalize MoUs with new partners.	No. of MoUs signed with new partners.	3	3	3	3	MOUs signed
	No. of progress reports on the MoUs implemented (1 per annum for each MoU signed).	1	1	3	3	MOU implementation reports



Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	22-23	23-24	
<b>PRIORITY AREA 3: ORGANIZATIONAL CAPACITY ENHANCEMENT.</b>						
<b>Strategic Objective 4: Strengthen organizational capacity for efficient and effective service delivery.</b>						
<b>Strategic Intervention 1: Strengthen organization financial sustainability.</b>						
4.1.1 Develop and operationalize a resource mobilization strategy.	An approved Resource Mobilization Strategy in place.	1	0	1	0	Strategic Plan resource mobilization plan
4.1.2 Review Investment plan.	Percentage increase in the resource envelope.	16.70%	-9.40%	5%	10%	UBTEB BFP and MPS
4.1.3 Provide financial and management reports.	No. of reports prepared, submitted and approved (2 Quarterly performance reports and 2 biannual financial performance reports by 15 <sup>th</sup> day of the month following end of the quarter)	4	4	4	4	Periodic physical performance and financial reports.
4.1.4 Review and operationalize a Fees Structure.	Approved revised fees structure.	1	0	1	0	Fees circulars issued
<b>Strategic Intervention 2: Strengthen Human resource capacity.</b>						
4.2.1 Attract and retain competent Human resource.	Staff recruitment plan.	1	1	1	1	Annual recruitment plans
4.2.3 Review the HR Manual and Functional Structure.	Staff development plan.	1	1	1	1	Staff promotion and trainings.
4.2.4 Conduct staff performance evaluation.	Reviewed HR manual and functional structure.	0	In progress	1	1	HR manual and functional structure
	No. of staff performance evaluation reports.	1	1	1	1	Staff performance evaluation reports
<b>Strategic Intervention 3: Strengthen governance processes.</b>						
4.3.1 Enhance capacity of the Board members.	No. of corporate governance trainings conducted.	0	0	1	1	Training reports

Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	23-24	24-25	
		21-22	22-23	23-24	24-25	
4.3.2 Review and operationalize the Board Charter.	Reviewed Board Charter in place.	0	0	1	1	Board evaluation reports
4.3.3 Develop and operationalize the Internal Audit Charter.	No. of reports on the implementation of the Audit charter (Quarterly).	4	3	4	4	Audit reports
4.3.4 Implement the risk management framework.	No. of risk evaluation reports prepared and presented.	2	2	2	2	Risk management reports
4.3.5 Review of the Strategic Plan (2020/21-2024/25)	No. of Strategic Plan reviews conducted (Mid and end term)	1	1	0	1	Strategic Plan evaluation reports
4.3.6 Implement the M&E plan.	No. of Ministerial Policy Statement (MPS) and Budget Framework papers (BFP)	1	1	1	1	Approved BFP and MPS
4.3.7 Compliance with PPDA.	No of M&E reports	1	1	1	1	Secretariat monitoring and evaluation reports
	% of procurement & disposal processes that comply with PPDA regulations	90%		100%	100%	PPDA reports
4.3.8 Develop HIV/AIDs workplace policy	HIV/AIDs workplace policy in place	0	0	1	0	HIV workplace Policy
	Quarterly HIV/AIDs activity reports	0	2	4	4	Uganda AIDs Commission reports
<b>Strategic Intervention 4: Strengthen Corporate Visibility.</b>						
4.4.1 Review the Communication Policy and Strategy	Revised Communication strategy	0	0	1	1	Communication strategy PR reports
4.4.2 Develop and operationalize the Client Service Charter	No. of evaluations of the Client Service Charter	0	0	1	1	Client satisfaction surveys
4.4.3 Develop and operationalize a CSR Strategy	Corporate Social Responsibility Strategy in place and approved	0	0	1	0	CSR strategy
	No. of CSR activity reports	1	0	1	1	CSR reports

Objective / Strategic Intervention/ Output	Performance Indicator.	Baseline	Projected targets for remaining period			Means of Verification
			Actuals as at end Qtr3	23-24	24-25	
		21-22	22-23	23-24	24-25	
<b>Strategic Intervention 5: Strengthen infrastructure development.</b>						
4.5.1 Construct Assessment center.	% budget allocated to infrastructure development.	0%	14.96%	15%	15%	UBTEB MPS Monitoring and supervision reports.
4.5.2 Retooling of UBTEB	% budget allocated to computers, machinery and equipment, furniture and fittings.	3.50%	3.20%	0.30%	8%	UBTEB MPS UBTEB Retooling project reports.





**ANNEX.2. DETAILED COST MATRIX ALIGNMENT TO NDP/III HCD PIAP ADAPTED. UGX BN.**

Objectives.	Interventions.	Outputs.	Actions adapt and or adopted from HCD PIAP.	2022/23 Ugx'Bn	2023/24 Ugx'Bn	2024/25 Ugx'Bn
SO.1 To enhance assessment of demand driven TVET skills for a competent and ethical workforce	1.1 Streamline demand driven TVET Assessment and examinations.	80% TVET programmes/curricula reviewed and modularized.	Constitute a working group including TVET staff, Employers, and Entrepreneurs to undertake modularization and implementation of modular TVET programmes.	1.15	0.75	2.00
		All registered TVET trainees and graduates assessed.	Assess and certify skills acquired from TVET Institutions and work-based training.	13.23	13.37	18.80
		International TVET assessed programmes equating standards.	Develop assessment standards, regulations on the implementation of TVET qualifications Framework	0.10	0.10	0.25
		Assessment of SNE candidates		0.08	0.10	0.12
		Issued successful candidates with transcripts and certificates		0.60	0.70	1.20
	1.2 Improve ICT orientation in TVET assessment process.	ICT assisted assessment conducted online to 30% of the curricula.	Design new EMIS solution architecture, functionalities and features to support ICT TVET assessment processes.	0.61	0.50	0.78
			Establish digital libraries in HEIs that are accessible to all categories of learners including those with Special Needs.	0	0.07	0.15
	1.3 Enhance capacity of the assessors, exam managers and verifiers.	Retooled and certified contracted professionals in Competence Based Assessment.	Identify and retooled contracted professionals on Competence Based Assessment.	0.80	0.70	2.40
	1.4 Support research and quality assurance to inform best practices in assessment.	Research findings and recommendations disseminated and adopted.	Conduct high quality scientific and operational demand driven TVET assessment and examinations research, and conduct the review of the Research agenda/policy.	0.50	0.60	1.10
	1.5 Integrate recognition of prior learning (RPL) in assessment.	Nationally assessed and certified beneficiaries of RPL and work-based training.	Develop RPL, training and integrate in assessment standards for work-based training/learning.	0.05	0.15	0.25



Objectives.	Interventions.	Outputs.	Actions adapt and or adopted from HCD PIAP.	2022/23 Ugx'Bn	2023/24 Ugx'Bn	2024/25 Ugx'Bn
<b>S01. Total</b>				<b>17.115</b>	<b>17.045</b>	<b>27.05</b>
<b>S0.2</b> To enhance competitiveness of TVET graduates in the local, regional and international labour markets	2.1 Improved TVET programmes locally and internationally accredited. 2.2 Increased participation in projects promoting entrepreneurship.	Internationally accredited and acquire ISO 21001:2018 certification.  Innovativeness and TVET-led projects in institutions.	Equip the selected TVET institutions for international accreditation by providing the necessary Infrastructure, Equipment and materials.  Undertake innovative science fairs to showcase application of science in real life.	0.16	0.06	0.20
<b>S02. Total</b>				<b>0.39</b>	<b>0.24</b>	<b>0.55</b>
<b>S03:</b> Linkages and partnerships with stakeholders for achievement of the Board's mandate promoted.	3.1 Form and operationalise TVET assessment working groups. 3.2 Retain existing partners and establish new ones.	Incentivized employers to provide TVET Institutions and work-based training.  Effective communication mechanisms that promote partnerships relationship development.	Sign MoUs with employers/world of work and training institutions.  Engagement meetings through collaborations, implementations of Mou signed, feedbacks mechanisms reviewed and enforced.	0.26	0.16	0.26
<b>S03. Total</b>				<b>0.532</b>	<b>0.36</b>	<b>0.66</b>
<b>S04:</b> Organizational capacity for efficient and effective execution of Board's mandates.	4.1 Strengthen organizational financial accountability and sustainability. 4.2 Strengthen Human resource capacity. 4.3 Strengthen Good governance and Corporate Visibility	Compliance of the MPS to Gender and Equity budgeting. Audited financial statements by external Auditors. Strategic plan in place. Staff recruitment to 60% establishment. And short-term contract competent and credible professionals. Board reports; Timely meetings; Implemented Action points.	Perform Monitoring and evaluations, enforce Board policies on accountability and timely preparation of financial statements.  Conduct recruitment of staff (permanent, including short-term contracts competent and credible professionals), capacity building to effectively implement the Board's mandate.  Review strategies, adherence to risk management framework, implement Board charter and standards. Conduct continuous monitoring of Board businesses, administrative services.	0.24	0.25	0.25
				0.11	0.15	0.29
				6.90	7.64	9.50
				1.82	1.42	2.77

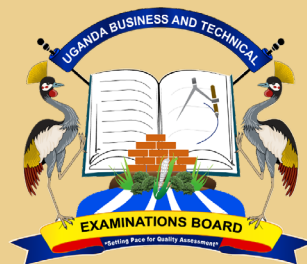
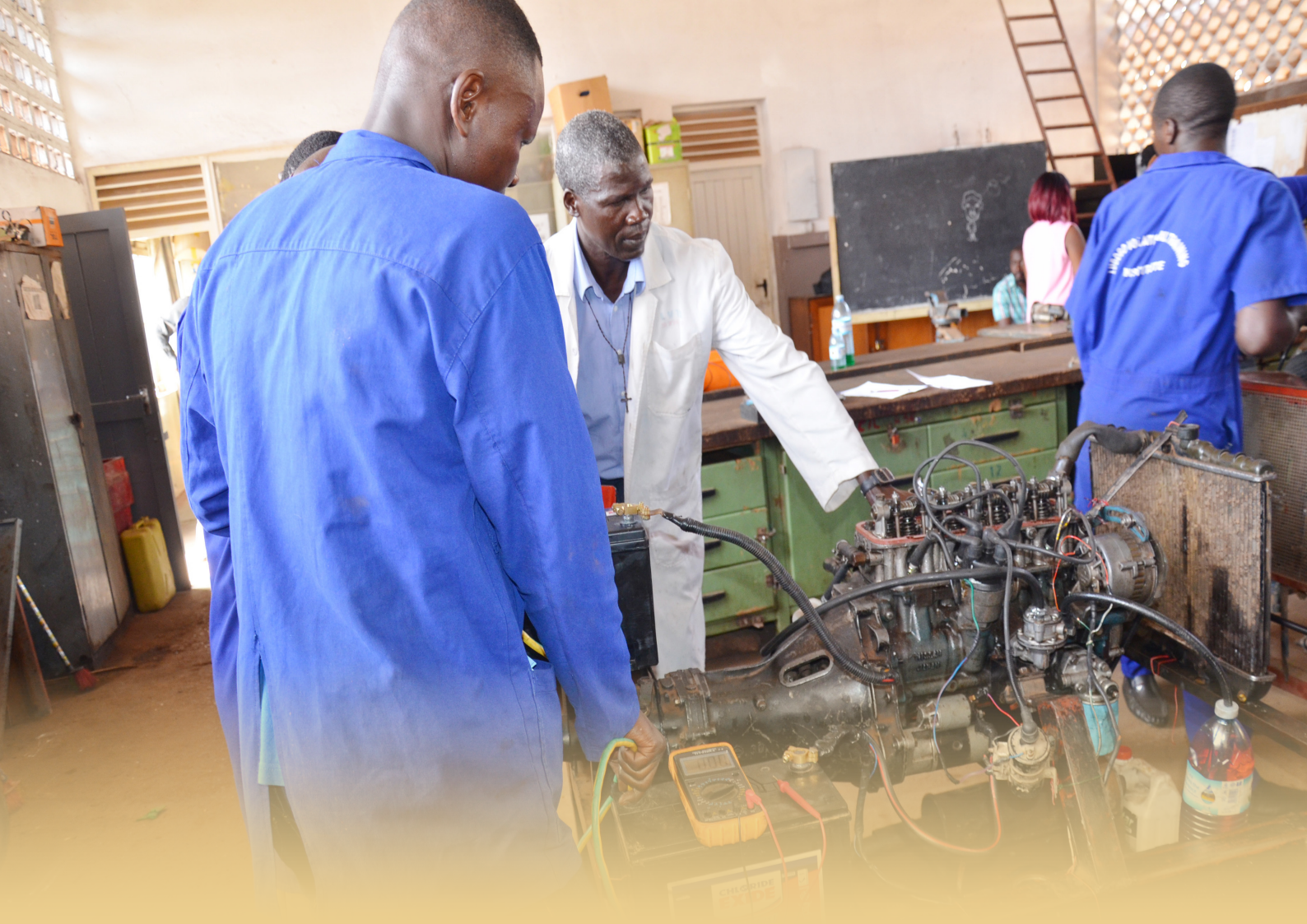


Objectives.	Interventions.	Outputs.	Actions adapt and or adopted from HCD PIAP.	2022/23 Ugx'Bn	2023/24 Ugx'Bn	2024/25 Ugx'Bn
	4.4 Strengthen infrastructure development.	UBTEB Assessment centre and test workshop, machinery and equipment in place.	Development of an asset management plan for the Board, Contract consultants, procure machinery and equipment, ICT system updated.	6.25	2.80	2.80
	4.5 Integration of cross-cutting issues	HIV/AIDS Plan developed & implemented; Reduced gender inequality in TVET graduates. And environmental issues incorporated in the modularised curricular.	Develop gender equality and Equity Responsive Budgeting. Sensitisation of public on TVET programmes. Counselling and guidance enhance; integration of environmental issues in the modularized curricular.	0.38	0.67	0.85
<b>S04. Total</b>				<b>15.696</b>	<b>12.93</b>	<b>16.46</b>
<b>Grand Total</b>				<b>33.733</b>	<b>30.575</b>	<b>44.72</b>









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