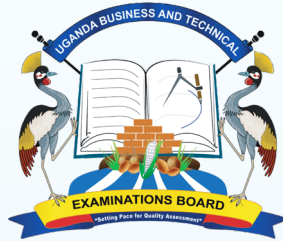


UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

ANNUAL REPORT FOR THE FINANCIAL YEAR **2021/2022**



SEPTEMBER 2022



UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

ANNUAL REPORT FOR THE FINANCIAL YEAR 2021/2022

SEPTEMBER 2022

“Setting pace for Quality Assessment”

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ACRONYMS / ABBREVIATIONS

AEAA	Association for Education Assessment in Africa.
CBET	Competence Based Education and Training
CPD	Continuous Professional Development
DES	Directorate of Education Standards
ERA	Electricity Regulatory Authority
HCD	Human Capital Development
IAEA	International Association for Educational Assessment
ICGU	Institute of Corporate Governance of Uganda
ICPAU	Institute of Certified Public Accountants of Uganda
IVETA	International Vocational Education & Training Association
MoES	Ministry of Education and Sports.
MUBS	Makerere University Business School.
NWSC	National Water and Sewerage Corporation.
NCDC	National Curriculum Development Centre.
NCHE	National Council for Higher Education.
NTR	Non Taxable Revenues.
PIAP	Programme Implémentation Action Plan
PNFP	Private Not for Profit.
PPDA	Public Procurement and Disposal of Public Assets.
TVET	Technical and Vocational Education and Training.
UBTEB	Uganda Business and Technical Examinations Board.
UCC	Uganda College of Commerce.
UCPC	Uganda Community Polytechnic Certificates.
Ushs	Uganda Shillings.
UMA	Uganda Manufacturers' Association.
UMEC	Uganda Military Engineering College.
UIRI	Uganda Industrial Research Institute
UTC	Uganda Technical Colleges.



STATEMENT OF THE BOARD CHAIRPERSON FOR THE FINANCIAL YEAR ENDED 30TH JUNE 2022.



In 2 Chronicles 15:7, says, “be strong and do not give up, for your work will be rewarded”. I therefore take this opportunity to thank members of the Board and the Secretariat for the achievements registered during the year.

Uganda’s education philosophy recognizes education as a basic human right. Certainly, education is a crucial element in eradicating poverty in our societies. This drive is evident, given the fact that the ruling government manifesto 2021-26, National Development Plan III, TVET policies, reforms on rationalization propositions are aimed at improving TVET training delivery in the country.

To improve the well-being of Ugandans, and in particular, the productivity of labour for increased competitiveness and better quality of life for all, the Board is focused on government interventions and strategies, Strategic plan undertakings for the year ended 30 June 2022. These interventions are addresses through TVET led system on implementing Competence Based Assessment ensuring that the youth gain employable and entrepreneur skills.

The year under review, the Board ensured containment of the COVID-19 pandemic and created enabling environment to implement her mandate. I am delighted to mention critical contribution made towards this year’s National Budget interventions and priorities.

Improving apprenticeship/ internship for TVET graduates, the Board developed guidelines to constitute Technical Vocational assessment working groups comprised of practitioners (employers) from sector

skills councils participating in continuous assessments, industrial training, and practical assessments of students.

Equipping specific TVET institutions for international accreditation, the Board embarked on construction of UBTEB assessment centre at Kyambogo Hill. International Organization for Standardization (ISO) Certification team of UBTEB has been trained on Quality Management System, the first phase of internal audit of ISO processes on quality systems was concluded.

The Board is grateful to the First Lady and Minister of Education and Sports, and Mrs Janet K. Museveni. It is through her stewardship that the Ministry of Finance Planning and Economic Development, granted UBTEB a Vote function operationalized in July 2021 as way of ensuring Board’s efficiency and effectiveness in service delivery.

In 2 Chronicles 15:7, says, “be strong and do not give up, for your work will be rewarded”. I therefore take this opportunity to thank members of the Board and the Secretariat for the achievements registered during the year. As we continue **“Setting Pace for Quality Assessment”**.

Dr. Eng. Silver Mugisha
BOARD CHAIRPERSON



STATEMENT OF THE EXECUTIVE SECRETARY FOR THE FY ENDED 30TH JUNE 2022.



Major recommendations include; expedite the approval TVET law to empower the Board to authoritatively implement the reforms; regionalize feedback of examination and assessments, engagement meetings with TVET stakeholders, inspection of institutions and monitoring of continuous assessments. This strategy shall effect the enforcement of 70:30 approach of assessment since it ensures wide coverage and closeness to institutions and students; lobbying for more resources, and engage public service for a waiver to hire additional subject specialist to implement the reform.

The Financial year 2021/22 marks the 2nd year of implementing the strategic plan under programmatic approach to planning and budgeting. The interventions and planned outputs are anchored to Human Capital Development Programme Implementation Action Plan of the NDPIII.

One of the Government's main ambition, is to increase the provision of requisite skills to address human resource requirements specifically acquisition of appropriate skills set for manufacturing, agro-processing, among others. As a result, the Board adopted and adapted four interventions in HCD programme to deliver our five year strategic plan. Of recent, the MoFPED approved the UBTEB infrastructure development (UBTEB Assessment centre) project profile and is taken care of within Strategy 4- Public Sector Transformation for coding.

The for HCD programme interventions adopted by the Board, 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; Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda; Conduct regular Tracer studies; and Equip and support all lagging primary, secondary schools

and higher education institutions to meet Basic Requirements and Minimum Standards (BRMS).

In line with interventions mentioned, the Board underscore some of the key performance highlights. Board received Ushs 32,914,921,708 (100%) of approved budget, these funds were utilized to achieve the following key outputs;

UBTEB successfully Assessed 80,148 (F 38,419; M 41,729), issued academic certificates to 20761 candidates who satisfactorily completed their programmes requirements; 13 (26%) of the assessments were modularized, and rollout the assessment of CPCE modules during the April/May 2022 series; Development guidelines for constituting Technical Vocational Assessment working groups; Trained 478 professionals engaged in the assessments activities of the Board including registrars and directors of studies; Procured additional two field vehicles to enhance operations of the Board; construction works of UBTEB assessment centre is at 12% completion; and the Board celebrated 10 years Anniversary to mark 10 years milestone since 2011, NSSF and Wages for 97 staff paid; Printed 255,000 answer booklets and question papers for 24,569 candidates.

These activities were implemented in line with the annual budget performance contract FY 2021/22 entered with the Secretary to the Treasury to deliver the activities



in the work plan of the vote for a financial year.

Financial Statements presented under section 6.0 of this report have been prepared in compliance with the provisions of the Public Finance Management Act, 2015 (the Act) and the generally accepted accounting principles for the public sector. The financial statements have been prepared on the modified accrual basis of accounting where revenue is recognised when earned with the exception of taxes and grants which are recognised when received. Expenditure on the other hand is recognised when incurred as further detailed in the accounting policies attached to these financial statements. Financial statements of the vote were submitted to the Accountant General for consolidation and to the Auditor General for audit.

UBTEB faced a number of challenges, such as; delayed law on TVET reforms which has created anxiety among stakeholders. This is restraining the Board to explore more and critical functions as envisioned in the TVET policy; Understaffing yet the modularized assessments which emphasizes 70:30 assessment which requires more field operations compared to the traditional assessment. This requires more Assessors/Officers in the field; observed persistent fewer female trainees attracted in Technical, Physical and Biological

sciences programmes which requires concerted efforts from all stakeholders to reverse situation. Limited office space and is increasingly becoming a problem.

Major recommendations include; expedite the approval TVET law to empower the Board to authoritatively implement the reforms; regionalize feedback of examination and assessments, engagement meetings with TVET stakeholders, inspection of institutions and monitoring of continuous assessments. This strategy shall effect the enforcement of 70:30 approach of assessment since it ensures wide coverage and closeness to institutions and students; lobbying for more resources, and engage public service for a waiver to hire additional subject specialist to implement the reform.

I am proud of the selflessness, hardworking and focused UBTEB staff for making our work easy. As Dr Eng Silver Mugisha quoted, **"You need focus and discipline to achieve"**. Truly these are among the attributes for what we are.

Onesmus Oyesigye (CPA)

EXECUTIVE SECRETARY



EXECUTIVE SUMMARY.



UBTEB registered 120,359 out of which 80,149 were assessed indicating 67% performance. Out of the 67% (Female 32% and Male 35%). The assessed students included 243 with special Needs (SNE). 20,761 candidates completed their programmes and were issued with certificates and transcripts to access upward academic progression and employment opportunities



The Board received 100% (Ugx. 31.9 Bn) of its budget and additional Ugx. 1 Bn utilised to implement the planned activities for the FY 2021/22

The Board executed its workplan and budget through the sub-sub programme - Technical and Vocation Examination, Assessment and Certification. The Sub-sub programmes anchors the deliverables on the sub programme- Education, Sports and Skills Development under Ministry of Education and Sport.

The performance for the year ended 30 June 2022 is presented in-line with the four UBTEB strategic objectives;

- a) To enhance assessment of demand driven TVET skills for a competent and ethical workforce.
- b) To enhance competitiveness of TVET graduates in the local, regional and international labor markets.
- c) Linkages and partnerships with stakeholders for achievement of the Board's mandate promoted.
- d) Organizational capacity for efficient and effective execution of Board's mandates.

Outputs in respective four strategic objectives are adopted and adapted from the National Development Plan (NDPIII) under Human Capital Development (HCD) Programme Action implementation Plan (PIAP), interventions below;

- 1) 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.

- 2) Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.
- 3) Conduct regular Tracer studies.
- 4) Equip and support all lagging primary, secondary schools and higher education institutions to meet Basic Requirements and Minimum Standards (BRMS).

These interventions are delivered through four strategic objectives of the UBTEB strategic plan 2020/21-2024/25.

It is important to note that COVID-19 pandemic broke out in Uganda around March 2020 resulted in closure of education institutions; several examinations preparation activities and assessments were therefore postponed and done later in the subsequent years from 2021. The current Assessment framework recognizes continuous assessment and final assessment. Continuous assessment is conducted during the course of study as coursework, industrial training and Real life projects, and final assessment conducted at the end of the semester or program.

Some of the Outputs realized under the four strategic objectives are summarized below in sections a to g;



a) To enhance assessment of demand driven TVET skills for a competent and ethical workforce.

During the year, UBTEB registered 120,359 out of which 80,149 were assessed indicating 67% performance. Out of the 67% (Female 32% and Male 35%). The assessed students included 243 with special Needs (SNE). 20,761 candidates completed their programmes and were issued with certificates and transcripts to access upward academic progression and employment opportunities.

10,702 students underwent through Industrial training in 415 organizations. Business programme monitored students were 525 (217 males: 308 female). The industrial training form part of the continuous assessment under competence based Education and Training, and it is aimed at analysing practical competences acquired in preparation to joining world of work. Subsequently, students are graded. UBTEB conducts monitoring exercise to quality assure the implementation of the Industrial Training process as envisaged in rules on the assessment of competences and conduct of Business, Technical and Vocational Examination in Uganda, 2014.

20,143 trainees from 559 institutions participated in 1,157 value addition community projects as Real Life Projects. Real-life projects was monitored in February 2022. In April/May 2022 real life projects were inspected in 79 institutions of which 71 institutions had their course work verified.

Exhibition service projects for year 1 semester 2 examination series were conducted during April/ May 2022 examination series. These service projects contribution to welfare in the community and training institutions. Exhibitions focused on National Diplomas in Fashion and Design and Interior Design Programs, offered at training institutions.

During the year, candidates with outstanding Real-life projects were identified and participate in Africa Competition in Swakopmund Namibia from 23rd March to 2nd April 2022. The World Skills Uganda (WSU) is an Associate member of World Skills International since august 2019 admitted at World Skills competition in RUSSIA. In 2018 World

skills competitions was launched by the First Lady and Minister of Education and Sports at Uganda Manufacturers Association show grounds.

Thirteen (26%) programmes were modularized. These include Fabrication and Interior design; Food preparation and processing; Electrical Installation practice; Hair dressing and body therapy; Bricklaying and Concrete practice; Carpentry and Joinery; Business Studies (Accounting); Agriculture; Motor vehicle Mechanics; Garment Design and construction; Plumbing; Welding and metal fabrication; Secretarial Studies.

104 modules were assessed by the Board for candidates presented by Bukalasa Agricultural College and the three affiliated farm institutions; Sseese Farm Institute, Kaberamaido Technical Institute and Rwentanga Farm Institute. These assessments were conducted during the May 2022 examination series.

Developed the Guidelines for constituting the seven Technical Vocational Assessment working group as a way of operationalizing the TVET working groups as stipulated in the TVET policy 2019 and HCD PIAP. These groups involve Sector Skills Councils (SSC), practitioners, assessors, UBTEB staff and institutions. These Seven 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.

Upgraded the Examination Information Management System (EMIS) on modules for online submission of courseworks and complaints. Candidates' registration, results dissemination and complaint resolution from institutions about candidates' marks and data have been fully automated to reduce the traffic at the Secretariat. This involved training of 478 registrars/directors of studies at 8 regional centers to implement.

b) To enhance competitiveness of TVET graduates in local, regional and international labour market.

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 leads to establishment of important operational goals, and means to measure and review the effectiveness of examination coordination and management which supports the Board. The audit processes on quality system was concluded leading to application for the Quality Management System (QMS).

147 assessors were trained from 18th to 29th October 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. Prof Kwesiga quoted, *“Without the skills of a technician, we cannot develop an Industry, and without an Industry, we cannot develop.”*

UBTEB in collaboration with SFERE are conducting a Diagnostic study on TVET assessment. The study is funded by Government of Uganda World Bank project Uganda Skills Development Project (USDP) and the Albertine Region Sustainable Development Project (ARS DP) 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.

The Board held benchmarking meetings with Technical, Entrepreneurial and Vocational Education and Training Authority of Malawi on improvement of TVET Qualifications Database. Through collaborative partnership with the East African Association of Education Assessment, the International Vocation Education and Training Association; The Association of Education Assessment in Africa and International Education for Assessment Association. UBTEB hosted the Technical, Entrepreneurial and Vocational Education and Training Authority of Malawi on improvement of TVET qualifications Malawi from 3rd - 10th April 2022. A delegation of six people arrived visited to benchmarking Uganda on issues of TVET delivery, Assessment and regulation.

c) To promote linkages and partnerships with stakeholders achieve Board’s mandate.

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. The venue of the meeting was held on 7th January 2022 at Arch Apartments in Kampala. Participants were oriented on implementation of modular assessment ahead of the official opening of these institution on 10th January 2022.

UBTEB rolled-out the first modular Assessment guidelines for Skills Development Centres (UCPC) programs and other categories of programme. The implementation commenced in April/May 2022 in-line with TVET policy 2019 and as guided by Ministry of Education and Sports.

Engagement of members of sector skills councils to come up with compositions Technical Vocational Assessment Working Groups. The Technical Vocational assessment working groups consists of practitioners (employers) from sector skills councils participating. 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.

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.



d) To strengthen organizational capacity for efficient and effective service delivery.

Integration of ICT in daily operations of the Boards' work exhibited by conducting of routine staff training, consultation workshops, perform group projects, 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.

The Examination Information Management System is continuously reviewed and upgraded to strengthen its service delivery. The Board has ensured that all test items were typed and backed-up. Complaint resolution from institutions about candidates' marks and data have been fully automated to reduce the traffic at the Secretariat. This has also reduced the health risk of COVID-19 and saved the public funds in moving back and forth of students for services and secondly, human resources reduced on the risk of contracting the virus.

The Board convened 24 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; estimates for FY 2022/23, staff 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. The launched to the beginning of celebrations was done at Mestil Hotel and subsequently convened a conference on 23rd 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; Audits provided independent, objective assurance services which add value and 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.

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.

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.

e) Crosscutting issues.

COVID-19

Maintained Standard Operating procedures (SOPs) by providing staff with face masks and sanitizers. Candidates' registration is fully online to avoid congestion of guests at Secretariat. During the year ended 30 June 2022, lockdown affected the Board and as a result, examined and assessed 80,148 candidates less than anticipated 106,000 candidates.

HIV/AIDS

Strengthened the implementation of HIV/AIDS policy, during the sensitization of staff on effects of stigmatization of the affected HIV patients reducing their level productivity and yet UBTEB activities are largely field based. The Board

provided workplace safety precautions for example testing kits, counseling services and motivation.

Gender.

Integrated gender and equity in the real-life projects indiscriminately especially for fields considered to be for male or female candidates. This was aimed at improving the number of female candidates in Technical than Business fields and male candidates in Business fields. And was achieved through sensitization of the public on the benefits of pursuing demand driven TVET Competence based training and assessments. Special needs education and gender inclusiveness, provided 62 SNE candidates (Male: 43; Female: 19) registered and assessed during Jan-March 2022 examinations.

Environment issues.

The Board kick-started the modularization of TVET assessment and incorporated TVET agricultural extension the continuous assessment, among other programmes. Conducted evaluation and UBTEB assessment centre construction project for compliance.

f) UBTEB Assessment centre and Retooling Projects

UBTEB commenced the construction of the Assessment Centre project located at Kyambogo plot no. M891 Kigobe Road in Kampala. The Board contracted Seyani brothers & Co. Ltd on 14th 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 14th January 2025 (duration of 36months) and estimated to cost Ugx 31.5Bn.

The following progres has been so-far made; site clearance, Bulk, foundation and retaining wall excavation, stub columns for basement parking and printer block, Raft foundation, plinth walling for office and printery blocks, casting concrete for raft foundation had commenced, columns surrounding lift area are being prepared, and supervision reports of construction works prepared for UBTEB.

During the year under review, the Board procured Two double cabin pickups. This is aimed improving transportation of examinations materials. In a phased maner, UBTEB purchahses 12 storage containers were fabricated ensure safety of the examination materials to be stored at the police station.

g) Income and Expenditure performance of the vote for FY 2021/22.

The Income of the Vote were mainly the fund received from the consolidated fund with amounting to Ugx 31,880,891,208 and Ugx 1,034,030,500 received from Ministry of Education and sports. The Non Tax Revenue (NTR) received during the period was amounting to Ugx 2,287,040,099, and amount billed during the year Ugx 3,787,031,311.

The Overall total revenue during the period was 100% (Ugx 32,914,921,708) compared with the Budget of Ugx 31,951,488,399, while the Expenditure 100% (32,647,290,866) against the Budgeted Expenditure of 31,951,488,399.

The vote received the following from the consolidated fund.

S/N	DETAILS	Budget 2021/22	Actual as June 2022
1	Recurrent - Wage (Employee Costs)	7,633,394,969	7,633,394,949
2	Recurrent - Non- wage	18,284,063,464	19,735,820,777
3	Development	5,000,000,000	4,511,675,482
4	Ministry of Education	0	1,034,030,500
	GRAND TOTAL	31,951,488,933	32,914,921,708



The Vote received Ugx 3,056,553,950 as Arrears during the first quarter which were utilized to pay the outstanding liabilities. Ugx 1,034,030,500 received from Ministry of Education and sports which was not part of the current Budget. The vote ended with Assets of Ugx 4,411,207,098.

The vote ended the period of June 2022 with no liabilities amounting. However some institutions have not cleared hence accumulated receivable as 30 June 2022 are at Ugx 1,499,909,212.

h) Challenges and recommendation;

Challenges include:

- i. There is still some diploma curricula that is not harmonized as some examination centers, presented candidates on programmes accredited by for 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.
- ii. Few female trainees attracted in Technical, Physical and Biological sciences training requires concerted efforts from all stakeholders to reverse it.
- iii. Understaffing and limited office space.
- iv. Several SMEs downsized as well and not taking on trainees at workplaces for industrial Training.

Recommendations:

- i. Stakeholder engagements with MOES-TVETOM, NCHE and NCDC on curricular harmonization.
- ii. Public awareness and sensitization through media, regional career guidance drives to increase inclusiveness and access to TVET.

- iii. 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.
- iv. Continuous training and retooling of Instructors, assessors practitioners in the world of work on handling modularised competence Based assessment.
- v. Establishing of field coordination centers in different regions to improve efficiency of assessment activities.
- vi. Advocate for national policy on promotion of work-based learning, coordinating and regulating Industrial Training/ internship. Carry out a tracer study to ascertain employability of TVET graduates in the industry.

Conclusion.

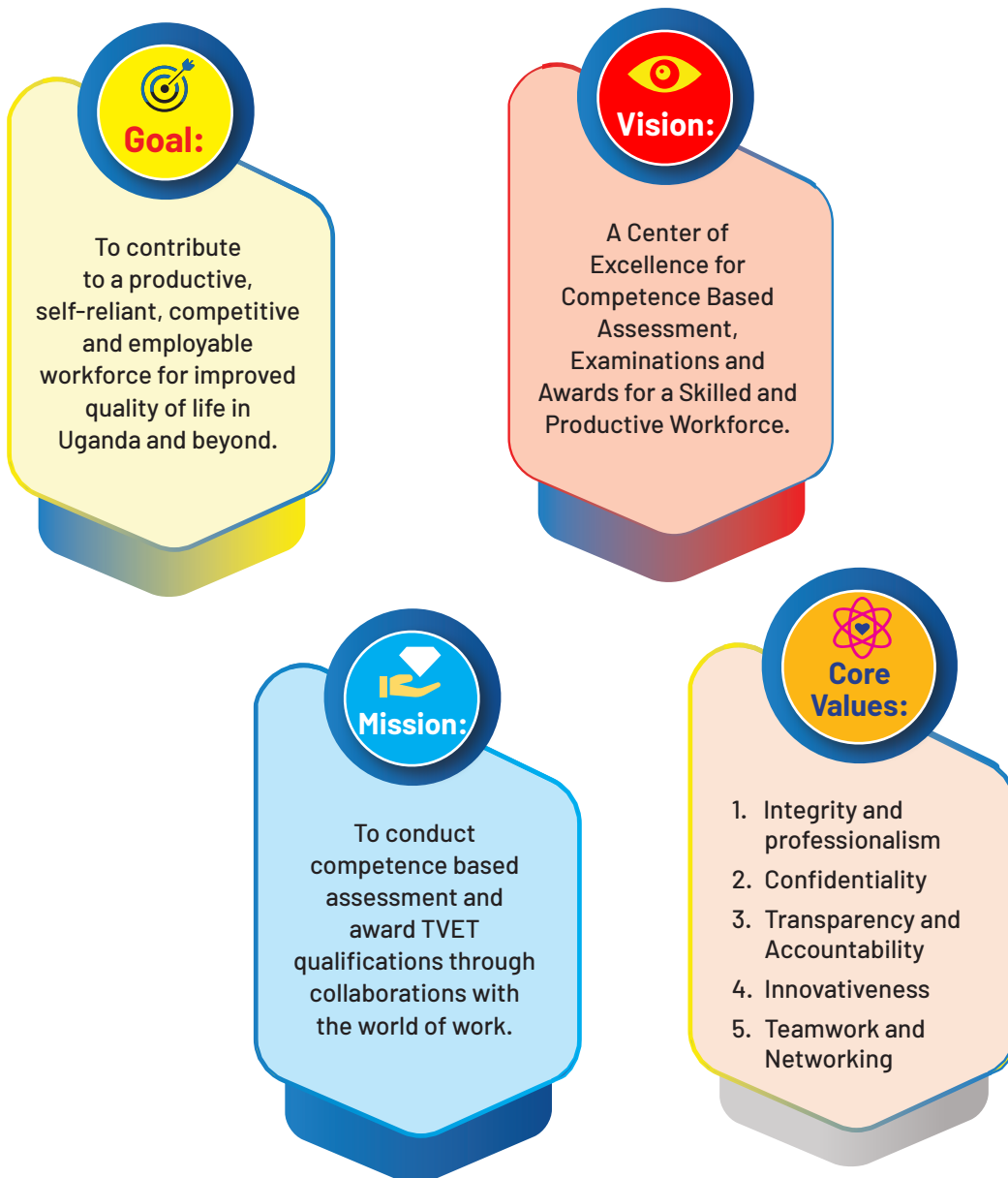
Uganda Business and Technical Examinations plays a pivotal role in streamlining TVET Assessment and Certification. This has enabled candidates who satisfactorily complete the requirements join the world of work with necessary entrepreneurship skills to provide them livelihood.

The reforms on rationalization have come with new propositions aimed at improving TVET services delivery in the country. As UBTEB, we have been in one way another started on the journey awaiting formalization by the Government. The performance enumerated commendable job tackling critical areas in TVET policy 2019, NDPIII HCD programme and following the guidance of the Board and Government.

1.0 BACKGROUND INFORMATION

Uganda Business and Technical Examinations Board was established by the BTVET Act, 2008 and operationalized by Statutory Instrument No.9, 2009 (Establishment of the Uganda Business and Technical Examinations Board). The Regulations mandate UBTEB to streamline, regulate, coordinate and conduct credible national examinations and award Certificates and Diplomas in the Business, Technical, Physical and Biological professions in Uganda.

1.1 STRATEGIC DIRECTION





The Board is guided and delivers her mandate through four strategic objectives under three priority areas:

Priority Area 1: Skills Assessment and Certification.

- i. To enhance assessment of demand driven TVET skills for a competent and ethical workforce.
- ii. To enhance competitiveness of TVET graduates in the local, regional and international labor markets.

Priority Area 2: Collaboration and Partnerships.

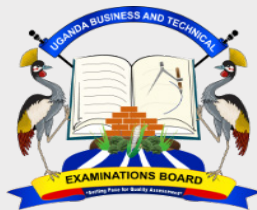
- iii. Linkages and partnerships with stakeholders for achievement of the Board's mandate promoted.

Priority Area 3: Organizational Capacity enhancement.

- iv. Organizational capacity for efficient and effective execution of Board's mandates.

1.2 ORGANIZATION INFORMATION

Principal Place of Business.



"Setting pace for quality assessment"

Uganda Business and Technical Examinations Board
Plot 5 & 7 Valley Drive - Ntinda
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256 414289787.

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Bank**

Housing Finance Bank
Nakasero Branch,
Kampala Uganda.



2.0 CORPORATE GOVERNANCE

2.1 BOARD MEMBERS AS AT 30 JUNE 2022.

BOARD PROFILE



Dr. Eng. Silver Mugisha Represents Employers on the UBTEB Board, under the Federation of Uganda Employers (FUE) and he has since 2019 presided as Chairperson UBTEB Board, and he is the Managing Director of National Water and Sewerage Corporation (NWSC), Uganda. Dr. Mugisha is a certified Engineer of the Uganda Institute of Professional Engineers, holds a PhD in Engineering Economics and Management of Makerere University, Uganda, a fellow of SENSE Research Associate of University of Florida, USA, with over 18 publications, and a Board Member of the International Water Association (IWA).

Dr. Eng. Mugisha has commendable practice of over 26 years rising ranks from Assistant engineer - Ministry of Works to Managing Director-NWSC. Under his strategic leadership at NWSC, Silver launched the first ever Five-Year Strategic Direction (2013 -18 rolled over to 2018-21) and now, the amended plan 2021-24 premised on the need to enhance water and sewerage services to cultivate improved quality of life of Ugandans, support industrialization growth and increase household incomes through strategic partnerships. He has worked on a number of external consultancies in various organizations in East Africa, Gambia, Nigeria, Ethiopia, India, Trinidad and Tobago



Mr. Honey Malinga Represents Ministry of Energy and Mineral Development on the UBTEB Board. Honey is a Geophysicist with a working experience of over 27 years in Oil and Gas exploration and development sub-sector. Currently serving the ministry as the Director, Directorate of Petroleum at Ministry of Energy and Mineral Development, Uganda. Before the current position, he served as program manager of Strengthening the Management of Oil and Gas -Norwegian funded project.

Mr. Malinga holds a Master of Science in Exploration Geophysics, a Diploma in Exploration Geophysics and a Bachelor of Science in Physics. Mr. Malinga has made a number of researches which include; Oil exploration and environment, Oct 1995; an investigation of hydrocarbon Potential of the Albertine Graben in Uganda by Gravity Data analysis, 1994.



Prof. Umar Kakumba Represents Public Universities on the UBTEB Board. Prof. Kakumba is the current Deputy Vice Chancellor (Academic Affairs) Makerere University, A certified research fellow in leadership and management of the George Mason University, USA, with over 16 publications.

Prof. Kakumba has extensive experience of over 24 years in Management and Administration including Teaching. Previously worked in various capacities; Senior Lecturer and Dean School of Business Makerere University, chairperson Makerere University Senate Committee responsible for Academic Policy and Appeals; Board Research, and Graduate Research Training, Assistant Academic Registrar-Makerere University.



Prof. Maud Kamatenesi Mugisha Represents Private Universities on the UBTEB Board. Prof Kamatenesi is the current Vice Chancellor Bishop Stuart University, a fellow Uganda Academy of Sciences and a member of; the Natural products Research for East and Central Africa, Technical Advisory Committee of the Medicinal Plant and Traditional Medicine Network, International Herbal Medicine Research Institute Uganda, Third world Organization for women in Sciences, with over 37 Publications.

Prof. Kamatenesi has over 29 year's extensive experience rising from Lecturer at Fisheries Training Institute in 1994 to Prof. Medical Ethnobotany - Makerere University in 2014. Previously worked in various capacities; Dean School of Bio-Sciences, College of Natural Sciences Makerere University, Deputy Dean Research and graduate Studies, faculty of Science, Project manager Ethno-biology laboratory.



Eng. Disan K. Ssozi Represents Ministry of Water and Environment on the Board. Eng. Ssozi holds a Master's of Science in Water and Waste Engineering for Developing Countries from Loughborough University of Technology and a Bachelors Degree of Science in Civil Engineering from Makerere university Kampala. Works as an Assistant Commissioner at Ministry of Water and Environment, Directorate of Water Development, Uganda.

Eng. Disan has got 39 years of experience rising from Pupil Engineer in Ministry of Water and Mineral Development in 1985, Drilling Engineer under South West Integrated Health and Water Project-UNICEF in 1990, and Principal Engineer of Ministry of Water, Lands and Environment.



Mr. Suudi Kizito - Ministry of Trade, Industry and Cooperatives. Kizito holds a Masters in Management Studies, Project planning and Management from Uganda Management Institute. He is currently the Senior Engineer in the Ministry of Trade, Industry and Cooperatives.

Kizito has over 33 years of working experience. He has been the Processing Manager and Technical Services Manager of British American Tobacco Uganda (BATU) in 2008, The Engineering Superintendent of Kinyara Sugar Works Ltd Masindi in 1993 and also the Maintenance engineer and Production Engineer of United Garment Industry Ltd.



Mr. Mubiru David Luyima Representing Ministry of Education and Sports (MOES) on the UBTEB Board. David holds a Bachelor Degree in Technical Teacher Education (Mechanical and Production Engineering). He is currently the Assistant Commissioner TVET Operating Procedures and Standards at Ministry of Education and Sports.

David has over 32 years' experience rising in ranks from Nakawa Vocational Training Institute Workshop Technician in 1992 to Deputy Principal - Iganga Technical Institute in 2015 and Principal Education Officer Technical at BTVET - MOES.



Dr. Moses Nduhira Twesigye-omwe is an Associate Professor of Civil Engineering representing Principals of Training institutes on the UBTEB Board. Moses holds a PhD (Makerere University). He is currently the Dean Faculty of Engineering, Technology, Applied Design and Fine Art - Kabale University.

Moses has published over 9 researches in the various fields of civil engineering especially Highway Engineering, Civil engineering Materials (wood, soils - including clays, et cetera), Geotechnical Engineering, Geo-environmental Engineering, and Construction Management.

Moses has wide experience of over 34 years in engineering training and practice. He is a director in Tricon Consulting Engineers and Kyambogo Engineering Services. Previously served as Head of Department, Civil and Building Engineering (Kyambogo University) and Principal of Uganda Technical Colleges (Kichwamba and Bushenyi).



Dr. Okumu Micheal Representing Directorate of Industrial Training on the UBTEB Board. Michael holds a PhD of Science - Common Wealth University - London Graduate School. He is currently the Ag. Deputy Director and Head of Assessment and Certification at the Directorate of Industrial Training.

Michael has a wide experience of over 31 years in teaching, assessments and certification of non-formal skills. Previously served as Licensed Primary Teacher UNIFA Primary School - Gulu in 1992 with a steady progression through various ranks to Principal Qualifications Officer and then to Head of Department in charge of assessment and certification at Directorate of Industrial Training 2017 to date. Michael has participated in writing various research papers.



Ms. Nalumu Grace Representing Ministry of Agriculture Animal Industry and Fisheries on the UBTEB Board. Currently Assistant Commissioner Human Resource and Management at MAAIF.

Grace has experience of over 23 years in Social Work and Administration, previously working as Personnel Officer at Ministry of Works, Housing and Communication in 2000 rising in ranks to Principal HR Officer Education Service Commission and to Assistant Commissioner HRM in 2015 to date.



Mr. Richard Enyomu Representing Public Service Commission (PSC) on UBTEB Board. Currently the Commissioner Human Resource Management, Guidance and Monitoring at Public Service Commission, Responsible for technical guidance to Ministries, Departments Agencies and local governments on Human Resources management matters and implementations of decisions of the PSC.

Richard has wide experience of over 23 years in Public Administration and management, previously working as Personnel Officer at Ministry of Justice and constitutional Affairs in 2000 with a steady rise in ranks to Commissioner HRM in 2015



Mr. Simon Amuku Represents Ministry of Lands, Housing and Urban Development on UBTEB. Currently working as Senior Staff Surveyor in the MLHUD Zonal Office – Wakiso. From a surveying career spanning 22 years, he has accumulated experience in cadastral and topographic surveys, remote sensing and land information systems.

Mr. Amuku is a member of the Institution of Surveyors of Uganda (ISU), Board member Vocational Training Institute – Soroti and member of the Land Management Board – Church of Uganda, Soroti Diocese



Dr. Grace K Baguma Represented National Curriculum Development Centre (NCDC) on the UBTEB Board. Grace is currently the Executive Director National Curriculum Development Centre. She holds a PHD in Curriculum studies. Grace has over 40 years in education and related fields including curriculum development, Teaching and training for (formal, non-formal and the informal sector); worked with IGAD for two years (2013-15) as Curriculum expert supporting the Government of South Sudan in Curriculum Development for Basic and Secondary Education including TVET. Dr. Baguma has been rising ranks as a Teacher and Head of department Business Education at Nabisunsa Girls School in 1982 through a number of different levels and positions at NCDC to the Executive Director in 2015.



Mr. Francis Joseph Bongonyinge Representing Uganda National Examinations Board on UBTEB. Currently the Printery Manager at Uganda National Examinations Board, he is responsible for quality control and security of the production process for national examinations and education publications.

He has experience in large scale printing and manuscript production of over 30 years from heading production units in Private and Public sector printery including The New Vision, Uganda Printing & Publishing Corporation, Achelis Uganda Limited and Picfare Industries. Mr. Bongonyinge acquired training and internationally recognized best practices from London College of Printing Technology and DRUPA - Germany



Mr. Michael Ocer Represents Ministry of Information technology and National Guidance. Mr. Michae is the current Assistant communications Commissioner (I.T) in Ministry of Information Technology and National Guidance. He is an experienced Information Technology Management Specialist with a proven track record of policy development, administration, management and providing high value technical solutions in the Information Technology Sector. Met and exceeded goals through the development of ICT personnel and put in place I.T infrastructure and systems at KCC/KCCA and Fountain Publishers.

Possess excellent administrative skills with technical and management experience of over 15 years, served as a part time lecturer at the Uganda Institute of information Technology (UICT), Principal Network Administrator with Kampala Capital City Authority, Presently serve as Assistant Commissioner (I.T) with the Ministry of ICT and National Guidance.

CO-OPTED BOARD MEMBERS



Mr. Oguro Benard: Represents Institutions providing Physical Sciences Education on the UBTEB Board. Benard is currently the Principal Institute of Survey and Land Management since 2014 to-date. He is a Cartographer by professional with a Master Degree in GIS from Makerere University.

Mr. Oguro Benard, grown through ranks from a Junior Officer as a cartographer at Department of Land and Survey in 2003 to Principal Institute of Survey and Land Management at Entebbe in 2014.

Mr. Ocaka Gabriel, is a Co-opted member on the UBTEB Board representing UGAPRIVI. Gabriel is the currently the Head Instructor Bobi Community Polytechnic since 2018. Gabriel current duties are to manage and providing technical/leadership in the academic and administrative programmes of the institute.

Mr. Ocaka Gabriel started as Technical Teacher at Kitgum Technical School in 2010, then later became Deputy Head Teacher Iyolwa Technical School in 2012 and to Head Instructor Bobi Community Polytechnic as the current position.



Mr. Robert Baluku: Co-opted member representing Biological Sciences Education on the UBTEB Board. Robert is the current Principal Uganda Wildlife Research and Training Institute since 2018, He provides academic leadership to the Institute, embracing the range of discipline through provision of coherent vision for research wildlife training.

Prior to joining Uganda Wildlife Training Institute in 2006, as an instructor, Robert began as Secondary School Teacher and Research assistant International at Uganda in Queen Elizabeth National Park.

Mr. Turyatamba Baingana Eddy, Co-opted member representing TAPTVIU on the UBTEB Board. Eddy is the current Principal Kiryandongo Technical Institute. His role at the institute are to manage and provide technical/leadership in the academic and administrative programmes of the institute.

Eddy, started as a Registrar at Mengo Institute of Technology in 1996, became the Deputy Principal Mengo Institute of Technology in 1998, and later to the position as Principal Kiryandongo Technical Institute.





MR. Alex Tumusiimes (CPA) is a member the UBTEB Board Audit committee. He is currently the Regional Manager Uganda National Roads Authority (UNRA). A member and fellow of Association of Certified Chartered Accountants, holds a Master's Degree in Economic Policy and Planning - Makerere University.

Alex has a wide experience of over 30 years including public sector financial Management processes and procedures, Teaching and Training in Accountancy, finance and management. He has risen ranks from Assistant Accountant for the Uganda Railways Corporation (URC) IN 1993, Accountant at new vision in 1997, and to Manager Finance while with UNRA in 2017 to date.

Mr. Robert Kamoga Tebasulwa (CPA) is a member the UBTEB Board Audit committee. Currently serving as the Manager Finance, ICPAU, a member of Institute of Chartered Public Accountants -Uganda, holder of master's degree in Accounting and Finance (MUK).

Robert has over 20 years in Audit, Accounting, Finance Management and IT leadership. He is a Board member and Treasurer to CPA SACCO Ltd, The Secretary Executive Committee of St. Anthony sub-parish in Kira.



Ms. Josephine Nakato is a member the UBTEB Board Audit committee. Nakato has over 15 years of working experience rising from the position of Care Taker Executive Director at Dwelling Places International (N.G.O) in 2002 to Branch manager, Uganda Red Cross Society, Entebbe in 2005 and the Internal Auditor Dwelling Place international (NGO) in 2010.

Mr. Walter Yorac Nono was a member the UBTEB Board Audit committee. And he is the Director, Internal Audit Directorate of Makerere University. Walter holds a Master of Science degree in Accounting and Finance from Makerere University and a Bachelor's degree in Accounting from Oxford Brookes University. A Professional Certified Public Accountant of Uganda (ICPAU), member of the Association of Chartered Certified Accountants (ACCA-UK), member of the Institute of Internal Auditors (IIA-Uganda/Global), member of the Institute of Corporate Governance of Uganda (ICGU).

Walter served as Head of Internal Audit at the National Council for Higher Education, a position he held from September 2011 to January 2018, prior to that he was the Chief Internal Auditor at Case Hospital, Audit Manager at Evlo & Company Certified Public Accountants and a supervisor at Team & Co. Certified Public Accountants. Taught Accounting, Taxation and Auditing at the National College of Business Studies (now Makerere University Business School), Uganda College of Commerce - Tororo and Bishop Barham University College in Kabale.



2.2 OPERATIONS OF THE BOARD.

Pursuant to Business, Technical Vocational Education and Training (establishment of the Uganda Business and Technical Examinations Board) regulations 2009, the Board is mandated to streamline, regulate coordinate and conduct credible National Examinations and award certificates and diplomas in Business, Technical and Vocational/specialized Education and Training in Uganda. The Board embraces Competence Based Assessment system throughout her assessment cycle. The Statutory Instruments 2009 No.9 provides the constituencies represented on the Board of 15 members and its committees.

The Board embraces best practices in its governance and may co-opt a reasonable number of experts with relevant experience to assist in accomplishing its mandate. The Board performs her functions through 9 Board committees listed below;

- Technical and Vocational Examinations Committee comprised of 6 members;
- Business examinations committee comprised of 8 members;
- Physical Sciences examinations committee composed of 7 members;
- Biological Sciences examinations committee had 7 members;
- Security examinations committee had 8 members;
- Examinations Research committee was composed of 7 members;
- Finance & Administration committee with 7 members;
- Appointments & Disciplinary committee with 6 members;
- Audit committee composed of 5 members.

2.3 SECRETARIAT MANAGEMENT.

The Board provides leadership and oversight, policy guidance and direction to the institution however the daily operations of the Board are managed by the Secretariat through its Board committees;

Mr. Onesmus Oyesigye (CPA) - Executive Secretary and Secretary to the Board

Dr. Wilfred K. Nahamya - Deputy Executive Secretary and in-charge of the Directorate of Examinations Management whose major role is to oversee that the Board's examinations are CBET oriented and administered according to the set rules and regulations so as to produce graduates demanded by the world of work.

Mr. Geoffrey Kawanguzi (CPA) - Deputy Executive Secretary and in charge of the Directorate of Finance, Human Resource and Administration with role of oversight in the development and maintenance of management systems that support effective and efficient finance, human resource, administrative support, planning, budgeting, investment, monitoring and evaluation of the corporate strategy.



Mr. Onesmus Oyesigye (CPA)
Executive Secretary and
Secretary to the Board



Dr. Wilfred K. Nahamya
Deputy Executive Secretary and
in-charge of the Directorate of
Examinations Management



Mr. Geoffrey Kawanguzi (CPA)
Deputy Executive Secretary and in-
charge of the Directorate of Finance,
Human Resource and Administration



3.0 DETAILED REPORT ON THE PERFORMANCE.

The Board's key priorities are anchored on the Ministry of Education and Sports Sector objectives which are in line with the Uganda National Development Plan (NDPIII) and Sustainable Development Goal (SDGs) 4. The Board's contribution towards the Education and Sports Sector objectives: Access and Equity; Quality and Relevance; Efficiency and Effectiveness is spelt out by the Strategic objectives of the UBTEB strategic plan 2020-2025.

UBTEB made a number of achievements contributing towards the success of education and sports sector on her key objectives. Enrolled the implementation of Continuous and final Competence based assessments in phases for Diploma and Certificate programmes ranging from Technical, Business courses, Wildlife, Land and Survey, Fisheries and Agriculture. Competence Based Assessment coordinated and managed by UBTEB considers a tripartite approach involving;

1. Continuous assessment by the training institutions through course works and Real Life Projects (training/assessment with production at the institutions and surrounding communities).
2. Assessment by the world of work through Industrial training; work-based training/assessment of day-to-day tasks under supervision of practitioners.
3. Final summative assessment by UBTEB through on-site practical assessments (testing skills and attitudes) and theoretical examinations (knowledge).

This form of assessment is one of the reforms of the TVET Policy and NRM Manifesto which envisages a paradigm shift of TVET to demand driven training and assessment. AS Indicated in the strategic plan, "TVET is the game changer in improving productivity of labour for increased competitiveness and better quality of life for all". To achieve proportion of labour force transiting into decent employment from

34.5% to 55%, government needed to enhance enrolment in TVET programs by directly funding institutions to increase enrolment. This is slowly see the government achieve the reversal of the current inverted skills triangle.

UBTEB formal examinations and assessment is all-inclusive for candidates presented by private and government aided institutions. Among the candidates assessed by UBTEB include Post Primary Education and Training (UPPET) and Post O-Level Education and Training (UPOLET). UPPET include candidates assessed in Community Polytechnics (CPCE), and UPOLET include both O-level levers assessed in National certificates and A-levels levers assessed in National Diploma courses.

Since 2018, assessment have changes due to the external and internal environmental, as such include those that are directly impacting on the performance of UBTEB and the Technical Education Sector in general. The key issues that emerged form part key interventions that are focused on by the Board. During the year under review, among the issues addressed were in the following areas:

a) Skills Assessment and Certification;

- i. Strengthen examination management by; modularising of assessment, acquisition of international certification and accreditation, and TVET Qualifications framework.
- ii. Improve the quality of assessment by retooling more assessors, Strengthen Systems (EIMS, transcript management system).

b) Partnerships and collaborations;

- i. New policies' implementation.
- ii. Working with the private sector and other key stakeholders.
- iii. Improve UBTEB visibility.

c) Institutional capacity;

- i. Strengthen resource mobilization and UBTEB facilities (Build own home, procure printery).
- ii. Strengthen Human Resource (Recruit more staff, build their capacity and improve remuneration) to handle the TVET reforms.
- iii. Strengthen Systems (ICT, financial management, records management, and monitoring performances of the Board and strategic plan implementation).

Key issues mentioned are presented among other outputs in respective four strategic objectives of the UBTEB strategic plan 2020-2025 aligned to Human Capital Development programme action implementation plan, interventions below;

1. 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.
2. Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.
3. Conduct regular Tracer studies.

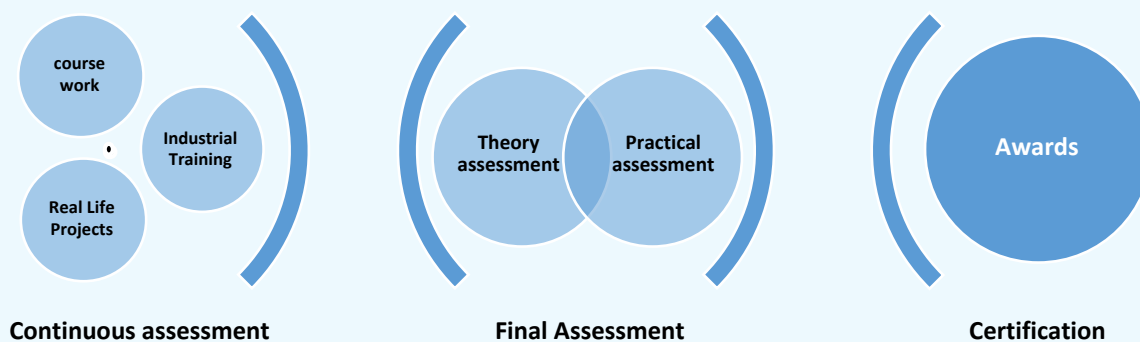
4. Equip and support all lagging primary, secondary schools and higher education institutions to meet Basic Requirements and Minimum Standards (BRMS).

These interventions were addressed under three focus areas, through four strategic objectives of the UBTEB strategic plan 2020/21-2024/25.

3.1 ENHANCE ASSESSMENT OF DEMAND DRIVEN TVET SKILLS FOR A COMPETENT AND ETHICAL WORKFORCE.

3.1.1 Demand driven Technical Vocational examinations and Assessment streamlined.

The COVID-19 pandemic that broke out in Uganda around March 2020 resulted in closure of education institutions; several examinations preparation activities and assessments were therefore postponed and done later in the subsequent years from 2021. The current Assessment framework recognizes continuous assessment and final assessment. Continuous assessment is conducted during the course of study as coursework, industrial training and Real life projects. Final assessment which include Practical and Theory as illustrated in the framework below;



Course work Assessment.

Continuous assessment is obtained from the various tasks given to the students during the training of a specified module. These are indicated by a minimum of atleast Ten (10) sub modules. The awards on these modules gradually accumulate and contribute to 30% or 40% depending on the given programme as set in the curriculum by NCDC.

Industrial Training.

Students were provided with log books where they indicated the tasks they covered at the work place. Supervisors from the training institutions and together with the supervisors at the workplace assessed the students' performance. Results were compiled and submitted to the secretariat through the training institutions. These were marked out of 100% because Industrial training contact hours are equivalent to a normal training module.

Below are some of the industrial Training sessions taken during the inspection exercise;



NCBC Trainees constructing a residential house in ROM village Karo sub county –Gulu District under the supervision of Mwaka Construction Company Limited.



Agriculture students undergoing industrial training at Tende Innovation farm.



Electrical Installation trainees at VATTRC wiring a pigsty.



Catering students at Lweza Training and Conference Centre.



Agriculture students undergoing Industrial training at HOMA farms Limited –in Omei Sub county Gulu City.



Building Construction trainees in Kajansi constructing a fountain.



Students of Ssesse farm institute attached to Rv. Dambya Farm spraying goats.



UBTEB staff interacting with Hair Dressing Students at St. Agnes Bikiira VTI-Kyotera district

During the year ended 30 June 2022, UBTEB monitored Industrial training for 10,702 trainees visited at 415 organizations. Business programmes monitored were 525 (217 males: 308 female). Industrial training as a form of continuous assessment under Competence Based Education and Training aims at analysing their practical competences in the world of work and subsequently graded as per the Board's assessment guidelines and regulations. The Board conducts monitoring exercise to quality assure the implementation of the Industrial Training processes at the various organisations as envisaged in rules on the assessment of competences and conduct of Business, Technical and Vocational Examination in Uganda, 2014.

TVET policy emphasises tripartite assessment which include Industrial Training, and is done every end of an academic year of study for all trainees undertaking programmes examined by UBTEB. Through tripartite assessment, UBTEB collaborates with different stakeholders to conduct industrial training monitoring for all its trainees attached to the different industries, construction companies, workshops and various organizations.

The attachment of students is intended to expose the trainees to working environment in the world of work, equip them with practical and hands-on

skills needed in the world of work, enable trainees interface and get exposure to the dynamics of applying theoretical knowledge to real industrial routine operations, create linkage for future job reference and to create linkage between the world of work and institutions, identify gaps in the curriculum to improve trainees' competencies so as to keep abreast with the changing demands of world of work and technological advancement.

Trainees undertake Industrial Training, to acquire hands on practical skills, as a way of transforming their knowledge into practice while observing the occupation standards and guidelines in the world of work as well as fulfilling the requirements of the board's assessment for the different specialisations.

Monitoring is achieved by verifying the placement of trainees; establishing the attendance of trainees undertaking Industrial training and ascertain their progress in the industry/World of Work; view on appropriateness and adherence to professional standards; validate the training supervision of trainees and evaluate the appropriateness of the curriculum under implementation in relation to the actual field work; and, identify training and assessment gaps in Industrial Training implementation of trainees.

Real Life Projects.

Inspection and monitoring of real-life projects: February 2022, a total of 20,143 trainees from 559 institutions participated in 1,157 value addition community projects. A total of 12 institutions participated in exhibition service projects and 62 candidates were assessed.

April/May 2019, real life projects were inspected for 79 institutions, while 71 institutions had their course work verified. Further, total of 1078 different course works were sampled and 1205 real life projects duly inspected.

Students are guided by their instructors/ lecturers to identify a problem; they discuss a list of possible alternative solutions, and come up with the most appropriate solution to the problem. They also translate the solution into a project with a tangible product to solve the problem. This product enables students apply skills and knowledge studied during that period. They conduct discussion at various stages of the project and document lessons learned, challenges, new ideas and decisions made during the project and finally make presentation at the end of the project. During the assessment of real life project the Board focused on the students' ability to; exercise team work, blend entrepreneurship, apply knowledge, demonstrate skills, and communication skills.

Exhibition service projects for April/May 2022 year 1 semester 2 examination series were conducted

with the objective of establishing the contributions made to the community and training institutions. Acquisition of practical specialization skills of technical and vocational diploma programs for April/May 2022 examination series of Year 1 Semester 2. "Product and Exhibition Service" was done during second semester of the academic year for the two-year National Diplomas in Fashion and Design and Interior Design Programs, offered at training institutions. A team of assessors comprised of experts from the world of work, instructors from training institutions and officers from UBTEB were constituted to undertake the assessment of Product and Exhibition Service in the different assessment centres.

UBTEB candidates with outstanding Real-life projects participated in Worldskills Africa Competition, Swakopmund Namibia from 23rd March to 2nd April 2022.

World Skills Uganda conducted National Skills Competitions at Nakawa vocational Training College between 2nd and 4th February, 2022. The World Skills Uganda (WSU) is an Associate Member of World Skills International since August 2019 admitted at World Skills competition in RUSSIA. In 2018 World skills competitions was launched by the First Lady and Minister of Education and Sports at UMA show grounds as an Annual event and WSU participated for the first time participated in World Skills Africa in Kigali in 2019.



Amon Baguma Welding Competitor



Kibwota Walter Building Const

NO	COMPETITORS	TRADE	INSTITUTION
1	Nyamata Cathy	Hairdressing	Victory School of Beauty
2	Kibwota Walter	Brick Laying	Minakuru Technical Institute
3	Baguma Amon	Welding	Nakawa Vocational Training College
4	Nahwera Unity	Fashion & Design	Kibatsi Technical Institute
5	Mugerwa Hussama	Restaurant Service.	Uganda Hotel and Tourism Training Institute Jinja



Nyamata Cathy Hairdressing Competitor.



Dresses made by competitors 2nd from right is for Uganda.

Final Assessment.

Practical and Theory assessment.

This assessment was administered at the end of the year and or semester depending on the programme. The test items were developed, moderated and proof read to ensure that entire curriculum is covered, and skills, knowledge and attitude are explored from a student.

The practical assessment covered a number of

skills which translated into a tangible product. The theory assessment is scenario based meant to assess the students ability to translate the knowledge and competences acquired during the course of study into workable solutions. This assessment accumulated and awarded with 60% or 70% depending on the programme as set in the curriculum.



Students undergoing practical assessments.

3.1.2 Modularization aligned with the assessment standards.

UBTEB rolled-out Modularized Assessment guidelines of which Thirteen (26%) of the programmes were modularized. These include Fabrication and Interior design; Food preparation and processing; Electrical Installation practice; Hair dressing and body therapy; Bricklaying and Concrete practice; Carpentry and Joinery; Business Studies (Accounting); Agriculture; Motor vehicle Mechanics; Garment Design and construction; Plumbing; Welding and metal fabrication; Secretarial Studies.

The agriculture modules assessed in the March 2022 examinations series were for Bukalasa Agricultural College (104 modules) and affiliated three farm institutes Ssesse Farm Institute (33 modules), Kaberamaido Technical Institute (32 modules) and Rwentanga Farm Institute (31 modules). These modules were assessed during the May 2022 examination series.

Modules under tripartite assessment were enhanced with sensitization on modular assessment conducted on 25th May 2022 to iron out the differences of attitude, perception and practice.



UBTEB rolled out modularized assessment and guidelines

3.1.3 Training of examination managers on modularization assessment.

The Board carried out routine training of examinations managers such as item developers, center supervisors and academic registrars on different aspects related to improvement of assessment processes. During the year under review, over 950 managers were oriented and subsequently engagement in management and conduct of examinations process.

3.1.4 Tripartite Assessment

UBTEB developed guidelines for constituting Technical Vocational Assessment working group, to operationalize the TVET working groups as

stipulated in the TVET policy 2019 and Human Capital Development Programme implementation Action Plan (PIAP) interventions.

TVET policy 2019 guides the implementation of the TVET reforms to achieve the employer-led TVET system. The employer-led TVET system was designed to be implemented in a tripartite manner by three categories of stakeholders; the demand side (employers/private sector) represented by the TVET council through the Sector Skills Councils (SSCs), Government represented by Ministries with a role in TVET through an Inter-Ministerial Committee and the supply side especially employees and learners from public/private training institutions and providers). To this end, in 2021/22, the Board



established a tripartite engagement by developing guidelines for constituting Technical Vocational assessment working groups comprising the sector skills council, training institutions, and the UBTEB.

Technical Vocational assessment working groups include the SSC provided in the policy and two adopted councils;

- e. *Civil and Construction fields are; Automobile mechanics, Machining and fitting, Electrical systems, Electronics technology, Fashion and design, Shoe making, and Welding and fabrication.*
- f. *Manufacturing and Production fields are Building construction, Plumbing technology, Wood technology, Painting and decoration, Water engineering, Civil engineering, and Road construction*
- g. *Agriculture fields are; Crop production, Animal production, Fisheries, Agro-forestry,*

Agri-processing and Horticulture.

- h. *Business and Humanities fields are; Accounting and auditing, Management and administration, Marketing and procurement, Journalism and communication, Social sciences, and Cosmetology.*
- i. *Land and Meteorology Management fields are; Surveying, Land Management, and Meteorology.*
- j. *Tourism and Hospitality fields are Wildlife, Tourism, Nutrition and, Institutional catering.*

Candidates registered and assessed

During the year, UBTEB registered 120,359 out of which 80149 were examined and assessed. This results into a performance of 67% of candidates assessed (Female 32% and Male 35%).

Bar Graph illustrating the candidates assessed by Gender

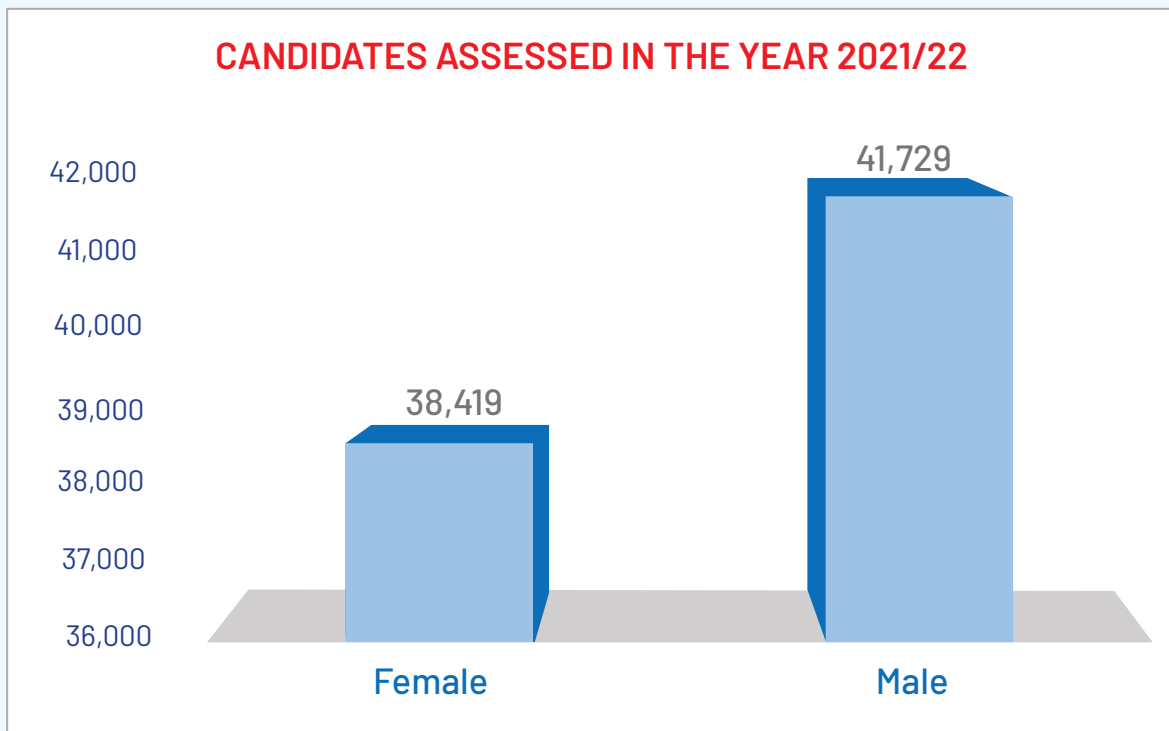


Table.1 show the candidates registered and assessed during in 2021/22.

Examination series	Category	Registered	Absent	Sat		
		Total	Total	Female	Male	Total
Nov/Dec 2021	Business	8,910	346	5,804	2,760	8,564
	Physical and Biological	1,191	20	428	743	1,171
	Technical	28,600	489	7,043	21,068	28,111
Sub-total		38,701	855	13,275	24,571	37,846
Jan-22	Business	11,683	387	6,318	4,978	11,296
	Physical and Biological	1,196	25	340	831	1,171
	Technical	3,655	55	514	3,086	3,600
Sub-total		16,534	467	7,172	8,895	16,067
March 2022 Modular	Physical and Biological	166	2	48	116	164
Sub-total		166	2	48	116	164
April/May 2022	Business	15,984	235	10,941	4,808	15,749
	Physical and Biological	3,468	124	1,221	2,123	3,344
	Technical	7,227	249	5,762	1,216	6,978
Sub-total		26,679	608	17,924	8,147	26,071
Grand Total		82,080	1,932	38,419	41,729	80,148



Release of UBTEB End of Programme Results by the Minister of Education and Sports – September 2021 at UBTEB Secretariat.



Assessment of Special Needs Education candidates.

During the year ended 30 June 2022, a total of 243 SNE candidates were assessed and provided with specialized and unique assessment arrangements such as transcribers, sign language interpreters and braille. Below is a caption SNE candidate at Nyamitanga College of commerce.

3.1.5 Credible contracted professional framework developed and staff hired

Training of Assessors

147 assessors were trained from 18th to 29th October 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. Prof Kwesiga quote, *“Without the skills of a technician, we cannot develop an Industry, and without an Industry, we cannot develop.”*

In a bid to respond to the country’s changing policy directions that calls for highly skilled professionals to help drive the country’s industrial development agenda, Uganda Business and Technical Examinations Board (UBTEB), with support from the USDP and Ministry of Education and Sports embarked on a programme to train instructors and lecturers from technical Colleges (UTCs), Colleges of Commerce (UCCs) and Technical Institutes as assessors. During the various trainings, the instructors and lecturers blend with professionals and experts from the world of work, so that they can appreciate the skills required in the industry and thus produce competent TVET graduates that can easily be absorbed in the labor market. Upon completion of training, the instructors were certified as skills assessors and verifiers of the Board’s assessment processes.

The outcome of the training included the following; enhanced capacity of assessors in employing competence based assessment (CBA) approaches to TVET delivery and assessment, linkage of TVET delivery and assessment to production realities of communities and the needs of the labor market, set a bench mark for developing comprehensive competence based assessment standards and expanding the data base for certified assessors and verifiers.

The objectives addressed included; Equipping Instructors, Lecturers and Practitioners with skills and competences in CBA for TVET Programme, developing assessment tools aligned to TVET Programme, establishing a database of certified assessors and verifiers with a blend of trainers and workers from the industry and exposing assessors of training institutions to the real work setting so as to align assessment with the needs of the world of work.

Training emphasized understanding Competence Based Assessment especially collection of evidence of learning and quality assurance in learning and assessment. Participants formed groups and selected modules from the respective programmes and presented the test items, assessment tools and evaluation criteria developed. On the 5th day, the groups formed on day 4 were attached to corresponding industries which included; Uganda Industrial Research Institute (UIRI) Agro processing, Automated Industrial Manufacturing, Welding, Industrial Equipment Maintenance and industrial electrical installation), Ministry of works (Materials and soil testing, Bridge and culvert construction, Road construction maintenance) Kaala Farm Katikamu (Crop and Livestock Production) Mantrac (Road construction equipment maintenance) Tona Uganda LTD (Domestic installation, General construction and Plumbing) among others. To carry out the assignments, each group developed an appropriate practical scoring guide containing the assessment criteria and score guide that were used while at the place of work.

Participants were carefully nominated in consultation with the heads of assessment centers and the industry to ensure that the Board creates all inclusive database of assessors who will not only up-skill trainees with skills and attitudes to work, but also create a change in the ways and modalities TVET programmes are delivered and assessed.

The emphasis was laid on the linkages between the industry, training and assessment body, while maximizing the interests, skills and experience of the practitioners/participants from the world of work. Compliance with the three tenets that are underscored by the TVET Policy of 2019. Including; making TVET learning as flexible and relevant as possible, linking TVET training and assessment with the world of work to enhance its practicability and placing the industry at the forefront of the TVET system in curricula design, delivery and assessment. Indeed it is prominent that TVET delivery and assessment will contribute immensely towards accelerating access to Education and training and improving on the quality of the learning outcomes, thus promoting the development of the Education sector and enhancing the productivity of Human capital.

Assessors trained were drawn from various specialties; Automated Manufacturing, Industrial Machine Maintenance, Industrial electrical Installation, Domestic Electrical installation, welding and fabrication, Road construction equipment maintenance, General Construction, Road construction Maintenance, plumbing, Bridge

and culvert construction, Soil and materials testing, Crop production and business management, livestock and Business management, Agro processing and ICT. The main objectives of the training were to;

- Enhancing the capacity of assessors in employing Competence Based Assessment (CBA) approaches to TVET delivery and assessment.
- Linking TVET delivery and assessment to the production realities of communities and the needs of the labor market.
- Setting a bench mark for developing comprehensive Competence Based Assessment Standards.
- Expanding the database for certified assessors and verifiers
- To equip Instructors, Lecturers and Practitioners with skills and competences in Competence Based Assessment for BTNET Programmes.
- To develop assessment tools aligned to BTNET Programmes.
- To establish a database of certified assessors and verifiers with a blend of trainers and workers from the industry.
- To expose assessors of training institutions to the real work setting so as to align assessment with the needs of the world of work.



UIRI Executive Director Prof. Charles Kwesiga, PS Ministry of Education & Sports and the UBTEB Executive Secretary during the official opening of the training



Participants from the various technical colleges & institutes and practitioners from the world of work at the opening of the training.

3.1.6 Strengthen Information Communication Technology (ICT) in assessment process.

Integration of ICT in daily operations of the Boards' work exhibited by routine staff training, consultative workshops, group projects, secretariat monthly prayer breakfast meetings and briefing of strategic partners online without crowding at the Board. These improved Board's communication through live television interviews, online Facebook and Twitter live feeds and engaged strategic partners.

Examination Information Management System is continuously reviewed and upgraded to strengthen service delivery. The Board has ensured that all test items were typed and backed-up. Complaint resolution from institutions about candidates' marks and data have been fully automated to reduce the traffic at the Secretariat. This has also reduced health risk of COVID-19 and saved public funds.

ICT improved Board's communication mechanisms. The Executive Secretary was able to conduct regular live television interviews, online Facebook and Twitter live feeds, engaged Principals and other strategic partners in a more technologically appealing style as the world currently demands.

UBTEB adopted new normal of online service delivery, e-meetings and e-conferences which reduced physical interactions. To this effect, UBTEB acquired licenced Zoom and procured

a live streaming equipment including NXCAM heavy duty video camera with stands, Video mixer (black magic), VMIX software, and audio mixer with amplifier, Microphones, Hitech Multimedia computer and other accessories. This has enabled the Board generate bigger audience online, limited physical or geographical restrictions. Hence a larger group attend proceedings without crowding the Board's facilities.

Service client charter

As part of the Board's continuous improvement on processes to serve its clients better, developed user manuals on how to access examinations results and any other candidates' bio-data online. In the same way, the heads of centres were provided with user manual/guidelines indicating the process of accessing candidates' results as well as enabling candidates to access the examinations results online.

This process of online access of results is in-line with the guidelines on e-service to curb the spread of Covid-19 and minimize overcrowding of candidates at institutions as well as limiting cross boarder travels by candidates from the neighboring countries. The Board appreciates the e-Systems model of customer services in times of Covid-19 pandemic but most importantly, aims at ensuring ultimate customer experience and service using UBTEB online platforms, pledging 24/7 customer service experience.



Consultative and dissemination meetings with Heads of Community Polytechnics on Education Policy recommendations to modularized assessment.

On 14th December 2021, UBTEB held a consultative meeting with Heads of Community Polytechnic Certificate in Agriculture (UCPA) Associations, industry, sector skills councils and TVET-O&M Department officials to have their input in the draft syllabi. The CPCA program was divided into thirteen (13) modules. These modules are designed in such a way that the trainees complete with a certificate showing the level of competences acquired at every stage of training.

The acquired skills at the end of every module enable graduates be self-reliant to either support themselves start their own Agricultural businesses or serve in gainful employment. For individuals who successfully complete all the 12 modules, are awarded Community Polytechnic Certificate in Agriculture (CPCA).

Modular Assessment Guide was created from the content in CPCA curricula which National Curriculum Development Centre (NCDC) developed and is currently being taught in institutes. The Assessment modules reveal the competences the trainees gain at every level. For instance; being able to; discover soil formation processes, carrying out soil fertility maintenance and conservation for agricultural productivity, to produce crop products for home consumption and sale, grow, manage and market trees and their products, utilize, conserve pasture, poultry and piggery opportunities.

Modules disseminated include: Soil and Water Management; Annual and perennial crops production; Specialty Crop production; Agro-Forestry; Pasture Management; Small Ruminants (Goat and Sheep Production); Cattle production; Poultry and Piggery Production; Small Farm Animals Production; Farm Structures; Farm Mechanization; Farm Management; and Agricultural Extension Services.

3.2 ENHANCE COMPETITIVENESS OF TVET GRADUATES IN THE LOCAL, REGIONAL AND INTERNATIONAL LABOR MARKETS.

3.2.1 Improved 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, means to measure and review the effectiveness of examination coordination and management which support the Board. The audit processes on quality system was concluded leading to application for the Quality Management System (QMS). Major areas for Audit included;

- *Customer Satisfaction:* on how UBTEB satisfy its customers to survive, and incorporating customer feedback into a QMS to allow the Board rebrand customer satisfaction;
- *Compliance into documentation:* measurement, reporting, and internal auditing systems to eliminate challenges of meeting key standards and regulations;
- *Organizational Culture* established, communicated, and aligned operational activities with organizational goals and priorities to creating awareness of expectations;
- *Documentation* are well defined showing critical processes and objectives.

Diagnostic study on TVET assessment bodies.

UBTEB and DIT in collaboration with SFERE kick started the process of Diagnostic study on TVET assessment. The study was funded by Government of Uganda 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 intended to enhance the UBTEB and DIT capacity to deliver high quality, demand-driven assessment.

The diagnostic study is being implemented under component 1- sub-component, "1.2 Alignment and strengthening of the Assessment System to establish the internal capacity of the DIT and UBTEB assessment bodies to suggest feasible and sustainable measures for the enhancements in quality in the following key areas: Administration and management; Quality assurance mechanisms; and Accreditation, Assessment, Certification and Awards".

The Objectives of the Project are to enhance the capacity of institutions to deliver high quality, demand-driven training programs in target sectors. The USDP, which is expected to end on August 30 2020, and given at extension to 30 December 2022 has among the major components: 1: Institutionalizing systematic reforms in Skills Development; 2: Improving Quality and Relevance of Skills Development; and 4: Project Management, Monitoring and Evaluation implemented by Ministry of Education and Sports.

The has so-far;

- Analyzed the organizational structures and administrative set-ups of the assessment bodies; including the infrastructure and asset base of the assessment bodies;
- Analysed of the accreditation mechanism for training providers and assessment Centres for BTVET programs;
- Issued a Report on Quality assurance mechanisms in preparation, conduct of

assessment and awarding/ certification of trainees;

- Given a comparative analysis between international level standards and those at the assessment bodies;
- Developed a Database on qualifications in the TVET sub sector to serve as repository of all certifications in the country;

Final Report indicating a clear end of the assignment, is expected to highlight key gaps, areas of improvement and recommendations to get there.

3.2.2 Increased participation in projects and promoting entrepreneurship.

Real life projects are emphasized for candidates to demonstrate their competences acquired over the period when pursuing their courses. However due COVID-19 pandemic, many students were not at the training institutions at the time of the monitoring exercise as some reportedly dropped out due to financial constraints.

Project assessment primarily contribute to the level of competence of the candidates at the end of their programs, and provide benefits to communities with provision of cheap labor and income generation for candidates. Many candidates were reported to have started projects that later become businesses and sustain themselves even after their school life.



UBTEB Staff interact with Agriculture Students at Delta farm Kalangala district.



Agriculture trainees at Wagaba mixed farm.

3.3 LINKAGES AND PARTNERSHIPS WITH STAKEHOLDERS FOR ACHIEVEMENT OF THE BOARD'S MANDATE PROMOTED.

3.3.1 Enhanced the role of practitioners in assessment.

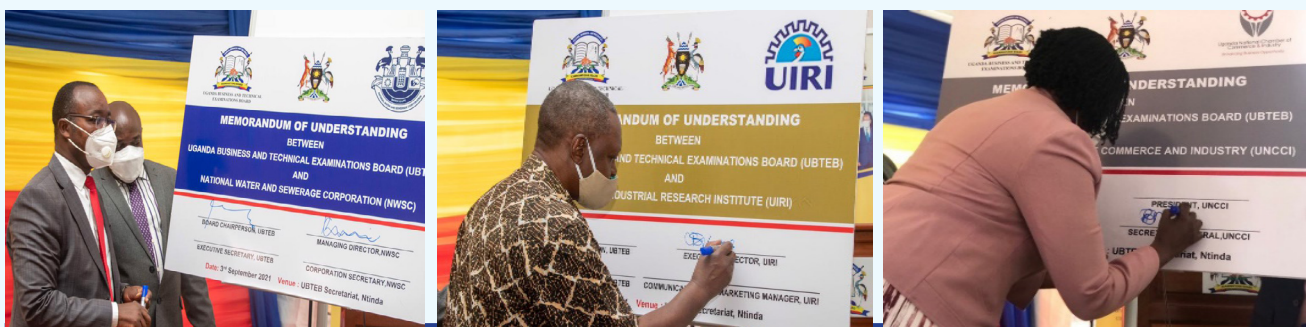
Through sensitization, UBTEB enabled TVET students to acquire industrial training opportunities in more than 165 formal and non-formal organizations for Technical and Business Diploma and certificate programs. The work-based assessment was carried out by their industry supervisors from the private and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

3.3.2 Retained existing partners and establishment of 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 (UNCCI). These were some of the recommendation of TVET policy to engage practitioners to participate in tripartite assessment.

Accordingly, linking assessment to the industry increased skilling and innovation uptake, helped TVET students secure industrial training and upgrade on knowledge acquired at TVET institutions, and improved on quality of grades and competencies.



UBTEB signed 5-year MOUs with National Water and Sewerage Corporation (NWSC), Uganda Industrial Research Institute (UIRI), Uganda National Chamber of Commerce and Industry (UNCCI).

3.3.3 Collaborations:

UBTEB maintained a collaborative partnership with the East African Association of Education Assessment; the International Vocation Education and Training Association; The Association of Education Assessment in Africa and International Education for Assessment Association.

During the year ended 30 June 2022, Technical, Entrepreneurial and Vocational Education and Training Authority TEVETA of Malawi were hosted by UBTEB from 3rd - 10th April 2022. A delegation of six arrived on 3rd April 2022 to benchmark TVET delivery, Assessment and regulation. Among the

key institutions benchmarked included; Office of the Permanent Secretary Ministry of Education and Sports, Nakawa Vocational Training College, Uganda Technical College -Bushenyi, Uganda Technical College - Kichwamba, Nyamitanga Technical Institute and Directorate of Industrial Training.

UBTEB collaborated with ISBAT to launch the skills campaign on Industrial Training and Multimedia Entrepreneurship & Employment opportunities. This is in response to the Presidential initiative of skilling the youths enable them explore new opportunities of employment and entrepreneurship in the country. ISBAT University as one of the

premium Chartered Universities in Uganda kick started a nationwide initiative in association with the Uganda Business and Technical Examination Board (UBTEB) to create awareness among the youths

on various employment and entrepreneurship opportunities in the field of Information Technology and Multimedia/Graphics industry.



Members of Education and Sports Committee of Parliament visit at UBTEB secretariat

3.4 ORGANIZATIONAL CAPACITY FOR EFFICIENT AND EFFECTIVE EXECUTION OF BOARD'S MANDATE.

3.4.1 Strengthen organizational financial accountability and sustainability.

The Board transited 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 in running of the Board's operations, 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.
- *Sub Programme:* 01 Education, Sports and Skill.
- *Sub Sub Programme:* 16 Technical and Vocational Examination Assessment and Certification.
- *Two cost centres:* 1) Examination Management; and 2) Finance, Administration and support

services. These are managed by heads of directorates supervised by the Executive Secretary as the Accounting Officer.

Strategic Plan 2021-2025 and Government of Uganda strategic interventions, are guiding the implementation of Board's mandate which are in-line with the NDPIII, the Manifesto of the ruling government, among other policies.

Timely submission of vote quarterly physical and financial performances, budget estimates and performance reports, procurement reports to MoES, Ministry of Finance Planning and Economic Development to PPDA, as per PFMA 2015.

3.4.2 Strengthen Human Resource Capacity

During the year ended 30 June 2021/22, the Board 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 82 in 2020/21 (40%) of the staff establishment of 206. The new staff are:



New Staff participated in the training.

S/N	Name	Post
	Karuhanga Innocent	Research officer.
2	Ogola David	Assessment officer agriculture (crop sciences).
3	Patience Ahimbisibwe	Assessment officer languages.
4	Namabale Samuel	Asst. Assessment officer, fashion & design.
5	Tumwesigye David	Asst. Assessment officer library & Records Mgt.
6	Wanyama Christine	Asst. Assessment officer Social Sciences.
7	Petronella Nabwire	Human resource officer.
8	Kyomugisha Judith	Records assistant.
9	Wanabuya Nick	Data Entry Clerk.
10	Nakajubi Harriet	Data Entry Clerk.
11	Muyambi Julius	Data Entry Clerk.
12	Nuwamanya Ivan	Data Entry Clerk.
13	Tayebwa Yonah	Data Entry Clerk.
14	Laban Kwikiriza	Office Assistant.
15	Tugabirwe Olivia	Office Assistant.

Induction/orientation of the new staff at UBTEB Secretariat.





3.4.3 Strengthen infrastructure development.

UBTEB commenced the construction of the Assessment Centre project located at Kyambogo plot no. M891 Kigobe Road in Kampala. The Board contracted Seyani brothers & Co. Ltd on 14th 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 14th January 2025 (duration of 36months) and estimated to cost Ugx 31.5Bn.

The following progress has been so-far made; site clearance, Bulk, foundation and retaining wall excavation, stub columns for basement parking and printer block, Raft foundation, plinth walling for office and printery blocks, casting concrete for raft foundation had commenced, columns surrounding lift area are being prepared, and supervision reports of construction works prepared for UBTEB.

The main goal of the assessment centre is to have improved productivity of labor force and competitiveness through the provision of examination and assessment facilities for UBTEB, with two outcomes: Strengthened organizational capacity for efficient and effective service delivery; and increased proportion of TVET graduates transitioning into gainful employment.

The project contributing towards two HCD programme result areas, which are: Increased proportion of labor force transitioning into decent employment from 34.5 percent to 55 percent; through the improvement in efficiency and effectiveness of assessment, award and certification processes. A better assessment environment will give more competitiveness of TVET graduates in local and foreign labor markets. It will also create more entrepreneurs and innovators than job seekers.

Increased percentage of employers satisfied with the training provided by the TVET institutions from 40 percent to 65 percent; through tripartite assessment with the training institutions and the world of work. The project thus seeks to provide UBTEB with better assessment coordination and hence collaboration with training institutions and employers to adopt the internationally recommended assessment and results processing criteria.

The project also contributes to other NDP III program strategic interventions which include; *Public Sector Transformation Strategy 4*; Re-engineering, automating and integrating business processes to improve efficiency, reduce process turnaround time and hence improved client satisfaction and Transforming the public service culture from process focused and soloed to results focused, client centered, collaborative and innovative to address the challenges of Public Sector policy lags; by pursuing shared service initiatives at the UBTEB Assessment Centre such as, single internet network, secure parking, office space, conference facilities among others.

Digital Transformation; Process re-engineering and automation of end-to-end government business and service delivery by setting up facilities such as Information desk, ICT laboratories, Libraries, Examinations Information Management System server rooms among others.

Ground breaking of the UBTEB assessment centre was officiated by Minister of State for General Duties on 23rd March 2022. By the end of the reporting period Ugx 3.6Bn had been cleared and have so-far made the following progress; site clearance, Bulk, foundation and retaining wall excavation, stub columns for basement parking and printer block, Raft foundation, plinth walling for office and printery blocks, casting concrete for raft foundation had commenced, columns surrounding lift area are being prepared, and supervision reports of construction works prepared for UBTEB.

Summary of progress on works.

No.	Description	Overall planned progress	Overall actual progress
1	Overall progress	15.9%	11.5%
2	Main office Block	11.5%	4.5%
3	Printery Block	9.2%	3.7%
4	Site visits & meetings.	4	4

Development activities carried out during the year ended 30 June 2022





Two Double cabin pick-up trucks procured for transportation of examinations materials.



Some of the examinations storage containers at the UBTEB site.

3.4.4 Strengthen governance processes and Corporate Visibility.

UBTEB@10 milestone were crowned with a ground

breaking of the UBTEB assessment centre by Minister of State for General Duties on 23rd March 2022.



The celebrations created awareness on UBTEB achievements over the 10 years; communicated UBTEB strategic direction; exhibited UBTEB product and created visibility of the UBTEB Brand, and advocated for TVET Competence Based Assessment for production of quality graduates with market relevant skills.

UBTEB celebration of the 10 years Anniversary were launched at Mestil Hotel and subsequently convened a conference on 23rd March 2022 under theme, "Competence Based Assessment for competitive labour force and economic development" at Hotel Africana – Kampala, Uganda. 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.

- Sub-theme I: "Integrating 21st Century Skills in School Based Assessment.
- Sub-theme II: "Competence Based Training in the World of Work".
- Subtheme III: Skills Assessment amidst COVID-19 Pandemic.

Exhibition attracted a number of institutions, world of work and the students. Tangible products were made during the exhibition. Below are some of the sampled stalls made at the exhibition site;



Rwentanga Farm Institute at the exhibition during UBTEB @10anniversary celebrations held at Hotel Africana on 23rd March 2022, on the Right - The 2nd Deputy Prime Minister Hon. Justine Kasule Lumumba.

Approved policies guiding the implementation of the Mandate of the Board.

Board discussed and passed among other documents; the guidelines for constituting and operationalization of Technical Vocational Assessment Working Groups, the Audit Charter and the Clients Service Charter.

UBTEB as the TVET assessment body developed guidelines for constituting Technical Vocational Assessment working group, to operationalize the TVET working groups as stipulated in the TVET policy 2019 and Human Capital Development Programme implementation Action Plan interventions. TVET policy was approved by cabinet in 2019 to guide the implementation of the TVET reforms to achieve an employer-led TVET system. The employer-led TVET system will be run in a tripartite manner by three categories of stakeholders; the demand side (employers/private sector) represented by the TVET council through the Sector Skills Councils (SSCs), Government represented by Ministries with a role in TVET through an Inter-Ministerial Committee and the supply side especially employees and learners from public/private training institutions and providers). To this end, in 2021/22, the Board established a tripartite engagement by constituting Technical Vocational assessment working groups comprising the Sector skills council, training institutions, and the UBTEB.

- **Client Service Charter** exhibited good practices recommended in the New Public Management. The charter outline what UBTEB does, how to contact and communicate with the Board, standard of service clients, rights and responsibilities of client, and the complaint management process.

The charter has enabled the UBTEB;

- To effectively respond to all complaints sent online, social media, phone call in line with our performance standard.
 - Guided on strict working hour by ensuring office open at 8:00am up to 5:00pm Monday to Friday.
 - 10 days requirement to have the equating certificates issued by foreign examination bodies with qualifications awarded by UBTEB, among others.
- **Audit charter** Quarterly Internal Audit and Risk management reports submitted to Auditor general; Audits provided independent, objective assurance services which add value and 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.



3.4.5 Integration of cross-cutting issues

- a) Special needs education and gender inclusiveness: 62 SNE candidates (Male: 43; Female: 19) were registered and assessed during Jan-March 2022 examinations. 15 of those were provided assisting devices and support personnel.
- b) COVID-19: Maintained SOPs through providing staff with face masks and sanitizers. Candidates' registration is fully online to avoid congestion of guests at Secretariat.
- c) HIV/AIDs: Sensitization of staff on effects of stigmatization of HIV patients; provided workplace safety precautions e.g. condoms and testing kits.
- d) Environment: Continuous evaluation and assessment of construction project on the environment.



4.0 KEY OUTPUT INDICATORS ACHIEVED DURING THE YEAR AS ALIGNED TO HUMAN CAPITAL DEVELOPMENT PROGRAMME IMPLEMENTATION ACTION PLAN.

NDPIII Interventions	Indicators	Planned Outputs	Achieved Outputs
		2021/22	2021/22
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.	Number of candidates assessed and examined.	106,000	80,148 (F 38,419; M41,729)
	Number of candidates issued certificates.	35000	20761
Roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.	% Modularized assessment programmes.	20%	26% (13 assessment programmes modularized)
Conduct regular Tracer studies.	Tracer study report.	Not planned	Nil
Equip and support all lagging primary, secondary schools and higher education institutions to meet Basic Requirements and Minimum Standards (BRMS).	Internationally accredited.	Not planned	Nil
		65%	65%
	% Credible professionals) contracted professionals hired from examinations database.	240	Trained 478 professionals' engaged in the assessments activities of the Board including registrars and directors of studies.
	TVET qualification data base reviewed/ developed.	1	1(updated continuously)
	1 Annual and quarterly Financial Reports, IFMS, Audit and Risk management reports.	4	4
	Developed MPS, BFP, prepared Quarterly financial and physical performance reports.	4	4



NDPIII Interventions	Indicators	Planned Outputs	Achieved Outputs
		2021/22	2021/22
	Recruitment plan and staff welfare paid.	97	97
	Strategic plan developed and monitored report.	1 (affirmed by NPA)	1
	Vote performance reviewed reports.	4	4
	Asset register management report.	1	1
	Assessment centre Construction and secretariat equipped.	1	12% completion
	Retooling of UBTEB	2 Double cabin pickups 1 office printer 10 containers Assorted equipment	2 Double cabin pickups 1 office printer 12 containers Assorted equipment



5.0 FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30TH JUNE 2022.

5.1 REPORT OF THE AUDITOR GENERAL ON THE FINANCIAL STATEMENTS OF UBTEB FOR THE FY ENDED 30TH JUNE 2022

REPORT OF THE AUDITOR GENERAL ON THE FINANCIAL STATEMENTS OF UGANDA BUSINESS & TECHNICAL EXAMINATIONS BOARD FOR THE FINANCIAL YEAR ENDED 30TH JUNE, 2022

THE RT. HON. SPEAKER OF PARLIAMENT

Opinion

I have audited the accompanying financial statements of Uganda Business & Technical Examinations Board (UBTEB) for the year ended 30th, June 2022 which comprise the Statement of Financial Position as at 30th June 2022, the Statement of Financial Performance, Statement of Changes in Equity and Statement of Cash Flows together with other accompanying statements for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the financial statements of Uganda Business & Technical Examinations Board for the financial year ended 30th June 2022 are prepared, in all material respects, in accordance with Section 51 of the Public Finance Management Act, 2015 and the Financial Reporting Guide, 2018.

Basis for Opinion

I conducted my audit in accordance with International Standards of Supreme Audit Institutions (ISSAIs). My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements Section of my report. I am independent of the Board in accordance with the Constitution of the Republic of Uganda 1995 (as amended), the National Audit Act, 2008, the International Organization of Supreme Audit Institutions (INTOSAI) Code of Ethics, the International Ethics Standards Board for Accountants (IESBA) Code of Ethics for Professional Accountants (Parts A and B) and other independence requirements applicable to performing audits of Financial Statements in Uganda. I have fulfilled my other ethical responsibilities in accordance with the IESBA Code, and in accordance with other ethical requirements applicable to performing audits in Uganda. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.



5.2. STATEMENT OF FINANCIAL PERFORMANCE FOR YEAR ENDED 30TH JUNE 2022.

	Note	Actual 30 th June 2022 (Shs)	Actual 30 th June 2021 (Shs)
OPERATING REVENUE			
Transfers received from Treasury	7.1	31,880,891,208	-
Transfers received from Other Government units	7.2	1,034,030,500	-
Non-Tax Revenue	7.3	3,787,031,311	-
Total Operating Revenue		36,701,953,019	-
OPERATING EXPENSES			-
Employee costs	7.4	7,633,394,969	-
Goods and services consumed	7.5	16,411,635,975	-
Consumption of property, plant & equipment	7.6	4,511,675,472	-
Other operating expenses		-	-
Total operating expenses		28,556,706,416	-
Excess of revenue over expenditure from operating activities		8,145,246,603	-
Bad debts expense		-	-
Excess of Revenue over expenditure for the year		8,145,246,603	-

Onesmus Oyesigye (CPA)
Executive Secretary

Dr. Eng. Silver Mugisha
Chairperson UBTEB

Date:



5.3. STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2022.

	Notes	Actual 30 th June 2022 (Shs)	Actual 30 th June 2021 (Shs)
ASSETS			
Cash and cash equivalents	7.7	2,911,215,886	-
Receivables	7.8	1,499,991,212	-
Investments		-	-
Total Assets		4,411,207,098	-
LIABILITIES			
Payables		-	-
Total Liabilities		-	-
Net assets (liabilities)		4,411,207,098	-
REPRESENTED BY:-			
Net Worth	7.9	4,411,207,098	-

Onesmus Oyesigye (CPA)
Executive Secretary

Dr. Eng. Silver Mugisha
Chairperson UBTEB

Date:



5.4. STATEMENT OF CHANGES IN EQUITY (NET WORTH)

	Notes	Actual 30 th June 2022 (Shs)	Actual 30 th June 2021 (Shs)
At 1 July - Net worth Last Year (B/F)		-	-
Less: Transfers to the UCF account		-	-
+/- Balance sheet adjustments	7.9	(3,734,039,505)	-
Revaluation reserves		-	-
Add: Excess of revenue over expenditure for the Year		8,145,246,603	-
Closing Net Financial Worth		4,411,207,098	-

5.5. CASH FLOW STATEMENT FOR THE YEAR ENDED 30TH JUNE 2022.

	Actual 30 th June 2022 (Shs)	Actual 30 th June 2021 (Shs)
CASH FLOWS FROM OPERATING ACTIVITIES		
Revenue from Operating activities (<i>see below</i>)	35,201,961,807	-
PAYMENTS FOR OPERATING EXPENSES:		-
Employee costs	7,633,394,969	-
Goods and services consumed	16,411,635,975	-
Net Advances paid	-	-
Domestic arrears paid during the year	4,090,584,450	-
Deposits paid	-	-
Total payments for operating activities	28,135,615,394	-
Net cash inflows/(outflows) from operating activities	7,066,346,413	-
CASH FLOWS FROM INVESTING ACTIVITIES		-
Purchase of property, plant and equipment	4,511,675,472	-
Purchase of non-produced assets	-	-
Net cash inflows/(outflows) from investing activities	4,511,675,472	-
CASH FLOWS FROM FINANCING ACTIVITIES		-
Proceeds from external borrowings	-	-
Net cash flows from financing activities	-	-
Net increase (decrease) in cash and cash equivalents	2,554,670,941	-



6.0 CHALLENGES AND RECOMMENDATIONS

Challenges:	Recommendations:
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.
d) Understaffing and limited office space.	<ul style="list-style-type: none"> • 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. • Continuous training and retooling of Instructors, assessors practitioners in the world of work on handling modularised competence Based assessment. Establishing of field coordination centers in different regions to improve efficiency of assessment activities.
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.	Advocate for national policy on promotion of work-based learning, coordinating and regulating Industrial Training/ internship. Carry out a tracer study to ascertain employability of TVET graduates in the industry.



Challenges:	Recommendations:
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.



7.0 NOTES TO THE FINANCIAL STATEMENTS

A. ACCOUNTING POLICIES

These are the specific principles, bases, conventions, rules and practices adopted by the Government of the Republic of Uganda in preparing and presenting the financial statements. The principal accounting policies adopted in the preparation of these financial statements are set out below. These policies have been consistently applied in all material aspects unless otherwise stated.

(i) General Information

As required by Sections 50(1) and 51(1) of the Public Finance Management Act, 2015, each vote shall prepare financial statements and submit a copy to the Accountant General. The Annual Accounts shall be submitted for Audit to the Auditor General.

(ii) The Consolidated Fund

Is the Consolidated Fund as established by the Article 153 of the Constitution of the Republic of Uganda. As provided by Section 30 of the Public Finance Management Act, 2015 (the Act), it is the Fund into which all revenues or other money raised or received for the purpose of the Government shall be paid. Except for receivables into another public fund established for a special purpose (for example the Petroleum Fund) where this is authorized by an Act of Parliament, or where a vote, state enterprise or public corporation shall retain revenue collected or received as authorized through an appropriation by Parliament or is a monetary grant exempted under Section 44 of the ACT.

Withdrawals from the Consolidated Fund shall only be done upon the authority of a warrant of expenditure issued by the Minister of Finance to the Accountant General after a grant of credit has been issued to the Minister by the Auditor General in the first instance. The withdrawal can be effected only when: (a) the expenditure has been authorized by an Appropriation Act or a Supplementary Appropriation Act; (b) is a statutory expenditure; (c) for repaying funds received in error by the Consolidated Fund; (d) and for paying

sums required for an advance, refund, rebate or drawback that are provided for in this and other Act of Parliament.

(iii) Classified expenditures

Classified expenditures are included under supply of goods and services in the Statement of Financial Performance, and are audited separately. The funds appropriated for classified expenditure shall only be used for defence and national security purposes. A committee of Parliament comprising the chairpersons of the committees responsible for budget; defense and internal affairs; and another member appointed by the Speaker will be responsible for scrutiny of classified expenditure budget.

(iv) Basis of preparation of financial statements

The financial statements have been prepared in accordance with the requirements of the Public Finance Management Act, 2015 [the Act] and comply with generally accepted accounting principles. The Financial Statements have been prepared using the modified accrual basis of accounting. The modified accrual basis of accounting recognizes revenue when earned with the exception of revenue from taxes and grants that is recognised when received. Expenses are recognised when incurred resulting into recognition of payables in the statement of financial position. All non-current assets with the exception of non-produced assets are expensed 100% in the year of acquisition in the statement of financial performance.

(v) Going concern consideration

The financial statements have been prepared on a going concern basis.

(vi) Presentation currency

The reporting and presentation currency is the Uganda Shilling (Shs), which is the functional currency of the Republic of Uganda. Items included in the financial statements are measured in the currency of the primary economic environment in which the entity operates.



(vii) Reporting Period

The reporting period for these financial statements is from 1 July 2021 to the next 31 December 2022. Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format in the current year's financial statements.

(viii) Appropriation

The initial approved budget is the original forecast as presented and approved by Parliament. A revised budget is the initial approved budget adjusted by a supplementary and reallocations/ virements.

(ix) Revenue

Revenue represents cash and grants in kind received by the entity during the financial year and comprise; tax and non-tax revenue, transfers received from Treasury, transfers from the Contingency Fund and transfers received from other government units. Revenues are recognized as follows;

(x) Tax revenues

Taxes are levied with the authority of Parliament subject to Article 152 of the Constitution of the Republic of Uganda. Payment of tax does not necessarily result into an entitlement to the taxpayer to receive equivalent value of services or benefits. All tax revenues are recognised when received.

(xi) External Assistance

Grants are received by the entity either as cash or in-kind from foreign governments (bilateral) or from international Organizations (multi-lateral). All grants (aid assistance) are recognized as income when received. In-kind receipts (donations) are recognized at fair value when received.

(xii) Transfers received from Treasury

Transfers received include; transfers received from the Consolidated Fund, and transfers received from other government units. All transfers are recognized when received by the Accounting Officers.

(xiii) Transfers from other government units

Comprise funds appropriated under one vote but transferred to another vote for execution of the intended activities of the former. These might include road maintenance funds from the Road fund, immunization funds from Ministry of health among others. These funds are recognised when received.

(xiv) Non-Tax Revenue

Non-Tax Revenue (NTR) refers to all revenue due to government that is not tax revenue. Examples include proceeds from sale of designated goods and services, hire of assets, interest/gains associated from ownership of shares and fines/ penalties. NTR whether directly collected by the entity or collected by another on its behalf is recognised when revenue is earned. NTR earned but not received is reported in the statement of Financial Position as receivables.

(xv) Expenses

Generally, expenditure is recognized when it is incurred. Qualifying unsettled expenditure is recognised in the Statement of Financial position as payables. Payments of pension to existing retirees are recognized in the statement of financial performance and any arrears on such payments recognised in the statement of financial position. Pension liability for non- retirees is neither recognised nor disclosed in the financial statements.

(xvi) Property, Plant and Equipment (physical assets or fixed assets)

Property, plant and equipment (PPE) principally comprises buildings, dams, roads and highways, hydropower stations, plant, vehicles, equipment, and any other infrastructure assets but does not include land and regenerative natural resources such as forests and mineral resources.

Acquisitions of PPE are recorded in the asset register on receipt of the item at cost and expensed fully through the Statement of Financial Performance. Cost of the item is defined as the total cost of acquisition. Where the cost of the PPE cannot be determined accurately, the PPE is stated at fair value. Subsequent repairs and maintenance

costs of PPE are also expensed as goods and services consumed in the Statement of Financial Performance.

Proceeds from disposal of property, plant and equipment are recognized as non-tax revenue in the period in which it is received.

(xvii) Translation of transactions in foreign currency

Foreign currency transactions are translated into Uganda Shillings using the exchange rates prevailing at the dates of the transactions (spot rates). These result into realized gains/losses which are recognized in the Statement of Financial Performance. Foreign currency assets and liabilities held by the entity at year-end are translated into Uganda Shillings using the period closing rate for reporting purposes resulting into unrealized gains/losses. The unrealized gains/losses are recognized in the statement of changes in Equity through the revaluation reserve.

Revaluation Gains/Losses

Unrealized gains or losses arising from changes in the value of investments, marketable securities held for investment purposes, and from changes in the values of property, plant and equipments are not recognized in the financial statements.

(xviii) Cash and cash equivalents

Cash and cash equivalents are carried in the balance sheet at cost. For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held at call with banks, other short-term highly liquid investments, and bank overdrafts.

(xix) Unspent cash balances

In accordance with the requirement of the Public Finance Management Act, 2015, unspent cash balances by Government entities at the end of the financial year are returned through the Single Treasury Account (TSA) to the Consolidated Fund. With the commencement of the TSA, votes fully operational on IFMS no longer have unspent cash balances for Transfers received by MALGs from the Treasury.

Escrow Account balances are to be recognized in the Financial Position of the responsible entity and expensed through the Financial Performance in the period when funds are utilized.

(xx) Receivables

(a) Accrued Non Tax Revenue and Advances

Receivables include revenue earned but not collected and advances not retired by the reporting date. These are carried at historical cost and are written down by recovered receipts or write-off of unrecoverable amounts (bad debts are written-off with the approval of Parliament, when identified in the Statement of Changes in Equity).

(b) Letters of credit

Procurement of goods and services through letters of credit which are cash covered are recognized in the statement of appropriation when the letter of credit is opened. Outstanding letters of credit at period-end are treated as receivable and expensed through the Statement of Financial Performance in the period when the goods and services are delivered.

(c) Other Receivables

These include expenditure paid for but not consumed during the financial year. Examples include rent expenditure paid for the period crossing financial years.

(xxi) Inventories

Comprise consumable supplies and goods purchased for resale. All inventories are expensed in the period in which they are acquired.

(xxii) Investment properties

Investment property principally comprises land, office, commercial and residential buildings, and other physical assets, which is held for long-term rental income and is not occupied internally. Investment property is treated as a long-term investment and is carried at cost. Investment properties are currently not recognised in the financial statements.



(xxiii) Investments

Investments are classified into three groups, namely: investments held for trading; investments held-to-maturity; and investments available-for-sale.

Investments that are acquired principally for the purposes of generating profit from short-term fluctuations in price are classified as "trading investments", and are, therefore, current assets and are treated as monetary assets.

Investments with fixed maturities and there is an intention and ability to hold them to maturity dates are classified as "Investments held-to-maturity", and are, therefore, non-current assets, and are treated as non-monetary assets.

Investments intended to be held for an indefinite period of time, which may be sold in response to liquidity needs or changes in interest rates, are classified as "investments available-for-sale", and are therefore non-current assets and regarded as non-monetary assets. However, if there is an expressed intention to sell these within 12 months, then these are treated as current assets and are monetary assets.

Appropriate classification of investments at the time of purchase and re-evaluation of such designation are carried out on a regular basis but any resulting reclassifications are rare and cannot be made from "trading investments" to "investments held to maturity"

All investments in the balance sheet are carried at historical cost. Non-financial assets are measured at net worth. For investments quoted in foreign currency, the historical cost is translated at the closing rate.

(xxiv) Projects expenditure

Government projects are a series of undertakings of a reporting entity with specific objectives and a defined time frame and could be either: (a) fully funded by a Government; (b) jointly funded by Government and a development partner; (c) fully funded by a development partner through either budget support or project support; and (d) fully funded by development partner through provision

of physical items rather than funds.

Fully or partly Government funded project expenditure is recognized in the statement of financial performance of the reporting entity to the extent of funding received from Government. Project expenditure that is not recognised is disclosed in the statement/schedule of project/subvention balances.

(xxv) Borrowings

Borrowings are initially recorded in the Statement of Financial Position [the balance sheet] at cost net of any transaction costs paid.

Interest expense and any other expense on borrowings are recognized in the Statement of Financial Performance when they fall due.

(xxvi) Employee benefits

Employee benefits include salaries, and other related-employment costs. Employee benefits are recognized when incurred. No provision is made for accrued leave or reimbursable duty allowances.

(xxvii) Contingent liabilities and assets

Contingent liabilities are disclosed in a memorandum statement (Statement of Contingent liabilities) of the entity when it's probable that an outflow of economic benefits or service potential will flow from the entity or when an outflow of economic benefits or service potential is probable but cannot be measured reliably. Contingent liabilities comprise government guarantees issued, court awards that have been appealed by the Attorney General, those arising from Public Private Partnerships (PPPs) etc. Non quantifiable contingent liabilities are disclosed in the memorandum statement of Non-quantifiable contingent liabilities. Contingent assets are neither recognized nor disclosed.

(xxviii) Outstanding Commitments

Commitments include operating and capital commitments arising from non-cancelable contractual or statutory obligations. Loan interest due but not paid is recognised in the Statement of Financial Position. The loan interest not yet due for payment is not recognised but disclosed. Outstanding commitments relating to non-

cancelable contractual or statutory obligation where goods have been delivered or service provided are included in the statement of financial position as payables and in the Statement of Outstanding Commitments to the extent of the appropriation.

(xxix) Public Private Partnerships

Any investment by the Government in a Public Private Partnership may be through a joint venture or as an associate or as a major shareholder. Except for the latter, these are accounted for as investments whether held for trading purposes or otherwise. The financial statements in that case are consolidated as if the other entity is a controlled

entity in accordance with IPSAS 38.

In other instances where the Government provides certain guarantees which could crystalize and result into an outflow of resources, the guarantees are quantified and disclosed in the memorandum Statement of Contingent Liabilities. The amounts disclosed as part of contingent liabilities represent the most likely outflow of resources should certain events crystalize which are assessed annually. If the events crystalize, the amounts become payables through the Statement of Financial Performance and Statement of Financial Position on an accrual basis

7.1. TRANSFERS RECEIVED FROM THE TREASURY – CONSOLIDATED FUND.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Transfers from the Treasury – (Current & Capital)	31,880,891,208	-
Total Transfers	31,880,891,208	-

7.2. TRANSFERS RECEIVED FROM OTHER GOVERNMENT UNITS.

Comprise funds appropriated under one vote but transferred to another vote for execution of the intended activities. For instance road maintenance funds, grants recognized by treasury but transferred to other executing MALGS.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Transfers received from other Gov't Units – Current (Name of the Government unit)	1,034,030,500	-
Total	1,034,030,500	-

7.3. NON-TAX REVENUES.

Comprise non-tax revenues from exchange transactions collected during the year as follows

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Sale of goods and services	-	-
Administrative fees and licenses	3,787,031,311	-
Other fines and Penalties	-	-
Total Non-Tax Revenue	3,787,031,311	-



7.4. EMPLOYEE COSTS.

Employee costs principally comprise.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Wages and salaries	5,939,313,427	-
Social contributions	677,783,757	-
Other employment costs	1,016,297,785	-
Total employee costs.	7,633,394,969	-

7.5. GOODS AND SERVICES.

Expenditure on goods and services during the year principally comprise the following:

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
General expenses	1,753,019,119	-
Communications	152,181,489	-
Utility and property expenses	510,213,880	-
Supplies and services	2,170,881,419	-
Professional services	11,281,298,893	-
Insurances and licenses	17,871,386	-
Travel and transport	368,864,867	-
Maintenance	157,304,922	-
Total cost of goods and services	16,411,635,975	-

7.6. CONSUMPTION OF PROPERTY, PLANT AND EQUIPMENT (FIXED ASSETS).

As explained in accounting policy (xii), property, plant and equipment (physical assets) are expensed in the year of purchase i.e. they are fully expensed in the year of purchase using the cash basis of accounting.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Non Residential buildings	3,915,204,679	-
Transport equipment-	351,996,191	-
Furniture and fittings	8,700,000	-
Other fixed assets	235,774,602	-
Total value of property, plant and equipment expensed	4,511,675,472	-



7.7. CASH AND CASH EQUIVALENTS.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Domestic		
Collection accounts	2,911,215,886	-
Total cash and bank balances	2,911,215,886	-

Any over drafts should be included under the respective bank accounts

7.8. NET RECEIVABLES.

	30 th June 2022 (Shs)	30 th June 2021 (Shs)
Domestic		
Accrued Revenue	1,499,991,212	-
Total domestic receivables	1,499,991,212	-

7.9. ADJUSTMENTS TO RESERVES.

This includes adjustments made on assets (cash and cash equivalents, receivables, investments, investment properties, non-produced assets) and liabilities (borrowings, payables, deposits received, pension and gratuity liabilities).

	Notes	Opening balance 1 st July 2021	Adjustments to the opening balance	Recovery or payments towards the opening balance Shs	Net asset or liability incurred/ acquired during the year Shs	Closing balance 30 th June 2022
Assets						
Cash and Cash equivalents	7	-	356,544,945	-	2,554,670,941	2,911,215,886
Receivables	8	-	-	-	1,499,991,212	1,499,991,212
Liabilities		-	-	-	-	-
Payables		-	(4,090,584,450)	(4,090,584,450)	-	-
Total		-	(3,734,039,505)	(4,090,584,450)	4,054,662,153	4,411,207,098



ANNEXTURE

ANNEX 1. MODULES FOR AGRICULTURAL PROGRAMS.

Modules for Diploma in Agri-Processing and Business Management.

1	DAPB 111	Introduction to Food Science
2	DAPB 112	Principles of Nutrition
3	DABM 113	Record Keeping
4	DAPB 113	Introduction to Fruit and Vegetable Production
5	DABM 114	Post-Harvest Management
6	DAPB 114	Introduction to Food Processing
7	DAPB 115	Fruit and Vegetable Processing
8	DABM 111	Farm Practice I
9	DLPB 113	Introduction to Animal Production
10	DABM 121	Management of Farm Infrastructure, Tools and Machinery I
11	DLPB 116	Animal Feed and Nutrition Management
12	DABM 122	ICT and Digital Literacy I
13	DABM 123	ICT and Digital Literacy II
14	DAPB 121	Cereal and Grain Processing
15	DAPB 122	Quality Assurance
16	DAPB 123	Food Safety and Traceability
17	DLPB 122	Feed Production and Feed Mill Management
18	DABM 228	Farm Practice II
19	IDT 131	Work Placement (June-July)
20	DAPB 211	Dairy Processing
21	DAPB 212	Packaging and Labelling
22	DABM 211	Waste Management
23	DAPB 213	Product Development I
24	DAPB 214	Product Development II
25	DABM 212	Management of Farm Infrastructure, Tools and Machinery II
26	DABM 213	Agricultural Extension
27	DABM 214	Workplace Ethics, Employment Skills and Communication
28	DABM 224	Business Project I (Establish Viable Business Enterprise)
29	DABM 221	Business Development and Management I
30	DABM 222	Product Marketing and Selling
31	DABM 223	Business Development and Management II
32	DABM 225	Business Project II (Assess Performance of Business)
33	DABM 226	Applied Accounting & Taxation
34	DABM 227	Human Resource Management
35	DABM 112	Climate Change and Environment Management



Modules for Certificate in Agri-Processing and Business Management

1	CAPB 111	Basics of Food Science
2	CAPB 112	Basics of Nutrition
3	CAPB 113	Introduction to Fruit and Vegetable Production
4	CAPB 114	Post-Harvest Handling and Value Addition of Fruits and Vegetables
5	CABM 111	Farm Practice I (Fruit and Vegetable)
6	CABM 121	Business Development and Management I
7	CABM 122	ICT and Digital Literacy I
8	CAPB 121	Introduction to Food Processing
9	CAPB 122	Fruit and Vegetable Processing
10	CABM 123	Management of Farm Infrastructure, Tools and Machinery I
11	CAPB 131	Introduction to Animal Production
12	CAPB 132	Animal Feed and Nutrition Management
13	CABM 131	ICT and Digital Literacy II
14	CABM 132	Business Development and Management II
15	CABM 133	Farm Practice II (Dairy Production)
16	CAPB 211	Dairy Processing
17	CABM 211	Product Marketing and Selling
18	CABM 212	Record Keeping
19	CABM 213	Waste Management
20	CABM 214	Management of Farm Infrastructure, Tools and Machinery II
21	IDT 131	Work Placement
22	CAPB 221	Cereal and Grain Processing
23	CABM 221	Business Project I (Establish Viable Business Enterprise)
24	CABM 222	Climate Change and Environment Management
25	CABM 223	Workplace Ethics, Employment Skills and Communication
26	CABM 224	Farm Practice III (Cereals and Grain Processing)
27	CABM 231	Feed Production
28	CAPB 232	Animal Feed and Nutrition Management
29	CABM 234	Business Project II (Assess Performance of Business)
30	CABM 235	Applied Accounting



Modules for diploma in livestock production and business management.

1	DLPB 111	Anatomy and Physiology of Farm Animals
2	DLPB 112	Animal Selection for Genetic Improvement
3	DLPB 113	Introduction to Animal Production
4	DLPB 114	Dairy Production I
5	DLPB 115	Dairy Production II
6	DLPB 116	Animal Feed and Nutrition Management
7	DLPB 117	Introduction to Herd Health, Disease Investigation, Prevention and Control
8	DABM 121	Management of Farm Infrastructure, Tools and Machinery I
9	DABM 122	ICT and Digital Literacy I
10	DABM 111	Farm Practices I
11	DLPB 121	Poultry Production
12	DLPB 123	Veterinary Parasitology
13	DLPB 124	Animal Reproduction and Young Stock Management
14	DABM 123	ICT and Digital Literacy II
15	DABM 214	Workplace Ethics, Employment Skills and Communication
16	DABM 213	Agricultural Extension
17	DABM 113	Record Keeping
18	DABM 228	Farm Practices II
19	IDT 131	Work Placement (June-July)
20	DLPB 211	Swine Production
21	DLPB 212	Veterinary Pharmacology and Toxicology
22	DLPB 213	Livestock Diseases
23	DLPB 214	Animal Movement, Transportation and Welfare
24	DLPB 215	Veterinary Public Health
25	DABM 211	Waste Management
26	DABM 212	Management of Farm Infrastructure, Tools and Machinery II
27	DABM 114	Post-Harvest Management
28	DABM 224	Business Project I (Establish Viable Business Idea)
29	DLPB 221	Primary Processing of Animal Products
30	DABM 221	Business Development and Management I
31	DABM 222	Product Marketing and Selling
32	DABM 226	Applied Accounting and Taxation
33	DABM 223	Business Development and Management II
34	DABM 227	Human Resource Management
35	DABM 112	Climate Change and Environment Management
36	DABM 225	Business Project II (Assess Performance of Business)



Modules for certificate in livestock production and business management.

1	CLPB 111	Basic Anatomy and Physiology of Farm Animals
2	CLPB 112	Animal Selection for Genetic Improvement
3	CLPB 113	Introduction to Herd Health, Disease Investigation, Prevention and Control.
4	CLPB 114	Introduction to Animal Production
5	CABM 111	Farm Practice I (Animal Management)
6	CABM 121	Business Development and Management I
7	CABM 122	ICT and Digital Literacy I
8	CLPB 121	Introduction to Dairy Production
9	CAPB 132	Animal Feed and Nutrition Management
10	CABM 123	Management of Farm Infrastructure, Tools and Machinery I
11	CLPB 131	Elementary Veterinary Parasitology
12	CLPB 132	Introduction to Poultry Production
13	CABM 131	ICT and Digital Literacy II
14	CABM 132	Business Development and Management II
15	CABM 133	Farm Practice II (Poultry Production)
16	CABM 222	Climate Change and Environment Management
17	CLPB 211	Animal Reproduction and Young Stock Management
18	CABM 211	Product Marketing and Selling
19	CABM 212	Record Keeping
20	CABM 213	Waste Management
21	CABM 214	Management of Farm Infrastructure, Tools and Machinery II
22	CLPB 221	Elementary Pharmacology and Toxicology
23	CLPB 222	Animal Movement Transportation and Welfare
24	CLPB 223	Introduction to Swine Production
25	CABM 221	Business Project I (Establish Viable Business Enterprise)
26	CABM 223	Workplace Ethics, Employment Skills and Communication
27	CABM 224	Farm Practice III (Pig Production)
28	CLPD 231	Primary Processing of Animal Products
29	CLPB 232	Veterinary Public Health
30	CABM 234	Business Project II (Assess Performance of Business)
31	CLPB 233	Common Diseases of Livestock
32	CABM 235	Applied Accounting
33	IDT 131	Work Placement



Modules for diploma in crop production and business management.

1	DCPB 111	Cereal and Grain Production and Management
2	DCPB 112	Cereal and Grain Processing
3	DLPB 116	Animal Feed and Nutrition Management
4	DCPB 113	Introduction to Soil and Soil Management
5	DCPB 114	Crop Establishment
6	DCPB 115	Crop Season Plan
7	DABM 113	Record Keeping
8	DABM 123	ICT and Digital Literacy I
9	DABM 111	Farm Practices I
10	DCPB 121	Vegetable Production and Management
11	DAPB 115	Fruit and Vegetable Processing
12	DCPB 122	Crop Protection I
13	DCPB 123	Water Resource Management
14	DCPB 124	Crop Harvesting
15	DABM 213	Agricultural Extension
16	DABM 121	Management of Farm Infrastructure, Tools and Machinery I
17	DABM 228	Farm Practices II
18	DCPB 211	Fruit Production and Management
19	DABM 212	Management of Farm Infrastructure, Tools and Machinery II
20	DCPB 212	Crop Management
21	DCPB 213	Crop Protection II
22	DABM 211	Waste Management
23	DABM 114	Post-Harvest Management
24	DABM 123	ICT and Digital Literacy II
25	DABM 224	Business Project I (Establish Viable Business Idea)
26	DABM 221	Business Development and Management I
27	DABM 222	Product Marketing and Selling
28	DABM 223	Business Development and Management II
29	DABM 225	Business Project II (Assess Performance of Business)
30	DABM 226	Applied Accounting and Taxation
31	DABM 227	Human Resource Management
32	DABM 246	Climate Change and Environment Management
33	DABM 214	Work Place Ethics, Employment Skills and Communication
34	IDT 131	Workplace Training



Modules for certificate in crop production and business management.

1	CCPB 111	Cereal and Grain Production and Business Management
2	CCPB 112	Introduction to Soil and Soil Management
3	CCPB 113	Crop Establishment
4	CABM 111	Farm Practice I (Cereal and Grain Production)
5	CABM 121	Business Development and Management I
6	CABM 122	ICT and Digital Literacy I
7	CLPB 115	Introduction to Dairy Production
8	CAPB 221	Cereal and Grain Processing
9	CABM 123	Management of Farm Infrastructure, Tools and Machinery I
10	CCPB 131	Vegetable Production and Business Management
11	CCPB 132	Crop Protection I (Crop Pests, Weeds and their Management)
12	CABM 131	ICT and Digital Literacy II
13	CCPB 133	Water Resource Management
14	CABM 132	Business Development and Management II
15	CABM 133	Farm Practice II (Vegetable Production)
16	CCPD 211	Vegetable Processing
17	CCPB 221	Fruit Production and Business Management
18	CCPB 222	Crop Protection II (Crop Diseases and their Control)
19	CABM 221	Business Project I (Establish Viable Business Enterprise)
20	CABM 222	Climate Change and Environment Management
21	CABM 224	Farm Practice III (Fruit Production)
22	CCPB 231	Fruit Processing
23	CABM 234	Business Project II (Assess Performance of Business)
24	CCPB 232	Crop Management
25	CABM 223	Work place Ethics, Employment Skills and Communication
26	CABM 211	Product Marketing and Selling



ANNEX.2 COLLABORATING AGENCIES

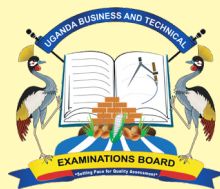


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