

UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

ANNUAL REPORT FOR FINANCIAL YEAR 2022 / 23



MAY 2024



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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 FOR THE YEAR ENDED 30th June 2023



A tracer study was commissioned by the Board on graduates of Technical Diploma programmes from 2016 to 2019 to ascertain the employers' satisfaction with the skills acquired by the graduates.

Uganda has the second youngest population in the world with more than 77 percent of her citizens under the age of 35 years and 22.5 per cent between 18-30 years. The youth unemployment rate for Uganda is 4.61% percent. TVET as unemployment game changer is marked by the ruling government manifesto 2021-26, National Development Plan III, TVET policy 2019, and reforms on rationalization aimed at improving TVET services delivery in the country.

To improve the productivity of labor for increased competitiveness and better quality of life for all, the Board is focused on government interventions and strategies addressed through establishment of an employer-led TVET system implementing Competence Based Assessment to ensure youth gain employable and entrepreneurial skills.

During the year under review, the Board instituted cost containment measures to create enabling environment to implement UBTEB's mandate. A number of achievements and contributions were made towards achieving the aspirations for the year ended 30th June 2023; evident in the 75 percent increase in candidates assessed and certified from 82,080 in FY2021/22 to 166,218 in FY2022/23.

To increase employers' satisfaction with TVET training and assessment, the Board manages a tripartite assessment model where practitioners participate in the entire process through; modularized assessment item development; supervising workplace learning and; monitoring real-life projects

at training institutions. A tracer study was commissioned by the Board on graduates of Technical Diploma programmes from 2016 to 2019 to ascertain the employers' satisfaction with the skills acquired by the graduates.

The Board has also embarked on acquisition of ISO 9001:2015 QMS certification to gain international accreditation of TVET awards. Audits were conducted by UNBS, Standard Operating Procedures and Quality Policy Statements approved; and UBTEB staff were trained on Quality Management System as part of the Certification requirements.

The UBTEB Assessment Centre is on normal progress with indications of being completed by February 2025. I commend the Executive Secretary and Construction Management Team for the efforts exhibited to keep the candle burning. This will greatly contribute towards our efforts to improve efficiency and effectiveness of UBTEB assessment processes.

As a Board we are grateful to the Minister for Education and Sports, Mama Janet K. Museveni, through her leadership that supported UBTEB to implement the planned undertakings for the year ended 30th June 2023. I take this opportunity to thank members of the Board and the Secretariat for these achievements.

For God and My Country

Dr. Eng. Silver Mugisha
BOARD CHAIRPERSON

STATEMENT OF THE EXECUTIVE SECRETARY FOR THE YEAR ENDED 30 June 2023.



Major recommendations include; expedite the TVET law to authoritatively empower the implementation of the reforms; decentralization of feedbacks, consultative meetings with TVET stakeholders; waiver to hire additional subject specialist to implement the reform; lobbying for more resources to increase ICT enabled service delivery and; increased frequency of inspection and monitoring of continuous assessments.

The financial year ended 30th June 2023 marked the 3rd year of implementing the strategic plan under programmatic approach to planning and budgeting. The Board's Interventions and planned outputs are anchored to Human Capital Development Programme Implementation Action Plan of the NDP III. Among the aspirations of Government of Uganda is the desire to increase the provision of requisite skills to address human resource requirements specifically acquisition of appropriate skills set for manufacturing and agro-processing. As a result, the Board adopted and adapted four interventions in HCD programme to deliver our five year strategic plan and align to new TVET reforms.

The four 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 the interventions mentioned above, the Board received Ushs 33.367Bn (100%) of approved budget from the treasury and Ushs 11.141Bn from Non Tax Revenue, these funds were utilized to achieve the following key outputs;

UBTEB successfully Assessed 166,218 (F 60,978; M 105,240), issued academic awards to 33,135 candidates who satisfactorily acquired full competences; 52 (50%) of the assessment programmes modularized, and rolled out the assessment of National Certificates during the April/ May 2023 series; Trained 240 assessors and practitioners involved in the assessment/examinations activities; 6,347 professionals deployed in assessment activities including reconnoiters, examiners, examination supervisors; procured 1 station wagon, 1 multipurpose heavy-duty printer and assorted ICT facilities to enhance the operations of the Board; construction works of UBTEB assessment centre at 20% completion; NSSF and Wages for 97 staff paid; Commenced acquisition of ISO 9001:2015 Quality Management System; and 619 institutions inspected for accreditation.



In line with the interventions mentioned above, the Board received Ushs 33.367Bn (100%) of approved budget from the treasury and Ushs 11.141Bn from Non Tax Revenue, these funds were utilized to achieve the following key outputs

Financial Statements presented in 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 statements have been prepared on the modified accrual basis of accounting where revenue is recognized when earned with the exception of taxes and grants which are recognized when received. Expenditure on the other hand is recognized when incurred as further detailed in the accounting policies attached to these financial statements. Financial statements were submitted to the Accountant General for consolidation and audited by the Office of the Auditor General.

UBTEB faced a number of challenges; delayed law on TVET reforms which has created nervousness among stakeholders and restraining the Board from exploring more critical functions as envisioned in the TVET policy; Understaffing, yet the modularized assessments which emphasizes 70:30 assessment requires more

field operations officers for continuous assessment monitoring; 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 due to the growing mandate.

Major recommendations include; expedite the TVET law to authoritatively empower the implementation of the reforms; decentralization of feedbacks, consultative meetings with TVET stakeholders; waiver to hire additional subject specialist to implement the reform; lobbying for more resources to increase ICT enabled service delivery and; increased frequency of inspection and monitoring of continuous assessments. These interventions shall ensure effective implementation of the 70:30 assessment approach of assessment which requires nation-wide coverage and closeness to institutions and students.

Onesmus Oyesigye (CPA)
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY.



The categories of continuous assessment conducted were; 1,478 real-life community projects of 21,398 national certificate candidates inspected; assessment of 3,794 technical diploma candidates from 24 institutions; coursework verification for 2,103 candidates; products and services exhibition for 168 candidates in 12 diploma institutions; monitoring industrial training for 3,589 candidates in 500 work places around the country; 73 practitioners from Technical Vocational Assessment Working Groups participated in these assessments.

The Board executed its workplan and budget as envisaged under the sub-sub programme - Technical and Vocational Examination, Assessment and Certification. The Sub-sub programme anchors its deliverables on the Education, Sports and Skills Sub programme under Ministry of Education and Sports.

Performance for the year ended 30th June 2023 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 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).

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 assessed 166,218 these included 52 persons with special Needs (SNE). 33,135 candidates completed their programmes and were issued with certificates and transcripts to access upward academic progression and employment opportunities.

The Board emphasized continuous assessment through routine monitoring, inspection and verifications in 593 out of the 748 examinations centers translating into 79.2% national coverage. The categories of continuous assessment conducted were; 1,478 real-life community projects of 21,398 national certificate candidates inspected; assessment of 3,794 technical diploma candidates from 24 institutions; coursework verification for 2,103 candidates; products and services exhibition for 168 candidates in 12 diploma institutions; monitoring industrial training for 3,589 candidates in 500 work places around the country; 73 practitioners from Technical Vocational Assessment Working Groups participated in these assessments.

During the FY2022/23, the Board modularized 52 assessments; 3 UCPC, 8 technical certificates, 11 technical diplomas, 17 Business and Humanities diplomas, 6 Business and Humanities certificates, 4 Agriculture diplomas, 2 wildlife diplomas and 2 wildlife certificates. National Certificate assessment programmes were rolled out during the April/May 2023 series. As at the end of FY2022/23, total number of programs modularized for assessment are 65 which translates to 75% of all programmes assessed by the Board. A total of 68 assessors (60 lecturers from UTCs and 8 practitioners from the world of work) took part in the modularization of 11 technical diploma programmes. Another 39 practitioners and instructors participated in the modularization of assessment for 11 technical certificate programs.

The Board has continued to integrate the use of Information and Communications Technology in its operations where Examination Information Management System (EIMS) was upgraded to handle a number of functions like modular assessment awards, e-payment of examinations fees, submitting of continuous assessment marks and complaints handling. In order to attain

full automation of assessment processes, the Board currently receives all correspondences online pertaining to candidates' registration and examinations results. 728 Academic Registrars and administrators from various UBTEB accredited examinations centres attended training at 11 regional centres (Kampala, Masaka, Mbarara, Kabale, Fort Portal, Arua, Gulu, Lira, Iganga, Mbale and Soroti) across the country.

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

ISO 9001:2015 Quality Management system acquisition The 2nd Internal audit of system was finalised. This led to establishment and approvals of Quality Policy Statement, Development of Standard Operating Procedures. Stage 1 External Audit was concluded by Uganda National Bureau of Standards (UNBS).

The department of Business and Humanities, organized the fifth assessors' training where 170 assessors; private (36) and government-aided (48) technical and vocational institutions were retooled with new assessment skills to meet the changing modularized assessment criteria and technological advancements in the world of work. The training also included 65 UBTEB staff and 21 participants from the world of work to strengthen tripartite assessment mechanisms which will involve training institutions, UBTEB subject specialists and employer representatives.

The Board carried out preliminary document reviews and data collection for the Tracer Study for diploma graduates of 2015-2019. Objectives of the study were to; determine the lag time between graduation and employment, the relevance of diploma engineering programmes, investigate factors that affect employability of graduates, and employers' satisfaction toward TVET graduates' skills. The targeted programmes included National Diploma in Water Engineering; National Diploma in Civil Engineering; National Diploma in Electrical Engineering and National Diploma in Mechanical Engineering.

In April 2023, the Board commissioned a study into the cause of high prevalence of malpractices and the nature of penalties given. The study found that the main cause of malpractice are due to insufficient preparation and practice in their respective courses; failure to balance work

and school; incomplete coverage of syllabus and absenteeism. The study recommended; setting up of examinations monitoring committees at institutions; introduction of computer based examinations; and legislating the penalties for examinations malpractice among others.

The Board carried out routine training of examinations managers such as item developers, reconnoiters, center supervisors and academic registrars on different aspects related to improvement of assessment processes. The Board deployed a total of 5,690 examination managers who participated in conduct of May/June 2023 and November/December 2022 examinations.

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

The Board signed a Mutual agreement with Go Study - China, to conduct joint trainings alongside Guangxi Vocational College of Water Resources and Electric Power. The trainings which took place in China and attracted participants from 14 countries; Uganda, Cambodia, Ethiopia, Gambia, Indonesia, Liberia, Malaysia, Morocco, Nigeria, Pakistan, Philippines, Serbia, Zambia and Zimbabwe.

For the first time, UBTEB conducted its feedback workshop across the country at four regional centres. The feedback involved Principals and registrars at the regional venues selected by the Board; a total of 458 participants attended the workshop with 74, 59, 150 and 175 participants from Eastern, Northern, Western and Central regions respectively.

The Board undertook the process of establishing the TVAWGs by carrying out a capacity building and orientation for the selected members. The six (6) TAWGs that were constituted are clustered as Manufacturing and Production, Civil and Construction, Agriculture and Biological, Business and Humanities, Tourism and Hospitality and, Physical Sciences. The TVAWGs comprise 63 members representing Practitioners, Trainers and the UBTEB.

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

Integrated the use of Information and Communications Technology in operations of Board included upgrades aimed at handling a number of functions like modular assessment awards, e-payment of examinations fees, submitting of continuous assessment marks and complaints handling. In order to attain full automation of assessment processes, the Board currently receives all correspondences online pertaining to candidates' registration and examinations results.

Quarterly and annual Internal Audit and Risk management reports were prepared and submitted to the Board through the Audit Committee of the Board and to the Office of the Internal Auditor General (OIAG) for the F/Y 2022/2023; the Reports provided independent, objective assurance services which added value and improved the Board's operations and control systems.

Enhancement of 97 staff welfare and addressed critical skill gaps especially in Information Communication Technology (ICT). This therefore resulted into recruitment and appointment of additional 5 staff to support the Administration and EIMS. This enhancement resulted from 47.3% in 2021/22 to 50.4% in FY 2022/23 of the staff establishment of 205.

e) Crosscutting issues

Gender and Equity responsiveness: to encourage youth (UPPET and UPOLET) enroll in TVET institutions and sensitize youth on the benefits of pursuing demand driven TVET courses. The Board conducted public awareness on available female TVET scholarships and public TVET institutions selection processes. 16 support personnel were deployed for SNE candidates for April-May 2023 examinations. The Board strengthened female staff from 40% to 42.8% of the existing staff.

HIV/AIDS mainstreaming in UBTEB activities to contribute to the national goal of curbing HIV/AIDS by 2030. UBTEB Secretariat in collaboration with TASO and Jinja Regional Referral Hospital conducted HIV/AIDs sensitization, counselling and testing of 350 staff and examinations managers

where 67 participants voluntarily took HIV tests and received counselling services.

Environment Protection; Climate Change Adaptation and Mitigation, Carried out; assessment of Forestry-related courses at Nyabyeya Forestry College; Real-life projects inspected on environment protection where; students are using plastic water bottles in urban farming at Ahmed Seguya Technical Institute. Fashion and design students are encouraged to use offcuts pieces to make door mats, fabrics; Fabric and design students made flower vases out of plastic water bottles; and Agricultural students made manure as a way of waste management.

f) UBTEB Assessment centre and Retooling Projects

Construction of the Assessment centre time utilization time progress of 50%, and physical progress of 20.0%, and prepared 11 project

monitoring and supervision exercises at the construction site. The following progress has been so-far made; Main office Block substructure reported to be at 97%, Printery Block substructure 92%, Superstructure for Main Office Block. At 45% and Superstructure for Printery Block 75%, of construction works prepared for UBTEB. The Board procured 1 station wagon, 1 multipurpose heavy-duty printer, 9 laptop computers.

g) Income and Expenditure performance of the vote for FY 2022/23

Overall, UBTEB realized Ushs 44.507Bn of which Ushs 33.337Bn was received from consolidated fund and Non Tax Revenue of Ushs 11,141Bn. The vote ended with Assets of Ushs 9,487,369,357 this was mainly cash and cash Equivalent of Ushs 1,980,044,115, Receivables Ushs 1,880,512,852 and Ushs 5,626,812,390. However some institutions has not cleared hence the Board ended with Receivable of Ugx 1,499,909,212.

S/N	DETAILS	BUDGET 2022/23 Shs	ACTUAL 2022/ 2023 Shs
1	Wage (Employee Costs)	9,548,418,813	9,548,418,813
2	Development	6,246,000,000	5,656,455,857
3	Non- wage	32,043,134,670	29,302,947,820
	TOTAL	47,837,553,483	44,507,822,490

h) Challenges and recommendation

Challenges

- Few female trainees are attracted in Technical, Physical and Biological sciences training. This requires concerted efforts from all stakeholders to reverse.
- UBTEB Secretariat still had critical vacant positions of subject specialists partly due to recruitment delays and ban as a result of ongoing rationalization, and inadequate wage bill.
- Inadequate equipment like computers in institutions resulting into many practical examinations shifts/sessions which makes assessment more costly.

- While it is critical to have practical assessment in competence based assessment, it has remained costly for the Board and examinations centers.
- Lack of TVET qualification framework.
- Inadequate funding to address the underfunded priorities amounting to 14.275Bn.
- Inadequate examinations materials storage facilities.

Recommendations

- The Board recommends that all stakeholders

carryout public awareness, regional career guidance drives and sensitization of masses on opportunities for females and the inclusiveness of TVET.

- b) Request to lift the ban on recruitment and enhance the wage bill.
- c) Lobby with Ministry of Education and Sports institutions with ICT infrastructure.
- d) Engage the Education, sports and skill sub programme working group for additional resource envelope to enable and adequately conduct on-spot practical assessments.
- e) Request the Education, Sports and Skill sub programme to expedite the development of the TVET Qualifications framework.
- f) Appeal for more funding to complete the project. This will ultimately reduce on cost accruing from rented offices and other examination related venue hire.
- g) Establish field coordination centers in different regions will decentralize monitoring of continuous assessment, improve examinations research and feedback and concurrently the efficiency of assessment processes.
- h) Inadequate funds to install more containers for storage of examination materials and procure motor vehicles to facilitate transportation of examination materials.

Conclusion.

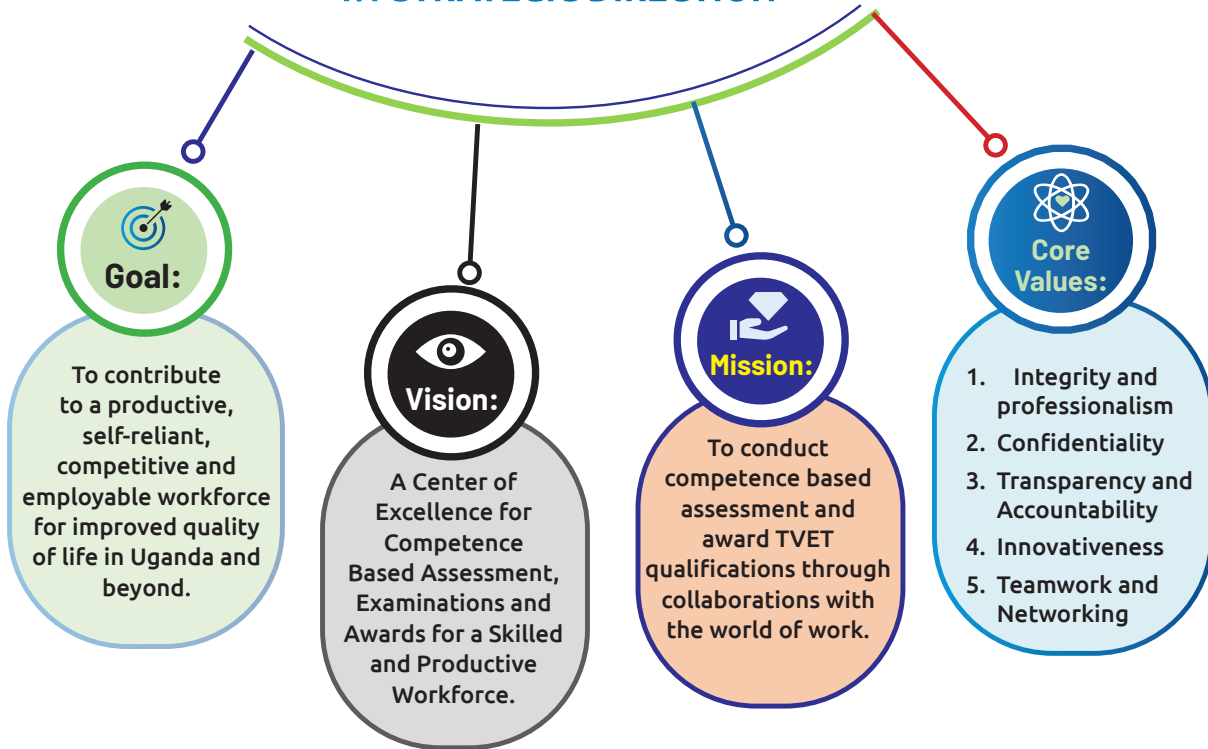
Generally, UBTEB registered an improvement in its physical performance compared to FY2021/22 mainly due to increasing stakeholder participation and feedback, use of ICT enabled services to reduce turnaround time of examinations processes and continuous capacity building of examinations managers. These contributed a lot towards the 75% increase in candidature (from 82,080 in FY2021/22 to 166,218 in FY2022/23); fast tracking modularized assessment for 49 programmes and percentage reduction in cases of examinations malpractice (0.1% from 0.014%). Finally, the new Interventions on Climate Change mitigation and adaptation; and HIV/AIDs are considered for the FY2023/24, and are among the priorities for the next implementation period.

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
P.O. Box 1499 Kampala, Uganda
info@ubteb.go.ug
www.ubteb.go.ug
Tel: 0392 002468, 256 414 289786
256 414289787.

Bankers



Stanbic Bank
A member of Standard Bank Group

Stanbic Bank Uganda
Limited
Metro Branch,
P. O. Box 7101, Kampala,
Uganda.

1.3 CORPORATE GOVERNANCE

Board Members as at 30th June 2023.



Dr. Eng. Silver Mugisha: Represents Employers on the UBTEB, under the Federation of Uganda Employers (FUE) and he has since 2019 presided as Chairperson UBTEB, 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; is a 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 27 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.



Prof. Umar Kakumba: Represents Public Universities on the UBTEB. Prof. Kakumba is the current Deputy Vice Chancellor (Academic Affaires) 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 25 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. 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 38 Publications.

Prof. Kamatenesi has over 30 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.



Mr. Mubiru David Luyima: Representing Ministry of Education and Sports (MOES) on the UBTEB. David Hold a bachelor degree in Technical Teacher Education (Mechanical and Production Engineering). He is currently the Assistant Commissioner TVET Operations Management responsible for Operations, Procedures and Standards at the Ministry of Education and Sports.

David has over 33 years 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.



Eng. John. V. Twinomujuni: Represents the ministry of water and environment on the UBTEB. Eng. John has over 34 years of professional experience in planning, construction and management of water supply, infrastructure spanning across urban water supply and sewage systems. He’s currently a Commissioner in the Ministry of Water and Environment and before he was an Assistant Commissioner in the same Ministry. He served as a member of the Ministry’s contracts committee (2006-2012).

Eng. John holds MBA, EBS-Herriot Watt University, UK, MSC in construction management from University of Birmingham, UK, Postgraduate Certificate in Project implementation and management, Foundation for International Development (FIDA), Mbabane Swaziland and a Bachelor’s of Science in Civil Engineering from Makerere University, Kampala. He is a member of Uganda Institute of Professional Engineers and a registered professional engineer by Uganda Engineers Registration Board (ERB). Eng. John has made a number of publications which include the demand responsive approach; a solution to sustainability, 1997 and the best procurement methods for delivery of value for money in the construction industry of Uganda, 2005



Mr. Richard Musafiri: Represents the Ministry of Trade, Industry and Cooperatives on UBTEB and he is currently the Acting Assistant Commissioner Industry. Before, he served as Principal Industrial Officer in charge of the section of industry in the Department of Industry and Technology in MITC. He has 13years of managing experience from working with Kakira Sugar Limited. He was a Board member on the reform task force of Skilling Uganda project (2015-2016).

Mr Richard holds a MSC. in Project Management from Ndejje University, a Postgraduate diploma from Ndejje University and a Bachelor’s of Science in Industrial Chemistry from Makerere University, Uganda. He participated in development of; the National Sugar Policy in 2010, National Accreditation Policy in 2014, National Bottled Water Policy in 2014, National Sugar Act 2020 and Accreditation Act 2021. He also participated in four technical committees at UNBS to develop National Standards and EAC regional harmonization process of Regional standards.



Ms. Nakyobe Safinah: Represents the Directorate of Industrial Training (DIT) on the UBTEB and she is the acting Ag. Deputy Director, Department of Qualification and Standards. She was a Principal Qualifications Officer - Training Modules Development (2018-2022), Senior Qualifications Officer - Occupational Standards (2013-2018), she was also a Teaching Assistant at Kyambogo University in Department of Sports Science and Department of Human Nutrition and Home Economics (2007-2013).

Ms. Safinah holds Masters in Vocational Pedagogy from Kyambogo University, a Bachelors of Leisure and Hospitality Management from Makerere University and a Diploma in Training Institutions Management.



Ms. Oyuru Jennifer: Represents Ministry of Agriculture, Animal Industry and Fisheries on the UBTEB. She’s the Assistant Commissioner, Agriculture Extension Skills Management. Ms. Oyuru is an Agricultural Extension worker with 16 years of experience in government sector and projects.

Ms. Oyuru holds a Master’s degree in Management of Development with a specialization in rural development and HIV/AIDS from the University of Applied Sciences, Netherlands. She holds Bachelors of Agricultural Extension from Makerere University, a Postgraduate Diploma in Monitoring and Evaluation, UMI.



Mr. John Habiyaremye: Represents National Curriculum Development Centre on the UBTEB. He's a trained teacher, Human Resource specialist and a lawyer, he possesses 15 years' experience is currently the Manager Human Resource and Administration at NCDC. He is also a member of Public Service Human Resource Managers Association and Uganda Human Resource Managers Association.

Mr. Habiyaremye holds a Postgraduate Diploma in Legal Practice, Master's Degree in Management Studies from UMI, Bachelor of Laws from UIU, Diploma in Secondary Education. He participated in the design of a degree course in Local Government Administration and Management for Lugazi University with over 5 publications.



Mr. Joshua Lukaye: Represents Ministry of Energy and Mineral Development on the Board. He is the Ag. Assistant Commissioner - Exploration in the Directorate of Petroleum (MEMD). Before, he was the Principal Geochemist (2015-2019). Mr. Lukaye is a geochemist and palynologist. He led the first team that developed a coherent stratigraphic scheme for the Albertine graben, East Africa. He is a member of American Association of Petroleum Geologists, American Association of Stratigraphic Palynologists and Uganda Geological Society.

Lukaye holds MSC. in Environmental and Petroleum Geochemistry from Newcastle University in UK, 2014, Masters of Philosophy (MPhil) degree in Palaeontology and Paleobotany from Manchester University UK: 2009, Bachelor of Science degree in Geology and Chemistry from Makerere University. He attended training about Managing and negotiating Upstream Petroleum Agreements: Government and Non-operator perspective (2019) by International Human Resource Development Cooperation. Lukaye has published Molecular organic geochemistry of crude oils from fields in the Albertine graben, Uganda; possible implications on the expulsion of the oils from the source rock (2017).



Mr. David Ochieng: Represents the Public Service Commission on the Board and he is the Current Assistant Commissioner - Selection Systems, Examinations. He was the Principal Selection Systems Development Officer in the Public Service Commission (2014-2020), he has more than 16 years working experience from both public and private sector organizations.

David holds a Masters of Business Psychology from Makerere University, Certificate in Administrative Law - LDC, Postgraduate Diploma in Human Resource Management - UMI and Bachelor's degree in Social Sciences - Makerere University. He attended training in Basic Consultancy Skills - UMI.



Mr. Francis Joseph Bongonyinge: Representing Uganda National Examinations Board on the Board. Currently he is 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 Ozero: Represents Ministry of Information technology and National Guidance. Mr. Michael 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 KCCA and Fountain Publishers.

Michael 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.



Mr. Simon Amuku: Represents Ministry of Lands, Housing and Urban Development on UBTEB Board. Currently working as Senior Staff Surveyor in the MLHUD Zonal Office-Wakiso. From a surveying career spanning 23 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.



Mr Mutesigensi Deus Faida: Represents Principals of training institutions on the Board and he was the Principal of UCC Pakwach since 2008. He is the Chairperson, Forum for Uganda Colleges of Commerce Principals and was the Secretary of the forum (2018-2021), he was head of department UNEB and short courses UCC Kabale (2004-2008)

Mr Mutesigensi holds a Master's degree in Management studies from Uganda Management Institute, Postgraduate diploma in Project Planning and Management - UMI, a Bachelors of Commerce from Makerere University and a Diploma in Secondary Education from Kyambogo University

Co-opted Board members



Mr. Robert Baluku, representing Biological Sciences Education institutions on the 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. Oguro Benard, Represents Institutions providing Physical Sciences Education training on the 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. Oca Gabriel, member on the 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. Oca Gabriel started as Technical Teacher at Kitgum Technical School in 2010, then later became Deputy Head Teacher Iyolwa Technical School in 2012 to Head Instructor Bobi Community Polytechnic as the current position.



Mr. Robert Kamoga Tebasulwa (CPA) is a member the 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.



Mr. Alex Tumusiimes is a member the 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.



Mrs. Nakato Josephine is a member the UBTEB 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. Mwijuka Johnson: represents the Association of Technical Institutions on the UBTEB Board and is currently the Principal Kibatsi Technical Institute since 2018. He is the chairperson TAPTVIU and a member of world skills Uganda, he was the head of department mubende community polytechnic (2005) and the principle Kitgum Technical Institute (2011-2017).

Mr. Mwijuka holds MSC. in Mechanical engineering from Kampala International University, bachelor of engineering in mechanical and manufacturing from Kyambogo University, diploma in instructors' education (B TVET) of Kyambogo University and diploma mechanical and production engineering from Uganda polytechnic kyambogo (1997).

1.4 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.

1.5 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. Geoffery 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.

2.0 DETAILS REPORT ON PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2023

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 are presented 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.

UBTEB interventions towards sustainable development goals (SDG) commitments.

UBTEB anchors its mandate of examinations and assessment mainly on SDG 4; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, particularly promoting equal access for all women and men to affordable and quality technical, vocational and tertiary education.

Four Interventions including:

- a) ***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. Through;

- i) Tripartite training and assessment of competences and recognition of prior learning is emphasized to increase the number of youth and adults who have vocational skills for employment, innovation and entrepreneurship. This involves hands on training and assessment of skills from basic to professional level.
- ii) Constituting working groups composed of Sector Skills Council (industry supervisors, practitioners (private and public)), TVET staff who will work together with UBTEB in demand driven competence based assessment model.
- iii) Sensitization of public on the benefits of an all-inclusive TVET education and assessment to ensure increase in the proportion of females in technical fields and males in Business fields. This gender inequality in enrolment on TVET technical and business related programs will be solved.
- iv) Persons with disabilities, internally displaced persons and students in vulnerable situations to pursue vocational education through providing pre-examinations counselling, transcribers, translators and in future special Needs Education (SNE) assistive devices.

b) To roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.

Modularization of assessment and training assessors and verifiers make it flexible for students; reduce dropouts as a result of pregnancies, lack of money, to come back and complete or even acquire some employable competences and or qualification.

Modularized assessment and programmes promote sustainable development with inclusion of environmental protection, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

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

- i. Internationally certified programs to ease global labour mobility.
- ii. Construction and equipping of assessment centre (test item workshop and printery facilities) UBTEB assessment centre will lead to improved efficiency and effectiveness of assessment and examination delivery, award and certification; create more entrepreneurs and innovators, enabling environment and competitive edge of TVET graduates in local and foreign

labor markets; than job seekers. This will increase proportion of labor force transitioning into decent employment, and employer’s satisfaction with the training and assessment provided by the TVET institutions.

a) Conduct tracer studies.

Tracer study is critical in tracing human resource in the sectors that have been identified as having the greatest multiplier effect on the economy. The information obtained through the study will enable the improvement of linkages between TVET, industry (world of work) and plan for resource lacking in the economy.

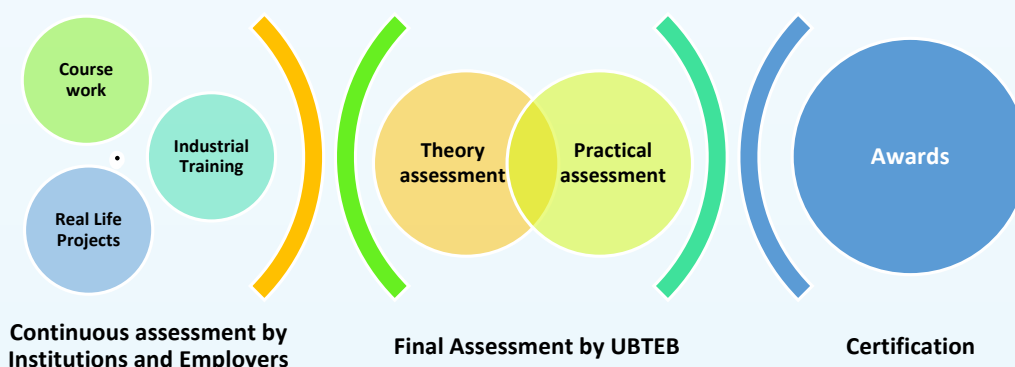
2.1 ENHANCE ASSESSMENT OF DEMAND DRIVEN TVET SKILLS FOR A COMPETENT AND ETHICAL WORKFORCE.

2.1.1 Streamline Demand Driven Technical vocational Examinations and Assessment

UBTEB is managing an employer-led TVET assessment system in line with the aspirations of NRM Government to have youths equipped with employable skills that can enhance productivity and address the youths’ unemployment challenge. The employers represent the demand side of the TVET spectrum and are therefore very essential in

the tripartite assessment model of UBTEB.

The current UBTEB Assessment framework recognizes continuous and final assessment. Continuous assessment is conducted during the training period as coursework, work place learning (industrial training/attachment) and real-life projects whereas final assessment includes Practical and Theory examinations as illustrated in the framework below;



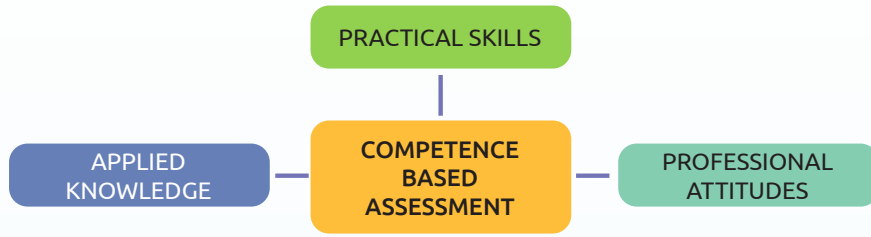
The framework also considers a tripartite approach in which continuous assessment is done jointly by the training institutions (course works & real-life projects) and employers (industrial training) whereas UBTEB Technical Vocational Assessment Working Groups manage and

conduct final assessments. The Board plays the coordination and compliance regulation for the continuous assessment as stipulated by the law.

The UBTEB assessment framework also follows the Competence Based Assessment approach

which tests skills, attitudes and knowledge to consider a student competent in any given trade.

These aspects are tested both during continuous and summative assessments.



To achieve this, institutions are encouraged to allocate training time between theoretical and practical training in a ratio of 30:70 as guided by the TVET Policy 2019. In turn, UBTEB allocates 30-40% of the assessment criteria to continuous assessment as set in the respective curricular and the rest is attributable to practical assessment. The Board awards certificates and diplomas to candidates that have acquired full competences; in consultation with Technical Vocational Assessment Working Groups which comprise UBTEB Staff, employer representatives and training providers.

UBTEB carries out regular monitoring to ascertain evidence of original idea development, innovation and learning within the projects and adherence to continuous assessment guidelines by training institutions. The inspection and monitoring is done by tripartite teams comprising experts from the world of work, instructors from training institutions and subject specialists from UBTEB.

During October 2022, the teams inspected real-life projects for certificate programmes at 538 out of the 748 examinations centers translating into 71.9% national coverage. A total of 15,854 students involved in 1,478 community development projects under different training disciplines were interviewed and found to be fully participating in the real-life projects. An additional 2,103 technical diploma candidates from 32 institutions were monitored and their course works verified in preparation for November/December 2022 examinations.

2.1.1.1 Continuous assessment

a) Real-life projects monitoring, inspection and coursework.

The Board has adopted a tripartite form of assessment which brings on board the expertise of training institutions, world of work and UBTEB subject specialists in the assessment process. Candidates undertake real life projects to test their competences through transforming the acquired classroom theoretical knowledge into practical solutions for problems within their communities.

The monitoring exercises have shown that there is a general laxity on environment protection aspects at training institutions during selection and implementation of Real-life projects. In the midterm, the Board has developed concepts for inclusion of climate change adaptation and mitigation in real-life projects to curb their negative effects on the environment.



Assessment of technical /vocational technical diploma real-life projects

According to the curricular, all students pursuing two-year Technical and Vocational Diploma Programs carry out real-life projects which are assessed either every semester or at the end of an academic year of study. Being an examinable paper, it automatically contributes towards the final competence of the candidates in order to obtain UBTEB award.

During July 2022, UBTEB assessed real-life projects for 6,468 students from 39 technical /vocational diploma training institutions in preparation for July/August 2022 final assessments. During October 2022, a total of 3,794 candidates were assessed from 24 institutions by 45 industry assessors in preparation for November/December 2024 examinations series. During March 2023, 25 industry representatives undertook another assessment of real-life projects for 5,544 technical/vocational candidates in 55 institutions.



Over the years, real-life projects have created lasting impact in institutions in terms of infrastructure development, building the capacities of lecturers/Instructors, entrepreneurship development among others. Examples of candidates' real-life projects that have impacted the infrastructure of the training institutions include;

- a) Installation of urinals, kerbs and electrical maintenance at Administration block of African College of Commerce and Technology – Kabale.
- b) Construction of staff houses of Lacor Hospital by NDCE students of Daniel Comboni Technical College.

- c) Construction of drainage channel on feeder road to Ruharo Vocational Training School.
- d) Architectural drawings and designs for lecturers' residential house at Makerere

Center for lifelong learning.

- e) Fabrication of double decker beds for the boys' dormitory at UTC – Kichwamba.



UBTEB notes that there are inadequate practical training/assessment materials to implement real life projects appropriately at training institutions. Candidates in most institutions have complained about delay in issuance of materials by institution administrators. We recommend that institutions are encouraged to take students to participate in community projects that are already well funded so that the trainees offer much needed cheap labor as they learn more practical skills.

Product and Exhibition Service assessment

Product and Exhibition Service is done every second semester of the academic year for the two-year National Diplomas in Fashion and Design and Interior Design Programs, offered by select training institutions. A total of 168 candidates from 12 technical diploma training institutions successfully presented products and services to a tripartite team consisting 3 practitioners, 15 lecturers and 7 UBTEB subject specialists.

Institutions participated in the activity

S/N	CENTRE NO.	INSTITUTION	NDFD		NDID		TOTAL
			Yr1	Yr2	Yr1	Yr2	
			Sem 2	sem 2	sem 2	sem 2	
1	UBT 379	Data-mine Technical and Business school.	05	05			10
2	UBT 166	Bbira Vocational Technical Institute.	05	0			01
3	UBT 035	Ruharo Vocational Training Institute.	09	0			09
4	UBT 220/UBB 133	Mbarara Institute of social Development.	01	04			05
5	UBT 281	Soroti garments vocational institute	29	0			29
6	UBT 008	Vision for Africa	06	0			06
7	UBT 416	Kyadondo Technical Institute	07	03			10
8	UBT 390	YMCA college of Business Studies.	12	04			16
9	UBT 135	Bugema University	07	01			08
10	UBT 128	Buganda Royal Institute of Business & Technical Education.	13	14	03		30
11	UBT 272	Mummy's Institute of Beauty Design and Commercial studies.	12	03	0		15
12	UBT 247	St. Lawrence University	04	03	14	04	25
	Total		110	37	17	4	164

b) Industrial Training Monitoring



Industrial Training (Work place learning) is a form of attachment of students to employers and industry related to their field of study with the

aim of imparting practical skills and exposure to the world of work. Trainees undertake Industrial Training, to acquire hands on practical skills, as a way of transforming their theoretical learning 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.

Industrial Training monitoring is a form of continuous assessment in the learning and training process of trainees that aims at analysing their practical competences in the world of work and subsequently graded as per the assessment board guidelines and regulations. UBTEB through its tripartite assessment collaborates with different stakeholders to conduct the monitoring exercise to ensure that candidates are rightly placed and confirm that quality training has been attained and assessed by the supervisors in the industry and from the institution as guided by the curriculum and the reviewed Rules and Regulations on Assessment and Conduct of UBTEB Examinations.



Workplace attachment is intended to;

1. Expose the trainees to the new technology and equipment in the world of work.
2. Equip trainees with practical and hands-on skills needed in the world of work.
3. Enable trainees interface and get exposure to the dynamics of applying theoretical knowledge to real industrial routine operations.
4. Create linkage for future job reference.
5. Form partnerships between the world of work and institutions to enhance dual training.
6. Identify gaps in the training which can inform curricular review to keep abreast with the changing demands of world of work and technological advancement.

During September 2022, UBTEB carried out monitoring of industrial training for 13 technical and vocational diploma programmes for Year I Semester II and Year II Semester II upon completion of July/August 2022 examination series. At the time of the monitoring, 65% of the students that sat for the July/August 2022 examinations had been placed by their training institutions basing on the placements that had been submitted by the training institutions. However, some of these trainees had not confirmed their placement by these organizations. A total of 1,097 candidates from 50 training institutions were visited in 221 organizations around the country. They were distributed as shown below:

S/N	Locations of organizations	No. of Training Institutions	No. of diploma trainees		
			Male	Female	Total
1	Kibaale, Hoima, Masindi, Buliisa, Kakumiro, Mubende, Kagadi, Kasese, Fort-Portal, Kyenjojo, Bundibugyo, Kyegegwa.	02	188	89	217
2	Mbarara, Ntungamo, Rukungiri, Kanungu, Kabale, Ibanda, Kiruhura, Kisoro, Kamwenge, Ishaka, Bushenyi, Sheema, Rubirizi, Mitooma.	04	96	19	115
3	Pallisa, Budaka, Mbale, Kapchorwa, Bulambuli, Sironko, Kumi, Ngora, Serere, Soroti, Moroto, Katakwi, Nakapiripirit, Napak.	13	44	07	51
4	Gulu, Amuru, Lamwo, Omoro, Lira, Apac, Oyam, Kole, Alebtong, Dokolo, Amolatar, Kitgum, Pader, Agago, Abim.	05	151	40	191
5	Entebbe, Kampala central, Kira Municipality, Wakiso District Headquarters, Nakawa, kireka, Namanve, Lugazi, Mukono, Buikwe.	10	111	33	144
6	Masaka, Gomba, Butambala, Lwengo, Sembabule, Mpigi, Kyotera, Rakai, Kalangala, Lyantonde, Mityana.	08	120	17	137
7	Kayunga-Bugerere, Jinja, Kamuli, Kaliro, Mayuge, Iganga, Butaleja, Tororo, Busia, Bugiri, Manafwa, Namisindwa.	05	67	06	73
8	Bombo, Luwero, Nakasongola, Nakaseke, Kiryandongo, Nwoya, Nebbi, Pakwach, Arua, Maracha, Koboko, Yumbe, Moyo, Adjumani.	03	133	36	169
	TOTAL	50	910	247	1097

The Board also monitored 2,492 Technical Certificate students undergoing industrial training and work-based learning in 279 work places around the country in January 2023. These candidates did work place learning based on the new modular assessment programmes developed by the Board in 2022.

It was observed during the monitoring that most technical and vocational students get industrial placement in small and medium privately- owned enterprises. However, there are some students that secured workplace attachment in government establishments such as hospitals, district local governments, public utility companies and other MDAs. Institutions are encouraged to develop MOUs with industries in the surrounding areas to provide opportunities for students to access training and for industry specialists to have classroom time to share their experiences.

c) Final assessment

UBTEB has seen an improved performance in registered candidates with an increment of 75% from 82,080 in FY2021/22 to 166,218 candidates in FY2022/23 distributed as shown in the table below;

Despite the Covid-19 after effects and other related challenges, the increase in enrolment is commendable regarding access to Technical Vocational Education and Training (TVET). The increase in number of candidates is attributed to continued advocacy for funding towards Technical Vocational Education and Training (TVET), introduction of flexible modularised assessment and the mass sensitization of citizens towards vocational skills acquisition.

Whereas the numbers of female candidates registered for assessment have continued to increase **(49.94% in April/May 2023)**, they mostly dominate in business related courses as the detailed statistics will indicate. Therefore continued awareness and more affirmative actions are still called for to increase female enrolment in technical courses.

Program Category	Female	Male	Total
Technical	3,550	19,500	23,050
Business	29,671	17,833	47,504
Physical & Biological	2,859	5,264	8,123
Modular assessment	24,898	62,643	87,541
TOTAL	60,978	105,240	166,218

i) July/August 2022 Examinations

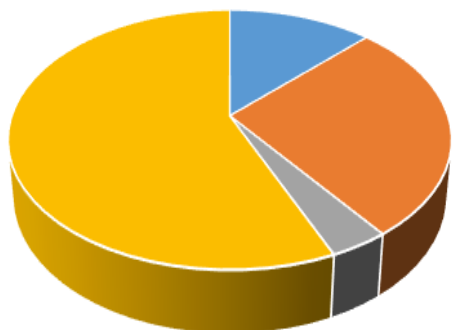


The Board registered a total of **53,769 (Male-32,938; Female-20,831)** candidates for July/ August 2022 examinations series. Of these, 39,036 candidates registered for end of programme and modular assessment whereas **14,729** were continuing students. The charts below show registration statistics for all candidates of July/ August 2022 assessment;

The Board conducted these examinations between 29th July to 19th August, 2022 in 544 examination centres for different trades in the following programme categories; Technical Higher and National Diploma; Technical National Certificate -Modular Assessment; Technical Uganda Community Polytechnics – Modular Assessment; Business Diploma & Certificate

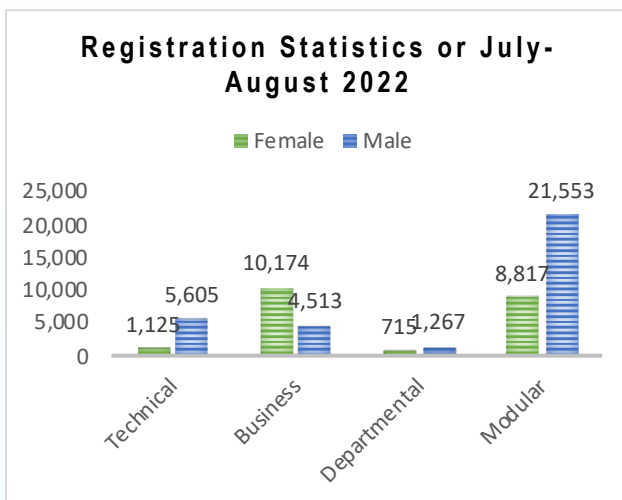
and; Physical and Biological Sciences Diploma & Certificates.

Registration Statistics for July-August 2022



■ Technical ■ Business ■ Departmental ■ Modular

Registration Statistics for July-August 2022



Out of the **total 39,036** candidates that registered for end of programme and modular assessments, **36,941 (95%)** turned up for examinations while **2,095 (5%)** were absent in one or more modules. There are various reasons for this absenteeism, but the most probable are failure to meet the

tuition fees requirements, busy schedules for working students and sometimes sicknesses as had been revealed in the 2019 UBTEB study survey. Whereas the **5%** absenteeism is still high, there is a **15%** reduction from **19.8%** in 2020.

S/N	Programme Category	Registered			Absent				Sat for Examinations			
		Female	Male	Total	Female	Male	Total	%	Female	Male	Total	%
1	Technical Higher Diploma (End of Programme)	11	172	183	3	23	26	14%	8	149	157	86%
2	Technical National Diploma (End of Programme)	417	3178	3595	81	623	704	20%	336	2555	2891	80%
3	Technical National Certificate- Modular Assessment	8410	18800	27210	146	206	352	1%	8264	18594	26858	99%
4	Technical Community Polytechnic Certificate- Modular Assessment	384	2366	2750	16	126	142	5%	368	2240	2608	95%
5	Business Diploma (End of Programme)	1327	917	2244	296	231	527	23%	1031	686	1717	77%
6	Business Certificate (End of Programme)	1516	767	2283	110	139	249	11%	1406	628	2034	89%
7	Physical and Biological Diploma (End of Programme)	184	447	631	20	52	72	11%	164	395	559	89%
8	Physical and Biological Certificate (End of Programme)	69	71	140	12	11	23	16%	57	60	117	84%
Grand Total		12,318	26,718	39,036	684	1,411	2,095	5%	11,634	25,307	36,941	95%

The 36,941 candidates that sat for examinations, **28,050 (76%)** successfully acquired all competencies in their respective trades. Female candidates contributed **32% (8,948)** to this successful completion compared to male candidates with **68% (19,102)**. Very good performance was exhibited in Technical Higher Diploma programmes with **99%**, Business Certificate programmes (**88%**), Physical and

Biological Science Certificate and diploma programmes with **84%** and **83%** respectively. Candidates of the modular assessment under the Uganda Community Polytechnic Certificate programmes equally performed well at 81% pass rate. The table below shows summary of candidates' performance in End of Programme examinations and modular assessment;



S/N	Programme Category	Sat for Examinations				Acquired All Competencies				Did Not Acquire All Competencies			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
1	Technical Higher Diploma (End of Programme)	8	149	157	86%	7	148	155	99%	1	1	2	1%
2	Technical National Diploma (End of Programme)	336	2555	2891	80%	294	2057	2351	81%	42	498	540	19%
3	Technical National Certificate- Modular Assessment	8264	18594	26858	99%	6209	13606	19815	74%	2055	4988	7043	26%
4	Technical Community Polytechnic Certificate- Modular Assessment	368	2240	2608	95%	280	1844	2124	81%	88	396	484	19%
5	Business Diploma (End of Programme)	1031	686	1717	77%	736	521	1257	73%	296	165	461	27%
6	Business Certificate (End of Programme)	1406	628	2034	89%	1225	560	1785	88%	181	68	249	12%
7	Physical and Biological Diploma (End of Programme)	164	395	559	89%	150	315	465	83%	14	80	94	17%
8	Physical and Biological Certificate (End of Programme)	57	60	117	84%	47	51	98	84%	10	9	19	16%
Grand Total		11,634	25,307	36,941	95%	8,948	19,102	28,050	76%	2,687	6,205	8,892	24%

Compared to the May/June 2020 examinations results where 10,383 candidates registered and **73%** successfully completed, there is a three percent performance improvement from **73%** in 2020 to **76%** in 2022. There were however, some modules in which candidates did not show expected competencies, especially in technical certificate modular assessment in Motor Vehicle

Mechanics, Automotive Mechanics, Hairdressing and body therapy, Building Construction, Fitting and Fabrication, Garment and Pattern making, Meat Processing and Preservation. The Board made special communication to the Heads of examination centre to highlight points of weaknesses at the training stage.



ii) November/December 2022 Examinations

The Board conducted these examinations between 21st November and 22nd December, 2022 in 600 examination centres for different trades in the following programme categories; Advanced Craft, Technical National Certificates, Uganda Community Polytechnics Certificates, Business Diploma & Certificate and; Physical and Biological Sciences Diploma & Certificates. The

Board registered **86,974** candidates (**Male = 57,758: Female = 29,216**) out of which **72,247** candidates registered for end of programme and modular assessments.

Out of the **72,247** candidates that registered for final assessment, **34,736 (48%)** registered for End of module assessment and **37,511 (52%)** for End of programme examinations; **66,954 (92.7%)** turned up for examinations while **5,293 (7.3%)** were absent in one or more modules.

Whereas the **7.3%** absenteeism is still high, there is a **12.5%** reduction from **19.8%** in 2020. The number of female candidates registering for

end of programme examinations increased from **4,732** in 2020 to **12,037** in 2022.



Out of the **66,954** candidates who sat for examinations, **52,373** Candidates (**78.2%**) successfully acquired all competencies in their respective trades. Female candidates contributed **15,705 (30%)** to this successful completion

compared to male candidates with **70% (36,668)**. Below is the summary of Candidates' Performance in End of Programme Examinations and Modular Assessment;

Assessment / Programme Categories	Sat for Exams				Did Not Acquire all Competences				Acquired Full Competences			
	F	M	TT	%ge	F	M	TT	%ge	F	M	TT	%ge
Technical National Certificate- End of Module	8,520	19,356	27,876	97.3%	1,416	5,208	6,624	23.8%	7,104	14,148	21,252	76.2%
Technical Community Polytechnics- End of Module	464	5,115	5,579	91.4%	157	1,332	1,489	26.7%	307	3,783	4,090	73.3%
Sub Total- End of Module	8,984	24,471	33,455	96.3%	1,573	6,540	8,113	24.3%	7,411	17,931	25,342	75.7%
Technical National Certificate- End of Programme	3,897	11,245	15,142	89.3%	1,180	2,415	3,595	23.7%	2,717	8,830	11,547	76.3%
Technical Advanced Craft- End of Programme	18	104	122	70.9%	3	27	30	24.6%	15	77	92	75.4%
Technical Community Polytechnics- End of Programme	3,165	10,458	13,623	96.4%	132	1,622	1,754	12.9%	3,033	8,836	11,869	87.1%
Business Certificate - End of Programme	2,535	810	3,345	80.6%	860	223	1,083	32.4%	1,962	532	2,494	74.6%
Business Diploma - End of Programme	636	428	1,064	56.4%	114	74	188	17.7%	522	354	876	82.3%
Physical & Biological Diploma - End of Programme	10	17	27	96.4%	-	-	-	0.0%	10	17	27	100.0%
Physical & Biological Certificate - End of Programme	62	114	176	98.3%	15	35	50	28.4%	35	91	126	71.6%
Sub Total- End of Programme	10,323	23,176	33,499	89.3%	2,304	4,396	6,700	20.0%	8,294	18,737	27,031	80.7%
Grand Total (End of Modular & End of Prog)	19,307	47,647	66,954	92.7%	3,877	10,936	14,813	22.1%	15,705	36,668	52,373	78.2%

There was a very good performance exhibited in Physical and Biological Science diploma End of programme with **100%** pass rate, Business Diploma End of programmes (**82.3%**), Technical National Certificate modular assessment (**80.05%**) and Technical National certificate End of programme assessments **76.3%**.

Compared to the November/December 2020 examinations results where **15,019** candidates sat for examinations and **11,334 (75%)** successfully completed, there was a **3.2%** performance improvement from **75%** in 2020 to **78.2%** in 2022. The number of candidates who acquired full competences were lower than

expected for those who pursued Certificates in Leather Tanning & Production, Welding & Metal Fabrication, Wood Work Technology and

certificate Machining and Fitting. The Board shared this feedback with Heads of examination centre to address points of weakness.



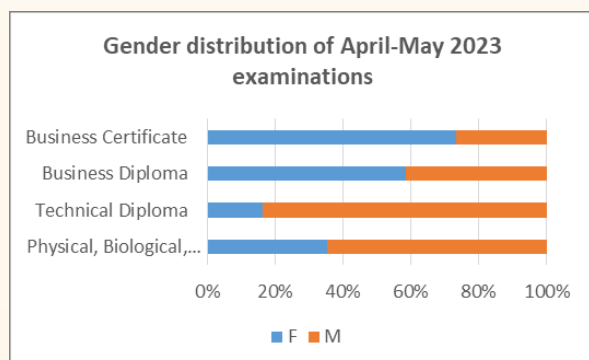
iii) April/May 2023 Examinations

The Board conducted the April-May 2023 examinations series from Monday April 24th 2023 to 2nd June 2023 where 28,756 (14,362 females;

14,394 males) candidates registered to sit at 257 centers across the country out of which 9,705 candidates (males-3,346; females-6,459) were finalists. Below are the registration and sitting statistics;

S/N	Program Category	Registered			Missed Exams				Sat For Exams			
		F	M	TT	F	M	TT	%	F	M	TT	%
1	Physical, Biological, Cooperatives	1,247	2,283	3,530	101	260	361	10%	1,146	2,023	3,169	90%
2	Technical Diploma	1,365	6,950	8,315	846	4,919	5,765	69%	519	2,031	2,550	31%
3	Business Diploma	2,608	1,851	4,459	844	680	1,524	34%	1,764	1,171	2,935	66%
4	Business Certificate	9,142	3,310	12,452	4,171	1,846	6,017	48%	4,971	1,464	6,435	52%
	TOTAL	14,362	14,394	28,756	5,962	7,705	13,667	48%	8,400	6,689	15,089	52%

Out of the **9,705** candidates that registered for end of programme assessments, **7,351 (76%)** turned up for examinations while **2,354 (24%)** were absent. The generally high absentia rate of **48%** in July 2023 was highly attributed to the roll-out of flexible demand driven modularized assessment where many candidates requested to be presented for assessment in the next available assessment series;



d) Conduct of Practical Assessments

The board deployed 2,431 practical assessors for conduct of Technical National Certificate Nov/Dec 2022 examinations in 564 examinations centers all over the country. 14 industry verifiers with vast experience in different trades were selected by the Technical Vocational Assessment Working Groups to monitor the assessment criteria for Technical Certificate practical and ascertain whether they are of industry grade.

During the conduct of Technical, Agriculture and Biological Sciences diploma practical examinations between 10th and 21st December 2022, 33 industry experts and lecturers assessed 1,651 candidates from 19 diploma training institutions.



Practical Item testing, as part of the preparations for practical examinations, the Board carries out practical item testing to ascertain reliability and validity of the performance test items. The item testing makes recommendations for upholding or making adjustments in the final practical examinations done by candidates. This

exercise reveals the deficiencies which could not otherwise have been discovered during the moderation of the test items. It also proposes alternative methods for testing practical skills in instances where the technology, materials or equipment are not easily accessible in the local environments.



The UBTEB subject specialists partnered with industry experts to make carry out the tasks as stipulated in the test items of 20 technical diploma papers to ascertain whether they are doable by the candidates. The findings also advised the unit cost of carrying out the specific task which informed the procurement of practical assessment materials by the Board and institutions. This has helped improve cost cutting mechanisms at training institutions and reduced the financial burden on students and their guardians during examinations.

e) Examinations malpractices

The Board has put in place measures to prevent cases of examination malpractices however, some candidates still manage to participate in the vice. The Board through its Examinations Security Committee noted a reduction in malpractice cases from 60 in the April/May 2022 to 33 in the July/August 2022 examination Series. After fair hearing of the suspected candidates, the Board found 28 from July/August 2022 and 94 candidates from Nov/Dec 2022 guilty of malpractice and the Minister for Education approved the cancellation of their examination

results of the entire semester in accordance with Section 9 (3) of the UBTEB Regulations. The above malpractices cases represent 0.07% of candidates and a 25% reduction from the previous year.

f) Assessment of Special Needs Education candidates

During the July/August 2022 examinations, the Board registered and provided conducive examination environment for 41 candidates with special needs in the following categories; hearing impairment (06), Visual impairment (06), dyslexia (12), mentally challenged (03) and others (14).

During the Nov/Dec 2022 examination series, the Board registered and provided examinations support Personnel for 128 candidates with special needs in different categories; hearing impairment (12), Visual impairment (19), dyslexia (62), mentally challenged (15) and Physical disabilities (20).

As part of enhancing inclusive education in April/May 2023 examinations, the Board registered 52 SNE candidates and deployed 5 support personnel for those that required specialized education arrangements such as sign language interpreters and transcribers, while others were accorded extra 30 minutes.

Since opening the Special Needs Education Unit in 2018, the main educational needs for adjustments registered by the Board include; Dyslexia, Visual impairment, Hard of hearing, Physical disability, and Dygraphia. There have however been cases of accidents, pregnancy and other mental health issues that have been addressed by examinations managers on a case to case basis.

g) Modularization aligned with the assessment standards

UBTEB has prioritized the need for production of skilled labor force through accelerating flexible demand-driven modularized Technical, Vocational Education and Training (TVET) assessment as stipulated in the National Development Plan III in order to boost youths' productivity and technological advancement at training institutions for sustainable development. The implementation of modular system of assessment has guaranteed graduates with flexibility in attaining TVET qualifications and awards that match the industry's expectations which in turn eases their access to employment and upward academic progression in specialized areas.

Since the commencement of modularized assessment, the Board has so far rolled out 13 technical certificate and community polytechnic certificates starting with July/August 2022 examinations series. The programmes are; Carpentry and Joinery, Plumbing and pipe fitting, Accounting and bookkeeping, Garment design and cutting, Cosmetology and Beauty therapy, Welding and metal fabrication, Fabrication and Interior design, Food Preparation and processing, Electrical Installation practice, Bricklaying and Concrete practice, Community Polytechnic Agriculture, Motor Vehicle Mechanics and Secretarial studies.

During the release of those examinations, the State Ministers for Education Hon. Dr. Chrysostom Musingo and his counterpart Hon. Dr. Joyce Moriku Kaducu inaugurated the UBTEB Certificate of Competence that will be awarded to successful candidates of modular assessment.



During the FY2022/23, the Board also completed modularized assessment plans for 52 programmes in different categories and are being rolled out in a phased manner. As at the end of FY2022/23, total number of programs modularized for assessment are 65 which translates to 75% of all programmes assessed by the Board. A total of 68 assessors (60 lecturers from UTCs and 8 practitioners from the world of work) took part in the modularization of 11 technical diploma programmes at Public Health Nurse's College, Kymabogo from 29th August to

7th September 2022. Another 39 practitioners and instructors participated in the modularization of assessment for 11 technical certificate programs. The total number of programmes modularized for assessment during the year are; 3 UCPC, 8 technical certificates, 11 technical diplomas, 17 Business and Humanities diplomas, 6 Business and Humanities certificates, 4 Agriculture diplomas, 2 wildlife diplomas and 2 wildlife certificates as shown below;

Programmes	Technical education	Business education	Specialized education
Community Polytechnic Certificates	<ul style="list-style-type: none"> Leather Tanning and Shoe Making. (LTSM) Fabric and Interior Design. Computer Studies. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
National Certificates	<ul style="list-style-type: none"> Computer Engineering (NCCE). Informational Communication Technology (NICIT). Leather-Tanning and Production (NCLP). Ceramics Technology (NCCT). Painting and Decorating (NCPD). Refrigeration and Air Conditioning (NCRA). Agricultural Engineering Mechanics (NCAEM). 	<ul style="list-style-type: none"> Journalism and Media Studies (NCJM) Tourism and Hospitality Management (NCTHM) Hotel and Institutional Catering (NCHIC) Records and Information Management (NCRIM) Library and Information Science (NCLIS) Multimedia (NCM) 	<ul style="list-style-type: none"> Wildlife and Natural Resource Management (NCWRM) Wildlife Tourism Management (NCWTM)
Diplomas	<ul style="list-style-type: none"> Civil Engineering (NDCE) Water Engineering (NDWE) Architecture (NDAR) Mechanical Engineering (NDME) Electrical Engineering (NDEE) Fashion and Garment Design (NDFD) Refrigeration and Air Conditioning (NDRA) Interior and Landscape Design. (NDID) Automobile Engineering (NDAE) Vocational Diploma in Automobile Engineering (VDAE) Vocational Diploma in Electrical Engineering (VDEE) 	<ul style="list-style-type: none"> Business Studies – Accounting (DBS) Business Studies – Marketing (DBS) Hotel and Institutional Catering (DHIC) Secretarial and Information Management. (DSIM) Procurement and Logistics Management (DPLM) Records and Information Management (DRIM) Tourism Management (DTM) Cosmetology and Body Therapy. (DCBT) Children and Youth in Development (CYD) Gender and Development (GCD) Customs Clearing, Forwarding and Shipping Management (DCCS) Computer Engineering (DCEN) Library and Information Science (DLIS) Public Administration and Management (DPAM) Journalism and Media Studies (DJM) Social Work and Social Administration (NDSW) Multimedia (DIM) 	<ul style="list-style-type: none"> Animal Husbandry (DAH) Animal Production and Management (DAP) Crop Production and Management (DCP) Agribusiness Management (DAM) Wildlife and Natural Resource Management (DWRM) Wildlife Tourism Management (DWTM)

The Board held a workshop with 115 principals and practitioners at Arch Apartments and Hotel, Ntinda on 11th October, 2022 to discuss and validate the 16 diplomas and 15 national certificates in business and humanities programmes modularized for assessment. The workshop participants recommended that candidates undergoing modularized assessment should undergo industrial training to practice specialized skills under the modules.



h) Modular programmes developed under Uganda Skills Development Project

A total of 16 lecturers from the TVET centres of excellence including UTC - Lira, UTC- Elgon and UTC – Bushenyi were invited to participate in developing the assessment formats and guidelines for modular programmes developed under the Uganda Skills Development Project (USDP). The assessment formats and guidelines were developed for 18 out of 20 programmes. The Metal Fabricator level 4 for UTC - Bushenyi and Equipment Operation and Maintenance for UTC – Lira were not developed as the curriculum is still under development.

2.1.2 Strengthen ICT orientation in TVET assessment processes

2.1.2.1 Enhancement and upgrades of Examination Information Management System

The Board has continued to integrate the use of Information and Communications Technology in its operations where Examination Information Management System (EIMS) was upgraded to handle a number of functions like modular assessment awards, e-payment of examinations fees, submitting of continuous assessment marks and complaints handling.

In order to attain full automation of assessment processes, the Board currently receives all correspondences online pertaining to candidates' registration and examinations results. Heads of Centres have been encouraged to observe the guidelines in the UBTEB Online Registration Manual. The following services are offered both online and physical; verification and certification of academic documents, certification of documents, replacement of lost documents, applying for accreditation for UBTEB Assessment Centre and payment for other services that are not examinations related. These interventions enabled the Secretariat to conduct examinations and process results amidst the post COVID-19 pandemic effects. Although the Board has rolled out computer based assessment in select modules such as Computer Aided Design for Technical diploma and Computer Applications for all certificate programs, online assessment has not been tested due to constraint of ICT enabling devices in most TVET institutions. The Board is also in the initial stages of migrating item development and storage to in-house online applications.

2.1.2.2 Training of examinations managers on new EIMS upgrades

The Board organized a capacity building & training for all academic registrars on the new EIMS upgrades and other aspects of ICT related to the examinations and assessment processes. 728 Academic Registrars and administrators from various UBTEB accredited examinations centres attended training from 13th to 16th June 2023, at 11 regional centres (Kampala, Masaka, Mbarara, Kabale, Fort Portal, Arua, Gulu, Lira, Iganga, Mbale and Soroti) across the country.

The training equipped the academic registrars with ICT skills and knowledge to help them access the online service through the UBTEB EIMS. This capacity building has greatly saved the examinations centers and candidates' time and money of travelling to UBTEB Secretariat to acquire services.



2.1.2.3 Award of academic documents

The enhancement of EIMS has reduced the time required to process examinations results and issue award documents to successful candidates. During the FY2022/23, the Board printed and issued 17,622 transcripts and 15,513 Certificates to candidates that acquired full competence in various fields. This has reduced the time graduates take to transition into formal employment and apply for upward academic progression.

2.1.2.4 Geo-referencing and mapping of UBTEB examination centers

The Board comprised tripartite teams including UBTEB staff, employer representatives and Ministry officials to carry out re-inspection for program and examinations center accreditation of all training institutions presenting candidates to UBTEB for assessment. A total of 619 institutions were inspected for compliance with examinations center requirements and mapped

during the exercise conducted in March 2023. Out of the 619 institutions inspected, the Board issued full examinations center accreditation to 332 institutions; provisional accreditation to 192 institutions and revocation of 95 examinations centers. The mapping of examinations centers has improved zoning of examinations and assessment processes including delivery and storage facilities at police stations, deployment of examinations managers and decentralization of monitoring continuous assessment and feedback mechanisms to regions.

2.1.3 Enhance the capacity of assessors and other exam managers/professionals

2.1.3.1 Retooling of assessors on modularized assessment

To actualize the TVET Policy 2019, the Board, through the department of Business and Humanities, organized the fifth assessors training between 13th and 22nd February, 2023 where 170 assessors; private (36) and government-aided (48) technical and vocational institutions were retooled with new assessment skills to meet the changing modularized assessment criteria and technological advancements in the world of work. The training also included 65 UBTEB staff and 21 participants from the world of work to strengthen tripartite assessment mechanisms which will involve training institutions, UBTEB subject specialists and employer representatives. The assessors that concluded the training on 22nd February, 2023 find another 516 assessors already trained in the field to implement the TVET reforms. The world of work supports UBTEB by giving the assessors and trainees space to experiment their ideas and innovations on the latest technology as they prepare the latter for absorption into local and foreign labor markets.



2.1.3.2 Deployment of examination managers participating in assessment processes

The Board carries out routine training of examinations managers such as item developers, reconnoiters, center supervisors and academic registrars on different aspects related to improvement of assessment processes. The Board deployed a total of 5,690 examination managers during the examinations processes of the year.

During the marking exercise conducted for July-August 2022 examinations, the Board deployed 227 Support staff and 412 examiners to mark theory examinations. A total of 246 assessors participated in the item writing and moderation of 671 sets of test items of technical and agriculture national certificates.

During the conduct of November-December 2022 examinations, the Board deployed 229 area coordinators, 771 reconnoitres, 58 security escorts for examinations delivery, 28 drivers, 458 security guards at storage facilities and 463 center supervisors at examinations centers. During the theory marking of November-December 2022 examinations, the Board deployed 368 support staff and 768 examiners to mark 367,584 scripts for all programmes assessed during the series.

2.1.4 Support research and quality assurance to inform best practices in assessment

2.1.4.1 Research findings disseminated

During April 2023, the Board commissioned a study into the cause of high prevalence of malpractices and the nature of penalties given. The respondents included 642 students, 307 instructors, 67 heads of institutions and 50 parents. According to the findings from student respondents, the most important cause of malpractice is; insufficient preparation and practice in their respective courses (46.9%); failure to balance work and school (41%); incomplete coverage of syllabus (33.8%) and absenteeism (32.6%). The general reduction in malpractices was attributed to the strict vigilance of examination management team deployed by the Board. The study recommended; setting up of examinations monitoring committees at institutions; introduction of computer based examinations; and legislating the penalties for examinations malpractice among others.

2.1.4.2 TVET Graduate Tracer study

The Research Unit conducted preliminary document reviews and data collection for the Tracer Study of 4 Technical diploma graduates of 2015-2019. The objective of the study was

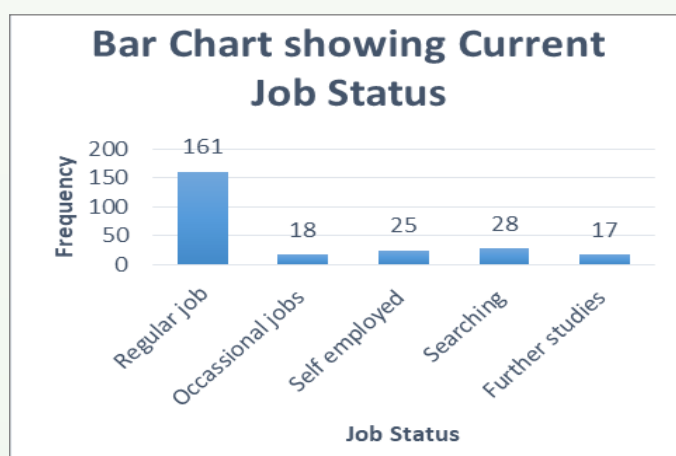
to; determine the lag time between graduation and employment, the relevance of diploma engineering programmes, investigate factors that affect employability of graduates, and employers’ satisfaction toward TVET graduates’ skills. The targeted programmes were; National Diploma in Water Engineering (NDWE); National Diploma in Civil Engineering (NDCE); National Diploma in Electrical Engineering (NDEE) and National Diploma in Mechanical Engineering (NDME). Out of the targeted 286 graduates, the data collection exercise was able to access only 249 graduates and 39 employers translating into a response rate of 87%.

The results of the study showed that 10% of the respondents were female and 90% were males. This gender disparity seen at registration for technical diploma programmes continues to the world of work since the majority of the students in technical courses are male. 74% of the respondents studied from government aided training institutions and 26% were in private owned institutions. Although, the private sector

continues to supplement government’s role in the provision of education, most of the students had preferred government aided technical institutions because they have better equipped laboratories than the private tertiary institutions. The average age of students was about 29.9 years and this is age bracket for working class. The study also noted that 69% of the employers were in the private sector while 31% are government-owned organizations. The private sector therefore continues to provide more employment opportunities to TVET graduates and is therefore a key player in administering a demand-driven employer-led TVET system.

At the time of the study, more than 82% of the graduates were in gainful employment and just 18% were not employed as shown in the table; The majority had regular jobs, others were self-employed and few had occasional/temporary jobs. Graduates that were either still searching jobs or were for further studies were considered as unemployed during the analysis.

Programme	Employment Status					
	No		Yes		Total	
NDCE	8	3%	33	13%	41	4%
NDEE	8	3%	42	17%	50	20%
NDME	15	6%	91	37%	106	43%
NDWE	14	5.6%	38	15%	52	21%
Total	45	18%	204	82%	249	100%



The majority of the respondents (37%) revealed that they took over a year to get a job, while close to 20% took less than one month to get absorbed

in the world of work. Deductively, close to 63% of the graduates were found to get employment within one year of graduation.

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

2.2.1 Promotion of international assessment and certification

Through the existing MOU and Mutual agreement with Go Study - China, UBTEB conducted joint trainings alongside Guangxi Vocational College of Water Resources and Electric Power. The trainings which took place in China from May 31st to June 2nd, 2023 attracted participants from 14 countries; Uganda, Cambodia, Ethiopia, Gambia, Indonesia, Liberia, Malaysia, Morocco, Nigeria, Pakistan, Philippines, Serbia, Zambia

and Zimbabwe. The training that took three days had serial lectures about electrical fires: skills of fire safety, fire safety regulations, accident handling in China's experience and participants were certified in Application of Water Treatment Technology in China and Electrical Fire Safety Management in China. The short course has been considered a continuous professional development programme for diploma graduates which has enhanced their competitiveness and eased their mobility into foreign labor markets.



2.2.2 ISO 9001:2015 Quality Management System

In a bid to acquire ISO 9001:201597 Quality Management System, UBTEB carried out; ISO awareness training for 97 staff; 9 staff trained as ISO QMS internal auditors and constituted an ISO Task Force under the Department of Research, Awards and Quality Assurance. The Secretariat also conducted an Internal QMS Audit and Management Review meeting for gap filling before submitting an application for certification of the UBTEB Quality Management System to Uganda National Bureau of Standards.

During the year, National Bureau of Standards (UNBS) conducted stage one Quality Management System Audit for various departments and policies in bid to process the application for ISO Certification 9001:2015.

A team of two manager staff Travelled to Birmingham –UK between 12th – 17th October 2022, to conduct due diligence exercise to establish and confirm the physical address of A1 security Print Limited and the facilities for authenticity.

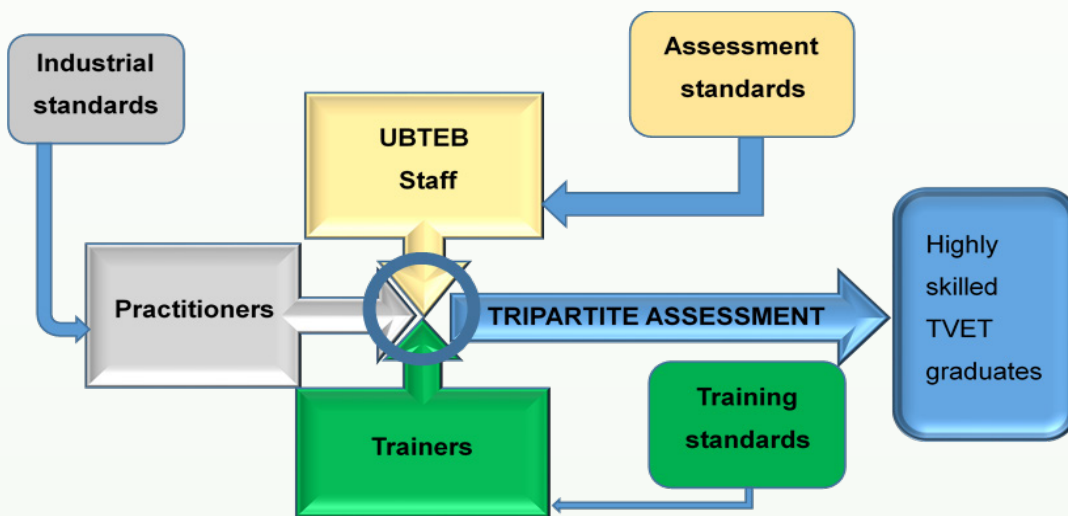
2.3 PROMOTE LINKAGES AND PARTNERSHIPS WITH STAKEHOLDERS FOR ACHIEVEMENT OF THE BOARD'S MANDATE.

2.3.1 Enhance the role of practitioners in assessment

UBTEB has continued to engage a number of stakeholders. The Board Signed a Memorandum of Understanding with GO-Study China. The signing of the MOU with Go-Study China was aimed at creating platforms for knowledge sharing from best practices in leading research tertiary institutions in China and Malaysia in order to enhance competitiveness of Uganda's TVET graduates in the local, regional and international

labor markets. The Board carried out one joint capacity building programme under the MOU in June 2023.

To enhance the role of practitioners in assessment, UBTEB operationalized the Technical Vocational Assessment Working Groups as guided by the TVET policy 2019 and as stipulated in the Human Capital Development Programme Implementation Action Plan interventions. Guidelines for constituting the working groups were developed in FY2021/22.



The Board undertook the process of establishing the TVAWGs by carrying out a capacity building and orientation for the selected members from 22nd to 26th August 2022. The six (6) TAWGs that were constituted are clustered as Manufacturing and Production, Civil and Construction, Agriculture and Biological, Business and Humanities, Tourism and Hospitality and, Physical Sciences. The TVAWGs comprise 63 members representing Practitioners, Trainers and the UBTEB.

2.3.2 Retain existing partners and establish new ones.

Feedback workshops on examinations processes

The Board conducted its 7th feedback workshop across the country from 7th to 9th September 2022 in four regional centres. For the first time, the feedback workshop was organized at

regional level in order to enhance participation by the different stakeholders across the country. The overall objective of the workshop was to ensure that feedback on assessment processes is collected from and provided to stakeholders in order to continually improve the Board's services. The workshop was attended by Principals and registrars at the regional venues selected by the Board; Uganda Institute of Communications Technology (UICT) – Nakawa for central, UTC – Elgon for eastern, UTC –Lira for northern and Nyamitanga Technical Institute in Mbarara for western. Accordingly, a total of 458 participants attended the workshop with 74, 59, 150 and 175 participants from Eastern, Northern, Western and Central regions respectively. During the workshop, issues emerging from all existing assessment processes and the future of modularized TVET assessment were discussed by participants.



2.4 ORGANIZATIONAL CAPACITY FOR EFFICIENT AND EFFECTIVE EXECUTION OF BOARD'S MANDATES.

2.4.1 Strengthen organizational financial accountability and sustainability.

The Board conducted a Mid-term Review of the Strategic Plan 2021-2025 and indeed aligned to the reviewed NDPIII. Overall performance of the strategic plan: Goal (To contribute to a productive,

self-reliant, competitive and employable workforce for improved quality of life in Uganda and beyond) was not reported on, outcome and output indicators are summarized in the table below;

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

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

Result framework targeted 68 output indicators for 2 ½ years. The overall performance indicate; 15 (22.1%) complied and 12 (17.6%) not complied and 41 not assessed.

UK between 12th to 17th October 2022, to conduct a due diligence exercise establishing the physical address of A1 Security Print Limited, confirm its existence and capacity of the facility to perform the tasks.

2.4.2 Strengthen Human Resource Capacity

Manager Human Resources and Administration together with Manager Research, Quality Assurance and awards travelled to Birmingham -

UBTEB Staff Establishment As at June, 30th 2023

Staff Level	Salary Scale	Male	Female	Total
Executive Secretary	BTEB1	1	0	1
Deputy Executive Secretary	BTEB2a	2	0	2
Managers	BTEB2b	1	3	4
Principal Officers	BTEB3	8	1	9
Senior Officers	BTEB4	3	7	10
Officers	BTEB5	17	16	33
Assistant Officers	BTEB6	10	3	13
Data Clerks & Assistants	BTEB7	10	8	18
Support Staff	BTEB8	5	2	7
Total staff		57	40	97

During the year ended 30 June 2023, the Board addressed critical staff gaps especially in the field of Information Communication and Technology (ICT). This therefore resulted into enhancement of 97 staff welfare and addressed critical skill gaps especially in Information Communication

Technology (ICT) with a recruitment and appointment of additional 5 staff to support the Administration and EIMS. This enhancement resulted from 47.3% in 2021/22 to 50.4% in FY 2022/23 of the staff establishment of 205.

Among the new staff joined the UBTEB family during the year ended 30 June 2023.

Some of the adverts for the positions for recruitment	Name	Post
Assistant Officer ICT/ Computer Programmer Vacancies: 1 Post Ref No: UBTEB/HRM-EXT/ 003/11/2022 Salary Scale: BTEB 6 Reports to: ICT Officer	1. Generous Begumisa	ICT
	2. Bagambe Joseph	ICT
Data Entry Clerk-Network & Systems Administration Vacancies: 1 Post Ref No: UBTEB/HRM-EXT/ 004/11/2022 Salary Scale: BTEB 7 Reports to: ICT Officer	3. Agaba Clare	ICT
	4. Sarah kekirungi	DATA
Data Entry Clerk- ICT Transcript Processing Vacancies: 1 Post Ref No: UBTEB/HRM-EXT/ 005/11/2022 Salary Scale: BTEB 7 Reports to: Data Processing and Awards Officer	5. Jolly kabandize	DATA
Data Entry Clerk- Computer Programming Vacancies: 1 Post Ref No: UBTEB/HRM-EXT/ 006/11/2022 Salary Scale: BTEB 7 Reports to: ICT Officer		

Conducting new staff interviews at Makerere University faculty of ICT.



2.4.3 Strengthen governance processes and Corporate Visibility.



Meeting Vocational Training Institutions affiliated to Centres of Excellence 05th October 2022.

UBTEB Audit charter, As mandated by sec. 48 of the Public Finance Management Act, 2015 (PFMA, 2015) and as guided by the Charter for Internal Audit Functions (2008), Government Standing Instructions, other Government Laws, Regulations and Guidelines; Quarterly and annual Internal Audit and Risk management reports were submitted to the Board through the Audit Committee of the Board and the Office of the Internal Auditor General (OIAG) for the F/Y 2022/2023; the Reports provided independent, objective assurance services which added value and improved the Board's operations 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 improving the effectiveness of governance, risk management, and control processes.

2.4.4 Strengthen infrastructure development.

Continued construction of the Assessment Centre project located at Kyambogo plot no. M891 Kigobe Road in Kampala. Works of the construction by Seyani brothers & Co. Ltd and supervised by Cornerstone Design & Engineering Limited and Oubuntu 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 project is expected to be completed by February 2025.

The assessment centre project will contribute 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. Below is the physical progress achieved within the FY 2022/23.

Summary of progress on works.

No.	Description	Overall planned progress	Overall actual progress	Remarks
	Overall progress	50%	20%	Delays attributed to cash flows.
	Detailed progress:			
1	Main office Block substructure	100%	97%	
2	Printery Block substructure	100%	92%	
3	Superstructure sfor Main Office Block.	100%	45%	
4	Superstructure for Printery Block.	100%	75%	

Development activities carried out during the year ended 30 June 2023



Construction of the Assessment centre utilized time progress of 50%, and physical progress of 20.0%, and prepared 11 project monitoring and supervision exercises at the construction site.



Procured - 1 station wagon, 1 multipurpose heavy-duty printer, 9 laptop computers.

2.4.5 Integration of cross-cutting issues

Gender and Equity responsiveness: to encourage youth (UPPET and UPOLET) enroll in TVET institutions and sensitize youth on the benefits of pursuing demand driven TVET courses.

- i) Conducted TVET sensitizations through 5 regional (Mbarara, Kampala, Mbale, Lira, Arua) radio talk shows and print media – 1 newspaper supplement. Conducted public awareness on available female TVET scholarships and public TVET institutions selection processes.
- ii) 16 Support personnel deployed for SNE candidates for April-May 2023 examinations.
- iii) FY2023/24 budget reports submitted to EOC for budget compliance.
- iv) The Board strengthened female staff from 38% to 42.8% of the existing staff.

HIV/AIDS mainstreaming in UBTEB activities to contribute to the national goal of curbing HIV/AIDS by 2030.

The Secretariat in collaboration with TASO and

Jinja Regional Referral Hospital conducted HIV/AIDS sensitization, counselling and testing of 350 staff and examinations managers in April 2023. And 67 participants voluntarily took HIV tests and received counselling services.

On Environment Protection; Climate Change Adaptation and Mitigation

- i) Carried out assessment of Forestry-related courses at Nyabyeya Forestry College.
- ii) Real-life projects inspected on environment protection where; students are using plastic water bottles in urban farming at Ahmed Seguya T.I; Fashion and design students are encouraged to use offcuts pieces to make door mats, fabrics; Fabric and design students made flower vases out of plastic water bottles; and Agricultural students made manure as a way of waste management.
- iii) Inspected Agriculture real-life projects with extension services at Kyera Agriculture College and Rwentanga Farm Institute.

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

NDPIII Interventions	PIAP	Indicators	Targets FY 2022/23	Outputs for FY 2022/23
Accelerate the acquisition of urgently needed skills in key growth areas.	Nationally assessed and certified beneficiaries of Institutions and work-based training	No. of nationally assessed and certified beneficiaries of apprenticeships, traineeships, indenture training (000s)	107,590	166,218 (Females-60,978; Males-105,240)
		Number of candidates issued certificates and transcripts.	38,500	33,135
Roll out the modularized TVET curricula for all formal TVET programs as to attain a flexible demand driven TVET system in Uganda.	Modularized TVET programmes.	No. of assessors retooled	240	240
		% of TVET training programs modularised and used in training.	20% (13 programmes)	50% (32 programmes)
Establish a functional labor market	Tracer study report	No. of tracer studies undertaken by universities, MoES, and NCHE	1	1
Equip and support all lagging primary, secondary schools and higher education institutions to meet the basic requirements and minimum standards	Basic Requirements and Minimum standards met by schools and training institutions	No. of professionals utilized in assessments	6,000	6,347
		An internationally accredited certification system developed, and high quality TVET certifications delivered	Acquisition of ISO 9001:2015 Quality Management System	Commenced acquisition of ISO 9001:2015 Quality Management System
		No. of institutions inspected	Inspection of TVET Assessment centres.	619 institutions inspected for accreditation

NDPIII Interventions	PIAP	Indicators	Targets FY 2022/23	Outputs for FY 2022/23
Equip and support all lagging primary, secondary schools and higher education institutions to meet the basic requirements and minimum standards	Basic Requirements and Minimum standards met by schools and training institutions.	Governance	4	4
		Strategic plan developed in place and monitored.	1	1
		Developed MPS, BFP, prepared Quarterly and physical performance reports.	BFP, MPS, Quarterly and Annual physical performance reports to MoFPED, MoES and OPM	BFP, MPS, Quarterly and Annual physical performance reports to MoFPED, MoES and OPM
		Staff emoluments and welfare.	98	97
		Risk management and audits.	Quarterly and Annual Audit reports to IAG and OAG	Quarterly and Annual Audit reports to IAG and OAG
		Vote performance reviewed, Quarterly and Annual Financial reports.	Quarterly and Annual Financial performance reports to AG and OAG.	Quarterly and Annual Financial performance reports to AG and OAG.
		Asset register management.	1	1
Provide the critical physical and virtual science infrastructure in all secondary schools and training institutions	Basic Requirements and Minimum standards met by schools and training institutions	Construction of UBTEB assessment centre.	Construction of assessment centre	Physical performance 20%
		Equipping UBTEB	1 station wagon, 3 Double cabin pickups, 1 multipurpose heavy-duty printer, 40 computers' accessories, 9 laptop computers	1 station wagon, 1 multipurpose heavy-duty printer, 40 computers' accessories, 9 laptop computers

4.0 FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30TH JUNE 2023.

4.1 REPORT OF THE AUDITOR GENERAL ON THE AUDIT OF FINANCIAL STATEMENTS OF UGANDA BUSINESS AND TECHNICAL EXAMINATION BOARD FOR THE YEAR ENDED 30TH JUNE, 2023

The Rt. Hon. Speaker of parliament

Opinion

I have audited the financial statements of the Uganda Business and Technical Examination Board (UBTEB), which comprise the Statement of Financial Position as at 30th June 2023, 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 accompanying financial statements of the Uganda Business and Technical Examination Board for the financial year ended 30th June 2023 are prepared, in all material respects, in accordance with Section 51 of the Public Finance Management Act (PFMA), 2015 and the Financial Reporting Guide, 2018 (as amended).

Basis for Opinion

I conducted my audit in accordance with the 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

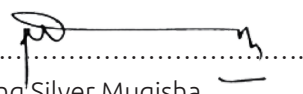
the Constitution of the Republic of Uganda 1995 (as amended), the National Audit Act, 2008, the International Organization of Supreme Audit Institutions (INTOSAI) Code of Ethics, the International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (Parts A and B) (IESBA Code), 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.

4.2. STATEMENT OF FINANCIAL PERFORMANCE FOR YEAR ENDED 30TH JUNE 2023.

	Note	Actual 30 th June 2023 (Shs)	Actual 30 th June 2022 (Shs)
OPERATING REVENUE			
Transfers received from Treasury	6.1	33,366,915,648	31,880,891,208
Transfers received from Other Government units	6.2	0	1,034,030,500
Non-Tax Revenue	6.3	11,140,906,842	3,787,031,311
Total Operating Revenue		44,507,822,490	36,701,953,019
OPERATING EXPENSES			
Employee costs	6.4	9,548,418,813	7,633,394,969
Goods and services consumed	6.5	31,715,425,704	16,411,635,975
Consumption of property, plant & equipment (depreciation)	6.6	146,574,387	4,511,675,472
Other operating expenses	6.7	10,000,000	0
Total operating expenses		41,420,418,904	28,556,706,416
Excess of revenue over expenditure from operating activities		2,823,898,279	8,145,246,603
Bad debts expense		0	0
Excess of Revenue over expenditure for the year		3,087,403,586	8,145,246,603



Onesmus Oyesigye (CPA)
Executive Secretary



Dr. Eng Silver Mugisha
Chairperson UBTEB Board.

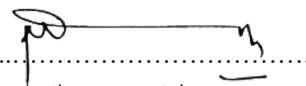
Date: 03rd May, 2024.

4.3. STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2023.

	Note	Actual 30 th June 2023 (Shs)	Actual 30 th June 2022 (Shs)
ASSETS			
Cash and cash equivalents	6.9	1,980,044,115	2,911,215,886
Receivables	6.10	1,880,512,852	1,499,991,212
Investments (property, Plant & Equipment)	6.8	5,773,386,777	-
Total Assets		9,633,943,744	4,411,207,098
LIABILITIES			
Payables		2,135,333,060	-
Total Liabilities		2,135,333,060	-
Net assets (liabilities)		7,498,610,684	4,411,207,098
REPRESENTED BY:-			
Net Worth		7,498,610,684	4,411,207,098



.....
Onesmus Oyesigye (CPA)
Executive Secretary



.....
Dr. Eng Silver Mugisha
Chairperson UBTEB Board.

Date: 03rd May, 2024.

4.4. STATEMENT OF CHANGES IN EQUITY (NET WORTH) FOR THE FY ENDED 30 JUNE 2023

	Note	Actual 30 th June 2023 (Shs)	Actual 30 th June 2022 (Shs)
At 1 July - Net worth Last Year (B/F)		4,411,207,098	-
Less: Transfers to the UCF account			-
+/- Balance sheet adjustments	6.11		(3,734,039,505)
Revaluation reserves			-
Add: Excess of revenue over expenditure for the Year		3,087,403,586	8,145,246,603
Closing Net Financial Worth		7,498,610,684	4,411,207,098

4.5. CASH FLOW STATEMENT FOR THE YEAR ENDED 30TH JUNE 2023 (DIRECT METHOD)

	Actual 30 th June 2023 (Shs)	Actual 30 th June 2022 (Shs)
CASH FLOWS FROM OPERATING ACTIVITIES		
Revenue from Operating activities (see below)	43,980,726,523	35,201,961,807
PAYMENTS FOR OPERATING EXPENSES:		
Employee costs	9,548,418,813	7,633,394,969
Goods and services consumed	29,580,092,644	16,411,635,975
Net Advances paid		-
Domestic arrears paid during the year		4,090,584,450
Deposits paid		-
Other expenses	10,000,000	
Total payments for operating activities	4,842,215,066	7,066,346,413
Net cash inflows/(outflows) from operating activities	5,773,386,777	4,511,675,472
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property, plant and equipment		-
Purchase of non-produced assets		-
Net cash inflows/(outflows) from investing activities	5,773,386,777	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	(931,171,711)	2,554,670,941

For cash flow purposes receipts from revenue comprise.

	30 June 2023 Shs.	30 June 2022 Shs.
Total Revenue as per Statement of Financial Performance	44,507,822,490	36,701,953,019
Add: Advances recovered during the year	-	-
: Revenue receivable collected during the period	1,499,991,212	-
: Deposits received	-	-
Total Revenue	45,863,652,702	36,701,953,019
Less: Grants received in Kind		-
Revenue in Kind (Tax waivers)		-
Transfers to Treasury	-	-
Revenue Receivable for the reporting period	1,880,512,852	1,499,991,212
Total revenue received for Cash flow statement	43,980,726,523	35,201,961,807

5.0 CHALLENGES AND RECOMMENDATIONS

S/N	CHALLENGES.	RECOMMENDATIONS.
1	Few female trainees are attracted in Technical, Physical and Biological sciences training. This requires concerted efforts from all stakeholders to reverse.	The Board recommends that all stakeholders carryout public awareness, regional career guidance drives and sensitization of masses on opportunities for females and the inclusiveness of TVET.
2	UBTEB Secretariat still had critical vacant positions of subject specialists partly due to recruitment delays and ban as a result of ongoing rationalization, and inadequate wage bill.	Request to lift the ban on recruitment and enhance the wage bill.
3	Inadequate equipment like computers in institutions resulting into many practical examinations shifts/sessions which makes assessment more costly.	Lobby with Ministry of Education and Sports institutions with ICT infrastructure.
4	While it is critical to have practical assessment in competence based assessment, it has remained costly for the Board and examinations centers.	Engage the Education, sports and skill sub programme working group for additional resource envelope to enable and adequately conduct on-spot practical assessments.
5	Lack of TVET qualification framework.	Request the Education, Sports and Skill sub programme to expedite the development of the TVET Qualifications framework.
6	Inadequate funding to address the underfunded priorities amounting to 14.275Bn.	<ul style="list-style-type: none"> • Appeal for more funding to complete the project. This will ultimately reduce on cost accruing from rented offices and other examination related venue hire. • Establish field coordination centers in different regions will decentralize monitoring of continuous assessment, improve examinations research and feedback and concurrently the efficiency of assessment processes.
7	Inadequate storage facilities.	Avail funds to install more containers for storage of examination materials and procure motor vehicles to facilitate transportation of examination materials.

6.0 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;

a) 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.

b) 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.

c) 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.

d) 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.

e) 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.

(x) 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.

(xi) 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.

(xii) 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.

(xiii) 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.

(xiv) 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.

(xv) 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.

(xvi) Inventories

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

(xvii) 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.

(xviii) 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.

(xix) 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.

(xx) 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.

(xxi) 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.

(xxii) 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.

(xxiii) 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.

(xxiv) 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

6.1. Transfers Received From the Treasury – Consolidated Fund.

	30 June 2023 Ushs	30 June 2022 (UShs)
Transfers from the Treasury – (Current & Capital)	33,366,915,648	31,880,891,208
Total Transfers	33,366,915,648	31,880,891,208

6.2. 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 June 2023 (Shs)	30 June 2022 (Shs)
Transfers received from other Gov't Units - Current <i>(Name of the Government unit)</i>	0	1,034,030,500
Total	0	1,034,030,500

6.3. Non-Tax Revenues.

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

	30 June 2023 (Shs)	30 June 2022 (Shs)
Sale of goods and services		-
Administrative fees and licenses	11,140,906,842	3,787,031,311
Other fines and Penalties		-
Total Non-Tax Revenue	11,140,906,842	3,787,031,311

6.4. Employee Costs.

Employee costs principally comprise.

	30 June 2023 (Shs)	30 June 2022 (Shs)
Wages and salaries	7,401,193,339	5,939,313,427
Social contributions	614,887,404	677,783,757
Other employment costs	1,532,338,070	1,016,297,785
Total employee costs.	9,548,418,813	7,633,394,969

6.5. Goods and Services.

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

	30 June 2023 (UShs)	30 June 2022 (Shs)
General expenses	7,501,324,141	1,753,019,119
Communications	139,187,820	152,181,489
Utility and property expenses	437,940,620	510,213,880
Supplies and services	3,688,224,804	2,170,881,419
Professional services	6,294,506,819	11,281,298,893
Insurances and licenses	108,832,565	17,871,386
Travel and transport	13,407,908,935	368,864,867
Maintenance	137,500,000	157,304,922
Total cost of goods and services	31,715,425,704	16,411,635,975

6.6 Depreciation/ Amortization

	30 June 2023 (Shs)	30 June 2022 (Shs)
Transport equipment	80,592,402	-
ICT equipment	65,981,984	-
Total	146,574,386	-

6.7 Other Expenses

These comprise:

	30 June 2023 (Shs)	30 June 2022 (Shs)
Miscellaneous other expenses	10,000,000	-
Total other operating expenses	10,000,000	-

6.8 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 June 2023 (Shs)	30 June 2022 (Shs)
Non Residential buildings	5,040,514,840	-
Transport equipment-	402,962,017	-
Furniture and fittings	329,909,920	-
Other fixed assets	0	-
Total value of property, plant and equipment expensed	5,773,386,777	-

6.9 Cash and cash equivalents

	30 June 2023 (Shs)	30 June 2022 (Shs)
Domestic		
Collection accounts	1,980,044,115	2,911,215,886
Total cash and bank balances	1,980,044,115	2,911,215,886

Any over drafts should be included under the respective bank accounts

6.10. Net Receivables.

	30 June 2023 (Shs)	30 June 2022 (Shs)
Domestic		
Accrued Revenue	1,880,512,852	1,499,991,212
Total domestic receivables	1,880,512,852	1,499,991,212

6.1.1. Adjustments to Reserves.

This includes adjustments if any 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 2022 Shs	Adjustments to the opening balance Shs	Transfers to UCF (Prior year balance) Shs	Recovery or payments towards the opening balance Shs	Net asset or liability incurred/ acquired during the year Shs	Closing balance 30 June 2023 Shs
ASSETS							
Cash and Cash equivalents	21	2,911,215,886	-	-	(2,911,215,886)	1,980,044,115	1,980,044,115
Receivables	22	-	-	-	-	-	-
Accrued Revenue		1,499,991,212	-	-	(1,499,991,212)	1,880,512,852	1,880,512,852
Loans & Advances		-	-	-	-	-	-
Letters of Credit		-	-	-	-	-	-
Prepayments		-	-	-	-	-	-
Other receivables		-	-	-	-	-	-
Investments	24	-	-	-	-	-	-
Investment Properties	25	-	-	-	-	-	-
PPE	25	-	-	-	-	5,626,812,390	5,626,812,390
Non-Produced assets	26	-	-	-	-	-	-
LIABILITIES							
Payables	27	-	-	-	-	-2,135,333,060	-2,135,333,060
Deposits	28	-	-	-	-	-	-
Borrowings	29	-	-	-	-	-	-
Pensions	30	-	-	-	-	-	-
Total		4,411,207,098	-	-	(4,411,207,098)	7,352,036,297	7,352,036,297

7.0 ANNEXTURE

ANNEX. 1 STRATEGIC PLAN PHYSICAL PERFORMANCE AT OUTPUT LEVEL FOR THE YEAR ENDED 30 JUNE 2023.

SO1. To enhance assessment of demand driven TVET skills for a competent and ethical workforce.

1.1: Demand driven TVET Skills Assessment streamlined.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
1.1.1 Develop and implement assessment standards and tools	No of modules aligned with assessment standards.	13 programmes equivalent to (91 modules)	30 modularized programmes	49 modularized programmes
1.1.2 Design and implement the Tripartite assessment approach.	Percentage candidates registered and assessed.	82,080, Assessed 80,148 (98%).	107,590	166,218.
1.1.3 Maintain professionalism in assessment and examinations.	% of contracted professionals Trained.	100%	100%	85%
1.1.5 Disseminate reviewed examinations regulations.	Percentage reduction in the cases of examination malpractices.	20%	15%	28.6%
	Percentage cases of examinations malpractice.	0.14% (118 cases)	0.15%	0.10% (167 cases)
1.1.7 Conduct a needs assessment in TVET sector and modularize curricula.	Number of Programmes modularized.	13	39	49

1.2: Strengthen ICT orientation in TVET assessment processes.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
1.2.2 Enhance ICT in assessment processes.	Number of modules assessed online.	0	65	0
	Migration of item writing/development and moderation to online applications.	0	100%	0%
1.2.3 Catalogue, Geo-reference, and map all exam centres and exam storage Police stations.	Number of centres mapped.	0	130	610

1.3: Enhance the capacity of assessors and other exam managers/professionals.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
1.3.1 Retool assessors, examination managers/professionals and verifiers	Number of assessors and verifiers retooled.	147	240	240
1.3.2 Certify assessors	Number of assessors certified	95	240	240

1.4: Support research and quality assurance to inform best practices in assessment.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
1.4.1 Conduct research on the examination processes and disseminate findings	Number of research studies conducted per annum.	1	2	1
	Number of tracer studies conducted.	0	1	0

1.5: Integrate recognition of prior learning (RPL) in assessment.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
1.5.2 Sensitize stakeholders on RPL	Number of stakeholder's workshops on RPL conducted annually.	0	1	0

SO 2. To enhance competitiveness of TVET graduates in the local, regional and international labour markets.**2.1: Increase TVET programmes locally and internationally accredited.**

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
2.1.2 Develop a database for foreign TVET qualifications.	A TVET qualifications database in place.	0.5	1	1
2.1.3 Achieve international certification.	An ISO 21001:2018 Accreditation certificate in place.	0	1	0
	Assessment centres inspected by UBTEB accreditation.	9	563	610

2.2: Promote entrepreneurship in TVET

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
2.2.3 Integrate value addition and marketing for agricultural products in TVET assessment.	No of TVET institutions with Real-life projects in support of Agricultural value addition and marketing.	13	15	14

SO 3. Promote linkages and partnerships with stakeholders for achievement of the board's mandate.

3.1: Enhance the role of practitioners in assessment

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
3.1.1 Form and operationalize TVET assessment working groups.	Number of MOUs signed with industry (functional assessments working groups)	5	10	6
	Proportion of sectors with functional assessment working groups.	100%	30%	100%

3.2: Retain existing partners and establish new ones.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
3.2.1 Implement MoUs with existing partners.	No. of stakeholder engagement meetings held with existing partners and feedback workshops.	1	1	1
3.2.2 Sign and operationalize MoUs with new partners.	No. of MoUs signed with new partners.	3	10	1
	No. of progress reports on the MoUs implemented (1 per annum for each MoU signed).	1	1	0

SO.4 Strengthen Organizational Capacity For Efficient And Effective Service Delivery.

4.1: Strengthen organization financial sustainability.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
4.1.1 Develop and operationalize a resource mobilization strategy.	Percentage increase in the resource envelope.	16.7%	2%	9.4%
4.1.3 Provide financial and management reports.	No. of reports prepared, submitted and approved (2 Quarterly performance reports and 2 biannual financial performance reports by 15 th day of the month following end of the quarter)	4	4	4

4.2: Strengthen Human resource capacity.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
4.2.1 Attract and retain competent Human resource.	Staff recruitment plan.	1	1	1
	Staff development plan.	1	1	1
4.2.3 Review the HR Manual and Functional Structure.	Reviewed HR manual and functional structure.	0	1	0
4.2.4 Conduct staff performance evaluation.	No. of staff performance evaluation reports.	1	1	1

4.3: Strengthen governance processes.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
4.3.1 Enhance capacity of the Board members.	No. of corporate governance trainings conducted.	1	1	1
4.3.3 Develop and operationalize the Internal Audit Charter.	No. of reports on the implementation of the Audit charter (Quarterly).	4	4	4
4.3.4 Implement the risk management framework.	No. of risk evaluation reports prepared and presented.	2	4	4
4.3.5 Review of the Strategic Plan (2020/21-2024/25)	No. of Strategic Plan reviews conducted (Mid and end term)	1	1	1
	No. of Ministerial Policy Statement (MPS) and Budget Framework papers (BFP)	1	1	1
4.3.6 Implement the M&E plan.	No. of Monitoring & Evaluation reports.	1	1	1

4.4: Strengthen Corporate Visibility.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
4.4.2 Develop and operationalize the Client Service Charter	No. of evaluations of the Client Service Charter	0	1	0
4.4.3 Develop and operationalize a CSR Strategy	Corporate Social Responsibility Strategy in place and approved	0	1	0
	No. of Corporate Social Responsibility (CSR) activity reports.	1	1	1

4.5: Strengthen infrastructure development.

Output	Indicators	21-22	22-23	
		Base Year	Target	Actuals
4.5.1 Construct Assessment center.	% budget allocated to infrastructure development.	0%	9%	20%
4.5.2 Retooling of UBTEB	% budget allocated to machinery and equipment, furniture computers and fittings.	3.50%	7%	2%

ANNEX. 2 CROSSCUTTING ISSUES.

Gender and equity: to encourage youth (UPPET and UPOLET) enroll in TVET institutions and sensitize youth on the benefits of pursuing demand driven TVET courses.

Planned	Actual	Actual
<p>a) To sensitize youth on the benefits of pursuing demand driven TVET courses.</p> <p>b) To encourage youth (UPPET and UPOLET) enroll in TVET institutions</p>	<p>a) 35% increase of female candidates in Technical fields and male candidates in vocational and Business fields</p> <p>b) 45% increase in UPPET and UPOLET enrollment in TVET institutions.</p>	<p>a) Conducted TVET sensitizations through 2 radio talk shows and print media – 1 newspaper supplement.</p> <p>b) Conducted public awareness on available female TVET scholarships and public TVET institutions selection processes.</p> <p>c) 16 Support personnel deployed for SNE candidates for April-May 2023 examinations.</p> <p>d) UBTEBFY2023/24 budget reports submitted to EOC for budget compliance.</p> <p>e) UBTEB current staffing level:</p> <p>f) Contract staff (Male 57: Female 40) and</p> <p>g) Support staff 4 (Male: 1 – Female: 3).</p>

HIV/AIDS: Sensitization on HIV/AIDS prevalence, counselling and motivation of staff.

Planned	Actual	Actual
<p>a) To sensitize youth on the benefits of pursuing demand driven TVET courses.</p> <p>b) To encourage youth (UPPET and UPOLET) enroll in TVET institutions.</p>	<p>a) 35% increase of female candidates in Technical fields and male candidates in vocational and Business fields.</p> <p>b) 45% increase in UPPET and UPOLET enrollment in TVET institutions.</p>	<p>The Secretariat in collaboration with TASO conducted HIV/AIDS sensitization, counselling of 350 staff and examinations managers in April 2023. Out of which 67 participants voluntarily took HIV tests and received counselling services.</p>

ENVIRONMENT: Modularize TVET Assessment And Real-Life Projects With Environmental Content.

Planned	Actual	Actual
<p>c) 10 of real-life projects with a demonstrable environmental related activities</p> <p>d) 20% modularized assessment with improved content on environmental issues.</p>	<p>a) Modularize Technical Vocational assessment with improvement on environmental related content in the modules.</p> <p>b) Real-life projects on environmental related activities.</p>	<p>a) Over 18% modularized assessment with improved content on environmental.</p> <p>b) 9 Real-life projects inspected on environment protection where;</p> <ul style="list-style-type: none"> ▪ Fashion and design students are encouraged to use offcuts pieces to make door mats, fabrics. ▪ Fabric and design students made flower vases out of plastic water bottles. ▪ Agricultural students made manure as a way of waste management. ▪ Inspected Agriculture real-life projects with extension services at Kyera Agric College and Rwentanga Farm Institute. Including carried out assessment of Forestry-related courses at Nyabyeya Forestry College.

COVID-19: Sensitize all staff and observation of COVID-19 standard operating procedures

Planned	Actual	Actual
a) Sensitize all staff to get vaccinated against COVID-19. b) Improve on observation of COVID-19 SOPs.	a) 90% of staff vaccinated against COVID-19. b) All staff wear Masks, sanitize, temperature records are taken, regular covid-19 tests.	Procured SOPs such as hand washing facility, face masks and hand gloves in select places. Temperature measurement equipment.

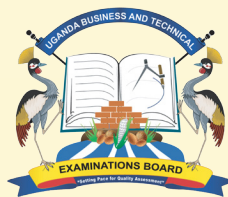
ANNEX.3 COLLABORATING AGENCIES



UGANDA SMALL SCALE INDUSTRIES ASSOCIATION

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