



UGANDA NATIONAL EXAMINATIONS BOARD

STRATEGIC PLAN 2020/21- 2024/25



Vision

A recognised centre of
**globally competitive educational
assessment and certification**

Theme

**Repositioning assessment
and qualifications for
placement and employability**



JUNE 2021



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FOREWORD

On behalf of the Board, it is our pleasure to present the UNEB strategic plan 2020/21 - 2024/25.

This strategy sets out our direction for the next five years and it is important that it is understood as part of a trajectory, beginning with our foundation almost 40 years ago and building on our 2012/13-2016/17 and 2017/18 -2019/20 strategic plans. It speaks to our values and has evolved over time.



The theme “**repositioning assessment and qualifications for placement and employability**” informs this plan. The strategy is further driven by the broader development imperatives of Uganda, particularly the outcome and output targets of the programme implementation action plan for the human capital development programme derived from National Development Plan III. The situational analysis (chapter 2) provides a reflection of broader challenges in the assessment sub-sector. The strengths and challenges analysis allows us to assess our unique context in the Board in terms of strengths, weaknesses, threats and opportunities. The Board organized several consultations among key stakeholders between September 2019 and June 2020. The results of these deliberations shaped and informed the strategic objectives and outcomes of this strategy.

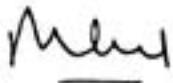
UNEB continues to strive to be one of the best performing examinations and assessment institutions in the country in terms of exposing candidates to a diversified examinations experience and offering competitive services to the public. As the Board positions itself for the competence-based assessment arising from the curriculum reforms, this strategy highlights critical interventions for maintaining our areas of strength. We will continue to uphold our unique niche in assessment, certification and research, driven by digitalization to allow our candidates to complete their learning journey.

In the five-year period of the strategy, UNEB targets to assess a total number of 6,017,072 candidates from the current 1,133,343 reflecting an overall increase of 4,883,729. These candidate projections are matched with the expectations of maintaining assessment standards and overall credibility of examinations. The Board plans to commit funds to strengthen its quality assurance mechanism, assessment research and measuring learners' achievement and skills' mastery through National Assessment of Progress in Education (NAPE) and Continuous Assessment (CA). Therefore, by 2025, the Board plans to achieve 100% roll out of CA in secondary schools.

The Board is committed towards deploying the best strategies possible for attraction and retention of high caliber staff and provision of an inclusive, friendly and positive working environment for all. We will continue to work towards building the leadership capacity of our middle and senior management teams to realize the ideals of UNEB . Three strategic objectives have been identified to drive the expected developments at UNEB in the next five years in order to advance the assessment agenda. Aligned to the strategic objectives are predetermined outcomes, outputs and measurable performance indicators. Annual targets have been set respectively for each performance indicator.

I am confident that the UNEB is well positioned, through the implementation of this plan, to continue providing exceptional assessment experiences to the next generation of candidates, making a significant impact to our society, and creating an environment for long-term success.

Your individual contribution and collective efforts will count as we transform assessment for a better future.



Prof. Mary J.N. Okwakol

**Chairperson,
Uganda National Examinations Board**

ACKNOWLEDGEMENT



We extend our sincere thanks to the many members of the Strategic Plan Development Committee, but especially to Mr. Sebastian Ngobi who served as the Chair and Mr. Justin Murana as Secretary and Technical Advisor. Their tireless efforts stewarded the process to this successful conclusion. Dr. Peter Wakabi, Mr. James Turyatemba, Mrs. Joyce Ebal, Mr. Dan Kyagaba and Ms. Judith Nantenge were Committee Members who provided outstanding contributions in shaping this strategy.

We appreciate the contributions of Mr. Moses Okello, Mr. Godfrey Bataringaya and Ms. Juliet Kiberu who costed the strategy, and Ms. Janet Nambuya for typesetting.

In a special way, the Committee benefitted from the professional and technical guidance of Associate Prof. Karyeija Gerald from Uganda Management Institute, Dr. Hamis Mugendawala and Mr. Gyavira Dhikusoka from National Planning Authority and Ms. Jane Nakajubi from the Ministry of Education and Sports who made invaluable contributions to the writing committee's work.

Finally, thank you to everyone who took the time to provide insights and feedback throughout this long planning process.

We look forward to realizing the plan's objectives over the next five years and creating a bright future together for UNEB and the society we serve.


Dan N. Odongo
Executive Director - Uganda National Examinations Board

SUMMARY OF UNEB STRATEGIC PLAN 2020/21-2024/25

Vision		Mission		Core values	
	A recognized centre of globally competitive educational assessment and certification		UNEБ's mission is to conduct valid, reliable, quality/and equitable assessment of learners' achievement in a professional and innovative manner and award internationally recognised certificates		<ul style="list-style-type: none">■ Accountability■ Confidentiality■ Teamwork■ Innovation■ Professionalism
THEME	Repositioning assessment and certification for placement and employability				
STRATEGIC GOAL	Increased quality and relevancy of assessment and certification for national transformation				
OUTCOME	Increased competitiveness of UNEB certificates		Increased alignment between National examinations and the curriculum		Increased use of ICT services in the delivery of Board functions
	Increased quality of knowledge, skills and competences assessed and certified		Improved assessment and examinations evidence informed policy-making		
MEASURE AND TARGET	0.95 Validity & reliability indices	6 months Turnaround time for issuance of competence-based certificates	98% examination papers aligned to the curriculum	The proportion of UNEB examinations decisions informed by validation studies	+40% clients receiving services electronically
	Ratio of LOTS to HOTS 3:7	40% of examinations results incorporating CA			

STRATEGIC OBJECTIVES	1. Strengthen inclusive assessment and certification standards	2. Enhance research and quality assurance in assessment and certification	3. Strengthen the Boards' institutional capacity to deliver its mandate
INTERVENTIONS	<p>1.1 Align assessment to the curriculum reforms, educational sector policies and international standards</p> <p>1.2 Develop and review the institutional, regulatory and legislative framework for assessment and certification</p> <p>1.3 Improve and maintain examinations security printing</p> <p>1.4 Provide equitable and fair access to the examinations through inclusive designs and the provision for appropriate accommodation</p> <p>1.5 Enhance security and professionalism in the conduct of examinations and assessment</p> <p>1.6 Improve and maintain standards of marking and processing examinations results</p> <p>1.7 Review and finalise strategies for implementing continuous assessment and monitoring learners' achievement levels on the curriculum</p>	<p>2.1 Develop institutional support for research</p> <p>2.2 Adopt proven quality assurance, risk reduction and error elimination approaches in assessment</p> <p>2.3 Improve and maintain assessment statistics, monitoring and evaluation</p> <p>2.4 Provide feedback to the public on matters of examinations and certification</p> <p>2.5 Strengthen UNEB's programmes and presence at national, regional and international levels.</p>	<p>3.1 Develop a competent and motivated workforce</p> <p>3.2 Improve Board ICT operations and flexible approach to software development</p> <p>3.3 Expand and maintain Board Physical Infrastructure and facilities</p> <p>3.4 Improve financial management and sustainability</p> <p>3.5 Align the Board's governance systems and structures with relevant policy and legal frameworks</p>
BUDGET	Area	UNEBC Cost (Bn)	MTEF
	Wages	99.4	61.8
	Non-Wage	647.3	488.4
	Development	136.4	111.5
	TOTAL	883.1	661.8
			Funding Gap
			Closing Gap
			<ul style="list-style-type: none"> ■ Lobby government for increased funding ■ Strengthen collection of internally generated funds ■ Investment in printing services ■ Enforcing tight measures in examinations fees collection ■ Fundable proposals and engagement of development partners

LIST OF ACRONYMS

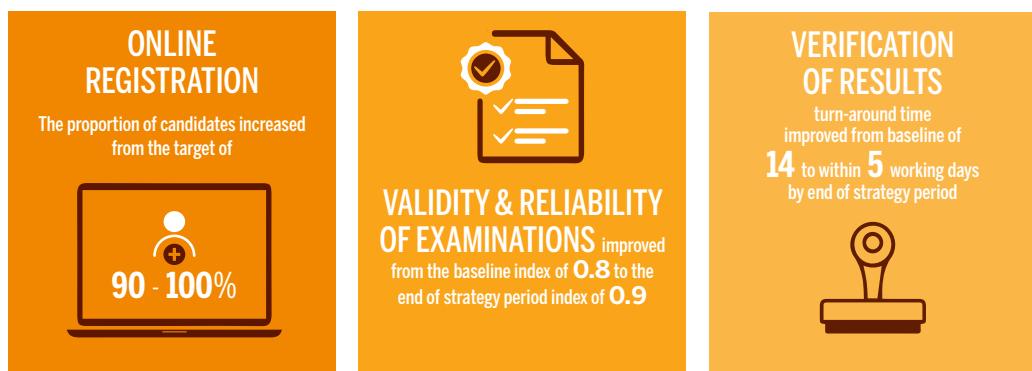
AEAA	Association for Educational Assessment in Africa
BCP	Business Continuity Plan
BTVET	Business & Technical Vocation Education and Training
CA	Continuous Assessment
CCTV	Closed Circuit Television
COVID-19	Corona Virus
CPD	Continuous Professional Development
DIS	District Inspector of Schools
EAC	East African Community
ESSA	Education Sector Situational Analysis
ESSP	Education Sector Strategy Paper
ETE	End of Term Evaluation
GDP	Gross Domestic Product
GOU	Government of Uganda
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
HURIS	Human Resource Information System
ICT	Information, Communication, Technology
IEC	Information Education Communication
ISO	International Standards Organisation
MOES	Ministry of Education and Sports
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MTR	Mid-Term Review

NAPE	National Assessment Of Progress In Education
NCAPDC	National Curriculum & Assessment Policy Development Commitment
NCDC	National Curriculum Development Centre
NDP	National Development Plan
PAP	Priority Action Plan
PAR	Performance Annual Review
PFMA	Public Finance Management Act
PLE	Primary Leaving Examinations
PPDA	Public Procurement and Disposal of Assets
SDG	Sustainable Development Goals
SNE	Special Needs Education
SWOT	Strengths, Weaknesses, Opportunities, Threats
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UMEC	UNEB Monitoring and Evaluation Committee
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UPOLET	Universal Post Ordinary Level Education and Training
UPS	Uninterrupted Power Supply
USE	Universal Secondary Education
WDI	World Development Index

THE EXECUTIVE SUMMARY

UNEB is one of the most successful assessment institutions at national and regional level. For 40 years, UNEB has provided examinations and assessment services to millions of candidates within and outside Uganda, preparing them to excel at various examinations levels (PLE, UCE & UACE). UNEB seeks to empower candidates to achieve assessment excellence, thereby increasing their chances for success for further placement, career and community life.

During the last three years (2017/18-2019/20), the Board registered a number of achievements, the major ones being:



This improvement in results is attributed to increased government funding to the Board that is reflected in ongoing infrastructure projects like the:



The Board continues to encounter a number of challenges that militate against its progress towards realization of its goals. Critical among these are: inadequate capital development budget, examinations malpractice; inability to fully implement the recommended Board structure; inadequate space for staff and digital services; obsolete printery machines; high costs on field conduct of examinations due to increased candidature, the effect of Covid-19 pandemic, and piecemeal roll out of Continuous Assessment.

The future

Over the next 5 years, our candidates for PLE, UCE & UACE and a wide range of clients and stakeholders will be expecting UNEB to address their needs through choices that offer quality assessment services. This strategic plan lays a commitment to our stakeholders and the public that UNEB will continue to provide an excellent assessment agenda, guided by the following direction.



VISION

◆ A recognised Centre of Globally Competitive Educational Assessment and Certification

The Board is prepared for the competence-based assessment and critical thinking in tandem with the curriculum reforms while upholding its unique niche in assessment, certification and research, driven by digitalization so that it edges towards realization of its vision.

UNEB is an inclusive assessment body that strives to provide a fair environment to all candidates to demonstrate their full potential. This is reflected in the **Board's mission statement**.



MISSION STATEMENT

◆ To conduct valid, reliable, equitable , and quality assessment of learners' achievement in a professional and innovative manner and award internationally recognized certificates ◆

This plan is guided by the following strategic objectives:

- (i) Strengthen inclusive assessment and certification standards,
- (ii) Enhance research and quality assurance in assessment and certification, and
- (iii) Strengthen the Board's institutional capacity to deliver its mandate.

Realization of UNEB's goal and objectives calls for thoughtful utilization of existing human and financial resources, purposeful collaboration and partnership to support the new initiatives.

Expected results

During the implementation period, the plan intends to achieve the following results:

- (i) Increased competitiveness of UNEB certificates, with the expected validity and reliability indices of 0.95, and turnaround time for issuance of competence-based certificates (months) of 6 months;
- (ii) Increased quality of knowledge, skills and attitudes assessed and certified with a ratio of 3:7 low order thinking skills (lots) to high order thinking skills (hots), percentage of examinations results that incorporate Continuous Assessment (CA) at 40%;
- (iii) Increased alignment of examinations to the curriculum at 98%;
- (iv) Improved assessment and examinations evidence-informed policy-making with a target proportion of 0.96; and
- (v) Increased use of ICT services in the delivery of Board functions with the percentage of Board clients receiving services electronically projected at +40%.

Strategy financing

The overall cost of financing the UNEB strategic plan iii over the next 5-years' period is estimated at 883.1Bn shillings, of this government contribution is estimated at 661.8Bn and 221.30Bn from other sources.

Implementation, monitoring and evaluation

The implementation of UNEB's strategic plan will be in line with the current government of Uganda planning and budgeting cycle based on the programme approach and performance budgeting system. The Board will develop annual and quarterly work-plans with key performance indicators to ease tracking progress of strategy performance. Annual, mid-term and end of strategy reviews will be undertaken to inform the evaluation process and changes in results.

CHAPTER 1

INTRODUCTION

1.0 Background

This is a 5-year strategic plan for the Uganda national examinations Board (UNEB) for the period 2020/21-2024/25. It is the road map for implementing, monitoring and evaluating priority interventions, programmes and projects for the period referenced above.

The plan outlines the Board's strategic direction including the goal, strategic objectives and strategies, and interventions. The plan as well establishes pathways for effective financing and implementation of the outlined interventions. The plan also identifies mechanisms for measuring and reporting on the progress of implementation and outcomes of the plan. Over the next five years, the theme for the plan is “reshaping assessment and qualifications for placement and employability.”

1.1 Legal framework of the Board

The Uganda National Examinations Board (the Board) is a statutory body established under the Act of Parliament in 1983, Cap 137 Laws of Uganda and now the revised UNEB Board Act, 2021; legalizing all actions taken with effect from 1st July 1980.

The Uganda National Examinations Board (UNEB) mandate is to conduct primary, secondary and such other examinations within Uganda, as it may consider desirable in the public interest, and to award certificates to successful candidates in such examinations.

National examinations inform systematic measurement and monitoring the performance of individual pupils, students, schools and national education system. In addition, examinations ensure that the performance of individual pupils and students are comparable nationally. Specifically, UNEB administers the following examinations:

Primary Leaving Examinations administered to candidates that complete the first education cycle of 7 years, assesses learner's suitability for secondary and other technical, vocational and business institutes.

Uganda Certificate of Education examinations administered to candidates that complete the second education cycle of 4 years. The results act as a gateway for placement into higher-level school education and employment; and

Uganda Advanced Certificate of Education examinations, administered to candidates that complete the third cycle of education of 2 years. The results act as student's path in universities and other tertiary institutions or for securing a job opportunity.

The Board's functions as reflected in UNEB Act No. 1 of 2021 are to:

- Register candidates for Primary Leaving Examinations, Uganda Certificate of Education examinations and Uganda Advanced Certificate of Education examinations and any other examinations within the mandate of the Board;
- Prepare, protect, conduct, supervise and mark primary and secondary national examinations and any other examinations within the mandate of the Board;
- Award certificates to successful candidates who sit for the examinations conducted by the Board;
- Issue certificates of confirmation where certificates awarded in paragraph (c) are lost or destroyed or request by any other person legally authorized;
- On request by any person, to determine the equivalence of qualification awarded by another examining body with a corresponding qualification awarded by the examinations Board in consultation with the examining body;
- Prepare, conduct and supervise examinations as may be required under any other law;
- On request, prepare, conduct and supervise examinations on behalf of another examining body;
- Register a school or any other place as an examination centre and keep a permanent record of information concerning that centre;
- Offer consultancy services, undertake research on educational assessment and prepare and carry out other forms of educational assessment including aptitude testing, national assessment and international assessment; and
- Publish research reports, past examinations papers and any other similar documents

Other than the planning framework, other legal and policy documents guiding its operations are as below;

- The 1995 Constitution of the Republic of Uganda as amended in 2000
- Education Act (2008)
- Equal Opportunities Commission Act (2007)
- The Government White Paper (1992)
- Public Service Standing Orders (2010)
- Inclusive Education Policy (2012)
- Gender in Education Sector Policy (2016)
- The Public Finance Management Act 2015 as amended and its reforms.

1.2 Governance and organisational structure

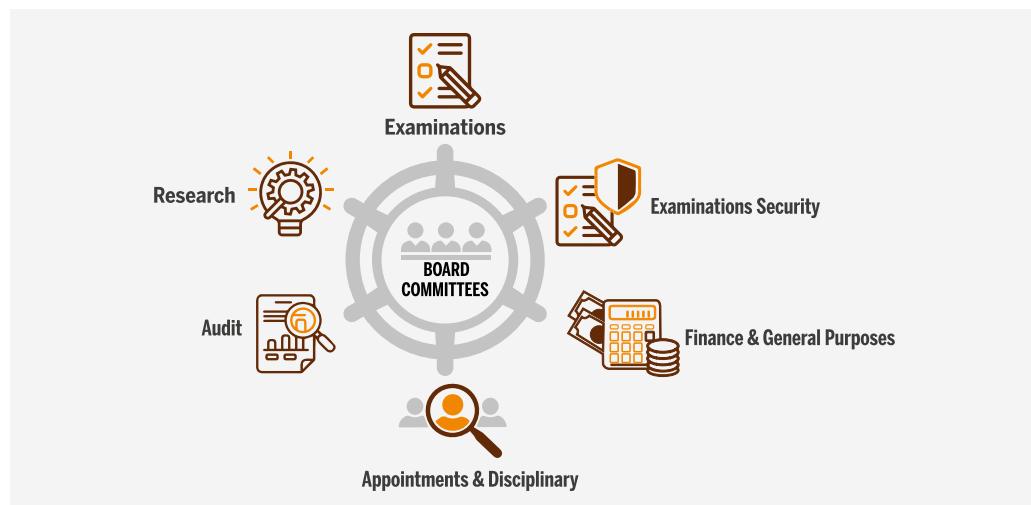
The Board of Directors headed by the Board Chairperson and members run the Board. The Board executes its functions mainly through:

- Specifying minimum educational requirements and standards necessary for a candidate to qualify to register for national examinations;
- Establishing and maintaining electronic registers of candidates for examinations that is effected on school portals and renewable annually.
- Maintaining up-to-date codes of professional conduct for contracted professionals and field staff;
- Validating and appointing examination sitting centres that meet the minimum standards of assessment;
- Acting as a competent authority in relation to verification of results issued by UNEB and equating foreign qualifications issued by other appropriate award bodies.

The Board is responsible for the provision of strategic direction, leadership and overall oversight. The day to day operations of the Board is the responsibility of the Board secretary/chief executive, who supports the Board in the protection of the interests of the employees, coordination with all government agencies and engagement with other non-state actors.

The Board is a representative structure, the membership of which is determined by the minister of education and sports. It has 13 members, all of whom are appointed for a three year term. The members represent; secondary schools; primary schools; Primary Teachers Training Institutions; Directorate of National Curriculum Development Centre; Directorate of Education Standards; Directorate of Basic and Secondary Education; Attorney General; Public Service Commission; Education Service Commission; Vice Chancellors of public and private universities; Persons With Disabilities; Proprietors of private schools; The Executive Director as an ex-officio, and the Chairperson (the detailed organogram appears as appendix V).

The Board effects much of its work through the following committees:



Funding of the Board is through revenues from candidate's examination fees, verification and equating service fees and central government transfers of wage, non-wage and development budget.

1.3 The national, legal and policy context

1.3.1 Linkage to the Uganda Vision 2040

UNEB's Strategic interventions and objectives contribute to the attainment of some of the priority focus areas of Vision 2040. These include accelerating government reforms in the education system and curriculum to obtain a globally competitive human resource with relevant skills to the development of paradigm shift, strengthening mechanisms for quality and efficient service delivery, and facilitating private sector growth. Through examining and certifying high order examinations, the Board will focus on relevant and quality skills that will enable candidates at PLE, UCE and UACE to access further upward academic progression, and preparing them as a more talented pool of future employees or being self-employed or employed in different sectors of the economy.

Given its uniqueness, UNEB is a strategic partner that contributes significantly to Uganda's transformation process, in line with Vision 2040, where the government is a trustee and principal guarantor.

1.3.2 The linkage between the strategic plan and the NDP III

The UNEB strategic plan contributes towards a key programme in the NDP III of human capital development and the sub-programme of education and skills development and institutional coordination. Through its regulation and certification function, the Board will continue to improve the quality and standards of education assessment, which feeds into the overall intent of improving the standards of the basic education subsector. The Board will ensure that graduates of different levels (PLE, UCE & UACE) are assessed and have achieved the required competencies, emphasising the National Assessment of Progress in Education and school-based continuous assessment. The Board further contributes to the Digital Transformation Programme through ICT infrastructure and its e-assessment services.

Table 11: Demonstration of linkages between the UNEB strategic plan and NDP III programme

NDP III PROGRAMME	GOAL SUB-PROGRAM	OBJECTIVE (S) / SUB-PROGRAM	OUTCOME RESULTS	UNEB INTERVENTIONS
Human Capital Development	Improving productivity of labor for increased competitiveness and better quality of life for all	<ul style="list-style-type: none"> ■ 3.3 Adopt science project-based assessment in the education curricular ■ 1.9 Develop and implement a distance learning strategy ■ 6.2 Develop and implement a curriculum, assessment and placement policy that recognizes PE and sports as examinable ■ Conduct regular National Assessment of Progress in Education (NAPE) in numeracy and literacy at P.3 and P.6 once every two years to effectively track learner achievements 	<ul style="list-style-type: none"> ■ Increased ratio of Science and Technology graduates to Arts graduates from 2:5 to 3:5 ■ Improvement in the world sports ranking in niche sports: football (77th to 70th); netball (6th to 4th); athletics (9th to 4th). <ol style="list-style-type: none"> 1. Align assessment to the curriculum, educational sector policies and international standards 2. Review and finalise strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum 3. Provide equitable fair access to the examinations through inclusive designs and the provision for appropriate accommodations for learners with special needs 	
Digital Transformation	Increase ICT penetration and use of ICT services for social and economic development	<ul style="list-style-type: none"> ■ Objective 2: Enhance the usage of ICT in national development and service delivery ■ Objective 3: Promote ICT research, innovation and commercialization of indigenous knowledge products ■ Objective 4: Increase the ICT Human Resource Capital 	<ul style="list-style-type: none"> Provide 80 percent of government services online Increase local ICT innovation products developed and commercialized from 72 to 282 	

1.3.3 The linkage between the plan and the global and regional initiatives (Agenda 2030, Africa Agenda 2063, EAC Vision 2050 among others)

The Plan takes cognizance of assessment opportunities and fulfils development and partnership obligations at the regional and global levels like the Africa Agenda 2063, the East African Community Vision 2050, Association for Educational Assessment in Africa, International Association for Educational Assessment and SDG4.

The EAC Vision 2050 envisages explicitly the need to have harmonized educational system with mutual recognition of the qualifications through curricula with standardized examination threshold certificates recognized throughout the region.

To this effect, UNEB is a member of the East African Association for Education Assessment (EAAEA), and the UNEB Executive Director is the Secretary-General of EAAEA. This platform promises to strengthen the bond among member countries through benchmark activities and conducting studies in different member states for joint sharing. This association is a step towards the promotion of unity in the East African region and will help to improve the quality of graduates that each country produces at the end of every final assessment.

The Africa Agenda 2063 aims to use ICT based programmes to increase access to tertiary and continuing education in Africa by reaching large numbers of students and professionals in multiple sites simultaneously. Through its ICT innovations, the Board plans to digitize the assessment process and gradually shift to e-assessment where learners can be guaranteed access to the various Universities from anywhere in the country at any time.

The Board further addresses some of the binding constraints like the uniqueness of candidates with different disabilities through a scheme of reasonable accommodation and special examinations, thus contributing to inclusive development as articulated in SDG4.

1.4 Purpose of the plan

This strategic plan outlines the strategic policy direction of the Board over the next five (5) years for the period 2020/21-2024/25. It defines:

- Where we are and points to where we want to go;
- The strategies that will take us there; and
- The resource (i.e. Technical, human and infrastructural) requirements.

The Plan will ensure that all our internal and external stakeholders have a clear, common understanding of the overall strategic direction of the Board, as well as their specific roles and responsibilities within the transformation process.

The preceding UNEB Strategic Plan (2017/18-2019/20) provided a framework for planning, implementation and performance evaluation of Board programmes. The plan also provided a basis for resource mobilization and utilization for enhanced accountability and organizational performance. The Board registered considerable success in implementing its first Strategic Plan (2005-2010).

However, an environment of high public expectations and the need to realign the Board functions with the NDP III and the UNEB Act 2021 necessitates a refocus of the strategic direction. In addition, the National Curriculum reforms ought to be aligned to the broader government policy agenda, as pronounced in the Programme Implementation Action Plan and Vision 2040.

The development of the 2020/21-2024/25 Strategic Plan is thus a thoughtful decision by the Board to roll out a comprehensive programme of action that engenders efficiency in operations while at the same time amplifying the legal and statutory provisions in the execution of its mandate. The Plan further provides a platform for continuity and delivery of services in the assessment sub-sector and the wider government reform agenda.

1.5 The process of developing the UNEB strategic plan

The process for preparation and development of the strategic plan was highly participatory and all-inclusive. It involved the desk reviews of existing relevant Board policy documents like UNEB Act (1980) Cap 137, UNEB restructuring report, current and the previous strategic plans, Uganda's Vision 2040, final accounts, UNEB Annual Reports, Mid-term Review and Final Review Reports, Annual Work Plans, Board Training Strategy, Monitoring and Evaluation Reports for 2017/18-2019/20. The review process facilitated the identification of priority Board policy issues that the strategy will endeavour to realise over the next five years. The process further involved staff consultation workshops and discussions, administration of questionnaires to the staff and stakeholders, consultations/interviews with staff and key stakeholders to address performance gaps and design new actions. The planning process climaxed with the development of the UNEB strategic plan 2020/21-2024/25

1.6 The structure of UNEB strategic plan

This strategic plan unfolds in nine main sections. The first section highlights the introduction and background to the strategy. The second section presents an overview of the UNEB situation analysis and highlights the performance review showing the Board major achievements, challenges and lessons learnt during the previous plan implementation, a summary of emerging issues, Board's institutional capacity, monitoring and evaluation function and SWOT analysis. Section three presents the strategic direction, covering the Vision, Mission, Core Values and a framework of strategic objectives and respective strategic interventions. Section four provides for financing framework and strategy and details the costing of interventions and results, summary of funding by source for the five-year period, resource mobilization strategy, financing estimates and resource gaps. Section five presents institutional arrangements for implementing the plan, while section six include the communication and feedback strategy. Section seven details on issues of risk management and mitigation measures, section eight gives the monitoring and evaluation framework, and lastly, Section nine provides for the Board project profiles and appendices.

CHAPTER 2

SITUATIONAL ANALYSIS

2.0 Introduction

This section presents an analysis of the status of the Board in terms of its performance of its mandate. In this section, an appraisal of the performance of the previous strategic plan is undertaken with the intent to highlight the achievements, performance gaps, challenges, and lessons learnt for the formulation of the new plan. The plan also undertakes the analysis of the environment in which the Board delivers its mandate, including the institutional capacity and the external environment.

2.1 Performance of the previous plan

The previous strategic plan undertook to pursue five objectives. These include:

- (i) To strengthen the credibility, recognition and competitiveness of UNEB certification;
- (ii) To enhance UNEB financial performance;
- (iii) To leverage ICT services that support improvement in assessment and certification;
- (iv) To enhance UNEB physical infrastructure that supports efficient Board operations; and
- (v) To develop an effective UNEB workforce that is responsive to the Board strategy

The Board carried out terminal review of its strategy, and the following results were noted.

Table 2.1: UNEB Summary Performance of previous Strategic plan

KEY RESULT AREA	OUTCOME	INDICATORS	BASELINE	TARGET 2019/20	ACHIEVEMENT BY JUNE 2019/20
1.0 Credibility Public confidence and Recognition of UNEB certification	Credible and recognised UNEB certification	<ul style="list-style-type: none"> ■ Validity & reliability index ■ Examinations error-index ■ Turnaround time for certification (days) 	<ul style="list-style-type: none"> 0.8 0.05 8 	<ul style="list-style-type: none"> 0.9 0.05 6 	<ul style="list-style-type: none"> 0.85 0.03 7
2.0 Optimal Resource Utilisation	Efficient and sustainable resource utilization	<ul style="list-style-type: none"> ■ Unit Cost per candidate (UGX) ■ Timely accountability ■ Budget variance ■ Compliance levels 	<ul style="list-style-type: none"> ■ PLE-34,000 ■ UCE-164,000 ■ UACE-186,000 ■ 90% ■ 6% ■ 100% ■ 90% 	<ul style="list-style-type: none"> ■ PLE- 34,000 ■ UCE - 164,000 ■ UACE - 186,000 ■ 100% ■ 6% ■ 100% ■ 98% 	<ul style="list-style-type: none"> ■ PLE- 34,000 ■ UCE - 164,000 ■ UACE - 186,000 ■ 100% ■ 7% ■ 100% ■ 98%
3.0 Effective ICT and Physical Infrastructure	Efficient service delivery Client satisfaction	<ul style="list-style-type: none"> ■ The proportion of candidates registered on-line ■ % Board services and operations automated ■ % of clients receiving services electronically ■ Customer satisfaction index ■ Functional Board disaster recovery plan ■ % budget allocated to new physical infrastructure ■ % budget on operation and maintenance ■ Fleet adequacy level 	<ul style="list-style-type: none"> ■ 90% ■ 60% ■ To be established ■ To be established ■ 0 ■ - ■ - ■ - 	<ul style="list-style-type: none"> ■ 100% ■ 75% ■ +15% ■ +9% ■ 100% ■ 12% ■ 8% ■ 0.8 	<ul style="list-style-type: none"> ■ 100% ■ Not measured ■ Not measured ■ Not carried out ■ 100% ■ 8% ■ 4% ■ 0.7
4.0 Competent, committed and motivated workforce	Competent and motivated staff	<ul style="list-style-type: none"> ■ % of structure filled with the fit for purpose ■ Employee turnover ■ Level of employee satisfaction 	<ul style="list-style-type: none"> ■ - ■ - ■ - 	<ul style="list-style-type: none"> ■ 80% ■ 3% ■ +10% 	<ul style="list-style-type: none"> ■ 70% ■ 5.7% ■ 87%

UNEB performance on cross cutting issues

2.1.1 Gender issues

The Gender in Education Sector Policy offers, among others, the following specific strategies in primary and secondary education across the country:

- (a) Implement universal and compulsory education as stipulated in the UPE policy.
- (b) Review and mainstream gender in the primary and secondary school curriculum while emphasizing on the acquisition of appropriate life skills in all programs.
- (c) Promote gender equality in teacher recruitment, deployment, career development and promotion.
- (d) Motivate teachers, especially females, to teach in hard to reach areas in selected districts.
- (e) Provide opportunities for re-entry into formal or enrolment to vocational institutions for school dropouts and young mothers.
- (f) Budget resources to provide gender and disability responsive infrastructure and facilities.
- (g) Provide quality education to children in conflict areas and emergencies.
- (h) Support in-service and pre-service training for teachers in gender-responsive methodologies.
- (i) Promote science education and the use of ICTs in education for all learners including providing school infrastructure and facilities especially science laboratories and equipment, computer laboratories.
- (j) Develop and implement policies that support building a positive and supportive learning environment to enhance girls' enrolment, transition, retention, completion and performance.
- (k) Coordinate stakeholder participation in the provision and promotion of girls' education
- (l) Increase the share of female teachers during training and recruitment, reserve quotas, provide study loans and support continuous professional development.

UNEB performance review so far shows substantial progress and actions in advancing the education sector gender policy strategies, as detailed below:

- (i) The Board continues to ensure that all UPE, USE and UPOLET candidates are registered and offered an equal opportunity to sit for examinations under government sponsorship.
- (ii) Examination test items are reviewed to ensure that examples and languages used are free of gender bias and stereotypes and reflect a balance in girls and boys experience.

- (iii) On an annual basis, examiners and setters are sensitized and reminded to understand how their perceptions or expectations of male and female candidates may influence how they assess candidates, mark examinations and provide feedback on learner's performance.
- (iv) UNEB has initiated a deliberate effort of encouraging women teachers to apply and join marking, particularly in science subjects where female examiner participation is below 10%.
- (v) The Board has been intervening on a case-by-case basis to allow pregnant girls to sit for their end of cycle examinations to allow for completion and continuity of their learning. In 2019, over 16 girls sat for their examinations while pregnant. In consultation with the Ministry of Education and Sports (MOES), the board will consult with the Ministry of Education and Sports (MOES) to develop a policy on the expectant girl child. Resources have been provided in the budget to conduct mobilization campaigns to increase public awareness of the value of expectant girl children to complete their examinations.
- (vi) In addition to the above, UNEB recognizes a number of girl children who, for some reason dropped out of school but would need to access examinations. Therefore, the board's commitment is to expand access to examinations centres to allow for children but most especially the disadvantaged girl child who were previously out of school and have studied under accelerated programmes to sit for the end of year cycle examinations.

Accordingly, the Board plans for sensitisation and counselling services to reduce stigma, increase awareness and knowledge of these centres to the public for ease of access and registration.
- (vii) To attend to gender needs, the Board constructed an incinerator for female staff sanitary waste management during printing, packaging, and wrapping examinations. In the next planning phase, emphasis will be on the provision of space and facilities for expectant and breast-feeding female Board employees.
- (viii) UNEB has enriched and focused its examinations content on including a variety of question types (diagrams, prose, charts, pictures, tables etc.) as a response towards diversity in the candidates' assessment styles.
- (ix) UNEB provides for affirmative action for the youth, specifically women, during scripts checking and data capture.
- (x) The Board disaggregates specific data and analysis according to gender, age, level of education and region. More dimensions will be included in the next planning phase.
- (xi) The Board continues to review its Human Resource Manual and policies to promote harmonised gender-sensitive workplace mechanisms to address unacceptable actions. Such behaviors may include, among others, harassment, aggressiveness, discrimination, stalking, and malicious rumours of a sexual nature or based on gender.

2.1.2 HIV/AIDS

The Uganda AIDS Commission Strategic Plan 2015/16-2019/20 provides four (4) thematic (priority) areas to guide National HIV response. These include HIV prevention, care and treatment, social support and protection, and systems strengthening.

UNEB undertakes a lot of activities and operations that expose its workforce and contracted professionals to risks of HIV/AIDS. These tasks include field validation of new examination centres, conduct of examinations, marking of examinations, and data capture and checking. During these exercises, male and female contracted professionals, including the youth, are confined for a period ranging between 2-8 weeks. These participants converge from different health backgrounds whose HIV/AIDS status is unknown. Those already enrolled for treatment are entitled to medication, care, and support without stigmatisation in the course of their duty.

The Board has therefore undertaken the following measures to complement government efforts in responding to the thematic priority areas:

1. HIV/AIDS sensitisation and awareness sessions are conducted at the workplace and at marking centres where there is a lot of vulnerabilities
2. Collaborated with Uganda Aids Commission and communication agencies to develop and disseminate HIV/AIDS messages like fliers, brochures and posters.
3. Promoted behavior change communication interventions including dissemination of information education communication (IEC) materials, dissemination of HIV/AIDS messages through mass media, promotion of abstinence, being faithful and condom use approach (ABC)
4. Staff trained to offer counselling and referral services
5. Established Non-discriminatory mechanisms to deal with the stigma against PLHIV at the workplace
6. Appointed a focal point officer to coordinate HIV/AIDS related activities and quarterly reporting.

In the next strategy, the focus will be on strengthening management and coordination mechanisms, treatment, care and support. The Board is further committed to strengthening networks and partnerships to make UNEB HIV/AIDS responsive workplace.

2.1.3 Environment

UNEB uses a lot of paper for registration, setting and moderation of test items, the printing of examinations and production of reports on the work of candidates. During this process, the printer uses massive paper, ink and computer plates that generate a lot of waste and emissions that affect the environment. The Board has since undertaken a number of innovations aimed at improving its working environment. The online registration of candidates, digitization of verification services, and production of e-reports on the work of candidates has greatly improved the workflows in the registration processes and reduced the use of paperwork, contributing to proper use and management of the environment.

Mechanisms are in place to ensure proper disposal of printery inks, waste paper, and ICT hardware in a less hazardous way to the environment.

The Board plans to review its environmental action plan, develop policies and procedures on spill management, acquire new vehicles and printery machinery and train its staff in sound environmental management

2.1.4 Special Needs Candidates

The Board continues to register an upward trend in the number of candidates with various forms of disabilities, most especially deafness, dyslexia, physical impairment, low vision and blindness. UNEB has tried to provide different formats of assessment that are responsive to particular special needs. The Board recognizes these and other emerging forms of disabilities amongst candidates arising from increased stakeholder awareness. Consequently, resources have been availed to procure assistive devices and hire appropriate human resources to respond to the increasing access to examinations by children with assessment challenges. Among the supportive human resources used during the examination process are interpreters and transcribers. Table 2.2 shows trends of SNE candidates over three years (2017-2019).

Table 2.2: Summary of UNEB SNE candidates registered in 2017 to 2019

CATEGORY	2017			2018			2019		
	PLE	UCE	UACE	PLE	UCE	UACE	PLE	UCE	UACE
Blind	43	31	19	55	34	22	41	36	20
Low Vision	294	82	42	336	101	51	249	87	42
Deaf	230	61	34	262	74	17	257	60	21
Severely impaired	04	78	15	10	45	14	08	74	33
Sighted dyslexic	124	27	6	193	34	11	267	20	5
Blind	02	5	0	07	4	2	12	4	0
Others needing extra time	230	73	76	265	68	60	425	117	70
TOTAL	927	357	192	1128	358	177	1,259	398	191

Source: UNEB

Despite the increasing candidature for SNE learners, the challenges highlighted in the previous strategic plan are still glaring. These range from the lack of in-depth/accurate data on persons with disabilities, very few schools that are equipped with appropriate assessment resources and personnel, too costly and not readily available assistive devices for all challenged children.

2.1.5 UNEB ICT Services

ICT continues to support and enable the development of solutions for assessment and management. In keeping with its priority interventions, the Board increased funding to the ICT department to accelerate the technology revolution. In addition, the Board, retooled Office facilities and networks to improve internal communications. A number of services are now online or digitized to improve operational efficiency. The deployment of new applications for collaboration, record keeping, human resources and financial management have all contributed to improved services.

The Board continues to embrace IT solutions, which improve our efficiency, enhance the quality of our products and assist in meeting our clients' needs. The focus will be on enabling staff to securely access resources while on assignment away from the office, integrate the existing systems and applications and tapping cloud technology and other emerging technologies to make UNEB an ICT institution of choice. Plans are underway to establish a fully-fledged digital centre to ease coordination of examination services to the public

2.1.6 Examination Disasters

National examinations determine future study choices, admissions and employment requirements, while assessments provide important feedback into learners' progress. The existence of disasters and emergencies such as the recent Covid-19 pandemic, floods during the examination period, etc., creates uncertainty in holding national examinations. These issues further put pressure on the Board in terms of health, safety, equity and equal opportunity in holding and sitting of national examinations and assessment. This uncertainty is exacerbated by the absence of a policy, strategy and or guidelines on disaster preparedness for conducting national examinations and assessments.

2.2 Institutional capacity of the Board

The Board's institutional capacity is analysed in terms of its financial capacity, human resource management, infrastructure and equipment and; research, monitoring and evaluation.

2.2.1 An analysis of financial resources

Table 2.3 : Budget and allocation over the UNEB strategic plan (2017/18-2019/20)

BUDGET COMPONENT RECURRENT (WAGE)	FY 2017/18		FY 2018/19		FY 2019/20	
	Planned	Released	Planned	Released	Planned	Released
Recurrent (Non-wage)	3.95	3.95	3.95	3.95	12.36	12.36
Total Recurrent	27.825	27.825	46.28	46.28	95.919	95.427
Development	31.775	31.775	50.23	50.23	108.279	107.787
AIA	0	0	4.5	4.5	15	10.491
External Financing	47.301	41.316	53.552	53.398	0	0
Supplementary Releases	0	0	0	0	0	0
Total Budget	6.518	6.518	7.2	7.2	0	0
Funding gap (nominal)	85.594	79.609	115.482	115.328	123.279	118.278
Funding gap (%)	5.985	-	0.154	-	5.001	-
Share of development to total budget	7	-	0	-	4	-

The Board's activities are funded by the Government of Uganda, internally generated funds and off-budget resources. The Board attained vote status in FY 2015/16. Since then, its budget allocation has improved significantly. In the FY 2017/18, the resource envelope was UGX 85.6bn, increased to UGX 115.5bn in 2018/19 and UGX 123.3 in 2019/20. Most of the increment is attributed to government provision of development budget, which was UGX 4.5bn in 2018/19 and increased to UGX 15bn in FY 2019/20.

In table 4 above, the Board realized 93% of its budget in 2017/18, 99.8%, in 2018/19 and, 96% in the FY 2019/20.

While the budget allocation to the Board has increased over time, the unit costs revision is not in tandem with the costs of the examinations. Therefore, compared to the sector and national allocation, the board's share is still low, which affects the delivery of its services.

Whereas the Non-wage component of the budget has been increasing in cognizant of the increase in candidature and investment in software systems for running examination due to increased sophistication, the wage component has remained stagnant at an average of 0.3% of the total education sector wage.

The Board has seen an increase in its internally generated funds over the years. Its NTR projections have grown from Ushs. 24.8bn in FY 2016/17 to Ushs. 53.52bn in FY 2018/19 attributed to the increase in the candidature of those privately sponsored and the increase in demand for certification services. In the FY 2019/20 government merged NTR into GoU component leading to high growth in the UNEB's percentage share of the sector budget. Despite this increase, a) critical exercises such as conducting of the NAPE exercises are inconsistently funded, yet they are crucial in the measurement of quality of education and the country's education system and b) the examination fees unit cost is too low to cover the costs of conducting examinations.

Notwithstanding the increase in GoU budget allocation, the Board is still underperforming in the attraction of external financing, leaving glaring gaps in funding the implementation of continuous assessment.

2.2.2 Human Resources development and management

The Board's human resource is composed of 250 employees under the different departments and employs over 50,000 persons during the setting, moderation, administration, supervision and marking of national examination and progress assessments.

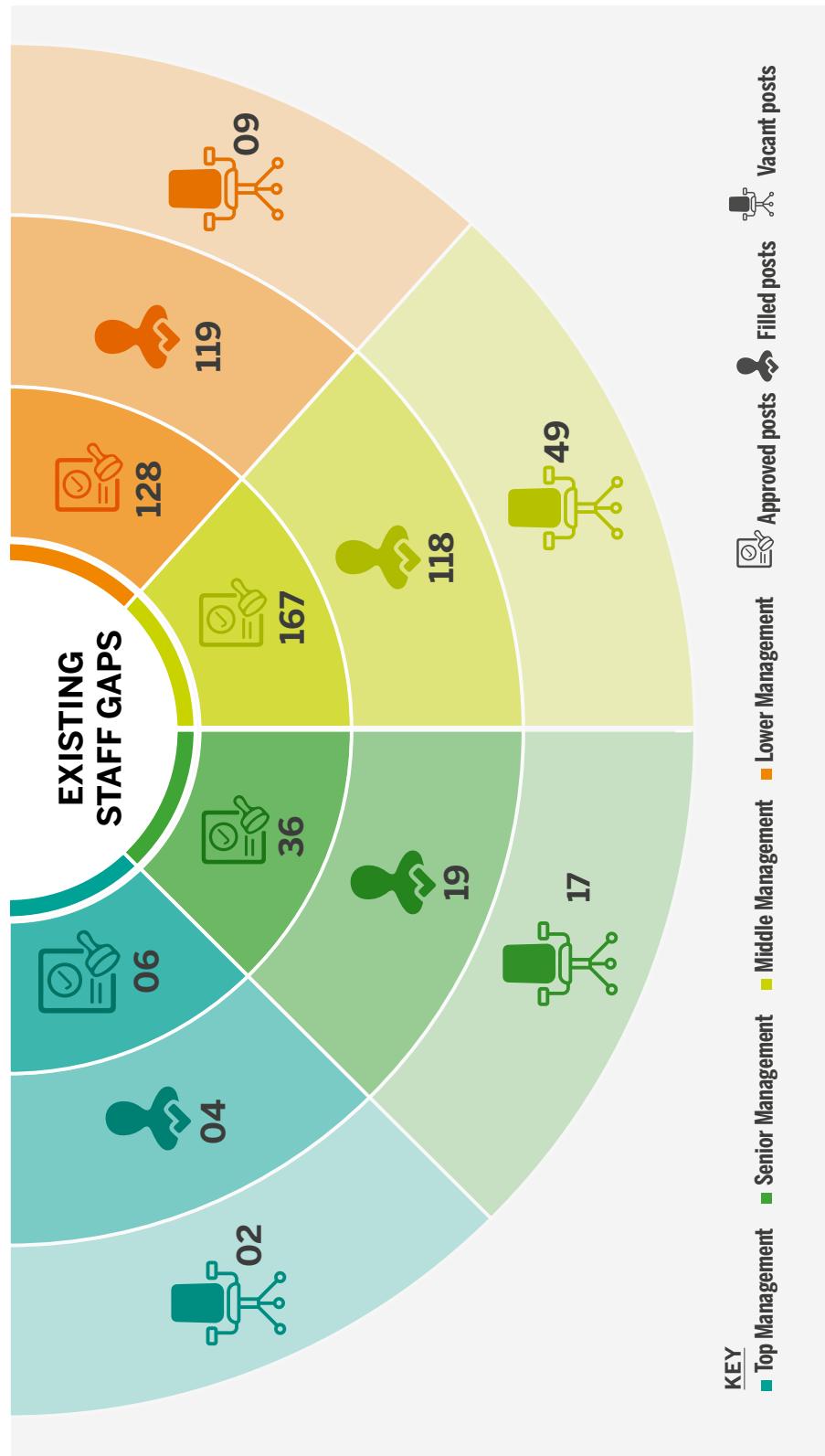
UNEB employs a competent, committed, diverse workforce with relevant technical and specialized competences. To increase its staff competence and motivation, the Board undertook to review a number of policies and procedures relating to the management of human resources and occupational health, safety, and welfare in the previous strategic plan. However, to date, there are still notable challenges.

The UNEB internal review against the standards-draft report on the various work-units noted the need to establish counselling and guidance mechanism and a retirement education programme. It also noted a critical need for a Human Resource Information System (HURIS) to handle and monitor all processes from recruitment to exit Policies (health & safety; training; remuneration; coaching & mentoring; succession; medical; records management; security; stores; transport; rewarding, among others). A hazardous environment was noted for the printery department staff who faced a wide range of health and safety issues, including fire, Noise, solvents. There is an urgent need for staff training in new assessment methodologies, usage of ICT and specialized equipment.

Cognizant of the importance of the human resource function, the Board needs to develop strategies to counter the above challenges and or continue with some of the undertakings in this strategic plan.

Within the staff establishment, there are existing gaps (**details in Table 2.4**) which are in urgent need for filling to enable the Board to fulfil its mandate.

Table 2.4: Existing staffing gaps at the Uganda Examination Board



Source: UNEB

Besides filling the staffing gaps, UNEB's staffing structure was last reviewed in 2003. This does not match the Board's expanding roles in assessment and certification, the sophistication of security of examinations and; advancement in the adoption of ICT in assessment. Therefore, whereas the restructuring process commenced, there is an urgent need for its finalization.

2.2.3 An analysis of the Monitoring and Evaluation function

The M&E function is under-resourced. The focal point office for M&E is the planning and projects department. Currently, the office has only one staff, the Principal Planner. The Board plans to strengthen the Planning Division with more technical staff and a functional information system to support a sound M&E function. In addition, the Board has prioritised developing an M&E plan to guide M&E activities and processes.

2.2.4 Infrastructure and Equipment

Availability of infrastructure and the right equipment is crucial in service delivery. Though the Board has a home, the space is inadequate for the current staff and the Board's restructuring needs. Worse still, there is a lack of parking space and scattered storage facilities.

Analysis of the equipment requirements shows that the Board has a few computers, limited library resources, inadequate transport equipment, lack of some specialized equipment for assessment and devices for assessing special needs candidates.

2.2.5 UNEB guiding policies

Whereas a number of policies are in place and others under development by the Education and Sports Sector, some have limited integration on issues of assessment and examinations. A case in point in the Gender in Education Policy 2016. UNEB needs to engage the Ministry of Education and Sports for full participation in policy development, especially for the policies earmarked in the draft ESSP 2020/21-2024/25 and plan/align for its participation in this strategic plan.

The 1992 Government White Paper and the various Curriculum reviews recommended adaption of continuous assessment in addition to the summative assessment, but this is yet to be operationalized by UNEB due to constrained resource envelop.

The existing policy framework has gaps that limit meaningful collaboration between assessment and curriculum, as both the NCDC Act and the UNEB Act have inadequacies. The development of a curriculum and assessment policy, would ensure that the two institutions complement each other in testing all the competences as stipulated in the syllabus.

2.3. Key achievements and challenges

2.3.1 Achievements

STRATEGIC OBJECTIVE 1

- Distributed examinations materials and guidelines to all sitting centres that enabled timely field conduct of examinations.
- The UNEB Amendment Bill, 2019 was approved, and this provides for procedures and penalties to victims of examination malpractice, thus providing a firm foundation for the security of examinations
- The Risk Management Strategy and the Board Business Continuity Plan were developed, and the Risk Management Committee was constituted.
- The Board produced annual monitoring reports on the marking process and field conduct of examinations. These were used to inform policy and decision-making.
- Designed the examinations distribution routing schedule, and all staff, police and army involved in examinations were sensitized on the code of conduct. This improved the quality of examinations security.
- UNEB undertook three examinations' systems audits for PLE, UCE and UACE. In addition, the Office of the Auditor General carried out ICT specific examinations systems audit was carried out by the and relevant recommendations made for system improvement.
- Examination malpractice, which is a major risk to the credibility of assessment, remained very low at 0.255% over the strategic plan period based on the results withheld.
- The Board trained 11 key staff in measurement and evaluation, which strengthened the quality of examinations items development
- The Board hired sufficient professionals in assessment, examination setting, moderation, printing, scouting and marking.
- The Board sensitized and trained all the contracted professionals and reviewed test development and award guidelines.
- The Board developed Test Development and Marking Manuals to enable fairness within the examination system.
- The UNEB developed Gender and HIV/AIDS strategies in line with the guidance of the Uganda Aids Commission.
- The Board expanded structure to cater for SNE specialists to guide marking and assessment preparation. Equipment was procured to ease the assessment and marking of SNE learners.
- The Board continued to develop and print past papers and scoring guides for all assessment levels to minimize stigma and discrimination and prepare candidates for examinations. Produced reports on the work of candidates and shared on school portals as a feedback mechanism.

STRATEGIC OBJECTIVE 2

- The Board attracted Sesil Curasse and Luighe as partners that funded some of the assessment and research programmes.
- The Board received unqualified Auditor General's opinions for FY 2017/18, 2018/19, 2019/20, and UNEB is now a model centre for prudent financial management practices.
- Produced quarterly internal Auditor's reports for the period under review and management has addressed 90% of the recommendations.
- Produced quarterly physical performance and procurement reports and submitted on time to comply with good governance practices.
- Prepared the Board of survey reports for FY 2017/18, 2018/19, 2019/20 and updated the asset register to inform financial planning and decision-making.

STRATEGIC OBJECTIVE 3

- The Board has developed most of the ICT systems in-house with their source codes secured and is now in the process of patenting some of the systems.
- Candidates' registration shifted from manual registration to e-registration, with schools now able to access results directly and timely on their portals.
- Certificate printing is now in-house with the photographs of candidates.
- The Board now undertakes bulky verification of documents due to advancement in ICT.
- The Board developed and implemented electronic transfer of results from the marking centres (e-marks) to the UNEB data centre. This reduced errors and minimized risks that would otherwise compromise results.
- The Board's website now serves as a gateway to UNEB information and feedback from the public.
- The Board services are increasingly now offered online, for example, equating of results and requests for verification of results.
- The Disaster Recovery Centre and servers have been installed at Ntinda and Kyambogo. This has strengthened Board ICT systems, networks and security of applications.
- The Board carried out proper cabling at Kyambogo and Ntinda that has improved communications.
- The Board has improved on its Customer Relationship Management (CRM) with introduction and set up of an online- one-stop facility. Plans are underway for the Board to incorporate an intelligent agent facility service.

STRATEGIC OBJECTIVE 4

- The Board received UGX.4.5bn under Capital Development, which was used for the purchase of containers in FY 2018/19. Additional funding of UGX. 11.5bn was provided in the FY 2019/20 for construction of an examinations warehouse facility. The works of the warehouse at Kyambogo stands at over 60% completion.
- Procured ten motor vehicles, one motorbike, 18 sets of furniture, 355 examinations storage containers, 200 examinations storage boxes, 300 examinations storage bags, one printing machine and installation of surveillance equipment in Kyambogo

STRATEGIC OBJECTIVE 5

- The Board carried out a Human Resource Audit, which resulted in the revision of its structure from 207 to 314 staff size. Much of the recommendations from the audit have been implemented
- The Job Descriptions and Human Resource Manual were updated, staff performance appraisals conducted, and reports produced for the period under review
- The staff performance plans were developed based on the Job Descriptions as a good practice

2.3.2 Key challenges

The review of the previous strategic plan identified the following challenges:

1. The Board introduced the e-portals to assist in the e-registration of candidates, access of results and information from UNEB. However, the schools lack supportive infrastructure mainly in terms of internet, computers and human resource capacity. Some schools are contracting third parties to do registration. This challenge may limit the future capacity of UNEB to computerize some of its core functions, which benefit schools.
2. While the Board is undertaking key physical investments, there is no clear Master plan to guide such investments and mobilise the required resources.
3. The current structure provides for the office of Quality Assurance in the staff establishment, but the division is yet to be operationalised.
4. The absence of a National Assessment Policy to guide assessment and certification processes. This constrains the integration of continuous assessment at the school level with the summative end of cycle assessment.
5. The use of ICT in the examination process is still low due to limited funding. For example, the development and delivery of examinations are still done manually, making them more susceptible to malpractice.

6. The Board's proposed research policy is still in draft form. The absence of the policy has constrained the department of research to develop a research strategy, which would streamline the research activities of the Board.
7. The equipment and machinery for the printer are not of current technology, and they require more costs of maintenance and repairs.
8. The UNEB Organization Structure, though revised, has not been fully implemented due to inadequate wage provision to allow recruitment to fill the new structure.
9. Examination malpractice persists despite measures that have been put in place to control it. This is mainly attributed to moral decadence and weaknesses within the current law that does not provide punitive measures for culprits involved in vice.
10. Inadequate space for UNEB operations and storage of examination materials affects its efficiency and effectiveness in the delivery of services.
11. The poor road network in some parts of the country, makes transportation of examination materials, supervision and invigilation difficult. This challenge, coupled with the inadequate fleet, makes examinations field conduct not only difficult but also costly.
12. Inadequate funding for continuous national assessment of progress in education. This presents a challenge on reporting on the quality of education of the education system.

2.3.3 Proposed Reforms for the Medium Term

1. Setting up ICT support service desk and toll-free line to assist the schools in utilization of e-services. In addition, the Board shall advocate for the integration of ICT in the pedagogy at all levels.
2. Prioritise the development of a master plan to guide long-term Board investments and use of the prime land at Ntinda and Kyambogo.
3. Fast track the operationalization of the Quality Assurance Office to ease enforcement and monitoring of service quality and standards.
4. Engage Ministry of Education and Sports to develop the Curriculum and Assessment Policy, which will guide the integration of continuous assessment into summative assessment end of cycle results.
5. Fast track the revision of the ICT strategic plan in order to strengthen the digitisation process and the role of ICT in the development and delivery of examinations.
6. Champion the development of a research policy and strategy to streamline research activities, including conduct and dissemination.

7. Revise a business plan for the printery and incorporate the machinery and equipment requirements into the retooling and infrastructure project profiles to ensure full utilization of the facility.
8. Continue to engage the government to fully fund the UNEB wage bill.
9. Develop a comprehensive programme to sensitise and engage the public on the dangers of examination malpractice and fast track enactment of the new law.
10. Develop the UNEB expansion proposal and engage the government for the possibility of acquiring more land for office space.
11. Budget for purchase of more vehicles for smooth field conduct of examinations.
12. Engage government and development partners for funding of NAPE activities that are crucial for educational policy.

2.4 SWOT Analysis

The Board utilized swot analysis as a process of exploring the internal and external environment of UNEB and extracting convenient strategies based on its strengths, weaknesses, opportunities and threats tailored towards meeting stakeholder's needs. The results are shown in table 2.5.

Table 2.5: UNEB SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ■ An excellent organization with a good reputation in examinations ■ Strong relationships/partnerships with ministries and political leadership. ■ Established legal and institutional framework ■ Established systems and procedures for assessment, certification and reporting ■ Strong focused and committed leadership ■ Well positioned strategic thinking and planning ■ Increasing budget allocations to UNEB ■ Highly committed, skilled and experienced staff desirous to make an impact in assessment and certification ■ Strong collaboration and teamwork in accomplishing Board tasks ■ Improved turnaround time for processing letters of verification and equating services. ■ Improved communication and feedback between UNEB and schools due to efficient portals ■ Increased utilization of ICT for improved service delivery ■ In-house security printing of all examinations papers due to the State of the Art off-site printing facility 	<ul style="list-style-type: none"> ■ Some critical processes and procedures like documentation are largely manual and slow, which exposes assessment to errors ■ Over-reliance on contracted professionals like item writers and setters with no assurance for retaining usability of these competences in future ■ The Board assesses a limited range of learner's knowledge and skills excluding affective and ethical domains ■ Limited coordination of the monitoring and evaluation function ■ Limited office space and facilities negatively affects staff ability to effectively and efficiently demonstrate their productivity ■ Low salaries and remunerations jeopardizes staff quality and motivation ■ Weak coordination of training programmes for critical assessment skills and competences ■ Gap between services offered by the Board and the public knowing what is available to them. ■ Inadequate assessment policies and legal frameworks limits evaluating learner's competences ■ Limited grasp of staff on existing policies and procedures ■ Slow uptake and limited integration of ICT processes in the delivery of assessment services



2.5 Stakeholder analysis

Table 2.6 : Showing UNEB stakeholders interests

NO	STAKEHOLDER	STAKEHOLDER INTERESTS AND EXPECTATIONS	ACTIONS TO MEET THEIR INTERESTS
1	Learners in Primary, Ordinary & Advanced level	<ul style="list-style-type: none"> ■ To be assessed in a fair, credible, valid and reliable examination system and acquire certificates that make them relevant to society 	<ul style="list-style-type: none"> ■ Strengthen the quality assurance system ■ Revise and enforce Client Service Charter
2	Contracted professionals	<ul style="list-style-type: none"> ■ To obtain professional growth and maintain good professional links with UNEB 	<ul style="list-style-type: none"> ■ Revise and operationalize the CPD
3	UNEB secretariat	<ul style="list-style-type: none"> ■ Effective resource utilization ■ Implementation of Board Structure ■ Recruitment of adequate technical staff ■ Timely sharing of information between management and the Board 	<ul style="list-style-type: none"> ■ Align work plans and budgets to the strategy ■ Implement restructuring report ■ Adhere to Board Communication policy
4	UNEB Staff	<ul style="list-style-type: none"> ■ Conducive working environment ■ Continuity of UNEB ■ Improved welfare ■ Job security and career growth 	<ul style="list-style-type: none"> ■ Provide for a viable and vibrant UNEB
5	Governments (Executive, Parliament and Judiciary)	<ul style="list-style-type: none"> ■ Proper utilization of funds ■ Effective assessment regulations ■ Efficient and improved quality of assessment services ■ Safe, secure efficient and economical assessment sub-sector 	<ul style="list-style-type: none"> ■ Provide Financial and annual reports ■ Develop Assessment Regulations ■ Oversight UNEB service delivery
6	Board of Directors	<ul style="list-style-type: none"> ■ Strategic plan and Budget approval& implementation ■ Efficiency in assessment services to the public ■ Transparency and accountability ■ Policy guidance on assessment ■ Improved communication between Management and the Board 	<ul style="list-style-type: none"> ■ Undertake strategic planning and budgeting process in a timely manner ■ Fast track development of Assessment policy ■ Avail strategic plan performance, financial statements and annual reports to the Board
7	Partner Assessment Bodies and Associations	<ul style="list-style-type: none"> ■ Benchmarking with UNEB ■ Access to technical expertise ■ Implementation of agreed resolutions ■ Sharing of information on safety and security of examinations ■ Human Resource Development ■ Maintaining assessment standards 	<ul style="list-style-type: none"> ■ Co-operation with other assessment bodies ■ Develop a policy on sharing information ■ Develop common capacity development plans ■ Enforce quality assurance framework

NO	STAKEHOLDER	STAKEHOLDER INTERESTS AND EXPECTATIONS	ACTIONS TO MEET THEIR INTERESTS
8	National Curriculum Development Centre (NCDC)	<ul style="list-style-type: none"> ■ Effective implementation of the relevant curriculum at all levels of PLE, UCE & UACE 	<ul style="list-style-type: none"> ■ Participate in the development and operationalization of Curriculum and Assessment Policy. ■ Align test development to curriculum reforms
9	Special Interest Groups (gender and special needs groups)	<ul style="list-style-type: none"> ■ Preferential treatment and inclusiveness to marginalized candidates 	<ul style="list-style-type: none"> ■ Develop and operationalize policies, procedures and programmes that support the vulnerable candidates
10	Development Partners	<ul style="list-style-type: none"> ■ Effective and efficient resource utilization and adherence to principles of good governance 	<ul style="list-style-type: none"> ■ Accountability, compliance and timely production of performance reports
11	Members of the public	<ul style="list-style-type: none"> ■ Efficient and secure assessment services ■ Customer/client protection ■ Timely information and feedback ■ Value for money 	<ul style="list-style-type: none"> ■ Improve ICT to support service delivery ■ Effective implementation of regulations and revised client service charter ■ Improved visibility of UNEB activities
12	Schools & parents	Fair and credible assessment, timely and error-free services and accurate information and feedback	Strengthen the security of examinations and quality assurance
13	Universities and other Tertiary Institutions	<ul style="list-style-type: none"> ■ Fair and credible examination system 	<ul style="list-style-type: none"> ■ Adhere to assessment and examinations standards
14	Local Governments	<ul style="list-style-type: none"> ■ Timely and error-free services accurate information and feedback 	<ul style="list-style-type: none"> ■ Revise and operationalize Client Serviced Charter
15	The Police	<ul style="list-style-type: none"> ■ Timely evidence-based reporting of issues that need expeditious investigations 	<ul style="list-style-type: none"> ■ Cooperation with police and strengthening the Legal Unit for evidence generation
16	The Media	<ul style="list-style-type: none"> ■ Access to information ■ Continuous engagement ■ Efficiency of services 	<ul style="list-style-type: none"> ■ Access to information ■ Improved visibility of UNEB activities, outputs and outcomes

2.6 Summary of emerging issues

This section brings out the main development implications arising out of the data presented

- The policy framework is inadequate to ensure close collaboration between assessment and curriculum
- Government has undertaken reforms in curriculum and instruction and these have an effect on assessment standards and systems for delivery.
- The existing legal and regulatory framework is inadequate to deliver credible examinations (sanctions are not deterrent enough to curb malpractice)

- Customers continue to raise reservations on the quality of services offered by the Board despite high levels of computerization and digitization of systems and processes
- While UNEB certificates are recognized internationally and the examination framework/ process is emulated in neighboring countries, a cross-section of stakeholders have a limited understanding of the role of UNEB in the conduct of examinations and award of certificates
- The government has earmarked funds for a phased implementation of Continuous Assessment (CA) in lower secondary, however, schools possess inadequate competences in CA data management
- There is concern that assessment is creating inequity in outcomes and grades at the regional level leading to narrowing of educational choices and employment for disadvantaged candidates.
- While the candidature and demand for UNEB services at all levels is on the increase, the human resource, financial base and infrastructure has largely remained static and in most cases wanting
- The emergence of new risks has affected Board performance and yet given the unique nature of UNEB , the public expects continuity of services
- Limited assessment of broad skills e.g. Cognitive, critical thinking to match the shift in skills demand due to globalization and increased economic competitiveness.
- Inconsistency in the measurement of progress/competences of learners (numeracy, literacy and sciences) at primary and secondary limits implementation of corrective measures during the education cycle
- There is gender disparity in favour of male at test development and marking especially in science subject areas.
- There is an increasing number of learners with special needs, whose requirements are costly beyond what the Board can fund.
- There is still slow uptake of ICT in the delivery of assessment services
- The pressure on the Board to maintain qualifications and certificates that meet international standards.
- The Board could utilize the challenges posed by covid 19 pandemic to drive its agenda for e-assessment and e-marking. A pilot study could be conducted
- Strengthen monitoring and evaluation practices by developing a unified M&E system and ensure plans and tools are developed for functionality
- UNEB ought to explore ways of motivating staff to perform and introduce a reward and sanction system that can sustain top performance by staff. The professionals that work for the Board like the moderators, markers need to be well-remunerated.

CHAPTER 3

UNEB STRATEGIC DIRECTION 2020-2025

3.0



Vision: A recognized centre of globally competitive educational assessment and certification

3.1



Mission: UNEB's mission is to conduct valid, reliable, equitable and quality assessment of learners' achievement in a professional and innovative manner and award internationally recognised certificates

3.2



Core values: To guide the Board's organizational behavior in the execution of the plan, the staff will strive to uphold the following core values:

1. **Accountability:** to be fully answerable and transparent to those we serve
2. **Confidentiality:** All work related to assessment is handled with utmost confidence.
3. **Teamwork:** Combine talents and effort for excellent outcomes.
4. **Innovation:** Continuously strive to better our solutions to our clients' needs in assessment through our novelty
5. **Professionalism:** Commitment to maintain high standards of assessment and conduct in the provision of services to our clients

3.3

Theme: Repositioning assessment and qualifications for placement and employability

3.4

Goal: Increased quality and relevancy of assessment and certification for national transformation

3.5

UNEB objectives, interventions, outputs and actions

The Board plans to undertake the following interventions, outputs and projects to realise its objectives. These include:

STRATEGIC OBJECTIVE (SO) 1: Strengthen inclusive assessment and certification standards

The UNEB is aware of its crucial role in Uganda's education system, specifically in resource allocation, student access to scarce educational and economic opportunities and schools' accountability. The Board is further cognizant of the current reforms within the education sector, particularly curriculum changes that focus on competence-based learning and assessment. In addition, plans are underway to broaden assessment methods, including e-assessment amidst the ever-increasing and diverse student population and changing social and economic conditions, and the need to preserve assessment standards and practices and overall credibility of examinations.

UNEB plans to support schools to administer and mark CA by students' own teachers. This is in line with the curriculum reforms and the 21st century demands of preparing our learners for the new challenges in the knowledge-based economy. For this to be realized, it calls for all-round education and higher-order thinking skills and to raise the overall quality of students through a diverse school system and increased learner participation. The intent is to enhance the validity of the overall assessment through testing a full range of skills that the education system aspires to produce. For smooth administration, teachers will be provided with resources and technical support to conduct CA in schools in an effective and efficient manner.

The Board will continue to undertake national assessment surveys to provide policymakers with information on the overall levels of learning within our education system. The focus will be on what learners **know** and **can do**. For effectiveness, UNEB will carry out assessments based on a limited number of subjects: literacy and numeracy at primary level and English, mathematics and biology at the secondary level, to monitor changes in overall learners' achievement levels over time. Resources permitting, the Board plans to roll out the assessment to incorporate ICT and entrepreneurship

While there are high expectations from the public for immediate changes in assessment, the Board will need time to adapt to the new technologies and assessment processes for long-term improvements in existing assessment systems. Additional financial resources will be required to support reforms and develop the Board's technical capacity and initiatives in technology-supported assessment and examinations administered to candidates with disabilities and diverse educational needs. A number of these areas will require the adoption of best practices to keep pace with regional and international trends in assessment. More effort is planned towards eliminating examinations malpractice, which is a major threat to credibility through strengthening the security and safety of examinations.

The following initiatives are presented in this objective:

Interventions

- 1.1** Align assessment to the curriculum reforms, educational sector policies and international standards
- 1.2** Develop and review the institutional, regulatory and legislative framework for assessment and certification

- 1.3** Improve and maintain examinations security printing capacity
- 1.4** Provide equitable fair access to the examinations through inclusive designs and the provision for an appropriate accommodation
- 1.5** Enhance security and professionalism in examinations and assessment
- 1.6** Improve and maintain standards of marking and processing examinations results
- 1.7** Review and finalize strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum

STRATEGIC

OBJECTIVE (SO) 2: Enhance research and quality assurance in assessment and certification

UNEB's mandate of maintaining assessment standards is one of its core functions. The Board now more than ever realizes that assessment research is important to identify and address assessment challenges. This further provides the UNEB, MoES and other policy makers with a broad range of high-quality, relevant evidence to inform decision-making intended to add value to examinations and assessment practices amidst the various reforms that currently shape the education sector. The research agenda will focus on contemporary issues that affect and inform the assessment.

The Board acknowledges that successful realization of assessment outcomes depends on existence of a sound quality assurance system. Therefore, over the next five years, UNEB plans to strengthen mechanisms by establishing conditions for students to achieve standards set by the Board to guarantee that the assessment is 'fit for purpose'. To this effect, the Board seeks to prevent, detect, and correct problems inherent in the assessment system. The Board envisages the use of quality improvement strategies to improve quality through continuous learning, modification of the assessment services, benchmarking and audits on quality control and to ensure quality assurance.

The earmarked interventions are:

Interventions

- 2.1** Develop institutional support for research
- 2.2** Adopt proven quality assurance, risk reduction, and error elimination approaches in assessment
- 2.3** Improve and maintain assessment statistics, monitoring and evaluation
- 2.4** Provide feedback to the public on matters of examinations and certification
- 2.5** Strengthen UNEB's programmes and presence at national, regional and international levels.

STRATEGIC

OBJECTIVE (SO) 3: Strengthen the Board's institutional capacity to deliver its mandate

The Board is conscious of the enormous task ahead to successfully implement the assessment reforms and deliver results. Attention will shift to strengthening the institutional capacity through a motivated and skilled workforce, leveraging the current ICT system, expanding the physical infrastructure and facilities, building sustainable financing and aligning the Board's governance systems and structures with relevant policy and legal frameworks that support assessment and certification.

Emphasis will be on cultivating an environment where employee motivation is essential to attaining a competent workforce. Our objective is to make every employee in the Board feel that they are part of a big picture that contributes to the overall Board vision and mission.

Part of our strategy is to empower our staff by developing and improving their skills and abilities through training, conferences, and research that will significantly increase inputs towards institutional productivity.

Our staff leadership competences will be strengthened through mentorship and their involvement in the day-to-day running of Board core activities in assessment and certification processes that will make them all-round performers prepared for higher tasks within the succession plan.

The Board will continue to develop effective communication systems that ensure vital information is shared throughout the organization using various channels like conferences, retreats, workshops, meetings and websites to assure continued personnel involvement in the Board's operations.

UNEB will ensure that it attracts and retains the best brains through offering competitive salaries and emoluments, employee welfare and recognition, evaluation and feedback. This will in effect, align individual interests to that of the Board. The Board plans for the following interventions under this area of focus.

Interventions

- 3.1** Develop a competent and motivated workforce
- 3.2** Improve Board ICT operations and flexible approach to software development
- 3.3** Expand and maintain Board physical infrastructure and facilities
- 3.4** Improve financial management and sustainability
- 3.5** Align the Board's governance systems and structures with relevant policy and legal frameworks

Table 3.1: Summary Matrix of UNEB objectives, interventions and outputs

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
1: Strengthen assessment and certification standards	<p>1.1 Align assessment to the curriculum, educational sector policies and international standards</p> <p>1.2 Develop and review the institutional, regulatory and legislative framework for assessment and certification</p> <p>1.3 Improve and maintain examinations security Printing capacity</p>	<p>1.1.1 Revised assessment framework that incorporates HOTS</p> <p>1.1.2 Revised table of specifications or blueprint</p> <p>1.1.3 Standardised, valid, reliable and Fit for Purpose examinations developed</p> <p>1.1.4 Assessment syllabus reviewed and availed to the users</p> <p>1.1.5 Automated item bank expanded and secured</p> <p>1.2.1 Networked with various stakeholders at the national level for approval of Board policy and legal documents</p> <p>1.2.2 Assessment manuals, guidelines and procedures developed</p> <p>1.2.3 Stakeholders sensitized and informed on UNEB policy and legal documents</p> <p>1.2.4 Appropriate action taken where rules and regulations are breached or not consistently applied</p> <p>1.3.1 Printery machine acquisition plan developed</p> <p>1.3.2 Printery maintenance plan developed and followed</p> <p>1.3.3 ICT Security Solution for Certificates installed</p> <p>1.3.4 Automatic counting, wrapping and labelling machine procured Security</p> <p>1.3.5 Printer for Certificates and Result slips procured</p>	<p>1.1.1.1 Revise assessment framework to increase questions that test HOTS</p> <p>1.1.2.1 Revise the table of specifications or blueprint</p> <p>1.1.3.1 Develop Standardised, valid, reliable and Fit for Purpose examinations</p> <p>1.1.4.1 Review Assessment syllabus and avail it to the users for continuity and relevance</p> <p>1.1.5.1 Expand and secure automated item bank</p> <p>1.2.1.1 Network with various stakeholders to fast track approval of UNEB policy and legal documents</p> <p>1.2.2.1 Develop Assessment manuals, guidelines and procedures</p> <p>1.2.3.1 Sensitize and inform Stakeholders on UNEB law, regulations and Assessment Policy</p> <p>1.2.4.1 Take appropriate action where rules and regulations are breached or not consistently applied</p> <p>1.3.1.1 Develop printery machine acquisition plan to guide strategic procurement of printing equipment</p> <p>1.3.2.1 Ensure all printing machines are serviced and maintained</p> <p>1.3.3.1 Develop an online solution for certificates.</p> <p>1.3.4.1 Advertise and procure automatic counting, wrapping and labelling machine to minimize risks in packaging</p> <p>1.3.5.1 Fast track procurement of certificate and results printing machine</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
1: Strengthen assessment and certification standards	<p>1.3 Improve and maintain examinations security Printing capacity</p> <p>1.4 Provide equitable, fair access to the examinations through inclusive designs and the provision for appropriate accommodations for learners with special needs</p> <p>1.5 Enhance security and professionalism in the conduct of examinations and assessment</p>	<p>1.3.6 A six colour sheet fed printing machine size B1 press procured</p> <p>1.3.7 Book sewing machine procured</p> <p>1.3.8 Industrial binding machine procured</p> <p>1.3.9 Computer to plate machine procured</p> <p>1.3.10 UPS and power stabiliser for printery procured and installed</p> <p>1.3.11 Printery/materials procured</p> <p>1.4.1 Special needs examinations instruments developed in line with the best practice</p> <p>1.4.2 Support services and devices for candidates with special needs provided</p> <p>1.4.3 SNE Assessment Policy/developed</p> <p>1.4.4 Appropriate ready to use examination accommodation procedures developed</p> <p>1.4.5 SNE candidates database updated</p> <p>1.5.1 Effective systems for recruitment and appointment of contracted professionals revised</p> <p>1.5.2 Contracted professional's Code of Conduct revised</p> <p>1.5.3 Sufficient numbers of dependable field contracted professionals hired</p> <p>1.5.4 Contracted professionals and key stakeholders briefed on malpractice and provided with clear instructions</p>	<p>1.3.6.1 Advertise and procure a six colour sheet fed printing machine size B1 press</p> <p>1.3.7.1 Plan to procure a book sewing machine</p> <p>1.3.8.1 Advertise and procure an industrial binding machine</p> <p>1.3.9.1 procure a computer to plate machine</p> <p>1.3.10.1 Procure and install UPS for stability of the printing function</p> <p>1.3.11.1 Ensure phased acquisition of printery materials like bond paper and inks for continuity of examinations printery services</p> <p>1.4.1.1 Develop special needs examinations instruments in line with the best practice</p> <p>1.4.2.1 Provide support services and devices for candidates with special needs</p> <p>1.4.3.1 Develop SNE Assessment Policy</p> <p>1.3.4.1 Develop appropriate ready to use examination accommodation procedures</p> <p>1.4.5.1 Update SNE candidates database</p> <p>1.5.1.1 Revise systems for effective recruitment and appointment of contracted professionals</p> <p>1.5.2.1 Revise the Code of Conduct for Contracted professionals</p> <p>1.5.3.1 Hire adequate numbers of contracted professionals for field conduct of examinations</p> <p>1.5.4.1 organise and brief contracted professionals and key stakeholders on malpractice and provide them with clear instructions</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
1. Strengthen assessment and certification standards	<p>1.5 Enhance security and professionalism in the conduct of examinations and assessment</p> <p>1.5.5 A one-stop communication and information centre operationalized to handle examinations related queries</p> <p>1.5.6 A memorandum of understanding signed with security agencies on the conduct of examinations</p> <p>1.5.7 Standards and procedures for malpractice investigations revised and implemented</p> <p>1.5.8 Preventive measures for examinations malpractice developed based on proactive investigations and lessons learnt</p> <p>1.5.9 Targeted reviews conducted for schools where past irregularities were observed</p> <p>1.6 Improve and maintain standards of marking and processing examinations results</p>	<p>1.5.5.1 Operationalise a one-stop communication and information centre to coordinate examinations related queries during field conduct of examinations</p> <p>1.5.6.1 Sign a memorandum of understanding with security agencies on the conduct of examinations</p> <p>1.5.7.1 Revise and implement standards and procedures for malpractice investigations</p> <p>1.5.8.1 Develop preventive measures for examinations malpractice based on proactive investigations and lessons learnt</p> <p>1.5.9.1 Ensure that Targeted reviews are conducted for schools where past irregularities were observed.</p> <p>1.6.1.1 Make use of open and transparent selection mechanism to attract and recruit competent examiners</p> <p>1.6.2 Markers trained in CBS of marking and scoring</p> <p>1.6.1 Open and transparent selection mechanism used to attract and recruit competent examiners</p> <p>1.6.2.1 Draft scoring guides</p> <p>1.6.2.2 Conduct Coordination meetings / sessions</p> <p>1.6.3 Checkers and data entrants recruited and trained</p> <p>1.6.4 Standards setting and grading workshops conducted</p> <p>1.6.5 Examinations results and results related queries handling conducted</p> <p>1.6.6 Awards conducted and results released</p>	<p>1.5.5.1 Operationalise a one-stop communication and information centre to coordinate examinations related queries during field conduct of examinations</p> <p>1.5.6.1 Sign a memorandum of understanding with security agencies on the conduct of examinations</p> <p>1.5.7.1 Revise and implement standards and procedures for malpractice investigations</p> <p>1.5.8.1 Develop preventive measures for examinations malpractice based on proactive investigations and lessons learnt</p> <p>1.5.9.1 Ensure that Targeted reviews are conducted for schools where past irregularities were observed.</p> <p>1.6.1.1 Make use of open and transparent selection mechanism to attract and recruit competent examiners</p> <p>1.6.2.1 Draft scoring guides</p> <p>1.6.2.2 Conduct Coordination meetings / sessions</p> <p>1.6.3.1 Recruit and train competent checkers and data entrants</p> <p>1.6.4.1 Coordinate Standards setting and grading workshops</p> <p>1.6.5.1 Handle examinations results and results related queries handling conducted</p> <p>1.6.6.1 Conduct awards and release results.</p> <p>1.6.6.2 Issue certificates to sitting centres</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
1: Strengthen assessment and certification standards	1.7 Review and finalise strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum	<p>1.7.1 NAPE Policy and strategy developed</p> <p>1.7.2 NAPE survey reports produced and published</p> <p>1.7.3 CA strategy developed</p> <p>1.7.4 CA criteria and exemplars developed</p> <p>1.7.5 CA science workbooks and other materials; guidelines and procedures developed and distributed to schools</p> <p>1.7.6 CA online system to store and submit data developed</p> <p>1.7.7 Guidelines for science project-based assessment developed and disseminated</p> <p>1.7.8 Teachers trained and mentored to manage School Based Assessment</p> <p>1.7.9 Value add methodology used in ranking school performance improvement</p>	<p>1.71.1 Develop NAPE Policy and strategy</p> <p>1.72.1 Produce and publish NAPE survey reports</p> <p>1.73.1 Develop CA strategy</p> <p>1.74.1 Develop CA criteria and exemplars to illustrate performance standards</p> <p>1.75.1 Develop and distribute CA science workbooks and other materials; guidelines and procedures to schools</p> <p>1.76.1 Develop CA online system for data capture and storage at UNEB and school levels</p> <p>1.77.1 Develop and distribute guidelines for science project-based assessment</p> <p>1.78.1 Support Schools to transition to new assessment system</p> <p>1.79.1 Use Value Add methodology in ranking school performance improvement</p>
2: Enhance research and quality assurance in assessment and certification	2.1 Develop institutional support for research	<p>2.1.1 Research strategy developed and implemented</p> <p>2.1.2 Research agenda underpinned on contemporary issues that impact on assessment</p> <p>2.1.3 New research staff recruited and deployed</p> <p>2.1.4 Research staff exposed and trained in modern research skills</p> <p>2.1.5 Research assessment policy briefs and dialogue conducted</p>	<p>2.1.1.1 Develop and implement research strategy</p> <p>2.1.2.1 Underpin research agenda on contemporary issues that impact on assessment</p> <p>2.1.3.1 recruit competent researchers for deployment</p> <p>2.1.4.1 Arrange to train research staff in modern research skills</p> <p>2.1.5.1 Encourage the directorate to produce regular research policy briefs and dialogue to inform deliberative dialogues that stimulate discussion on assessment issues</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
2: Enhance research and quality assurance in assessment and certification	<p>2.2 Adopt proven quality assurance, risk reduction and error elimination approaches in assessment</p>	<p>2.1.6 Research networks, collaboration, communication and sharing of experiences supported</p> <p>2.1.7 Standardized tools developed to facilitate Board researchers engagement in the research process</p>	<p>2.1.6.1 Support Research networks, collaboration, communication and sharing of experiences</p> <p>2.1.7.1 Support the directorate to develop standardized tools that can facilitate research engagement (guidelines, templates, checklists, assessment criteria, and other decision-support type tools)</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
2: Enhance research and quality assurance in assessment and certification	2.3 Improve and maintain assessment statistics, monitoring and evaluation	<p>2.3.4 Candidates' results information generated disaggregated and documented</p> <p>2.3.5 Examinations monitoring and evaluation proceedings produced for System improvement</p> <p>2.3.6 Key stakeholders involved in monitoring and evaluation of certification process</p> <p>2.3.7 Capacity for integration of data needs into database strategy strengthened</p> <p>2.3.8 UNEB information and data protection policy, procedures and guidelines developed</p> <p>2.3.9 Board fleet increased and maintained</p>	<p>2.3.4.1 Generate, disaggregate and document candidates' results information</p> <p>2.3.5.1 Produce examinations monitoring and evaluation proceedings for System improvement</p> <p>2.3.6.1 Involve key stakeholders in monitoring and evaluating of the certification process</p> <p>2.3.7.1 Capacity for integration of data needs into database strategy strengthened</p> <p>2.3.8.1 UNEB information and data protection policy, procedures and guidelines developed</p> <p>2.3.9.1 Identify and procure new vehicles to improve examinations field monitoring</p> <p>2.3.9.2 Ensure that all Board vehicles are regularly maintained to improve their efficiency</p> <p>2.3.9.3 Develop a fleet management solution to monitor vehicle utilisation</p> <p>2.3.9.4 Identify and Board off old vehicles</p> <p>2.3.9.4 Plan to ensure that all vehicles receive fuel on time not to curtail Board activities</p> <p>2.4.1.1 Produce and avail Report on work of candidates to schools</p> <p>2.4.2.1 Produce and make examinations question papers and scoring guides accessible to the public</p> <p>2.4.3.1 produce and make Annual UNEB Report accessible to key stakeholders</p>
	2.4 Provide feedback to the public on matters of examinations and certification	<p>2.4.1 Report on work of candidates produced and availed to schools</p> <p>2.4.2 Examination question papers and scoring guides produced and made accessible to the public</p> <p>2.4.3 Annual UNEB Report produced and made accessible to key stakeholders</p>	

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
2: Enhance research and quality assurance in assessment and certification	2.4 Provide feedback to the public on matters of examinations and certification	2.4.4 Status reports on the implementation of government recommendations on examinations produced 2.4.5 Press release on the release of results availed to the public	2.4.4.1 Produce status reports on the implementation of government recommendations on examinations 2.4.5.1 Prepare for press release to avail release of results information to the public
		2.4.6 Feedback reports from teachers, schools and the public received and appropriate action taken	2.4.6.1 Take appropriate action on feedback reports received from teachers, schools and the public
		2.5 Strengthen UNEB's programmes and presence at national, regional and international levels.	2.5.1 UNEB programmes benchmarked to regional and international standards 2.5.2 Board supported to participate in international assessment programmes
		3.1 Develop a competent and motivated workforce	3.1.1 Competent workforce attracted and retained 3.1.2 Performance excellence recognized and rewarded 3.1.3 Employee job enrichment undertaken 3.1.4 Staff knowledge, skills and competences increased
		3.1.5 Leadership and management function strengthened	3.1.4.1 Train and build staff competences in areas that support assessment and certification
		3.1.6 Performance management improved	3.1.5.1 Strengthen leadership and management function 3.1.6.1 Implement measures that improve performance management
		3.1.7 A staff work environment and wellness improved	3.1.7.1 Enhance Staff work environment and wellness
		3.1.9 HR best practices adopted and policies developed	3.1.9.1 Adopt and develop HR best practices and policies
		3.10 Board institutional memory documented	3.1.10.1 Document Board institutional memory
		3.11 HR systems, processes and infrastructure enhanced	3.1.11 Enhance HR systems, processes and infrastructure
		3.12 Client services improved	3.1.12 Ensure measures are undertaken to improve client services
		3.13 UNEB internal communication streamlined	3.1.13 Streamline UNEB internal communication

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
3: Strengthen the Board's institutional capacity to deliver its mandate	3.2 Improve Board ICT operations and flexible approach to software development	<p>3.14 Gender, HIV/AIDS, environment, diversity and inclusiveness at UNEB promoted and mainstreamed</p>	<p>3.14.1 Implement a gender strategy including the commitment to gender balance and equity issues in the assessment</p> <p>3.14.2 Review, establish and implement the Board's strategy on environment policy issues</p> <p>3.14.3 Reduce inequity in outcomes and grades at regional level</p> <p>3.14.4 Strengthen HIV/AIDS management, coordination mechanisms, treatment, care and support</p>
		<p>3.2.1 ICT policy and strategy revised and implemented</p> <p>3.2.2 Access to key ICT tools and applications that address client needs provided</p> <p>3.2.3 ICT infrastructure developed and maintained</p> <p>3.2.4 Current business processes, tools, administrative Systems and new technologies supported and upgraded</p>	<p>3.2.1.1 Revise and implement ICT policy and strategy</p> <p>3.2.2.1 Provide access to key ICT tools and applications that address client needs</p> <p>3.2.3.1 Develop and maintain ICT infrastructure</p> <p>3.2.4.1 Strengthen measures that support, upgrade, and enhance current business processes, tools, administrative systems and new technologies</p>
		<p>3.2.5 Security and integrity of the Board ICT systems safeguarded</p> <p>3.3.1 Examinations storage and office facilities expanded</p> <p>3.3.2 Environmental concerns addressed</p> <p>3.3.3 Asset management strategic plan developed</p>	<p>3.2.5.1 Safeguard the security and integrity of the Board ICT systems</p> <p>3.3.1.1 Expand examinations storage and office facilities</p> <p>3.3.2.1 Address environmental concerns</p> <p>3.3.3.1 Develop an asset management strategic plan</p>
	3.3 Expand and maintain Board Physical Infrastructure and facilities	<p>3.4.1 Resource mobilization strategy developed</p> <p>3.4.2 Internal revenue sources optimised</p> <p>3.4.3 Financial reporting strengthened</p> <p>3.4.4 Engaged and negotiated with the government for additional funding and support</p>	<p>3.4.1.1 Develop Resource mobilization strategy</p> <p>3.4.2.1 Optimise Internal revenue sources</p> <p>3.4.3.1 Strengthen Financial reporting</p> <p>3.4.4.1 Engage and negotiate with the government for additional funding and support</p>

STRATEGIC OBJECTIVE	INTERVENTIONS	OUTPUTS	ACTIONS
3: Strengthen the Board's institutional capacity to deliver its mandate	3.5 Align the Board's governance systems and structures with relevant policy and legal frameworks	<p>3.4.5 sustainable networks explored and built with development partners and agencies for possible funding opportunities</p> <p>3.4.6 Board resource utilization optimised</p> <p>3.5.1 Board's structure reviewed</p> <p>3.5.2 Board of Directors supported to effectively deliver their mandates</p> <p>3.5.3 Existing relevant legal frameworks complied with</p> <p>3.5.4 Boards' risks and uncertainties identified and effectively managed</p> <p>3.5.5 UNEB communication strategy reviewed and operationalized to preserve the Board's image</p>	<p>3.4.5.1 Explore and build sustainable networks with development partners and agencies for possible funding opportunities</p> <p>3.4.6.1 Optimise the Board resource utilization</p> <p>3.5.1.1 Review the Board's structure</p> <p>3.5.2.1 Support the Board of Directors to effectively deliver their mandates</p> <p>3.5.3.1 Comply with existing relevant legal frameworks</p> <p>3.5.4.1 Identify and effectively manage Boards' risks and uncertainties</p> <p>3.5.5.1 Review and operationalize the UNEB communication strategy to preserve the Board's image</p>

Financing Framework and Strategy

CHAPTER 4

FINANCING FRAMEWORK AND STRATEGY

This section explains the UNEB financing framework of the strategy. It provides the overall and disaggregated costs of the Plan, and the strategies for mobilizing the required financing.

4.1 Summary of the Strategic Plan Budget

The overall cost of financing the UNEB Strategic Plan III over the next 5-years period is estimated at 883.1bn shillings; of this, the estimated government contribution is 661.8bn and 227.4bn from development partners and other sources

Table 4.1: Summary of Strategic Plan Budget FY 2020/21-2024/25

AREA	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Wage	16.3	17.9	19.7	21.6	23.8	99.4
Non-Wage	105.7	119	127.5	137.3	157.8	647.3
Development	35.7	47.1	16.6	15.7	21.3	136.4
Total	157.7	184	163.8	174.6	202.9	883.1

Major Cost drivers over the Planning period

1. Increasing numbers of candidates
2. Setting and moderation of examinations
3. Security printing, packing, transportation/ distribution and storage of examinations materials
4. Increased field cost of conducting and marking examinations dictated by the need to maintain the standard operating procedures amidst Covid-19 pandemic;
5. The digitization process where the Board aims at deepening ICT penetration including e-assessment to provide timely and efficient services to the public;
6. The need to train and resource its people with appropriate skills, competences& offer better remunerations for the Board to remain competitive
7. Printing of result slips and certificates
8. The need to expand the physical infrastructure to cater for examinations storage and office facilities

4.2 The MTEF Projections and Implications for Strategic Plan Financing

(a) This sub- section describes the Medium-Term Expenditure Framework (MTEF) projections for the UNEB

Table 4.2: Summary of MTEF allocation FY 2020/21-2024/25

AREA	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Wage	12.36	12.36	12.36	12.36	12.36	61.8
Non-Wage	97.64	97.69	97.69	97.69	97.69	488.426
Development	30.05	36.40	15	15	15	111.5
Total	140.05	146.5	125.045	125.045	125.045	661.8

(b) The Board anticipates a funding gap arising out of the variance between the projected expenditure and the MTEF. Details are presented in table 4.3.

Table 4.3: UNEB Strategic Plan funding Gap

AREA	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Wage	3.9	5.5	7.3	9.3	11.4	37.4
Non-Wage	8.0	21.3	29.8	39.6	60.1	158.8
Development	5.6	10.7	1.6	.7	6.3	24.9
Total	17.5	37.5	38.7	49.6	77.8	221.1

The government resources required to fund the UNEB strategic plan interventions is 661.8bn shillings. In the FY 2020/21, the available budget is 140.05bn that increases to 146.05bn shillings in FY 2021/22 and this decrease to 125.045bn in FY 2022/23 and remains constant up to the FY 2024/25

As reflected in tables three (3) and four (4), the Board has a funding gap of shillings 221.1bn for the five-year period.

Strategic Plan Funding by Source

Table 4.4: Main sources of revenue for financing the strategy

CLASSIFICATION	2020/21		2021/22		2022/23		2023/24		2024/25		TOTAL	
Funding source	G	D	G	D	G	D	G	D	G	D	G	D
Wage	12.4	3.9	12.4	5.9	12.4	7.3	12.4	9.3	12.4	11.4	62	37.4
Non-Wage	97.6	8	97.7	21.3	97.7	29.8	97.7	39.6	97.7	60.1	488.4	158.8
Development	30.1	5.6	36.4	10.7	15	1.6	15	.7	15	6.3	115.1	24.9
Total	140.1	17.5	146.5	37.9	125.1	38.7	125.1	49.6	125.1	77.8	661.9	221.1

NB: G =Government of Uganda D = Donor

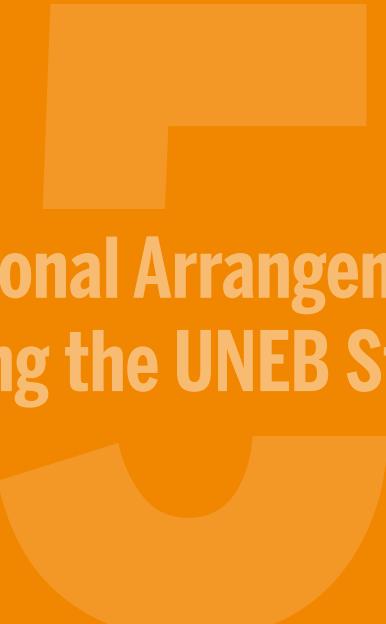
4.3 Resource Mobilisation Strategy

The Board will explore additional sources of financial resources through the following strategies:

- (a) Continue to lobby the government for increased annual funding that is commensurate with the expanded Board mandate of conducting credible national examinations and certification
- (b) Strengthen collection of internally generated funds through ICT supported equating services, certification and verification of results and UNEB data
- (c) Investment in printing services to sister institutions to generate more revenue during the slack period
- (d) Enforcement of tight measures in the collection of examinations fees and related charges
- (e) Develop fundable proposals and engagement of development partners to fund some key activities.

4.4 Detailed Cost Implementation Matrix

The sub-section shows a schedule that relates planned objectives, interventions and actions with estimated costs and specifies the responsibility centre for each of the planned actions. UNEB's best past experiences inform the costing in handling examinations, the projected candidate's growth rate of 3%, inflation and recruitment projections. The details appear in annex III.



Institutional Arrangements for Implementing the UNEB Strategic Plan

CHAPTER 5

INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTING THE UNEB STRATEGIC PLAN

5.0 Introduction

This chapter describes the concrete measures that the Board aims to undertake to translate strategic intent into actions that produce results over the next five years. The implementation strategy forms the basis of detailed annual operational plans and performance contract targets developed by the Board at the beginning of each Financial Year. Implementation is based on strategic objectives aligned and supported by organizational structures, support systems, processes, human skills, resources, and incentives.

5.1 Coordination of the Implementation Process

The UNEB strategy will be implemented within the planned five-year period 2020/21-2024/25. The Board will play its strategic oversight role while management through its five directorates will be entrusted with the day-to-day implementation modalities of the strategy. Table 5.1 presents the roles and responsibilities of different stakeholders.

Table 5.1: Showing roles and responsibilities of key stakeholders in strategy implementation

RESPONSIBLE CENTRES	ROLES AND RESPONSIBILITIES
Board of Directors	Strategic direction, prioritisation of approved resource envelope, approval of key strategic policy documents, governance & oversight
Top Management	Preparation of key policy documents, operational efficiency and effectiveness in strategy implementation, regular quality report production, compliance with existing laws and regulations
Ministry of Education and Sports	Providing sector policy direction, resource mobilization, monitoring and evaluation of the strategy
Ministry of Finance and donor community	Offering guidance and mentoring of budgeting, financing the strategy, monitoring utilization of financial resources
Office of the Prime Minister National Planning Authority	Offering technical guidance and capacity building in planning; compliance monitoring and evaluation of the strategy
UBOS	Providing reliable data to inform planning, offering technical guidance and assistance in capacity building related to data generation and management
Local Governments	Providing relevant candidate based data to inform the strategy; implementing key aspects of the plan applicable to local governments
Civil Society and Private Sector	Sharing relevant data to inform the strategy, implementing the strategy relevant to the sector

5.2 Sustainability Arrangements

(a) Institutional Sustainability Arrangements

The Board will continue to adapt to change given the unpredictability of the assessment environment exaggerated by the impact of the covid-19 pandemic. We will strive to make changes to how we execute our tasks across a range of areas within assessment and certification domains so that we are more responsive and agile to the needs of our stakeholders. We will endeavor to uphold our values of teamwork, innovations and professionalism as we maintain the best services to the public. The Board will develop the asset management plan to ensure that critical facilities, plants, buildings and other assets are adequately maintained.

(b) Financial Sustainability Arrangements

UNEB will enhance its financial base and sustainability through its resource mobilization strategy. We shall continue to provide strong financial management systems and structures to ensure that funds are utilized in the most frugal manner. Increased investment in ICT innovations will ensure that quality services and payments are effected through its portals. The planned roll out of the printery business model will galvanize resource mobilization to support Board priorities. The Board will engage the government for additional resources, aware of the strategic role that assessment and certification play in the economy.

(c) Partnerships and Collaboration

The Board will continue to strengthen its networks and collaboration with development partners for resource mobilization and accountability. To this effect the public relations function will annually review, update and implement the communication strategy.

(d) Human Resource Plan

UNEB Human Resource Plan will be aligned to the five-year strategic plan to deliver effectively on the strategy. The Board's structure will be enhanced to match the needs of the strategy. Priority areas include identifying and filling critical vacant positions, rationalization of the workloads, strengthening the management and supervisory functions, improving on the performance-oriented management system, developing staff capacities and succession planning to guarantee continuity and sustainability of Board services.

CHAPTER 6

COMMUNICATION AND FEEDBACK STRATEGY/ ARRANGEMENTS

Effective communication is critical for the Board to realize the success of the planning work and its resulting outcomes. As part of reaching out to clients, stakeholders, and the public, the UNEB Top Management Team will develop a Strategic Communication plan to integrate the vision, mission, and values into the board's communications. Similarly, key components and milestones of the strategic plan will be incorporated into activities undertaken by all staff in their day-to-day work with clients, stakeholders and the public. Resources are planned towards communication and information distribution to the internal staff. Regular staff briefing, sensitization and training will be undertaken to build understanding and staff commitment towards the strategy. The Board will develop communication materials and utilize, among others, the following channels to deliver the messages to different stakeholders:

- (i) Regular workshops
- (ii) Stakeholder consultation forum
- (iii) Talk shows
- (iv) Publication of printed materials (brochures, fliers)
- (v) Directorate and departmental meetings
- (vi) Lunch and learns sessions
- (vii) Regular updates on UNEB Website, intranets and emails
- (viii) Newsletters, Annual reports & presentations

The Board has designed opportunities for timely feedback and response that include suggestion boxes placed at strategic points to source the public areas of approval and improvement, use of annual client satisfaction surveys and strengthening an open door policy.

CHAPTER 7

RISK MANAGEMENT

Given the dynamic nature of the board's environment, a number of key risks are inherent in the strategic plan that may work against the realization of the planned interventions and outcomes. The Board has considered these possible adverse events and developed strategies or the corresponding mitigation measures. Figure 7 details the nature, rating and mitigations to the risks.

Table 7.1: Showing Key Risks anticipated during Strategic plan Implementation and Mitigation Measures

RISK	RATING	MITIGATING PROCESS /FUNCTION
Examination malpractice	H	<ul style="list-style-type: none">■ Fast track enactment and enforcement of UNEB law■ Operationalise the examinations policy.■ Adopt just in time printing of examinations to minimize the risk of storing exams for longer periods■ Conduct enlightenment campaigns to highlight the dangers of examination malpractice to the candidate, community and nation.■ Continue to strengthen the quality assurance mechanism in UNEB
Inability to conduct exams as planned due to natural disasters and epidemics like Covid-19 pandemic and other emergencies	H	<ul style="list-style-type: none">■ Develop and operationalize the Disaster Recovery and Business Continuity Plan■ Mainstream NAPE and CA in the assessment system
Inability to attract and retain required numbers and the right cadre of staff and contracted professionals	H	<ul style="list-style-type: none">■ Review remunerations, relevant policies and the work environment
Overlapping mandate	M	<ul style="list-style-type: none">■ Conduct consultations and seek sector support to review the laws and mandate
Physical and technical threats to ICT	M	<ul style="list-style-type: none">■ Review ICT policy and strategy
Inadequate funding for successful implementation of the strategy	H	<ul style="list-style-type: none">■ Continue to advocate and lobby for government support through aligning Board priorities to national priorities

NB: H =High M = Medium

CHAPTER 8

MONITORING AND EVALUATION FRAMEWORK

8.1 Monitoring and Evaluation Arrangements

The responsibility for Monitoring and Evaluation (M&E) of this strategy lies with the Board. The Directorate of Finance Planning and Projects under the Head Planning and Projects office will coordinate the day-to-day M&E functions.

Each directorate will constitute an M&E team to monitor operational level programmes and disseminate the findings to key stakeholders. The UNEB Monitoring and Evaluation Committee (UMEC) with the Head of Planning and Projects as secretariat will coordinate overall performance monitoring and evaluation at the management level. UMEC will ensure that information for the performance of the plan is collected regularly (quarterly) from Directorates and Departments so that problems and other divergences encountered are handled in a timely manner. A software has been developed to support management in the timely collection and analysis of data on Board performance.

Through the Department of Planning and Projects, the Board will conduct regular Monitoring and Evaluation (M&E) sensitization and training workshops for staff to ensure consistent and accurate measurement and reporting of performance on the plan.

8.2 Progress Reporting

The Directorate of Finance, Planning and Projects will be responsible for routine collection of data on project inputs, outputs, outcomes and impact according to the monitoring framework and produce analytical reports (reports explaining progress or lack of progress) to Top Management and Board and quarterly performance and annual reports (both financial and physical performance) to the mandated ministries and agencies.

8.3 Performance Annual Review (PAR)

The PAR is a management instrument designed to monitor progress in the implementation of the strategy and to verify that management and policy responsibilities are met in the Examinations and Assessment sub-sector.

The overall objectives of the PAR are to:

- (a) Review implementation of the strategy in the light of output level indicators;
- (b) Assess the progress of the Strategy during the financial year (particularly on the prioritized actions);
- (c) Review the financing arrangements and assess how well the Government of Uganda, Development Partners, and Internally Generated Revenue meets the priorities and requirements of the Examinations and Assessment sub- sector; and
- (d) Undertake analysis in selected thematic areas to identify issues/challenges concerning effective delivery of assessment services and recommend ways to improve progress.

The PAR Committee consists of all Directors, Budget Desk Secretariat and Head of PDU, and its primary responsibility is the oversight of the overall process, with the Accounting Officer as the Chair.

The PAR will produce an Annual Review Report and a Priority Action Plan (PAP) reflecting major recommendations to improve assessment service delivery. These reports will feed into semi-annual and annual performance reports of the programme to be submitted to the Ministry of Education and Sports and to the Office of the Prime Minister (OPM).

8.4 Mid -Term Evaluation

The Board will undertake the Mid-Term Review (MTR) halfway through the strategic plan cycle. In the year of the MTR, the Annual Review will form part of the wider MTR process. The objectives of the MTR will be to:

- (i) Examine how the experiences of the strategic plan, at approximately its mid-point, can be used by Board stakeholders to improve policies and programmes for better assessment services;
- (ii) Based on a systematic and in-depth review of progress in relation to original strategic plan objectives and expected results, identify and make provisions for mid-course adjustments in the key elements of the design of the strategic plan;
- (iii) Assess whether a modification in the strategic plan objectives, strategies and content, the distribution of funds between interventions, are warranted as a result of changes in the Board's environment and the assessment situation and changes in Board policies and priorities as expressed in the PAP;
- (iv) Derive major lessons learned to improve the quality of strategy implementation;
- (v) Indicate how these lessons may be applied to the subsequent strategy and the assessment framework.

8.5 End of Term Evaluation

The Board will undertake an End of Term Evaluation (ETE) after Strategy planned time completion. The objectives of end-term evaluations will be to identify the successes and failures of the Strategy and provide recommendations for future sub-sector strategies. In addition, the end-term evaluation of the Board strategy will analyse the implementation status of major operations, fiduciary arrangements, improvement in assessment indicators, equitable access to assessment services, and clients and service providers' feedback on Strategy implementation. Both qualitative and quantitative approaches will be adopted to collect information for the end-term evaluation through review of a variety of documents and policy papers, consultative meetings with stakeholders at national and field level, group discussions/interviews of clients and service providers, and direct observation of service provision at selected examinations & assessment facilities and service points.

8.6 Monitoring and Evaluation Results Framework

Indicators for assessment of the Monitoring and Evaluation of UNEB's performance with respect to its strategies, outcomes and outputs have been defined in the Results Framework Matrix. (See annex II). A number of output indicators (new) in the framework lack baseline data. The Board has prioritized the collection of relevant data to establish the required baseline information.

CHAPTER 9

PROJECT PROFILES

The Board has planned for two project profiles to enhance its ability to realize the set strategic objectives and interventions. These projects are the UNEB Retooling project and the UNEB Infrastructure Project II. The detailed outputs contained in each profile are presented in annexe (IV).

ANNEXE I: UNEB results framework for goal and outcome level

GOAL	OBJECTIVES	OUTCOMES	INDICATORS	BASELINE	TARGETS
				2018/19	2024/25
Goal: Increased quality and relevancy of assessment and certification for National Transformation	1: Strengthen inclusive assessment and certification standards	Increased competitiveness of UNEB certificates	<ul style="list-style-type: none">■ Validity & reliability indices■ Turnaround time for issuance of competence-based certificates (months)	0.85	0.95
		Increased quality of knowledge, skills and competences assessed and certified	<ul style="list-style-type: none">■ Ratio of LOTS to HOTS■ Percentage of examinations results incorporating CA	8	6
	2: Enhance research and quality assurance in assessment and certification	Increased alignment between National examinations and the curriculum	<ul style="list-style-type: none">■ Percentage of all-inclusive examination papers aligned to the curriculum	6:4	3:7
3: Strengthen the institutional capacity to deliver the Board's mandate	Improved assessment and examinations evidence- informed policy-making	Improved assessment and examinations evidence- informed policy-making	<ul style="list-style-type: none">■ The proportion of UNEB examinations decisions informed by validation studies	5%	40%
		Increased use of ICT services in the delivery of Board functions	<ul style="list-style-type: none">■ Percentage of Board clients receiving services electronically	-	+40%

ANNEXE II: UNEB STRATEGIC Results Framework for Output Level Indicators

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
STRATEGIC OBJECTIVE I: Strengthen inclusive assessment and certification standards								
1.1 Align assessment to the curriculum, educational sector policies and international standards	1.1.1 Assessment framework that incorporates HOTS revised 1.1.2 Table of specifications or blueprint revised 1.1.3 Standardised, valid, reliable and Fit for Purpose examinations developed 1.1.4 Assessment syllabus reviewed and availed to the users 1.1.5 Automated item bank expanded and secured	1.1.1.1 No. of revised assessment frameworks that incorporates HOTS 1.1.2.1 No. of blue prints revised 1.1.3.1 No. of valid, reliable and fit for purpose examinations papers developed 1.1.4.1 No. of sets of assessment syllabi reviewed 1.1.5.1 No. of automated items bank expanded and secured	1 232 445 - 232	1 231 460 3 260	1 14 460 3 260	1 14 460 6 260	1 14 460 9 260	1 14 460 12 260
1.2 Develop and review the institutional, regulatory and legislative framework for assessment and certification	1.2.1 Networked with various stakeholders at the national level for approval of Board policy and legal documents 1.2.2 Assessment manuals, guidelines and procedures developed 1.2.3 Stakeholders sensitized and informed on UNEB law, regulations and Assessment Policy 1.2.4 Appropriate action taken where rules and regulations are breached or not consistently applied	1.2.1.1 No. of approved UNEB Bills, Assessment policies and regulations 1.2.3.1 No. of assessment manuals, guidelines and procedures developed 1.2.3.1 No of sensitization events conducted on UNEB law and assessment policy 1.2.5.1 No. of DISs that are aware of the rules and regulations and consequences of breaching regulations	1 1 3 - - 5 - 170	1 1 1 1 1 5 170	1 1 1 1 1 5 170	1 1 1 1 1 5 170	1 1 1 1 1 5 170	1 1 1 1 1 5 170

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
1.3 Improve and maintain examinations security Printing capacity	1.3.1 Printery machine acquisition plan developed	1.3.1.1 No. of printery acquisition plans developed and implemented	1	1	1	1	1	DTR
	1.3.2 Printery maintenance plan developed and implemented	1.3.2.1 No. of printery maintenance plans developed and implemented	1	1	1	1	1	DTR
	1.3.3 ICT Security Solution for Certificates installed	1.3.3.1 No. of ICT solutions for certificates installed	-	1	1	-	-	DTR
	1.3.4 Automatic counting, wrapping and labelling security machine procured	1.3.4.1 No. of machines procured	-	1	-	-	-	DTR
	1.3.5 Printer for certificates and result slips procured	1.3.5.1 No. of security printers for certificates and result slips procured	-	1	-	-	-	DTR
	1.3.6 A six colour sheet-fed printing machine size-B1 press procured	1.3.6.1 No. of six-colour sheet fed printing machines procured	-	-	1	-	-	DTR
	1.3.7 Book sewing machine procured	1.3.7.1 No. of book sewing machines procured	-	-	-	1	-	DTR
	1.3.8 Industrial binding machine procured	1.3.8.1 No. of industrial binding machines procured	-	-	-	1	-	DTR
	1.3.9 Computer to plate machine procured	1.3.9.1 No. of computers to plate machines procured	-	-	-	1	-	DTR
	1.3.10 UPS for printery procured and installed	1.3.10.1 No. of sets of UPS's procured and installed	-	-	1	-	-	DTR
	1.3.11 Examinations Printing materials procured	1.3.11.1 No. of categories of examinations printing materials procured	3	3	3	3	3	DTR

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
1.4 Provide equitable, fair access to the examinations through inclusive designs and the provision for appropriate accommodations for learners with special needs	1.4.1 Special needs examinations instruments developed in line with the best practice	1.4.1.1 No of special needs examinations instruments developed in line with best practices	232	260	260	260	260	DE
	1.4.2 Support services and devices for candidates with special needs provided	1.4.2.1 No of SNE candidates provided with support services and devices	1880	2000	2200	2420	2662	2928
	1.4.3 SNE Assessment Policy developed	1.4.3.1 No. of SNE assessment policies developed	-	-	1	-	-	DE
	1.4.4 Appropriate examination accommodation procedures developed	1.4.4.1 No of appropriate examinations accommodation procedures developed	1	1	1	1	1	DE
	1.4.5 SNE candidates database created	1.4.5.1 No of SNE database created	-	1	1	1	1	DE
		1.5.1.1 No of recruitment systems revised	-	3	3	3	3	DE
1.5 Enhance security and professionalism in the conduct of examinations and assessment	1.5.2 Contracted professional's Code of Conduct revised	1.5.2.1 No. of contracted professionals codes of conduct revised	2	3	3	3	3	DE
	1.5.3 Sufficient numbers of dependable field contracted professionals hired	1.5.3.1 No of contracted professionals hired	54,680	60,788	61,988	63,212	64,550	65,733
								DE

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
1.5 Enhance security and professionalism in the conduct of examinations and assessment	1.5.4 Contracted professionals and key stakeholders briefed on malpractice and provided with clear instructions	1.5.4.1 No. of persons briefed on malpractice and issued with clear instructions	54,680	60,788	61,988	63,212	64,550	65,733	DE
	1.5.5 A one-stop communication and information centre operationalized to handle examinations related queries	1.5.5.1 No. of one-stop information centres operationalised	0	1	1	1	1	1	DE
	1.5.6 A memorandum of understanding with security agencies on the conduct of examinations signed	1.5.7.1 No. of MOUs with security agencies on the conduct of examinations signed	-	3	3	3	3	3	DE
	1.5.7 Standards and procedure for Malpractice investigations revised and implemented	1.5.7.1 No. of reports on standards and procedures for malpractice investigations revised	-	1	-	1	1	1	DE
	1.5.8 Preventive measures for Examinations malpractice developed based on proactive investigations and lessons learnt	1.5.8.1 Reports on preventive measures developed	1	3	3	3	3	3	DE
	1.5.9 Targeted reviews conducted for schools where past irregularities were observed	1.5.9.1 No. of levels of profiles of targeted reviews	1	2	3	3	3	3	DE

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
1.6 Improve and maintain standards of marking and processing examinations results	1.6.1 Open and transparent selection mechanism used to attract and recruit competent examiners	16.1.1 No. of examiners recruited	16,240	18,000	18,540	19,096	19,668	20,258
	1.6.2 Examiners trained in CBS of marking and scoring	16.2.1 No. of examiners trained in CBS of marking and scoring	16,240	18,000	18,540	19,096	19,668	20,258
	1.6.3 Checkers and data entrants recruited and trained	16.3.1 No. of checkers and data entrants recruited and trained	5,000	7,310	7,675	8,059	8,462	8,885
	1.6.4 Standards setting and grading workshops conducted	16.4.1 Categories of workshops conducted for standards-setting and grading	3	3	3	3	3	DE
	1.6.5 Examinations results and results related queries handling conducted	16.5.1 Levels of examinations results and results related queries handlings conducted	3	3	3	3	3	DE
	1.6.6 Awards conducted and results released	16.6.1 No. of Awards conducted and results released	3	3	3	3	3	DE
		16.6.2 No. of results release statements	3	3	3	3	3	DE

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
1.7 Review and finalise strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum	1.7.1 NAPE Policy and strategy developed	1.7.1.1 No. of NAPE policies and strategies developed	-	-	1	-	1	-
	1.7.2 NAPE survey reports produced and published	1.7.2.1 No. of NAPE survey reports produced and published	1	1	2	-	2	DRD
	1.7.3 CA strategy developed	1.7.3.1 No. of CA strategies developed	-	-	1	-	-	DE
	1.7.4 CA criteria and exemplars developed	1.7.4.1 No. of CA criteria and exemplars developed	-	-	4	4	4	DE
	1.7.5 CA science workbooks and other materials; guidelines and procedures developed and distributed to schools	1.7.5.1 No of CA science workbooks developed	-	-	5	5	5	DE
		1.7.5.2 No of CA guidelines and procedures developed and distributed to schools	-	-	3	3	3	DE
	1.7.6 CA online system to store and submit data developed	1.7.6.1 No. of CA systems for storage and submission of data developed	-	1	2	2	2	DE
	1.7.7 Guidelines for science project-based assessment developed and disseminated	1.7.7.1 No. of guidelines for science project-based assessment developed and disseminated	-	-	3	2	-	DE
	1.7.8 Area supervisors sensitised on CA records management	1.7.8.1 No. of area supervisors sensitized on CA records management	-	-	500	540	562	604
	1.7.9 Value add methodology used in ranking school performance improvement	1.7.9.1 No. of levels of school rankings used	1	-	1	2	2	DE/DTR

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
STRATEGIC OBJECTIVE 2: Enhance research and quality assurance in assessment and certification								
2.1 Develop institutional support for research	2.1.1 Research strategy developed	2.1.1.1 No of research strategies developed	-	1	1			DRD
	2.1.2 Research agenda underpinned on contemporary issues that impact assessment	2.1.2.1 No. of researches carried out on contemporary issues that impact assessment	4	5	8	8	8	DRD
	2.1.3 New research staff recruited and deployed	2.1.3.1 No. of new research staff recruited and deployed	-	4	3	3		DHRA
	2.1.4 Staff exposed and trained in modern research skills	2.1.4.1 No. of staff trained in modern research skills	4	8	12	20	50	DHRA
		2.1.4.2 No of research conferences organized/ attended	1		2	3	3	DRD
	2.1.5 Research assessment policy briefs and dialogue conducted	2.1.5.1 No. of research policy briefs and dialogues held	-		4	4	4	DRD
		2.1.5.2 No. of research reports published	-		3	3	3	DRD
	2.1.6 Research networks, collaboration, communication and sharing of experiences supported	2.1.6.1 No. of Research networks and knowledge sharing sessions	2	2	3	3	3	DRD
	2.1.7 Standardized tools developed to facilitate Board researchers engagement in the research process	2.1.7.1 No. of standardized tools developed to facilitate research			2	1	1	1

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
2.2 Adopt proven quality assurance, risk reduction and error elimination approaches in assessment	2.2.1 Quality assurance framework and controls established	2.2.1.1 No. of quality assurance frameworks established		1					PQA0
	2.2.2 Minimum standards for examinations and assessment defined and maintained	2.2.2.1 No. of minimum standards for examinations and assessment defined		5	5	5	5	5	PQA0
	2.2.3 Post examinations review mechanism improved	2.2.3.1 No. of external examinations papers vetting conducted	-	3	3	3	3	3	DE
		2.2.3.2 No. of post-examinations reviews conducted		3	3	3	3	3	DE
		2.2.3.3 No. of examinations systems quality assurance audits undertaken		3	3	3	3	3	MIA
		2.3.3.4 No. of Examination Paper Quality Audits implemented		3	3	3	3	3	DE/PQA0
		2.2.3.5 No. of internal post-examinations meetings held		5	5	5	5	5	DHRA
	2.2.4 Corrective actions taken to mitigate key identified risks	2.2.4.1 No. of corrective actions taken to mitigate identified risks		1	1	1	1	1	ED
		2.2.4.2 No. of risk mitigation plans developed		1	1	1	1	1	ED
	2.2.5 Examinations administration and test development processes and procedures documented	2.2.5.1 No. of examinations administration and test development procedures documented		6	6	6	6	6	DE

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
2.2 Adopt proven quality assurance, risk reduction and error elimination approaches in assessment	2.2.6 Acceptable contingency plan and business continuity plan developed	2.2.6.1 No. of BCPs developed		1	1	1	1	1	DHRA
	2.2.7 A fair and transparent candidates' appeals system established	2.2.7.1 No. of functional candidates appeals systems	2	3	3	3	3	3	PQA0
2.3 Improve and maintain assessment statistics, monitoring and evaluation	2.3.1 Candidates online registers verified and updated	2.3.1.1 No. of on line registers verified	3	3	3	3	3	3	DE/DTR
	2.3.2 Examinations security proceedings documented	2.3.2.1 No. of examinations Security proceedings reports		3	3	3	3	3	DE
	2.3.3 Candidates' examinations data preserved	2.3.3.1 Levels of candidates examinations data preserved as per the records policy		3	3	3	3	3	DE
		2.3.3.2 Sets of high powered data scanners and software solutions procured and installed		1					DTR
		2.3.4 Candidates' results information generated and disaggregated and documented		3	3	3	3	3	PP
		2.3.5 Examinations monitoring and evaluation proceedings produced for system improvement	2.3.5.1 No. of examinations monitoring reports produced for system improvement	3	3	3	3	3	PP
		2.3.6 Capacity for integration of data needs into database strategy strengthened	2.3.6.1 No. of staff trained in the integration of data needs into the database	-		3	5	8	PP

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
2.3 Improve and maintain assessment statistics, monitoring and evaluation	2.3.7 UNEB information and data protection policy, procedures and guidelines developed	2.3.7.1 No of data protection policies and procedures developed and implemented		1	1	1	1	1	PP
	2.3.8 Board fleet increased and maintained	2.3.8.1 No. of vehicle hiring schedules developed	3	3	4	4	4	4	DHRA
		2.3.8.2 No. of new vehicles procured		6	5	5	5	6	DHRA
		2.3.8.3 No. of vehicles in good working condition		22	24	26	31	37	DHRA
		2.3.8.4 No. of vehicles fueled		22	24	26	31	37	DHRA
		2.3.8.5 No. of vehicle tracking solutions developed			1	1	1	1	DHRA
		2.3.8.6 No. of vehicles Boarded off.		2				5	DHRA
2.4 Provide feedback to the public on matters of examinations and certification	2.5.1 Report on work of candidates produced and availed to schools	2.5.1.1 No of Reports on work of candidates produced and availed to schools	3	3	3	3	3	3	DE
	2.4.2 Examination question papers and scoring guides produced and made accessible to the public	2.4.2.1 No. of sets. of examination question papers and scoring guides produced and made accessible to the public	8	12	24	24	24	24	DE
	2.4.3 Annual UNEB Report	2.4.3.1 No. of Annual UNEB Reports produced and made accessible to key stakeholders		1	1	1	1	1	PP
	2.4.4 Status reports on the implementation of government recommendations on examinations produced	2.4.4.1 No. of status reports on the implementation of government recommendations on examinations produced		1	1	1	1	1	DE

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
2.4 Provide feedback to the public on matters of examinations and certification	2.4.5 Press release on the release of results availed to the public	2.4.5.1 No. of Press releases on the release of results availed to the public	-	3	3	3	3	3	ED
	2.4.6 Feedback reports from teachers, schools and the public were received, and appropriate action taken	2.4.6.1 No. of Feedback reports from teachers, schools, and the public received, and appropriate action taken	-	3	3	3	3	3	
2.5 Strengthen UNEB's programmes and presence at national, regional and international levels.	2.4.1 UNEB programmes benchmarked to regional and international standards	2.4.1.1 No. of benchmark reports produced	-	-	1	2	3	3	DE
	2.4.2 UNEB supported to participate in international assessment programmes	2.4.2.1 No. of papers approved for international presentations	-	-	3	5	5	5	

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
STRATEGIC OBJECTIVE 3: Strengthen the Board's institutional capacity to deliver its mandate								
3.1 Develop a competent and motivated workforce	3.1.1 Quality staff attracted and retained	3.1.1.1 No of annual recruitment plans developed		1	1	1	1	DHRA
		3.1.1.2 No. of induction and orientation reports produced		1	3	5	5	DHRA
		3.1.1.3 No. of salary enhancement reports produced		1	1	1	1	DHRA
		3.1.1.4 No. of staff health insurance policies undertaken		-	1	1	1	DHRA
	3.1.2 Performance excellence recognized and rewarded	3.1.2.1 No. of rewards and recognition policies and procedures developed and implemented		-	1	1	1	DHRA
		3.1.2.2 No. of Annual UNEB Awards conducted		-	2	2	2	DHRA
	3.1.3 Employee job enrichment undertaken	3.1.3.1 No. of participatory planning meetings held		2	2	4	4	DHRA
		3.1.3.2 No. of feedback reports on job enrichment		-	1	1	1	DHRA
	3.1.4 Staff knowledge, skills and competences developed	3.1.4.1 No. of revised training policies		-	1		1	DHRA
		3.1.4.2 No. of training needs assessment done		1	1	1	1	DHRA
		3.1.4.3 No. of revised annual training calendars		-	1	1	1	DHRA
		3.1.4.4 No. of revised capacity building plans		1	1		1	DHRA

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.1 Develop a competent and motivated workforce	3.1.5 leadership and management function strengthened	3.1.5.1 No. of senior managers mentored or trained in supervisory skills	19	35	38	40	42	DHRA
		3.1.5.2 No. of senior managers trained in leadership skills	19	25	30	35	40	DHRA
	3.1.6 performance management improved	3.1.6.1 No. of performance appraisal systems reviewed	1		1		1	DHRA
		3.1.6.2 No. of annual staff performance appraisal reports produced	1	2	4	4	4	DHRA
		3.1.6.3 No. of individual consolidated performance plans produced	-	2	4	4	4	DHRA
	3.1.7 Staff work environment and wellness enhanced	3.1.7.1 No. of wellness guidelines developed	1		1		1	DHRA
		3.1.7.2 No. of wellness seminars/ workshops held	2		2	4	4	DHRA
		3.1.7.3 No. of health safety and facility usability audit reports implemented	-	1	2	3	3	DHRA
	3.1.8 Appropriate HR policies developed/revised	3.1.8.1 No. of HR policies developed/revised	3	2	3	3	4	DHRA

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
3.1 Develop a competent and motivated workforce	3.1.9 Board institutional memory documented	3.1.9.1 No of critical HR systems and processes documented	-	2	3	4	4	4	DHRA
		3.1.9.2 No of employee exit interview proceedings and reports documented	-	2	3	4	4	4	DHRA
	3.10 HR systems, processes and infrastructure enhanced	3.10.1 No of HURIS modules integrated	-	2	2	2	2	2	DHRA
		3.10.2 No of staff on flexible working schedules	-	28	80	120			DHRA
	3.11 Client services improved	3.11.1 No. of client service charters revised and implemented	1	1					PPRO
		3.11.2 No. of lower and middle managers trained in customer care and public relations	8	15	25	32	40		DHRA
	3.12 UNEB internal communication streamlined	3.12.1 No. of feedback reports shared		1	2	4	4	4	DHRA
		3.12.2 No. of functional suggestion boxes	-		2	4	5	5	DHRA
		3.12.3 No. of functional UNEB channel(s)(websites, newsletter, portals, intranet, annual report)	2	2	4	5	6	6	DHRA
	3.13 Gender, HIV/AIDS, environment, diversity and inclusiveness promoted and mainstreamed	3.13.1 No. of gender strategies on assessment issues implemented	1	1	1	1	1	1	PP
		3.13.2 No. of Board's strategies on environmental issues developed and implemented	-	1	1	1	1	1	PP

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET					RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	2024/25	
3.1 Develop a competent and motivated workforce	3.13 Gender, HIV/AIDS, environment, diversity and inclusiveness promoted and mainstreamed	3.13.3 No. of programmes to reduce inequity in outcomes and grades at regional levels implemented	-	2	2	2	2	2	PP
		3.13.4 No. of work-plans for HIV/AIDS management, coordination mechanisms, treatment, care and support developed and implemented.	-	1	1	1	1	1	PP
3.2 Improve Board ICT operations and flexible approach to software development	3.2.1 ICT policy and strategy revised and implemented	3.2.1.1 No. of ICT Policies developed and implemented	-	1	1	1	1	1	DTR
		3.2.1.2 No. of ICT strategies reviewed and implemented	1	1	1	1	1	1	DTR
	3.2.2 Access to key ICT tools and applications provided	3.2.2.1 No. of electronic systems developed to support the implementation of Continuous Assessment	-	1	2	2	3	3	DTR
		3.2.2.2 No. of ERP solutions implemented	-	1	1	1	1	1	DTR
	3.2.3 ICT infrastructure developed and maintained	3.2.3.1 No of existing networks maintained	-	2	2	2	3	3	DTR
		3.2.3.2 No. of existing networks overhauled	-	2			3		DTR
		3.2.3.3 No. of new technologies developed and implemented	-	3	3	3	3	3	DTR
		3.2.3.4 No. of cloud computing strategies developed and implemented	-	1	1	1	1	1	DTR

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.2 Improve Board ICT operations and flexible approach to software development	3.2.4 current Business processes, tools and new technologies supported and upgraded	3.2.4.1 No of existing administrative processes and business systems supported	-	2	2	2	2	DTR
		3.2.4.2 No. of Board business processes automated	-	3	3	3	3	DTR
		3.2.4.3 No. of technological solutions developed to support e-assessment	-	3	3	3	3	DTR
		3.2.4.4 No. of solutions developed and deployed for managing, searching and archiving digital assets	-	1	1	1	1	DTR
		3.2.4.5 No. of examinations scripts systems digitally catalogued	-	3	3	3	3	DTR
	3.2.5 Security and integrity of the Board ICT systems safeguarded	3.2.5.1 No of data and ICT security policies and regulations developed and implemented	-	1	1	1	1	DTR
		3.2.5.2 No. of cloud security principles enforced	-	1	1	1	1	DTR
		3.2.5.3 No. of Board computers in good working condition	120	250	278	297	306	DTR
		3.2.5.4 No. of users sensitized and aware of ICT security	-	250	278	297	306	DTR
		3.2.5.5 No. of IT business continuity and disaster recovery plans produced	1	1	1	1	1	DTR

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.3 Expand and maintain Board Physical Infrastructure and facilities	3.3.1 Master Plan Reviewed	3.3.1.1 No. of Master Plans reviewed		1				1 DHRA
	3.3.2 Buildings maintenance schedule developed	3.3.2.1 No. of Buildings maintenance Reports developed		1	2	2	2	2 DHRA
	3.3.3 Examination storage facility completed	3.3.3.1 No. of examination storage facilities constructed		1				DHRA
	3.3.4 8-floor Ntinda Annex Block constructed	3.3.4.1 No. of floors constructed			3	3	2	DHRA
	3.3.5 CCTV's installed at examination Marking venues	3.3.5.1 No. of CCTVs installed		34	40	40	44	44 DHRA
	3.3.6 Existing structures and facilities at Ntinda and Kyambogo repaired and maintained	3.3.6.1 No. of UNEB office blocks in good working condition	2	2	3	3	4	4 DHRA
	3.3.7 Containers for examinations storage procured	3.3.7.1 No of containers procured		5	5	5	5	5 DHRA
	3.3.8 Board containers roofed	3.3.8.1 No. of containers roofed			120	120	120	140 DHRA
3.4 Improve financial management and sustainability	3.4.1 Internal revenue sources optimised	3.4.1.1 No. of Resource Mobilisation Strategies developed		1	1	1	1	1 DFPP
		3.4.1.2 No. of appropriate rules and regulations for financial management developed		1	1			DFPP
		3.4.1.3 No. of Business Plans for printing services revised		1				DFPP
		3.4.1.4 No. of Consultancy Business Plans developed and implemented		1				DFPP

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.4 Improve financial management and sustainability	3.4.1 Internal revenue sources optimised	3.4.1.5 No. of Board planning, budgeting and financial management systems developed and implemented		3	3	3	3	3
	3.4.2 Financial reporting Strengthened	3.4.2.1 No of integrated financial management systems implemented		6	6	6	6	DFPP
		3.4.2.2 No of financial reports produced		8	8	8	8	DFPP
		3.4.2.3 No of financial management applications upgraded		1	1	1	1	DFPP
		3.4.2.4 No of staff trained in financial management		8	8	8	8	DHRA
	3.4.3 Engaged and negotiated with government for additional funding and support	3.4.3.1 No of unit costs of examinations revised by level		3	3	3	3	DFPP
		3.4.3.2 No of project profiles developed		1	2	2	2	PP
		3.4.3.3 No of compliance budgeting and reporting procedures adhered to		4	4	4	4	DFPP
	3.4.4 Sustainable networks built with development partners and agencies for possible funding opportunities	3.4.4.1 No of saleable proposals shared with development partners		1	1	2	2	3
		3.4.4.2 No of new development partners identified		1	1	1	1	DFPP
		3.4.4.3 No of reports shared with development partners		1	1	1	1	DFPP

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.4 Improve financial management and sustainability	3.4.5 Resource utilisation optimised	3.4.4 No of internal controls strengthened	1	1	1	1	1	DFPP
	3.4.6 Resource utilisation optimised	3.4.5 No of work plans developed	1	1	1	1	1	DFPP
3.5 Align the Board's governance systems and structures with relevant policy and legal frameworks	3.5.1 Board's structure, roles and responsibilities reviewed	3.5.1.1 No. of Board structures reviewed	1	1			1	DHRA
		3.5.1.2 No of reports on the Board's roles and responsibilities reviewed						DHRA
	3.5.2 Board of Directors supported to effectively deliver their mandate	3.5.2.1 No. of Boards of Directors inducted and trained in oversight roles and responsibilities	26	26	14	4	5	DHRA
		3.5.2.2 No. of Board remunerations and incentive reports produced		1			1	DHRA
		3.5.2.3 No. of approved Board operational manuals		1			1	DHRA
		3.5.2.4 No. of key policy documents availed to the Board members		5	5	6	6	DHRA
	3.5.3 Compliance with relevant existing legal frameworks and its governing regulations	3.5.3.1 No. of Auditor General's recommendations implemented	8	7	6	5	4	DFPP/MIA
		3.5.3.2 No. of procurement audit recommendations implemented	6	5	4	3	2	PP0

STRATEGIC INTERVENTION	OUTPUTS	INDICATOR	BASELINE 2017/18	TARGET				RESPONSIBILITY CENTRE
				2020/21	2021/22	2022/23	2023/24	
3.5 Align the Board's governance systems and structures with relevant policy and legal frameworks	3.5.4 Board's risks and uncertainties identified and managed	3.5.4.1 No. of revised Risk management statement and framework		1	1	1	1	ED
		3.5.4.2 No. of times risk register is updated annually		1	1	1	1	ED
	3.5.5 Communication with external stakeholders supported	3.5.5.1 No of communication strategies reviewed		1				ED/PPRO
		3.5.5.2 No. of media engagement strategies developed		1	1	1	1	ED/PPRO
		3.5.5.3 No. of Board calendar and notification systems developed		1	1	1	1	ED/PPRO

ANNEXE III: Annualised Strategic Plan Costs

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
STRATEGIC OBJECTIVE 1: Strengthen Inclusive Assessment and Certification Standards							
1.1 Align assessment to the curriculum, educational sector policies and international standards	1.1.1 Revised assessment framework 1.1.2 Revised table of specifications or blueprint 1.1.3 Standardised, valid, reliable and Fit for Purpose examinations developed	1.1.1 Revise assessment framework 1.1.2 Revise the table of specifications or blueprint 1.1.3 Develop Standardised, valid, reliable and Fit for Purpose examinations	300,000	-	242,476	-	439,230 981,706
1.2 Develop and review the institutional, regulatory and legislative framework for assessment and certification	1.1.4 Assessment syllabus reviewed and availed to the users 1.1.5 Automated item bank expanded and secured 1.2.1 Networked with various stakeholders at national level for approval of Board policy and legal documents 1.2.2 Assessment manuals, guidelines and procedures developed 1.2.3 Stakeholders sensitized and informed on UNEB policy and legal documents 1.2.4 Appropriate action taken where rules and regulations are breached or not consistently applied	1.1.4.1 Review Assessment syllabus and avail it to the users for continuity and relevance 1.1.5.1 Expand and secure automated item bank 1.2.1.1 Network with various stakeholders to fast track approvals of UNEB policy and legal documents 1.2.2.1 Develop Assessment manuals, guidelines and procedures 1.2.3.1 Sensitize and inform Stakeholders on UNEB law, regulations and Assessment Policy 1.2.4.1 Take appropriate action where rules and regulations are breached or not consistently applied	324,000	-	392,040	-	474,368 1,190,408
			802,993	583,112	971,622	-	1,500,000 3,857,727
			800,000	400,000	300,000	200,000	200,000 1,900,000
			362,000	398,200	438,020	481,822	530,004 2,210,046
			356,600	392,260	431,486	474,635	522,098 2,177,079
			112,000	123,200	135,520	149,072	163,979 683,771

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
1.3 Improve and maintain examinations security/Printing capacity	1.3.1 Printery machine acquisition plan developed	1.3.1.1 Develop printery machine acquisition plan to guide strategic procurement of printing equipment	1,200,000	1,320,000	1,452,000	1,597,200	1,756,920
	1.3.2 Printery maintenance plan developed and followed	1.3.2.1 Ensure all printing machines are serviced and maintained	520,000	572,000	629,200	692,120	761,332
	1.3.3 ICT Security Solution for Certificates installed	1.3.3.1 Develop online solution for certificates.	4,500,000	-	-	-	4,500,000
	1.3.4 Automatic counting, wrapping and labelling machine procured Security	1.3.4.1 Advertise and procure automatic counting, wrapping and labelling machine to minimize risks in packaging	4,500,000	6,500,000	-	-	11,000,000
	1.3.5 Printer for Certificates and Result slips procured	1.3.5.1 Fast track procurement of certificate and results printing machine	6,500,000	-	-	-	6,500,000
	1.3.6 A six colour sheet fed printing machine size B1 press procured	1.3.6.1 Advertise and procure a six colour sheet fed printing machine size B1 press	-	5,900,000	-	-	5,900,000
	1.3.7 Book sewing machine procured	1.3.7.1 Plan to procure a book sewing machine	-	-	400,000	-	400,000
	1.3.8 Industrial binding machine procured	1.3.8.1 Advertise and procure an industrial binding machine	-	-	250,000	-	250,000
	1.3.9 Computer to plate machine procured	1.3.9.1 procure a computer to plate machine	-	-	187,000	-	187,000
	1.3.10 UPS and power stabiliser for printery procured and installed	1.3.10.1 Procure and install UPS for stability of the printing function	845,000	-	-	-	845,000
	1.3.11 Printery materials procured	1.3.7.1 Ensure phased acquisition of printery materials like bond paper and inks for continuity of examinations printery services	11,149,000	12,263,900	13,490,290	14,639,319	17,323,251
							68,865,760

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					TOTAL
			2021/22	2021/22	2022/23	2023/24	2024/25	
1.4 Provide equitable fair access to the examinations through inclusive designs and the provision for appropriate accommodations for learners with special needs	14.1 Special needs examinations instruments developed in line with the best practice	14.1.1 Develop special needs examinations instruments in line with the best practice	72,864	80,150	88,165	96,982	106,680	444,842
	14.2 Support services and devices for candidates with special needs provided	14.2.1 Provide support services and devices for candidates with special needs	244,560	269,016	295,918	325,509	358,060	1,493,063
	14.3 SNE Assessment Policy developed	14.3.1 Develop SNE Assessment Policy	60,000	-	-	-	-	60,000
	14.4 Appropriate ready to use examination accommodation procedures developed	14.4.1 Develop appropriate ready to use examination accommodation procedures	24,000	26,400	29,040	31,944	35,138	146,522
	14.5 SNE candidates database updated	14.5.1 Update SNE candidates database	50,000	55,000	60,500	66,550	73,205	305,255
1.5 Enhance security and professionalism in the conduct of examinations and assessment	15.1 Effective systems for recruitment and appointment of contracted professionals revised	15.1.1 Revise systems for effective recruitment and appointment of contracted professionals	36,000	39,600	43,560	47,916	52,708	219,784
	15.2 Contracted professional's Code of Conduct revised	15.2.1 Revise the Code of Conduct for Contracted professionals	12,000	-	14,520	-	17,569	44,089
	15.3 Sufficient numbers of dependable field contracted professionals hired	15.3.1 Hire adequate numbers of contracted professionals for field conduct of examinations	17,091,467	18,800,614	20,680,675	22,748,743	25,023,617	104,345,115
	15.4 Contracted professionals and key stakeholders briefed on malpractice and provided with clear instructions	15.4.1 organise and brief contracted professionals and key stakeholders on malpractice and provide them with clear instructions	456,112	501,723	551,896	607,085	667,794	2,784,609

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					
			2021/22	2021/22	2022/23	2023/24	2024/25	TOTAL
1.5 Enhance security and professionalism in the conduct of examinations and assessment	1.5.5 A one-stop communication and information centre operationalized to handle examinations related queries	1.5.5.1 Operationalise a one-stop communication and information centre to coordinate examinations related queries during field conduct of examinations	86,324	94,956	104,452	114,897	126,387	527,017
	1.5.6 A memorandum of understanding signed with security agencies on the conduct of examinations	1.5.6.1 Sign a memorandum of understanding with security agencies on the conduct of examinations	3,500,000	3,850,000	4,235,000	3,142,814	5,124,350	21,367,850
	1.5.7 Standards and procedures for malpractice investigations revised and implemented	1.5.7.1 Revise and implement standards and procedures for malpractice investigations	904,641	995,105	1,094,616	1,204,077	1,324,485	5,522,924
	1.5.8 Preventive measures for examinations malpractice developed based on proactive investigations and lessons learnt	1.5.8.1 Develop preventive measures for examinations malpractice based on proactive investigations and lessons learnt	60,324	66,356	72,992	80,291	88,320	368,284
	1.5.9 Targeted reviews conducted for schools where past irregularities were observed	1.5.9.1 Ensure that Targeted reviews are conducted for schools where past irregularities were observed.	246,600	271,260	298,386	328,225	361,047	1,505,518

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					
			2021/22	2021/22	2022/23	2023/24	2024/25	TOTAL
1.6 Improve and maintain standards of marking and processing examinations results	1.6.1 Open and transparent selection mechanism used to attract and recruit competent examiners	1.6.1.1 Make use of open and transparent selection mechanism to attract and recruit competent examiners	17,803,000	19,583,300	21,541,630	23,695,793	26,065,372	108,689,095
	1.6.2 Markers trained in CBS of marking and scoring	1.6.2.1 Draft scoring guides	128,516	141,368	155,504	171,055	188,160	784,603
		1.6.2.2 Conduct Coordination meetings/ sessions	200,240	220,264	242,290	266,519	293,171	1,222,485
	1.6.3 Checkers and data entrants recruited and trained	1.6.3.1 Recruit and train competent checkers and data entrants	1,643,000	1,807,300	1,988,030	2,186,833	2,405,516	10,030,679
	1.6.4 Standards setting and grading workshops conducted	1.6.4.1 Coordinate Standards setting and grading workshops	182,986	201,285	221,413	243,554	267,910	1,117,148
	1.6.5 Examinations results and results related queries handling conducted	1.6.5.1 Handle examinations results and results related queries	89,432	98,375	108,213	119,034	130,937	545,991
	1.6.6 Awards conducted and results released	1.6.6.1 Conduct awards and release results.	284,624	313,086	344,395	378,835	416,718	1,737,658
		1.6.6.2 Issue certificates to sitting centres	62,348	68,583	75,441	82,985	91,284	380,641
1.7 Review and finalise strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum	1.7.1 NAPE Policy and strategy developed	1.7.1.1 Develop NAPE Policy and strategy	65,000	-	-	-	106,135	171,135
	1.7.2 NAPE survey reports produced and published	1.7.2.1 Produce and publish NAPE survey reports	6,550,000	7,205,000	7,925,500	8,718,050	9,589,855	39,988,405
	1.7.3 CA strategy developed	1.7.3.1 Develop CA strategy	-	120,000	-	-	300,000	420,000
	1.7.4 CA criteria and exemplars developed	1.7.4.1 Develop CA criteria and exemplars to illustrate performance standards	-	642,000	-	706,200	776,820	2,125,020

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
1.7 Review and finalise strategies for implementing Continuous Assessment and monitoring learners' achievement levels on the curriculum	1.7.5 CA science workbooks and other materials; guidelines and procedures developed and distributed to schools	1.7.5.1 Develop and distribute CA science workbooks and other materials; guidelines and procedures to schools	-	450,000	495,000	544,500	598,950
	1.7.6 CA online system to store and submit data developed	1.7.6.1 Develop CA online system for data capture and storage at UNEB and school levels	1,784,000	1,962,400	2,158,640	2,374,504	2,611,954
	1.7.7 Guidelines for science project-based assessment developed and disseminated	1.7.7.1 Develop and distribute guidelines for science project-based assessment	216,000	237,600	261,360	287,496	316,246
	1.7.8 Teachers trained and mentored to manage School Based Assessment	1.7.8.1 Support Schools to transition to new assessment system	285,000	313,500	344,850	379,335	417,269
	1.7.9 Value add methodology used in ranking school performance improvement	1.7.9.1 Use Value Add methodology in ranking school performance improvement	-	245,680	270,248	297,273	327,000

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					TOTAL
			2021/22	2021/22	2022/23	2023/24	2024/25	
STRATEGIC OBJECTIVE 2: Enhance research and quality assurance in assessment and certification								
2.1 Develop institutional support for research	2.1.1 Research strategy developed and implemented 2.1.2 Research agenda underpinned on contemporary issues that impact on assessment issues that impact on assessment	2.1.1.1 Develop and implement research strategy 2.1.2.1 Underpin research agenda on contemporary issues that impact on assessment	50,000	15,000	16,500	18,150	19,965	119,615
	2.1.3 New research staff recruited and deployed	2.1.3.1 recruit competent researchers for deployment	400,000	440,000	484,000	532,400	585,640	2,442,040
	2.1.4 Research staff exposed and trained in modern research skills	2.1.4.1 Arrange to train research staff in modern research skills	192,000	-	211,200	-	-	403,200
	2.1.5 Research assessment policy briefs and dialogue conducted	2.1.5.1 Encourage the directorate to produce regular research policy briefs and dialogue to inform deliberative dialogues that stimulate discussion on assessment issues	56,000	61,600	67,760	74,536	81,990	341,886
	2.1.6 Research networks, collaboration, communication and sharing of experiences supported	2.1.6.1 Support Research networks, collaboration, communication and sharing of experiences	225,000	247,500	272,250	299,475	329,423	1,373,648
	2.1.7 Standardized tools developed to facilitate Board researcher's engagement in the research process	2.1.7.1 Support the directorate to develop standardized tools that can facilitate research engagement. (guidelines, templates, checklists and assessment criteria tools)	482,000	530,200	583,220	641,542	705,696	2,942,658

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
2.2 Adopt proven quality assurance, risk reduction and error elimination approaches in assessment	2.2.1 Quality assurance framework and controls established	2.2.1.1 Establish Quality assurance framework and controls	180,000	-	-	-	198,000
	2.2.2 Minimum standards for assessment and certification defined and maintained	2.2.2.1 Define and maintain minimum standards for assessment and certification	120,000	-	-	-	144,000
	2.2.3 Post-examination review mechanism improved	2.2.3.1 Conduct external vetting of examinations papers	1,097,000	1,206,700	1,327,370	1,460,107	1,606,118
		2.2.3.2 Hold post- examinations reviews	114,000	125,400	137,940	151,734	166,907
		2.2.3.3 Undertake examinations systems quality assurance audits	148,766	163,643	180,007	198,008	217,808
		2.2.3.4 Implement Examination Paper Quality Audit	-	186,420	205,062	225,568	248,125
		2.2.3.5 Hold internal post- mortem meetings	-	164,120	180,532	198,585	218,444
2.2.4 Corrective actions taken to mitigate key identified risks	2.2.4.1 Identify and take corrective actions to mitigate key risks	252,468	277,715	305,486	336,035	369,638	1,541,342
2.2.5 Examinations administration and test development processes and procedures documented	2.2.5.1 Document examinations administration and test development processes and procedures	126,246	138,871	152,758	168,033	184,837	770,744
2.2.6 Contingency plan and business continuity plan developed incorporating Covid-19 effects	2.2.6.1 Develop and implement Contingency and business continuity plan incorporating covid-19 issues	15,000,000	16,500,000	18,150,000	19,965,000	22,961,500	92,576,500
2.2.7 A fair and transparent candidates' appeals system strengthened	2.2.7.1 Strengthen a fair and transparent candidates' appeals system	64,234	70,657	77,723	85,495	94,045	392,155

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
2.3 Improve and maintain assessment statistics, monitoring and evaluation	2.3.1 Candidates online registers verified and updated	2.3.1.1 Verify and update candidates online registers	281,432	309,575	340,533	374,586	412,045
	2.3.2 Examinations security proceedings documented	2.3.2.1 Document examinations security proceedings	96,787	106,466	117,112	128,823	141,706
	2.3.3 Candidates' examinations data preserved	2.3.3.1 Preserve candidates' examinations data	96,000	105,600	116,160	127,776	140,554
		2.3.3.2 Procure and install sets of high powered data scanners and software solutions	-	10,500,000	300,000	330,000	363,000
		2.3.4 Candidates' results information generated disaggregated and documented	81,542	89,696,20	98,665,82	108,532,40	119,385,64
		2.3.4.1 Generate, disaggregate and document candidates' results information					497,822
		2.3.5 Examinations monitoring and evaluation proceedings produced for system improvement	360,000	396,000	435,600	479,160	527,076
		2.3.5.1 Produce examinations monitoring and evaluation proceedings for system improvement					2,197,836
		2.3.6 Key stakeholders involved in monitoring and evaluation of certification process	480,000	528,000	580,800	638,880	702,768
		2.3.6.1 Involve key stakeholders in monitoring and evaluation of certification process					2,930,448
		2.3.7 Capacity for integration of data needs into database strategy strengthened	-	72,456	-	79,702	87,672
		2.3.8 UNEB information and data protection policy, procedures and guidelines developed	-	85,000	93,500	102,850	113,135
		2.3.9 Board fleet increased and maintained	1,200,000	1,320,000	1,452,000	1,597,200	1,756,920
		2.3.9.1 Identify and procure new vehicles to improve examinations field monitoring					7326,120

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)						
			2021/22	2021/22	2022/23	2023/24	2024/25	TOTAL	
2.3 Improve and maintain assessment statistics, monitoring and evaluation	2.3.9 Board fleet increased and maintained	2.3.9.2 Identify and hire vehicles for field distribution of examinations materials	2,046,000	2,250,600	2,475,660	2,723,226	2,995,549	12,491,035	
		2.3.9.3 Ensure that all Board vehicles are regularly maintained to improve their efficiency	412,467	453,714	499,085	548,994	603,893	2,518,152	
		2.3.9.4 Develop a fleet management solution to monitor vehicle utilisation	-	30,000	33,000	36,300	39,930	139,230	
		2.3.9.5 Identify and Board off old vehicles	3,000	-	-	-	6,000	9,000	
		2.3.9.6 Plan to ensure that all vehicles receive fuel on time not to curtail Board activities	627,053	689,758	758,734	834,608	918,068	3,828,221	
2.4 Provide feedback to the public on matters of examinations and certification	2.4.1 Report on work of candidates produced and availed to schools	2.4.1.1 Produce and avail Report on work of candidates to schools	67,880	74,668	82,135	90,348	99,383	414,414	
	2.4.2 Examination question papers and scoring guides produced and made accessible to the public	2.4.2.1 Produce and make examinations question papers and scoring guides accessible to the public	348,599	383,459	421,805	463,985	510,384	2,128,232	
		2.4.3 Annual UNEB Report produced and made accessible to key stakeholders	2.4.3.1 produce and make Annual UNEB Report accessible to key stakeholders	185,000	203,500	223,850	246,235	270,859	1,129,444
		2.4.4 Status reports on implementation of government recommendations on examinations produced	2.4.4.1 Produce status reports on implementation of government recommendations on examinations	52,560	57,816	63,598	69,957	76,953	320,884

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					TOTAL
			2021/22	2021/22	2022/23	2023/24	2024/25	
2.4 Provide feedback to the public on matters of examinations and certification	2.4.5 Press release on the release of results availed to the public	2.4.5.1 Prepare for press release to avail release of results information to the public	20,000	22,000	24,200	26,620	29,282	122,102
	2.4.6 Feedback reports from teachers, schools and the public received and appropriate action taken	2.4.6.1 Take appropriate action on feedback reports received from teachers, schools and the public	100,000	110,000	121,000	133,100	146,410	610,510
2.5 Strengthen UNEB's programmes and presence at national, regional and international levels.	2.5.1 UNEB programmes benchmarked to regional and international standards	2.5.1.1 Benchmark UNEB programmes to regional and international standards	-	412,000	453,200	498,520	548,372	1,912,092
	2.5.2 Board supported to participate in international assessment programmes	2.5.2.1 Support the Board to participate in international assessment programmes	-	246,000	270,600	297,660	327,426	1,141,686

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2021/22	2022/23	2023/24	2024/25
STRATEGIC OBJECTIVE 3: Strengthen the Board's institutional capacity to deliver its mandate							
3.1 Develop a competent and motivated workforce	3.1.1 Competent workforce attracted and retained	3.1.1.1 Implement measures to attract and retain employees	16,993,339	18,692,673	20,561,940	22,618,134	24,879,948
	3.1.2 Performance excellence recognized and rewarded	3.1.2.1 Implement employee rewards and recognition system	446,880	491,568	540,725	594,797	654,277
	3.1.3 Employee job enrichment undertaken	3.1.3.1 Undertake Employee job enrichment	200,000	220,000	242,000	266,200	292,820
	3.1.4 Staff knowledge, skills and competencies increased	3.1.4.1 Train and build staff competences in areas that support assessment and certification	189,000	207,900	228,690	251,559	276,715
	3.1.5 Leadership and management function strengthened	3.1.5.1 Strengthen leadership and management function	95,000	104,500	114,950	126,445	139,090
	3.1.6 Performance management improved	3.1.6.1 Implement measures that improve performance management	183,860	202,246	222,471	244,718	269,189
	3.1.7 A staff work environment and wellness improved	3.1.7.1 Enhance Staff work environment and wellness	185,000	203,500	223,850	246,235	270,859
	3.1.8 HR best practices adopted and policies developed	3.1.8.1 Adopt and develop HR best practices and policies	120,000	132,000	145,200	159,720	175,692
	3.1.9 Board institutional memory documented	3.1.9.1 Document Board institutional memory	-	40,000	44,000	48,400	53,240
	3.10 HR systems, processes and infrastructure enhanced	3.10.1 Enhance HR systems, processes and infrastructure	190,000	209,000	229,900	252,890	278,179
	3.11 Client services improved	3.11.1 Ensure measures are undertaken to improve client services	102,000	112,200	123,420	135,762	149,338
	3.12 UNEB internal communication streamlined	3.12.1 Streamline UNEB internal communication	96,000	105,600	116,160	127,776	140,554
							586,090

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS'000)					
			2021/22	2021/22	2022/23	2023/24	2024/25	TOTAL
3.1 Develop a competent and motivated workforce	3.13 Gender, HIV/AIDS, environment, diversity and inclusiveness at UNEB promoted and mainstreamed	3.13.1 Implement a gender strategy including the commitment to gender balance and equity issues in the assessment	85,000	93,500	102,850	113,135	124,449	518,934
		3.13.2 Reduce inequity in outcomes and grades at regional level	-	420,000	462,000	508,200	559,020	1,949,220
		3.13.4 Strengthen HIV/AIDs management, coordination mechanisms, treatment, care and support	68,000	74,800	82,280	90,508	99,559	415,147
3.2 Improve Board ICT operations and flexible approach to software development	3.2.1 ICT policy and strategy revised and implemented	3.2.1.1 Revise and implement ICT policy and strategy	90,000	99,000	108,900	119,790	131,769	549,459
	3.2.2 Access to key ICT tools and applications that address client needs provided	3.2.2.1 Provide access to key ICT tools and applications that address client needs	500,000	550,000	605,000	665,500	732,050	3,052,550
	3.2.3 ICT infrastructure developed and maintained	3.2.3.1 Develop and maintain ICT infrastructure	1,700,000	3,500,000	1,320,000	1,452,000	1,597,200	9,569,200
	3.2.4 Current business processes, tools, administrative systems and new technologies supported and upgraded	3.2.4.1 Support, upgrade, and enhance current business processes, tools, administrative systems and new technologies	4,265,000	4,181,500	739,250	1,102,250	1,212,475	11,500,475
	3.2.5 Security and integrity of the Board ICT systems safeguarded	3.2.5.1 Safeguard the security and integrity of the Board ICT systems	416,000	406,600	590,260	491,986	698,484	2,603,330
3.3 Expand and maintain Board Physical Infrastructure and facilities	3.3.1 Examinations storage and office facilities expanded	3.3.1.1 Expand examinations storage and office facilities	12,498,500	18,193,350	11,042,685	12,017,954	12,516,649	66,269,138
	3.3.2 Environmental concerns addressed	3.3.2.1 Address environmental concerns	80,000	88,000	96,800	106,480	117,128	488,408
	3.3.3 Asset management strategic plan developed	3.3.3.1 Develop and implement asset management strategic plan	150,000	165,000	181,500	199,650	219,615	915,765

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)				
			2021/22	2022/23	2023/24	2024/25	TOTAL
3.4 Improve financial management and sustainability	3.4.1 Resource mobilization strategy developed	3.4.1.1 Develop Resource mobilization strategy	-	100,000	110,000	121,000	707,300 1,038,300
	3.4.2 Internal revenue sources optimised	3.4.2.1 Optimise Internal revenue sources	200,000	280,000	220,000	242,000	574,200 1,516,200
	3.4.3 Financial reporting strengthened	3.4.3.1 Strengthen Financial reporting	1,130,000	693,000	1,312,300	836,530	1,527,383 5,499,213
	3.4.4 Engaged and negotiated with government for additional funding and support	3.4.4.1 Engage and negotiate with government for additional funding and support	980,000	936,000	1,040,600	1,154,660	1,391,126 5,502,386
	3.4.5 Sustainable networks explored and built with development partners and agencies for possible funding opportunities	3.4.5.1 Explore and build sustainable networks with development partners and agencies for possible funding opportunities	750,000	825,000	907,500	998,250	1,098,075 4,578,825
	3.4.6 Monitoring and evaluation carried out	3.4.6.1 Ensure that M&E plan, mid-term and final strategy review, successor strategy and statistics strategy is developed	480,000	540,000	774,000	653,400	1,166,740 3,614,140
	3.4.7 Board resource utilization optimised	3.4.7.1 Optimise the Board resource utilization	420,000	540,000	774,000	653,400	1,166,740 3,554,140

INTERVENTIONS	OUTPUTS	ACTIONS	ANNUALISED COSTS ('000)					
			2021/22	2021/22	2022/23	2023/24	2024/25	TOTAL
3.5 Align the Board's governance systems and structures with relevant policy and legal frameworks	3.5.1 Board's structure reviewed	3.5.1.1 Review the Board's structure	385,000	520,000	-	-	995,500	1,900,500
	3.5.2 Board of Directors supported to effectively deliver their mandates	3.5.2.1 Support the Board of Directors to effectively deliver their mandates	1,430,000	1,642,000	1,588,800	1,743,680	2,061,448	8,465,928
	3.5.3 Existing relevant legal frameworks compiled with relevant policy and legal frameworks	3.5.3.1 Comply with existing relevant legal frameworks	1,060,000	1,166,000	1,282,600	1,410,860	1,551,946	6,471,406
	3.5.4 Boards' risks and uncertainties identified and effectively managed	3.5.4.1 Identify and effectively manage Boards' risks and uncertainties	136,000	149,600	164,560	181,016	199,118	830,294
	3.5.5 UNEB communication strategy reviewed and operationalized to preserve the Board's image	3.5.5.1 Review and operationalize the UNEB communication strategy to preserve the Board's image	135,000	77,000	86,700	93,170	173,987	565,857
GRAND TOTAL			157,683,244	183,982,464	163,802,693	174,625,336	202,933,668	883,027,405

ANNEXE IV: Project Profiles

RETOOLING OF UNEB PROJECT II	
Vote Code	128
Vote Name	Uganda National Examinations Board
Program Name	National Examinations, Assessment and Certification
Sub Program Name	Institutional Support to Uganda National Examinations Board Retooling
Project Title	Retooling of Uganda National Examinations Board
Project No.	
Project Duration	<p>Start Date: 2021/22</p> <p>End Date: 2025/26</p>
Estimated Project Cost	68.4bn
Responsible Officer	<p>Title: Executive Director</p> <p>Name: Dan N. Odongo</p> <p>Mobile Phone: +256 772 410 878</p> <p>Office Phone: +256 417 773 100</p> <p>Email: Dan.Odongo@uneb.ac.ug</p>
Date of Approval of Concept Note	
Date of Submission of Project Profile	
Project Goal	To establish an environment that encourages networks of services and applications that supports UNEB in preparation, conduct and processing of credible examinations and certification through provision of adequate tools, facilities and equipment at UNEB offices
Specific Objectives	<ol style="list-style-type: none"> 1. To increase on UNEB staff productivity through use of modern technology and hygienic working environment 2. To minimise risks in examinations processes that affect credibility of results
Outcomes	<ol style="list-style-type: none"> 1. Timely and secure delivery of examination materials 2. Reduced turnaround time for client services 3. Reduced risk of examination malpractice
Situational Analysis	<ul style="list-style-type: none"> ■ The Uganda National Examinations Board (UNEB) is mandated to prepare, conduct and manage national examinations in Uganda for the end of the educational cycle at Primary (PLE) and Secondary (UCE & UACE) level education. The Board's strategic direction is informed by the Vision 2040, National Development Plan, the Education Sector Strategic Plan and other government policy documents.

Situational Analysis	<ul style="list-style-type: none"> ■ The current government policy of Universal Primary and Secondary Education operationalized through the standard of a primary school per parish and a secondary school per sub-country has increased access to primary and secondary education, which has led to increased demand for national assessment services. This is reflected in the increased numbers of candidates that are assessed by UNEB every year. In the current year 2019/20, UNEB plans to assess 1,137,988 candidates (PLE 695,792; UCE 337,717; UACE 104,479); and these are projected to increase at an average rate of 3% annually to 1,319,239 by 2025. ■ This sustained and consistent increase in the candidature continues to exert pressure on the existing constrained UNEB Printery & ICT equipment, facilities and transport infrastructure amidst key reforms of making assessment competency based. The main challenges that the Board faces are inadequate and outdated printery technology, inadequate facilities, equipment and infrastructure for easy transportation, storage and safety of examinations materials. Unless these challenges are addressed, the Board's ability to deliver effective and efficient assessment services to the expectations of the public will not be realized. This will consequently limit the contribution that assessment can make through regulation and certification of formal training, a fundamental enabler for socio-economic transformation of the country, in line with Uganda Vision 2040. ■ Currently, the Board has an existing printery facility that prints in-house all examination materials. However, given the outdated level of technology, operation and maintenance costs are high with lots of paper waste. The wrapping and packing process is manual, which increases the risk of exposure of sensitive examination materials to people. The Board further has a small fleet of 11 vehicles of which 6 are in critical mechanical conditions that need replacement if UNEB is to effectively distribute examinations to the entire country and ensure effective monitoring of the field conduct of examinations. UNEB has used ICT to improve the quality of its services to the public through on-line registration, digitized verification services and results release.
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	<p>However, with increased candidature and emphasis on Continuous Assessment, the ICT facilities require updating and planning for new ones if it is to enable UNEB provide credible and quality services.</p> <ul style="list-style-type: none"> ■ Aware that UNEB's examination materials are security sensitive and in a bid to ensure that examinations remain valid and reliable and to assure the public of the credibility of UNEB's results, the Board intends to develop its transport, print and ICT services within a more secure environment. A total amount of UGX 68.4 Bn will be required to implement this project by 2025.
Problem Statement	<ul style="list-style-type: none"> ■ There is increased pressure on UNEB to deliver better quality assessment and certification services to the public, which has been precipitated by increased number of candidates at PLE, UCE and UACE. Further, the current reforms in the education sector that emphasizes Continuous Assessment and competence based assessment necessitates the Board to be prepared for the task ■ However, the observable facts are that the Board has outdated printery technology, inadequate facilities, equipment and infrastructure for easy transportation, storage and safety of examinations materials. Unless these challenges are addressed, the Board's ability to deliver effective and efficient assessment services to the expectations of the public will not be realized. This will consequently limit the contribution that assessment can make through regulation and certification of formal training, a fundamental enabler for socio-economic transformation of the country, in line with Uganda Vision 2040.
Strategic Fit	<ul style="list-style-type: none"> ■ The project contributes towards improvement of the quality and standards of education assessment, an enabler of human capital development

UNEBO RETOOLING PROJECT COSTED ANNUALISED WORK-PLAN							
		YEAR/FUNDS REQUIRED (UGX BILLIONS)					TOTAL COST
	Output Name	2020/21	2021/22	2022/23	2023/24	2024/25	
1	18 Vehicles procured	1.5	1.3	1.5	1.6	1.8	7.6
2	3 printery machines procured	11	5.9	-	-	3.5	20.4
3	IT solution for digitisation of documents ,certificates, verification and equating services procured and installed	4.5	12.7	-	-	-	17.2
4	420 laptop computers for data capture at marking centres procured	0.5	0.6	0.6	0.6	0.6	2.9
5	125- 20ft containers procured and installed	0.5	0.5		0.5	-	1.5
6	Biometric registration system established	-	-	10.7	-	-	10.7
7	1,800 metallic boxes and padlocks procured	0.3	0.5	0.5	0.5	0.5	2.3
8	3 Surveillance and security locking systems installed	1.0	0.7	1.0	-	-	2.7
9	UPS and power stablisation system procured	-	0.9	-	-	-	0.9
10	Generator procured for printery	-	-	-	0.8	-	0.8
11	Unified server storage system installed	-	-	0.8	-	-	0.8
12	30 Sets of office furniture procured	0.2	0.1	0.1	0.1	0.1	0.6
	TOTAL	19.5	23.3	15.1	4.1	6.5	68.4

UNEBO INFRASTRUCTURE DEVELOPMENT PROJECT II

Vote Code	128
Vote Name	Uganda National Examinations Board
Program Name	National Examinations, Assessment and Certification
Sub Program Name	Institutional Support to Uganda National Examinations Board Infrastructure
Project Title	Uganda National Examinations Board Infrastructure Development Project II
Project No.	
Project Duration	Start Date: 2021/22 End Date: 2025/26
Estimated Project Cost	68.64.33Bn
Responsible Officer	Title: Executive Director Name: Dan N. Odongo Mobile Phone: +256 772 410 878 Office Phone: +256 417 773 100 Email: Dan.Odongo@uneb.ac.ug
Date of Approval of Concept Note	
Date Of Submission of Project Profile	
Project Goal	Increase credibility and security of national examinations, assessment and certification services through improvement in digital and physical infrastructure.
Specific Objectives	<ol style="list-style-type: none"> 1. To Construct customised examinations storage facilities and office space 2. To enhance digitisation of examinations results and e-assessment through expanding digital facilities and equipment to match increasing candidates' enrollment. 3. To equip offices and facilities with modern technology and accessories and train the personnel in their use
Outcomes	<ol style="list-style-type: none"> 1. Secure and safe storage facilities for examination materials and personnel 2. Increased efficiency, effectiveness and competitiveness of examinations, assessment and certification services

Project Components	<ol style="list-style-type: none"> 1. Establishment of e-assessment and digital centre at Ntinda UNEB Headquarters with an internal island system, enhanced portal for storage and delivery of examinations and certification, central control centre for real time delivery tracking and audit trailing mechanisms, data centre with application and database servers, security & communication infrastructure and power supply systems. This centre will also provide office space to staff based on recommended SOPs and office designs 2. Completion of a new 6 storey warehouse storage building to accommodate primary department scripts with attendant offices at level 1, secondary department scripts and their attendant offices at level 2, assorted boxes, and supplies with attendant offices at level 3 and adjustable, open-plan type conference facilities and laboratories at levels 4 and 5 3. Modification, Security, branding and roofing 500 UNEB field containers 4. Developing of architectural drawings and BOQs for digital and e- assessment centre at UNEB Ntinda Annex Office Block 5. Purchase of additional one (1) acre of land for printery expansion and office space
Situational Analysis	<ul style="list-style-type: none"> ■ The current government policy of Universal Primary and Secondary Education operationalized through the standard of a primary school per parish and a secondary school per sub-country has increased access to primary and secondary education. This has led to increased demand for national assessment services by UNEB at the three levels. In the last five years, the candidates assessed for PLE, UCE and UACE have increased by 3.5%, 3% and 3% respectively. The increase is attributed to improvements in registration processes, effective and timely registration of candidates, increased number of pupils/ students progressing to candidate classes, parent and community sensitization and awareness on the importance of learning and assessment among others. The Table 1. below illustrates candidates assessed over the five year period. ■ In the current Calendar year 2021, UNEB plans to assess 1,241,184 candidates of which 787,302 for PLE, 350,569 for UCE and 103,313 for UACE respectively. The projected increase in the next five years is 3% annually implying the number shall rise from 1,241,184 in 2020 to 1,438,872 by 2026.

Situational Analysis	<ul style="list-style-type: none"> ■ With this sustained and consistent increase in the candidature numbers, comes a growing demand for infrastructure and digitization therefore becomes necessary for long term survival of the Board. The Board annually collects and stores close to 16,300,000 scripts and records following the completion of the marking process. However, due to space constraint, these scripts are only kept for one (1) year instead of the recommended seven (7) years and later disposed in order to create room/space for scripts for the next phase. These records are important for verification of candidate's results and for legal requirements. With digitization, the lifeline of these records can be improved and facilitate ease of retrieval as and when required. ■ The UNEB Feasibility Report (2015) indicates that while UNEB is supposed to ensure quality, validity and reliability of examinations and candidates' grades and scores, on the contrary the existing arrangement. The Board does not have 100% control over the two hired warehouses in industrial area coupled with scattered candidates' scripts and other examination materials allover UNEB offices. This makes it susceptible to examination mal-practice and substitution of client documents which may impact negatively on UNEB's credibility and dent its image and integrity. The provision of own, secure and adequate warehouse/ storage facilities is critical in assuring public confidence in UNEB grades and scores. As a temporary measure, the UNEB has been hiring 2 warehouses at Ntinda Industrial Area at an average cost of 250 million shillings per annum. With the projection that the outsourced storage needs of UNEB are anticipated to increase by 100% before the end of 2021 examination cycle, the Board will be spending 500 million shillings annually as cost of storage hire. In order to strengthen field examination materials security, the government supported UNEB to procure and install 400 containers upcountry with the majority located at police stations for safety purposes. These containers store examinations, which are transferred from UNEB printery to ensure timely and secure distribution to schools. The containers are now operational, but requires shelter to protect them from the harsh environment that has increased wear and tear. The UNEB Restructuring Report 2017 recommended staff establishment Of 318 positions against the current establishment of 285.
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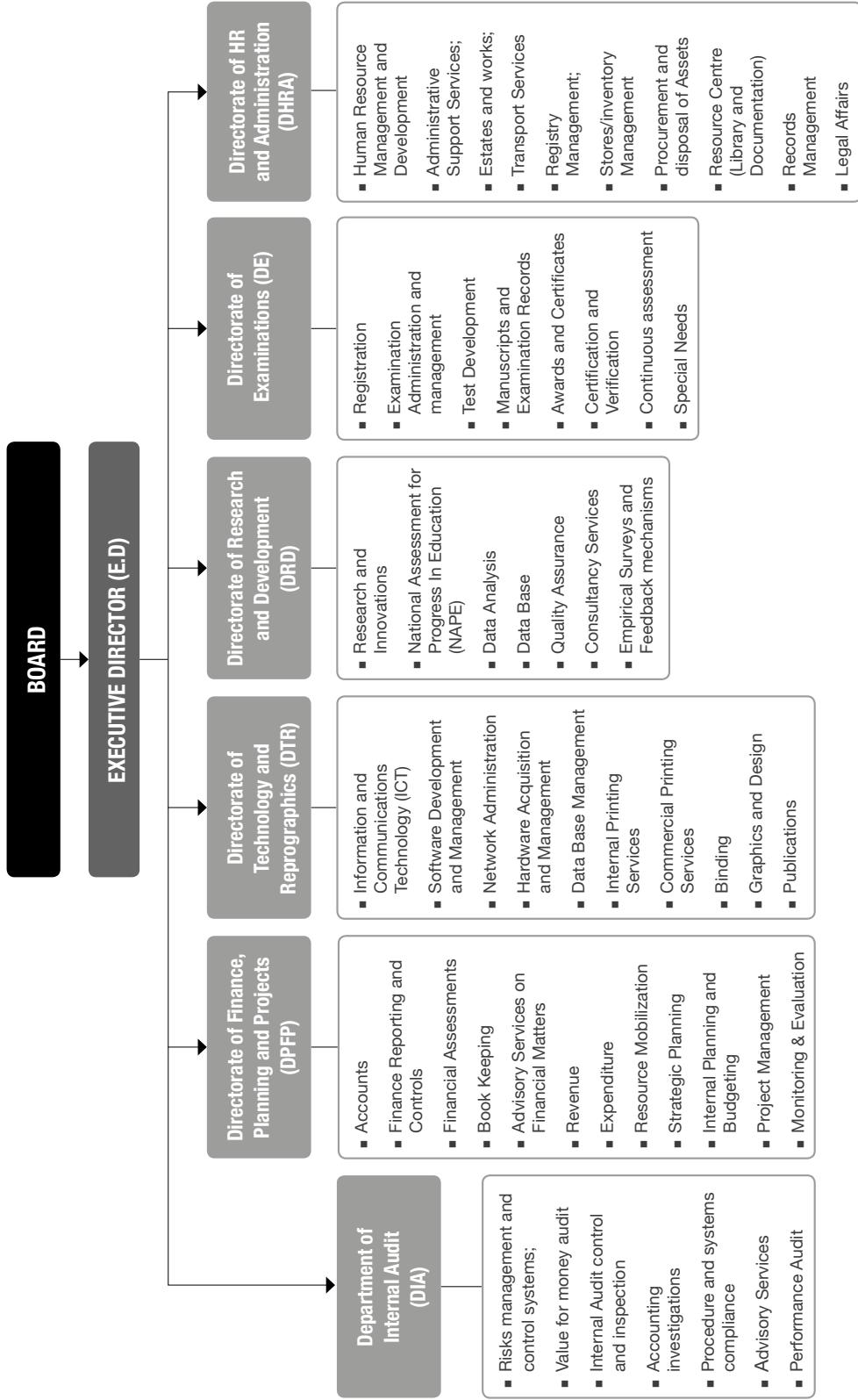
Situational Analysis	<p>However, this figure is projected to increase to 423 staffing positions in the next 5-10 years to accommodate the ever-increasing assessment needs. The current office space is 2000m² that accommodates only 133 members (31%) of the UNEB staffing office requirements. The challenge is that even the existing office space is scattered in areas of Ntinda, Kyambogo, Industrial area and rented space at communications house that makes coordination and transport difficult. The Board needs urgent additional office space of 6,435m² including conference facilities, printing space, parking and moderation rooms to guarantee efficiency and effectiveness in its service delivery to the public. This requires purchasing additional land for expansion and construction of the required facilities.</p> <p>As a long term measure the Board plans to shift to e-assessment in a phased manner. This will not only improve efficiency in assessment but also guarantee candidates' health and safety of staff involved in assessment. Already the Board has rolled out e-registration and e-marks capture. The UNEB plans to take advantage of prevailing government interventions in ICT and NIR to benchmark and pilot e-assessment and marking. The existing manual scripts will be digitized and this requires initial heavy investment in high speed electronic scanning facilities.</p> <p>In order to address the infrastructure challenges experienced by the Board, UNEB Infrastructure Development project was developed for a three year period July 2017- June 2020 with the overall objective of improving validity, reliability, credibility and quality of examinations assessment outcomes through provision of adequate infrastructure facilities at UNEB offices. This first phase was granted extension of one year by the Development Committee to enable development of the successor phase of the project. To date, the project has been able to deliver the following achievements; a 5-floor storage facility is under construction with works now at superstructure and 400 examinations storage containers were procured and distributed to various storage (police) stations across the country.</p> <p>There is need for the successor project to complete the interventions that are still outstanding at the end of the project, which include; furnishing and fittings including shelving, ICT installations and furniture; digitization of the assessment process, construction of office block at Ntinda, and procurement of additional land for office expansion</p>
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Problem Statement	<ul style="list-style-type: none"> ■ The UNEB Infrastructure Development Project 1 was exited amidst incomplete works especially the Examinations Storage Facility at Kyambogo, which is now at completion and finishes level and unimplemented outputs as result of low funding. UNEB further continues to spend colossal sums of money on renting premises both for examinations materials storage and office space yet this cannot be sustainable in the recurrent expenditure framework. For FY 2021/22, UNEB requires UGX. 500 million to hire storage facilities. More challenging is the fact that UNEB's core functions have expanded over time as result of increased PLE, UCE, & UACE candidates. The Board is expected to do more than they performed in previous years in terms of assessment and examinations to a diversified range of candidates (PLE, UCE, UACE, Students with Examinations Needs). The implementation of Continuous and Competence-Based Assessment comes with more complex information requirements, incorporating computing and other constantly evolving technology into these efforts. Serving the public that demands verification and equating of academic documents using current online standards etc. Each of these activities demands a significant investment in terms of facilities and structures that are way beyond the available resource envelope. The current COVID-19 pandemic that has put pressure on Board to adjust its modus operandi particularly the health standard operating procedures and the change in the digital landscape creates need for new infrastructure to promote digitization. The compounding effect is that UNEB does not have adequate infrastructure in terms of digital facilities and office space to handle massive data processing and storage for implementation of e-assessment and competence based assessment as a precondition for equipping the candidates with highly needed skills and competences for national transformation.
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Strategic Fit	<p>The project aligns with the Human Capital Development, which is a key program in the National Development Plan III, through improvement of the quality, and standards of educational assessment and ensuring that graduates of the different levels are assessed to have achieved the required skills and competences of their respective levels. The project also contributes to the Digital Transformation Programme that will increase Board's ICT penetration and use of ICT services for improved delivery of assessment services to the public.</p> <p>The project therefore addresses the following critical areas in line with the NDPIII:</p> <ol style="list-style-type: none"> 1. Improvement in the foundations of Human Capital Development. 2. Increase proportion of labour force transitioning into decent employment. 3. Increase ratio of STEI/ STEM graduates to Humanities
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COSTED ANNUALIZED WORKPLAN								
		NAME		PERIOD		TOTAL COST		
	CODE			2020/21	2021/22	2022/23	2023/24	2024/25
OUTPUT 1: E-ASSESSMENT AND DIGITAL CENTRE CONSTRUCTED				-	1.0	10.64	10.21	9.50
1.1	Activity 1:	Construction of eight (8) floor e-assessment and digital centre at Ntinda		-	1.0	10.64	10.21	9.50
1.1.1	312101	Non-residential building		-	1.0	10.64	10.21	9.50
OUTPUT 2: EXAMINATIONS STORAGE FACILITY COMPLETED				12.5	12.5	-	-	25.0
2.1	Activity 2:	Completion of examinations storage facility		12.5	12.5	-	-	25.0
2.1.1	312101	Non-residential Building		12.5	12.5	-	-	25.0
OUTPUT 3: ONE (1) ADDITIONAL ACRE OF LAND AND PROPERTY PURCHASED				-	1.0	3.0	-	4.0
3.1	Activity 3:	Purchase one (1) additional acre of land/property		-	1.0	3.0	-	4.0
3.1.1	311101	Land		-	1.0	3.0	-	4.0
OUTPUT 4: 500 CONTAINERS MODIFIED, SECURED, BRANDED AND ROOFED				-	5.0	0.3	0.35	0.4
4.1	Activity 4:	Modify secure, brand and roof 500 containers		-	5.0	0.3	0.35	0.4
4.1.1	312104	Other structures		-	5.0	0.3	0.35	0.4
TOTAL				12.5	19.5	13.94	10.56	9.9
								66.4

ANNEXE V: UNEB Organisational Structure





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