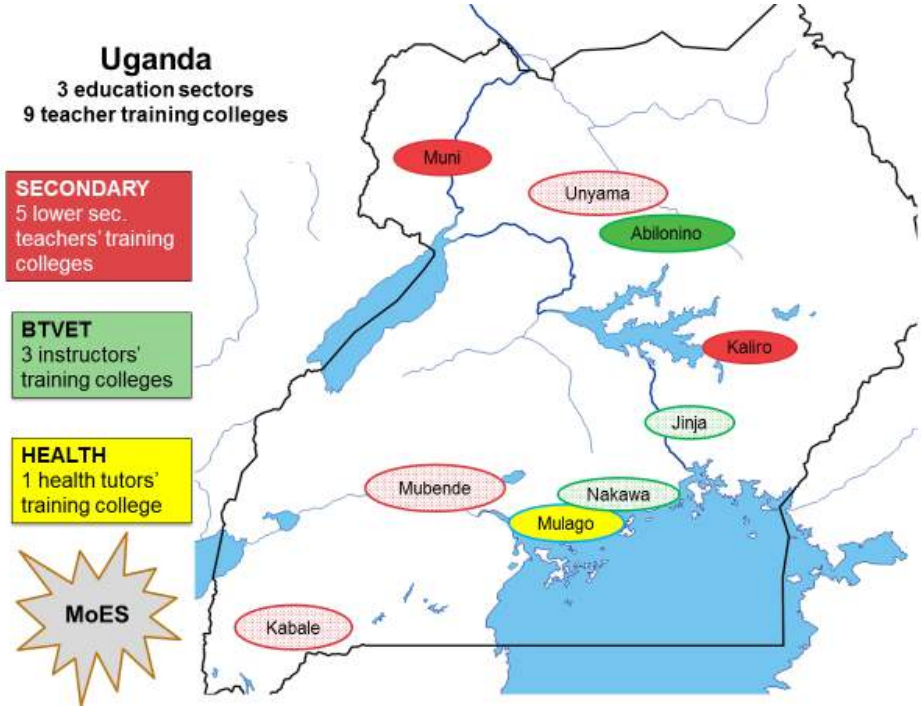
CTB

Ministry of Education & Sports
For the Republic of Uganda

FINAL REPORT

IMPROVING THE TRAINING OF BTVET INSTRUCTORS, HEALTH TUTORS AND SECONDARY TEACHERS IN UGANDA

DGD CODE : **NN 3010161**
NAVISION CODE : **UGA 09 020 11**



Kampala, Uganda, October 2017

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Acronyms

ATL	Active Teaching and Learning
BTC	Belgian Technical Cooperation (aka Belgian Development Agency or Enabel)
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
CURASSE	Curriculum, assessment and examination reform (for lower secondary)
DES	Diploma in Education Secondary
DFID	Department for International Development UK
DGD	(Belgian) Directorate General of Development Cooperation
DTTE	Diploma in Technical Teacher Education
EDP	Education Development Partner
EPPA	Education Planning & Policy Analysis department of the MoES
ESCC	Education Sector Consultative Committee
ETR	End Term Review
GoU	Government of Uganda
HRM	Human Resource Management
HTC	Health Tutors College
IDB	Islamic Development Bank
JICA	Japan International Cooperation Agency
JLCB	Joint Local Consultative Body (aka Steering Committee)
KYU	Kyambogo University
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NTA	National Training Agency
NTC	National (secondary) Teachers College
PDU	Procurement and Disposal Unit
PCT	Project Coordination Team
SC	Steering Committee (aka Joint Local Consultative Body)
SDHR	Support to the Development of Human Resources
SESEMAT	Secondary Science and Mathematics Teachers Programme
SSU	Support Skilling Uganda
SPM	Sector Policy and Management
TIET	Teacher and Instructor Education and Training Department
TFF	Technical & Financial File
TNA	Training Needs Analysis
TOR	Terms of Reference
TTE	Teacher Training Education project
UBTEB	Uganda Business & Technical Examinations Board
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UPPET	Universal Post-Primary Education and Training
UTAMU	Uganda Technology And Management University
UVQF	Uganda Vocational Qualifications Framework
VTC	Vocational Training Centre
WB	World Bank

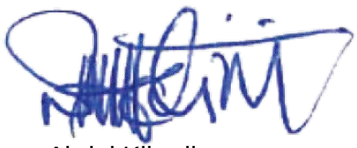
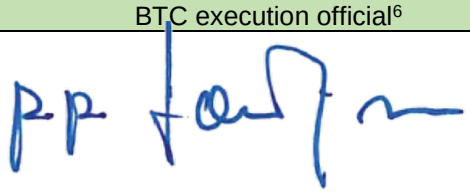
Intervention form

Intervention name	Improving the Training of BTVET Technical Teachers/Instructors, Health Tutors and Secondary Teachers in Uganda (TTE)
Navision code	UGA 09 020 11
Location[1]	Kampala (MOES and awarding Universities) National Teachers College Kaliro National Teachers College Muni (Arua, West Nile) National Instructors College Abilonino (Kole) Health Tutors College, Mulago (Kampala)
Total budget	Belgian contribution: EUR 17.504.636 GoU contribution: EUR 1.750.000 (in kind)
Partner institution	Ministry of Education and Sports (MOES)
Starting date of the Specific Agreement	06 December 2011
Closing date of the Specific Agreement	05 December 2017
Date intervention start (opening Steering Committee)	23 March 2012
Duration of the intervention (and expected closing date of the intervention)	60 months (**December 5th, 2017**)
Impact[2]	To contribute to the increase of quality of and equity in access to post-primary education and training level, as part of Universal Post-Primary Education and Training (UPPET)
Outcome	The supported colleges have an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service.
Outputs	**Output 1**: The teacher education system for secondary and BTVET is strengthened in relation to the colleges in the areas of communication, support supervision & visitation, strategic management and lecturers' qualifications. **Output 2**: The management performance of the supported colleges is strengthened. **Output 3**: The quality of teaching and learning in the supported colleges is improved. **Output 4**: Colleges facilities are rehabilitated, extended and equipped.

Motto	**ACTIVE TEACHING, HAPPY LEARNING**

[1] Outputs 1 and 3 were also implemented in 5 additional colleges (NTCs Kabale, Mubende, Unyama; VTIs of Nakawa & Jinja)
[2] Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

Global appreciation

Global appreciation of the intervention	**G**lobal appreciation of the intervention
This project was a blessing to the Ministry of Education and Sports and to the TIET department in particular in the sense that it revolutionized the training of teachers in the country. The project designed a support supervision strategy that enabled TIET and KyU to regularly visit the institutions. The project helped some lecturers to upgrade their qualifications in order to suit and fit in the colleges to train teachers. The lectures were also trained in active teaching and learning (ATL). This was not only limited to the 4 project colleges, but extended to all the 9 colleges that produce teachers at diploma level. Another important achievement related to ATL was ICT for Education that exposed lecturers and education officers at the centre through attending international conferences and trainings, microteaching and pedagogical projects in the colleges. The project engaged the colleges in institutional development by training administrators, establishing income generating projects, rehabilitating old buildings, constructing new infrastructure, and equipping the classrooms, laboratories and workshops. It put in place sustainable infrastructure, maintenance manuals and committees. The sustainability strategies of involvement of stakeholders at different levels made the project a big success.	Curiosity, critical thinking, inquiry and collaborative skills, as well as friendly learning and working environments, are essential to improve the quality of education. These are however not often nurtured in countries hampered by insufficient resources, large classes and traditional rote-learning lecture-teaching styles. As Uganda steadily joins the globalized world, and as readiness to change and urge for innovation are progressively making their way in every level of society, **recognizing teachers as an essential vector of transformation** was the underlying strategy of this project. As shown by the **increasing levels of satisfaction among staff and students**, the modern and user-friendly environments created along with the institutional and pedagogic support provided definitively improved the quality of teaching and learning in the 9 national teacher training colleges. Also, although to a lesser level, the project had an impact on the education system, particularly in areas of support supervision, planning and organizational development at central level. A less tangible but equally important result of the intervention is the increased awareness about the need to actively promote efficient and transparent working attitudes at all levels of the education system. As **behavioural change** requires time and a holistic, continuous and focused support, additional efforts in these areas are required.
Score[3]	Score[4]
Very satisfactory	**Satisfactory**
National execution official[5]	BTC execution official[6]
 Abdul Kibedi Project Coordinator TIET Department – MOES	 Barbara Radelli Project Co-coordinator Belgian Development Agency (BTC)

[3] Very satisfactory - Satisfactory - Non-satisfactory, in spite of some positive elements - Non-satisfactory
[4] Very satisfactory - Satisfactory - Non-satisfactory, in spite of some positive elements - Non-satisfactory
[5] Name and Signature
[6] Name and Signature

Executive summary

The Ugandan-Belgian Teacher Training and Education project was launched by its first Steering Committee in March 2012 and was anchored in the Teachers & Instructors Education and Training Department (TIET) of the Ministry of Education and Sports in Kampala.

Co-management of activities started in April 2012 with the assignment of the national Project Coordinator (from MoES), the arrival of the international Project Co-coordinator and Financial and Contracting officer (from BTC) and the subsequent constitution of the project team.

Aiming at improving the quality of teaching and learning in the Secondary and the BTVET sectors, the project was physically implemented in 9 teacher training colleges (5 secondary teachers' colleges, 3 technical instructors' colleges, 1 health tutors' college) with a global population of about 350 teachers and 5000 students.

Activities focused on strengthening 4 main result areas:
- The pedagogic and administrative support provided by central institutions to the colleges (R1)
- The management of the colleges (R2)
- The methods of teaching and learning (R3)
- The colleges' infrastructure and physical environment (R4)

Results achieved

By end of 2017, and despite many challenges and delays, the following main results were achieved:

R1: Pedagogic and administrative support provided by central institutions to the colleges:
- A **new national support supervision system** was designed and piloted. The roles of the central institutions in charge of pedagogic support (awarding Universities) and of administrative supervision (TIET) were clarified and monitoring tools were designed. A continuous pedagogic support system was also created at the colleges' level, by establishing Mentorship Committees and communities of practice. After the pilot phase, a Support Supervision Manual was developed and validated, and is currently in use.
- **Increased quality and efficiency of services** from public servants in charge of the colleges at the ministry level (TIET; Construction & Management Unit, Procurement & Disposal Unit; HIV/AIDS and Gender units, etc.) were obtained through capacity building opportunities offered in areas of strategic planning, management, communication and IT literacy. Filing cabinets, laptops, printers and other office equipment were also provided.

R2: Management of the colleges:
- **Increased quality and efficiency of services** provided by the colleges to their students was obtained through numerous capacity building opportunities given to all colleges' staff in areas of administrative, procurement, financial, human resources planning and management, as well as in IT literacy and communication. A computerized academic management system was also put in place (*SmartCampus*) in 2 colleges and connected to the Ministry of Education for easy communication and control of data.
- **Additional revenues for the colleges** were obtained by providing financial and technical support to income-generating activities in the colleges, such as piggery, mushroom growing, construction of earth bricks, launching of a cafeteria, etc.

R3: Methods of teaching and learning:
- **Better teaching and learning methods** were introduced in the 9 colleges through a comprehensive Active Teaching and Learning (ATL) programme which promoted student-centred activities, critical thinking, research and collaboration skills. The ATL methodologies, techniques and tools were adopted by teachers and students of all the colleges and by lecturers of Kyambogo University. The ATL training curriculum has been recognised at central level, allowing teachers who complete its whole cycle to be officially certified by the Ministry and to gain credit points for their professional promotion. The ATL programme is now directly taught in the colleges by already certified teachers. Starting from the academic year 2017-18, it is also taught in 17 pilot secondary schools.

R4: Colleges' infrastructure and physical environment

- **Improved working, teaching, learning and living environments** were provided to 4 colleges through the construction of new infrastructure and the rehabilitation of old buildings. Offices, classrooms, laboratories, libraries, canteens, multipurpose rooms and dormitories were constructed, fully furnished and equipped.
- **Self-sustainability of the colleges has been increased** through architectural and environmental innovations that reduce the costs of electricity and water consumption while protecting the environment (solar panels, ventilation, bio-gas and waste management systems)

Analysis of results

As shown in the table below, the **financial execution rate** of the project was good:

Cumulated Budget Euro	Cumulated expenses as of 30/09/2017	Project execution rate as of 30/09/2017	Comments
17.504.636	16.311.585	**93 %**	Some commitments are yet to be paid in 2018

The **level of achievement** of the intervention was rated as good (B) in all results' areas, which is also shown by the increasing **levels of satisfaction** of the colleges' users and the increasing **sense of ownership** at institutional level over the years. Additional progress is expected in the coming years, particularly in R2 in terms of the colleges' capacities to collaborate with public/private practice schools and to sustain income generating activities.

Sustainability and way forward

Reforming an education system cannot be achieved only through a one-time provision of financial resources and technical expertise. Curiosity, critical thinking, inquiry and collaborative skills are attitudes essential to improve teaching, learning and management of educational institutions. These skills are however not often nurtured in countries where education is hampered by insufficient resources, large classes, traditional rote-learning lecture-teaching styles and, above it all, by resistance to change. Giving adequate time and support to bring about behavioural change is therefore the underlying feature to achieve quality in the education sector.

The innovations brought and the results achieved by this project would be short-lived if the trained academic and administrative staff were not given enough time and support to build upon, through coached practice, the lessons learnt over the past five years. Taking this into account, and to ensure the long-term sustainability of the results achieved to date, a new *Teacher Training and Education* programme has been launched to consolidate the lessons learnt and disseminate good practices throughout the Ministry, the teacher training colleges and the secondary schools. This project should therefore be considered as the foundation of a wider intervention which will yield additional results over the coming years.

ACTIVE TEACHING,
HAPPY LEARNING

PART 1: RESULTS ACHIEVED, LESSONS LEARNT

1. ASSESSING THE INTERVENTION STRATEGY

1.1 Context

This report records the main results achieved during the 5 years of the Ugandan-Belgian Teacher Training and Education project (TTE UGA 0902011). Annual Results Reports are available from 2012 to 2016. This final report completes the information for the last period of implementation (Jan-September 2017).

1.1.1 Country background

The project was implemented in the following socio-economic context:

- Uganda's population has continued to grow rapidly from 24 million in 2002 to about 35 million in 2014 representing an average annual growth rate of 3.0 per cent. Between 2002 and 2014, the urban population further increased to 6.4 million. This increase is attributed to increased fertility over mortality, new urban areas and rural-urban migration.

- Poverty indicators show that 19.7% per cent of Ugandans are deemed to be in the poverty bracket and figures are much higher in rural areas: "*The rural areas with about 77.4 per cent of the population constitute 89.3 % of national poverty. On the other hand, the urban areas represent 22.6 % of the population and constitute 10.7 % of national poverty*" (Uganda Bureau of Statistics: 2015 Statistical Abstract).

- Since 2014, the Ugandan economy witnessed instability and volatility arising from a slowing global economy and declining commodity prices. Lower oil prices slowed down investment in Uganda's oil and gas sector while lower prices for key commodities (coffee/tea/cotton) reduced export revenues. The Ugandan currency depreciated (40% by 2015) and inflation was up by 8.5%. Economic growth for 2015/16 is lower by 5.4% than was anticipated.

***Negative impact**: although, in recent years, the government has increased its capital investments in line with the National Development Plan and the National Vision 2040, investment in the education sector remains insufficient: very low capitation grants impede teacher training institutions to properly function; low and late-paid salaries oblige teachers to engage in alternative activities thus reducing their teaching time.*

***Positive impact**: the currency depreciation experienced in 2014/15 actually allowed the project to implement more construction works in the colleges than initially planned (referred to as 'additional works' in the project documents). This explains why some (additional) construction works were still being implemented in the 4 colleges towards the end of the project.*

1.1.2 Education sector background

The project intervened in two, or rather three, very different sectors:

- **General education**: in five National (lower secondary) Teachers' Colleges
- **BTVET**: in three technical instructors' colleges, and in one paramedical tutors' college (although the latter is classified under BTVET, it has nothing in common with the technical instructors' colleges dealing with electricity, carpentry, building and other crafts).

Lower secondary education

With the Universal Primary Education programme, primary school enrolment reached 8.7 million in 2014. As a result, and with the introduction of Universal Secondary Education in 2010, a steadily increase in secondary school enrolment is observed since 2013-14.

In light of education reforms in Africa and worldwide, and as the number of (multimedia-connected) secondary school pupils increases, Uganda is trying to adopt, hopefully sooner than later, the modern student-centred education approaches that are more appealing and that are yielding better results for the youth worldwide.

However, efforts undertaken in the field of curriculum development, both for secondary education and for teacher training, have yet to prove successful:

Lower secondary curriculum reform

The current curriculum is geared towards students pursuing tertiary level academic studies. Focusing memorization for exams rather than on the competencies and skills needed in a modern multi-ability environment, it results in high failure rates, especially in mathematics and science.

To tackle this situation, a new curriculum for S1-S4 was developed by the National Curriculum Development Centre, supported by the World Bank under the *Curriculum, Assessment and Examination Reform* programme (CURASSE). This new curriculum is learner-centred, competences-based and has 8 compulsory learning areas: Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies and Technology & Enterprise. Its objectives are to ensure that students are equipped with the *"knowledge and skills needed for success in modern society and lay a firm foundation for the world of work, self-employment and further education"* (CURASSE programme. Draft Lower Secondary Curriculum Framework; NCDC, April 2013). The reformed, outcomes-based curriculum also promotes a competence based criterion-referenced approach to assessment.

However, although the NCDC notes that "*it is essential that adequate funds are made available so that textbooks are provided to learners, teachers are properly oriented and re-trained and essential learning and teaching materials are available in all schools*" (ibid.); despite the financial and human cost invested in the CURASSE programme, and although the new material is ready for use, the roll-out of the revised curriculum faces high resistance from the teachers' union and has not (yet?) been rolled out.

Teacher training curriculum (Diploma in Education Secondary)

Kyambogo University holds the official mandate to develop the Diploma in Education Secondary (DES) teacher training curriculum, i.e. the one to be followed by the National Teachers Colleges. Since some years however, the university shows little interest or capacity to maintain the NTCs curriculum updated. This might be partially explained by the history of the university, which is actually a merger of the former Uganda Polytechnic Kyambogo (UPK, which trained technicians), the Institute of Teacher Education, Kyambogo (ITEK, which prepared primary and secondary teachers), and the Uganda National Institute of Special Education (UNISE). While each of these institutions had clear roles and outputs, merging them created a confused situation, clearly described in the article[7] published in the New Vision by the Director of the NCHE (annexed to this report).

However, as Kyambogo University remains, by law, the accreditation body for the NTCs, little progress will be made on the secondary education scene unless its mandate in relation to teacher training is revisited and enforced (or transferred to other appropriate bodies, e.g. NCDC).

The learner-centred experiential approach demands "*a pedagogical shift from the 'knowledge-transmission' mode (currently the norm) to a more 'active teaching and learning' approach where learners take more control of their own learning by sharing appropriately-designed textbooks and accessing multimedia content*" (ibid).

Of course, this pedagogical shift implies that the old lecture-style teacher training curriculum must be revised. The DES curriculum, however, has not been revised since many years and

[7] http://www.newvision.co.ug/new_vision/news/1334089/merging-kyambogo-university-mistake

does not promote student-centred and active teaching and learning approaches. The last 'revision', undertaken in 2006, mainly focused on its administrative components (target audiences, entry requirements, etc) leaving the contents of most of its syllabi, including teaching methods, as they were written 15-20 years ago.

From 2015, the project advocated to use the revised lower secondary curriculum (CURASSE) as an opportunity to review the teacher training curriculum (DES), in order not only to modernize the DES contents but also, more importantly, to harmonize both of them, so that teacher-trainees have an idea of what and how they are expected to teach once posted in a secondary school. As a result, a consultancy conducted by the Uganda Technology & Management University (UTAMU) in 2016 (sponsored by BTC Study & Consultancy Fund) delivered a comprehensive proposal for curriculum harmonization. It comprised: a roadmap for its implementation, and the outlines for 9 learning areas as well as their teaching methods (8 from CURASSE + the Professional Development course compulsory for all teacher-trainees).

Negative impact: *the delays in rolling-out the CURASSE curriculum, combined to the challenges inherent to Kyambogo University, create a situation where both the NTCs and the secondary schools lack of the proper and harmonized curricula that would enable the NTCs to deliver better and more efficient secondary school teachers, and the secondary school pupils to receive quality education.*

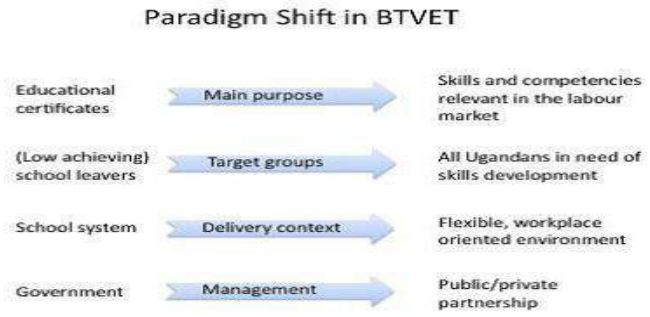
Positive impact: *the advocacy pushed forward by the project in favour of the revision of the DES curriculum and the subsequent results of the consultancy conducted by UTAMU, provided solid grounds for a follow-up of this issue. This could be an opportunity for the Education Development Partners (EDPs) to closely follow the curriculum revision as they have the potential to find the technical expertise and financial means to complete the work initiated by the project.*

Technical (craftsmanship) education – BTVET sector (1)

Technical and Vocational Education and Training (TVET) in Uganda is offered through technical schools and institutes at craftsman level training; technical colleges for technician level training offered by technical colleges; and universities producing graduate engineer level training. There is also a substantial private sector "representing approximately 81% of all TVET providers". As such, TVET includes recognised training delivered by organisations registered by the National Training Agency in accordance with the National TVET Accreditation Framework, as well as in-house, product-based private sector training.

The public TVET system has "*largely neglected the specific training needs of the informal sector. There is no systematic approach to skills development for people already in or seeking to enter the informal sector*". However, there are moves to promote investments in non-formal training providers, "*and plans to establish regional support centres to facilitate decentralised communication, coordination and support networks*" (BTVET Strategic Plan 2011-2020).

The BTVET Strategic Plan 2011-2020 aims to provide comprehensive system of skills development to promote employment, and economic growth as well as to increase equitable access to skills development and improve the efficiency in TVET management and organisation.



(World TVET Database Uganda)

Four key areas of interventions are identified to meet TVET reforms and labour market needs: analysis of training needs in the labour market as the benchmark for all TVET programmes and qualifications; long-term sustainability through a reformed TVET financing system; Public-Private Partnership (PPP); and major stakeholders' involvement. The key challenges identified are a lack of resources and technical expertise and the reduced infrastructures for vocational studies as a result of transforming TVET institutes to university colleges and universities (resulting in students who do not qualify for university entrance deprived of access to institutions for vocational training). The Strategic Plan 2011-2020 "Skilling Uganda" aims to address such challenges building on the BTVET Act of 2008 and the establishment of a Uganda Vocational Qualifications Framework. The *Support to Skilling Uganda* project (SSU), launched by BTC in 2015 aims at addressing these challenges.

In the National Instructors College Abilonino, the only public institution preparing technical instructors, the project encountered a complex and challenging situation.

This was, by far, the most dilapidated college, and the one with the weakest management and academic team, both in terms of number and capacities of the available staff. Additionally, due to financial difficulties and to its isolated geographical situation, the central institutions in charge failed to provide the necessary support, with the project being the first intervention since decades.

The complete overhaul of this college in all areas (including infrastructure; administrative, financial & academic management; and pedagogy) is much more difficult to achieve as compared to other colleges. Although infrastructure works were completed, furniture and equipment were provided, and some trainings were delivered, more time is needed to teach the staff how to maintain the new assets, how to plan and control their limited budget, how to manage their human resources, etc. For this, a deep behavioural change needs to be obtained at all staff levels, which requires more time than available to the project.

Negative impact: *whereas at the end of the TTE project, all NTCs will be part of the new teacher education interventions, a matter of concern is that no further support is foreseen to ensure a follow-up of activities in Abilonino, leaving a high risk for the investments already done not to be sustained.*

Positive impact: *thanks to the project intervention, increased interest and attention were brought from the Ministry and Kyambogo University to this college.*

Technical (paramedical) education – BTVET sector (2)

Mulago Health Tutors' college is a small college located within Kampala, and the only institution preparing paramedical teachers, mainly for the midwifery and nursing sectors. Although its curriculum is on medical subjects, the supervision of this college was transferred from the Ministry of Health to the Ministry of Education.

In terms of infrastructure, the scope of works was limited to one new building as the college did not have much land available. The project was also able to provide specialized equipment, as well as trainings on ATL and on management issues.

Here, the needs were less than in the NTCs, also because the college is and was able to access support from other institutions (e.g. Bayer, and Makerere University). Additional support to this college was hence not planned.

Negative impact: *as they were used to work under the supervision of the Ministry of Health; as their field of work and academic calendar are very different from the other colleges; and as most of their lecturers are actually part-timers, it was sometimes difficult to engage their staff at the same level of commitment and participation towards the project activities, also because they felt better prepared than lecturers working in the secondary and technical sectors.*

Positive impact: *as this is the only health tutors' college in Uganda, and as there is a shortage of health tutors nationwide, the additional building, facilities and technical equipment provided by the project have allowed it to increase by a third the number of health tutors that can be trained.*

1.1.3 Institutional context

The institutional aim of the TTE project was to improve the teaching and learning environment in the colleges responsible for training teachers/instructors for the secondary and BTVET sectors, as well as to strengthen the national support supervision system supporting and regulating them. To achieve this objective, the project established strong collaboration relationships with:

a) The **Teacher & Instructor Education and Training (TIET) department** of the MoES, responsible for all the public teacher training institutions in Uganda

b) The **Teacher Education & Development department of Kyambogo University** (KYU), awarding body responsible for the Diploma in Education Secondary (DES) and the Diploma in Technical Teachers Education (DITTE) curricula, for pedagogic support to the lecturers/instructors of the colleges, and for certifying their graduating students

c) The **College of Education & External Studies of Makerere University**, awarding body responsible for the Mulago Health Tutors College curricula

d) The management and academic bodies of the **5 secondary teachers training colleges** operating under TIET department: Kaliro and Muni National Teachers Colleges, as well as the 3 colleges that were not initially included in the project TFF (Kabale, Mubende and Unyama NTCs)

e) The management and academic bodies of the **3 instructors training colleges** operating under TIET department (including the last two not initially included in the project TFF): National Instructors College, Abilonino (vocational training) Vocational Training Institute, Nakawa (vocational training) Vocational Training Institute, Jinja (vocational training)

f) The management and academic body of the only **1 health tutors training college** under TIET department: Health Tutors College, Mulago (paramedical education)

g) The **Construction Management Unit (CMU)** of the MoES, in charge of construction of infrastructure in the education sector.

h) The **Procurement & Disposal Unit (PDU)** of the MoES, in charge of procurement issues in the education sector.

i) Several **Education Development Partners and non-governmental organisations** involved in the sector.

The multiplicity of stakeholders from different sectors, with different academic programmes and different academic/financial calendars, had an impact on the project and its results.

***Positive impact**: the diverse academic programmes in the different colleges obliged the project to design a pedagogic support strategy that could fit all. After observing all kind of (general, technical, paramedical) lessons, a comprehensive training on Active Teaching and Learning methods, techniques and tools was developed with experts from Kyambogo University and TIET department. The training package, delivered to all the colleges over two academic years, included face-to-face lessons followed by supervised application of lessons learnt in the colleges, and the publication of an ATL Manual distributed to the 300 lecturers involved. Through this experience, Colleges, Ministry and Universities realized that all the curricula emphasized lessons on subject contents, while not giving enough weight to the pedagogic skills needed to teach. As a result, trainings on ATL were promoted by TIET in the Primary Teachers Colleges and by Kyambogo and Makerere Universities in their own programmes.*

***Negative impact**: Although technical and financial support is needed by all the beneficiary institutions, focusing on one specific sector would have been a better choice. It would have enabled the project team to concentrate its efforts, focus and obtain better results in a specific sector (e.g. develop training programmes tailored to the needs of teacher trainers responsible for delivering one type of curriculum).*

1.1.4 Important changes in the intervention strategy context

Establishment of a *General Frame of Work* for a real co-management of the project

The most important change in the project strategy was done at the beginning of the intervention, to enable the real involvement and participation to the co-management of all aspects of the project by its main stakeholders. To achieve this, the project management team, in consultation with and with the official approval of the MoES, decided to replace the *Consortium* of short-term independent consultants initially foreseen in the project TFF by a set-up of **five Thematic Teams** composed by specialists from:

a) different departments of the MoES
b) the awarding universities
c) and the project team

Under the supervision of the Project Coordination Team and the Steering Committee, the Thematic Teams designed and monitored the following aspects of the project:

THEMATIC TEAMS (TT)	SPECIFIC OBJECTIVES
TT/ID: Institutional development	Strengthen visitation of the colleges general management
	Strengthen strategic management at central level
	Strengthen strategic management at college level
	Strengthen financial management in the colleges
	Strengthen procurement management in the colleges
	Strengthen HR management in the colleges
	Strengthen asset and infrastructure management
	Strengthen college services (food, accommodation, transport...)
	Strengthen income generating activities
TT/PSIL: Pedagogical support at institutional level	Strengthen visitation of the academic management
	Strengthen pedagogical support and supervision
	Strengthen the academic management of the colleges
	Strengthen collaboration with public/private practice institutions
TT/QTL: Quality of teaching and learning	Address lecturers' qualifications
	Continuous professional development of academic staff
	Improve student centred teaching practices
	Strengthen assessment systems
	ICT for education and users' friendly libraries
TT/IFE: Infrastructure, Facilities and Equipment	Rehabilitate and extend the infrastructure facilities of the 4 colleges
	Supply furniture to the 4 colleges
	Supply equipment, including ICT and books to the 4 colleges
	Develop a maintenance program for the 4 colleges
TT/CCI: Cross cutting issues	Environment
	Gender
	HIV AIDS
	Social economy
	Child rights

Through this set-up, Ministry and Universities staff had the opportunity to learn how to manage a project, to actively participate to the definition of its strategies, to assess and mitigate risks and to monitor its results.

While private independent consultants would not stay after the project completion, the members of the Thematic Teams belong to national public institutions. The knowledge gained over the five years will therefore remain and will serve the education sector beyond the project implementation period.

2 RESULTS ACHIEVED

2.1 Monitoring matrix[8]

OUTCOME	The supported colleges have an improved teaching and practice oriented learning environment, supported by a strengthened support supervision and visitation service.					
Indicators / Values on a scale from 1-4	**Baseline value (2013)**	**Value 2014**	**Value 2015**	**Value 2016**	**End value 2017**	**End Target**
Average satisfaction of students, academic and non-academic staff with the college environment	2.5	2.6	2.8	3.0	**3.0**	**3.0**
Average satisfaction of students with teaching and learning in the college	2.8	2.8	2.8	3.2	**3.2**	**3.5**
% of student-teachers that apply ATL during their final year school practice*	N/A	N/A	N/A	N/A	**N/A**	**50%**

**This indicator was not measured as the focus of TTE was on Lecturers rather than on Students.*

.

Remarks:

- In pace with the construction works that brought new teaching, learning, working and living spaces, better ventilation, new furniture and increased access to information, the level of satisfaction of the college population with their **environment** has reached the desired target (3 out of 4). As additional works will be implemented in the framework of the 3 new interventions, a 80% level of satisfaction (3.5) should be reached towards 2020 at least in Kaliro and Muni NTCs.

- The level of satisfaction of students in relation to **teaching and learning** is a bit higher than expected (3.2 out of 4). This is not surprising as active teaching & learning (student centred) methodologies were not used previous to this project.

- As the project focused on training lecturers to use ATL, the **% of student-teachers that apply ATL during their final year school practice** was not a relevant indicator for the project. Although the support supervision teams that observed school practice in 2016 noted that several students applied ATL, this indicator was not thoroughly measured by the project. However, as pedagogy activities under the new interventions will focus on students as well, the levels of achievement should increase in the coming years.

***General remark for all results**: It is important to note, however, that the initial **Baseline Values** are likely to have been **overestimated**. In 2012, although the (anonymous) baseline surveys were conducted by an independent consultancy firm, students and staff were not used to receive external project support, nor to be asked their opinions. Given the general attitude towards hierarchy and authority, they are likely to have responded in a more positive way to questionnaires wrongly perceived as coming from the Ministry (this comment refers to all results, including Outcome and Outputs 1-4)*

[8] Updated at project retreat in January 2016

OUTPUT 1	Strengthened pedagogical and visitation support and inspection to the 4 colleges through a strengthened TIET department by the end of the project.					
Indicators / Values on a scale from 1-4	**Baseline value 2013**	**Value 2014**	**Value 2015**	**Value 2016**	**End value 2017**	**End Target**
Number of support supervision visits with corresponding analysis reports submitted to TIET (per college)	N/A	1	5	4	**2**	**2**
Average satisfaction of teaching staff with amount and quality of support supervision and inspection	2.26	2.9	2.95	3.0	**3.2**	**3.5**
Diagnosis of management capacity of TIET finalized	N/A	Not done	Report available	Updated SDHR report available	**Updated SDHR report available**	**Report available**
NEW: Annual planning of the institutions responsible for support supervision and visitation include observations made in the visit reports.	*N/A*	*Not done*	*Report available*	*SS reports available*	***SS reports available***	***SS reports available***
NEW: % of lecturers supported by the project to upgrade their qualifications who finished their course.	*N/A*	*N/A*	*5/13 38%*	*12/13 92%*	***12/13 92%***	***100%***

Remarks:

- **Support supervision visits** were planned every year and regularly implemented in all colleges. The initial number of visits was higher than required (4/2) as more visits were deemed necessary to properly pilot and set-up a new support supervision system involving not only supervisors from the central level (MOES and Kyambogo University) but also college-based Mentorship Committees that can provide in-house pedagogic support to the lecturers. Reports are available, and a Support Supervision Manual has been produced to ensure that the system that was put in place by the project will be continued over the coming years. The validation of the Support Supervision Manual by the MoES gives legitimacy to the mentorship programme to make it a government policy in the teacher training and assessment frameworks.

- As a result, the overall satisfaction of teaching staff with the **amount and quality of support supervision** steadily increased. It remained however a bit lower (3) than the set target (3.5), mainly due to Mulago college having being placed under the responsibility of the Ministry of Education while its staff considers that it should have remained under the supervision of the Ministry of Health.

- An initial diagnostic of **TIET management capacities** was done in 2015. It was updated in 2016 in collaboration with the *Support to the Development of Human Resources* (SDHR), a BTC project aiming at enhancing the professional skills of several public institutions. Under that scheme, a training and follow-up programme for TIET staff was designed, to be implemented with the support of the SDHR project and to be further developed in collaboration with the new interventions in teacher education.

- Through the **scholarships** provided by the project, 12 out of 13 beneficiaries completed their studies, with only 2 remaining to present their already written thesis in September 2017. One student abandoned due to medical reasons. This enabled the lecturers to upgrade their qualification to the master level required to teach in tertiary institutions.

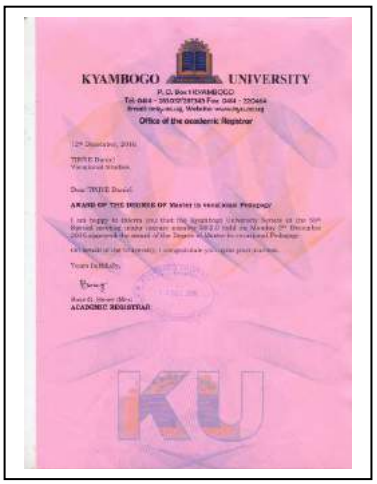
This Is To Certify That

Mwanamoiza Richard

having satisfied the requirements
for the award of the Degree of

BACHELOR OF TECHNICAL TEACHER EDUCATION
(CIVIL AND BUILDING ENGINEERING)

(Second Class Upper Division)
was admitted to the Degree
at the Ndejje University Congregation
held on 13th October, 2017



KYAMBOGO UNIVERSITY

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OUTPUT 2	Strengthened management of supported colleges by the end of the project					
Indicators / Values on a scale from 1-4	**Baseline value 2013**	**Value 2014**	**Value 2015**	**Value 2016**	**End value 2017**	**End Target**
Number of institutional development plans put in place over the total number of plans to be designed. *Note: each of the 4 colleges should have elaborated the following plans:*	0/20	4/20	12/20	15/20	**15/20**	**20/20**
1. Strategic management plans	0	4	4	4	**4**	4
2. Financial plans	0	0	4	4	**4**	4
3. Infrastructure & asset management plans	0	0	0	4	**4**	4
4. Procurement plans	0	0	0	0	**0**	4
5. HR plans	0	0	4	3	**3**	4
Number of institutional development plans implemented over the total number of plans to be implemented (see list above)	0/20	4/20	12/20	15/20	**15/20**	**20/20**
NEW: % of execution agreements budgets facilitated by TTE actually spent by colleges	*N/A*	*N/A*	*51%*	*97%*	**100%**	***100%***
NEW: Average ratio of teaching positions established versus positions filled at college level (indicator for MoES as project does not control recruitment of civil servants)	*N/A*	*N/A*	68.9%	64.7%	**70%**	***100%***

Remarks:

- **Institutional development plans** were implemented in the 4 colleges. Designated staff was trained, and continuous follow-up and support were provided by the project in areas of strategic, financial, infrastructure and assets management:

  a) **Human resource plans** were developed in liaison with TIET and HR department of the MOES, except in Mulago where this was done directly by the ministry together with a complete revision of the college establishment.

  b) **Technical support on procurement** was given (in particular related to the grants). However, no formal procurement plans were made as colleges follow Government of Uganda rules and existing manuals have been shared.

  c) For all colleges, a **strategic plan** was developed in a participatory manner. It was developed with a vision of 10 year but with a detailed plan for the next year. Each plan contained priorities around 4 pillars: pedagogy, college management, financial management and external relations.

  d) An **execution agreement** was signed with the 4 colleges to support activities under their strategic plan (between 100.000.000 and 130.000.000 Ugandan Shillings per year). All the execution agreements / grants signed with all the colleges were successfully implemented, with 100% of the budgets disbursed properly spent.

  e) **Business plans** were also developed for the 4 colleges in order to supplement the limited capitation grants received by the government. Each college made 3 business plans of which one was selected and received a grant of 50.000.000 UGX to kick-start the business. While Muni and Abilonino started a chicken layers project, Kaliro developed a canteen. These plans enabled the 3 colleges to start up a business and to have additional income. Due to limited staff (mostly part timers) and management changes, Mulago did not succeed to develop move to the implementation stage of their business plans.

- The **ratio of teaching positions established versus positions actually filled** in the colleges remained fluctuant. This indicator cannot be controlled by a project, as recruitment of civil servants is strictly a Ministry activity and depends on its budget. Advocacy activities were constantly conducted and, although additional staff was allocated to all colleges in 2017, efforts need to be pursued to improve this ratio.

Additional activities were implemented as part of the institutional development strategy:

- In a bid to improve college academic management capacities and move away from simple excel spread-sheets, the project installed in Kaliro and Muni a 'Smart–Campus' **academic management software** which automates various functions (admissions, communication and collaboration, HR & payroll, facility management, operational analytics, student information, examinations) into a single integrated application platform.

- All the college managers were trained on **effective management procedures** (e.g. Frankly Covey Management; 7 habits; Closing the executions gap methodologies). Several follow-up sessions were organised in the colleges to improve daily management.

OUTPUT 3	By the end of the project, teachers, instructors & health tutors at the 4 supported colleges are strengthened in applying ATL methodologies.					
Indicators / Values on a scale from 1-4	**Baseline value (2013)**	**Value 2014**	**Value 2015**	**Value 2016**	**End value 2017**	**End Target**
Average score for the use of ATL methods by teaching staff, as assessed during classroom observations in supported colleges.	2.3	3.0	3.0	3.2	**3.2**	**3.3**
% of lesson plans indicating use of ATL methods	0.0	98%[9]	64%	66%	**70%**	**60%**
NEW: % of lecturers that received formal training to set up pedagogical projects.	*0*	*0*	28% (session1)	42% (session2)	**70%** (cumulated)	***100%***
NEW: Number of lecturers who submitted a final report upon completion of their pedagogic project.	*N/A*	*N/A*	8	4	**12** (cumulated)	***12***
NEW: % of students who regularly use college ICT facilities to study	*N/A*	*N/A*	76.3	58.5%	**70%**	***100%***
NEW: Total number of micro-teaching sessions conducted per academic year	*N/A*	16	11	17	***16***	***16***

Remarks:

- Although the table above only shows results for the 4 colleges initially included in the project TFF, **all the pedagogic activities of this component were implemented in the 9 colleges** under TIET department.

- All the academic staff from 9 colleges (including the 4 whose results are listed above) were provided with initial training in the application of ATL. As a result, classroom observations conducted by external supervisors over the years showed an **increased amount of lessons being delivered effectively using ATL methods**.

- However, although the portfolios competitions organized in 2016 and 2017 showed that most lecturers were able to include **ATL methods in the lesson plans**, they still tend to spontaneously apply ATL in class, without properly recording it in their plans. These issues will receive further attention in professional development activities under the new interventions.

- While other ATL methods were successfully introduced in the colleges (microteaching, group work, learning stations, etc.), the lecturers experienced many difficulties in implementing the processes leading to achieving 'pedagogic projects'. Whereas the final result of these

[9] The values for 2014 were taken from portfolios prepared as part of the ATL training and were not representative of all lesson plans made by teachers throughout the year. The data collection method was corrected in 2015, resulting in a better picture of actual use of ATL during the year.

personal projects -to be conducted over a full academic year- is to create a final product, their ultimate objective is to learn how to strictly follow a creation process: definition of the goal, research, implementation, analysis of the process and of the results, reporting and showcasing of the product. In this sense, more focus is given to the process rather than on the final product. Although, after the initial training, several pedagogic projects were launched, lecturers found it hard to actually follow the proper pedagogic process and rather concentrated their efforts on the final product. As this methodology is very new for the colleges, additional pedagogic support shall be given in the coming years, in view to obtain that pedagogic projects are implemented by the students once the lecturers master it.

- The application of ATL has been boosted by the provision of equipment such as projectors, laptops (75% TTE contribution) and computers. Internet connectivity has been provided to the colleges to enhance student research. However, the construction works conducted in the colleges temporarily affected the number of students who regularly **use college ICT facilities to study**. As of mid-2017, with works almost completed in all the libraries, a dramatic increase has actually been observed. As this indicator will still be monitored in the future, this will be shown after the monitoring data collection for 2016 will be gathered and analysed in January-February 2018.

- The **microteaching** method has taken full momentum in all the colleges. As of 2017, the activity is directly and regularly run by the colleges although it will continuously be monitored in the coming years under the second phase of the project (TTE2).

Output 4	Facilities of the four colleges rehabilitated, extended and equipped by the end of the project					
Indicators / Values on a scale from 1-4	**Baseline value 2013**	**Value 2014**	**Value 2015**	**Value 2016**	**End value 2017**	**End Target**
Extent to which the 4 colleges are fully built and equipped, including:	0/15	3/15	5/15	14/15	**16/15**	**15/15**
- *Furniture*	*0*	*0*	*1*	4	***4***	***4***
- *IT4Education resources*	*0*	*0*	*1*	4	***4***	***4***
- *Buses (1 for Mulago was not in initial plan)*	*0*	*3*	*3*	3	***4***	***4***
- *Equipment*	*0*	*0*	*0*	3	***4***	***4***
Infrastructure rehabilitated and constructed according to architects' designs approved by the project.	0	0	1	4	**4**	**4**
% of rooms used for their intended function and capacity	40%	40%	62%	70%	**75%**	**84%**
Student/classroom ratio for each of the four target colleges	24:1 Official MoES ratio	49:1	58:1	39:1	**35:1**	**30:1**
NEW: Number of master plans developed	*0*	*3*	*3*	*3*	***3***	***3***
NEW: Number of renewable energy installations operational in three colleges	*0*	*0*	*5*	*9*	***9***	***9***

Remarks:

- The four colleges were fully **built, furnished and equipped** as follows:

  Muni NTC: Existing structures were rehabilitated and four entirely new blocks were constructed, housing lecture rooms and laboratories, staff offices, a multipurpose hall, a canteen and a resource centre (ICT and Library). The structure was commissioned on November 25th, 2016.

  Mulago HTC: a new four-stories pedagogic block was built, comprising lecture rooms and laboratories, a multipurpose hall and a library. The existing kitchen was also rehabilitated. The structure was commissioned on February 10th, 2017.

Kaliro NTC: seven lecture rooms, a multipurpose laboratory and multi-purpose workshop, six offices and a multipurpose hall and a canteen were renovated. In addition, ten lecture rooms, one board room and a resource centre (ICT and Library) were built. The structure was commissioned on April 24th, 2017.

Abilonino NIC: Pedagogic and Workshop blocks; Resource centre; Administration Block, Multi-purpose hall and kitchen; 2 student dormitories; Dispensary; Students' Guild block; External works; Incinerator; Electro mechanical services; Motorized borehole; Water tank, Generator; Access roads; Drainage perimeter fence; Renewable energy facilities (biogas digester, solar panels, solar water heaters); Furniture; ICT Equipment; Kitchen equipment; Workshops equipment (motor vehicle, agriculture, sewing & garment cutting, building, carpentry & joinery, and painting & decoration equipment). The new infrastructure was commissioned on September 14th, 2017.

ICT equipment was provided to all the colleges, to be used by staff and students in the offices, classrooms and the resource centre. The subsidized purchase of personal laptops for Mentor Teachers was facilitated to enhance better preparation of their lessons.

Buses for students' transportation: a 29-seater bus per college was delivered in 2013 to Kaliro, Muni and Abilonino. Although this was not initially planned, a bus was also provided to Mulago in June 2017.

- The **architects' designs** for the colleges' construction works were developed through a collaborative approach with the end-users and the CMU and TIET departments.

- During construction works, **misuse of some rooms** was noted (i.e. class converted in storage). This issue disappeared with the completion of works by mid-2017.

- The **Teacher:Student ratio** indicated as baseline by the MoES (24:1) is not realistic in the current Ugandan context where classes often reach 80-100 students. The classrooms provided by the project are designed for 40 students, but in some cases partitions have been placed to occasionally accommodate bigger groups. Progress in this matter was seen only in 2017, as regrouping of students had to take place under provisional tents during construction works. However, this will probably remain an issue as the number of students asking to be admitted in the newly built colleges is deemed to drastically increase in the coming academic years.

- **Three master plans** were developed as planned (for Kaliro, Muni and Abilonino). As Mulago college is located on a small plot of land, no master plan was to be developed

- **Renewable energy appliances** were provided in all colleges: biogas, solar water heaters and incinerators in Kaliro, Muni & Abilonino and a waste management system in all colleges.

2.2 Analysis of results

2.2.1 Contribution of the intervention to the impact[10]

The indicators set to measure the contribution of the project to the potential impact were:

- *More than 50% of the academic staff of the selected colleges use learner-centred methods of teaching **for more than 50% of lesson-time** (in the colleges)*
- *More than 50% of the trainee teachers / trainers / instructors / tutors prepared at the selected colleges use modern, learner-centred teaching methods **for at least 50% of lesson-time during teaching practice** (in the secondary schools)*

Since the end of the ATL training, the project monitoring visits showed that student-centred methods of teaching **are daily applied by the vast majority of lecturers in the 9 colleges** (i.e. including those that were not initially part of the project scope of work). Some methods, easier and less expensive to use, are more favoured than others (e.g. group work, brainstorming and debates, question/answers, learning stations); others are less frequently used as they require a minimum of technology or of financial means not always available (e.g. videos, internet research, project work). The habit of preparing lesson plans including ATL techniques and tools has also been instilled. However, as always with behaviour change issues, it needs to be continuously encouraged so that it becomes the norm.

Regarding the use of **ATL by teacher-trainees during school practice**, the target is too premature to be measured. As the project focused on teaching ATL methods to the colleges' lecturers first, activities in the secondary schools initiated only in 2016, with the first fact-finding missions held by the support supervision team from Kyambogo University and TIET during the school practice exams of the summer 2016. During these missions, the national experts observed that some teacher-trainees, although they had not yet been formally trained on ATL, were already familiar and made use of group work, question/answer, debates and brainstorming with the pupils. This is however only a positive side-effect of the use of ATL by lecturers in the colleges, which trickled down to the teacher-trainees who most enjoyed and valued experiencing student-centred learning in the colleges took it upon themselves to apply it during microteaching sessions (to their peers) and later during their school practice exams.

Both targets shall therefore be pursued by the new interventions: with the Lecturers, to ensure ATL becomes the norm in all the NTCs; and with the teacher-trainees, through the strong School Practice component to be implemented in the 17 pilot secondary schools identified nearby where teacher-trainees will be conducting frequent school practice sessions (not only for exams).

[10] Terminology: Impact = General Objective; Outcome = Specific Objective; Outputs = Expected Result

2.2.2 Extent of achievement of the outcome

The overall outcome of the project is rated as good by all stakeholders:

Satisfaction with the colleges' working and learning environment has dramatically increased through the institutional development activities implemented under Output 2 (strengthening of colleges' management capacities) and Output 4 (construction and equipment of classrooms, offices, libraries, etc.).

After the delivery of the ATL training, and especially during the preparation of unit 2 (ATL methods & techniques), **a change in attitudes towards active pedagogy was observed among colleges, TIET and KYU staff**. Classroom observations conducted during the support supervision visits showed that managers, lecturers, and students have clearly understood what ATL means and what the benefits are. Motivations were also boosted by the introduction of **modern digital sources of information** (ICT equipment) **and labs**.

Although continued support is needed, the **quality of teaching and learning is improving**. An increased degree of peer-to-peer mentoring is also observed as a result of the micro-teaching sessions and the introduction of the college-based mentorship system.

As a result, MoES/TIET department has repeatedly expressed interest in **disseminating the ATL methodology** at different levels of the educational system, particularly in primary and secondary schools, as well as in the universities.



Since its initial phases, the project extended its pedagogic activities to all 9 colleges under TIET responsibility, thus adding Mubende, Kabale, Unyama, Jinja and Nakawa colleges to the initial 4 colleges. The project also offered an introduction to ATL to Principals of Primary Teacher Colleges, and to all lecturers of Kyambogo university. Finally, dissemination to secondary schools is already planned for implementation by the new interventions.

2.2.3 Extent of achievement of the outputs

OUTPUT 1: Strengthened pedagogical & visitation support to the 4 colleges through strengthened TIET department by the end of the project

The overall level of achievement of this component is good:

Level of achievement of main activities[11]	A	B	C	D
Strengthen pedagogic support supervision at college level		X		
Strengthen pedagogic support supervision of the colleges by the central level		X		
Strengthen communication and strategic management at central level (TIET department) in relation to the colleges		X		
Enhance sustainability of the change process		X		
Address professional gap between existing and required teachers level of teacher educators (lecturers' qualifications)		X		

[11] A: The activities are ahead of schedule
B The activities are on schedule
C The activities are delayed, corrective measures are required.
D The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

Output 1 focused on activities required to enhance the support given by central level institutions (MoES and awarding universities) to the colleges. Under this result, the need to level-up the teachers/instructors' academic qualifications to enable them to teach in the colleges was also addressed. The following achievements were obtained:

Strengthen pedagogic support supervision at college level
The policies' study conducted in 2014 showed that pedagogic support supervision is to be provided to the colleges by the universities in charge of designing, implementing and monitoring the colleges' curricula (Kyambogo and Makerere universities). However, due to insufficient financial and human resources, both universities were unable to implement this activity on a regular basis. On the other hand, the project observed that lecturers of the colleges also receive limited pedagogic support at college level from their supervisors or from their peers. Considering this challenge, the project initiated in 2015 a *college-based mentorship programme* in the 9 colleges. Selected mentor teachers as well as the college managers were trained to conduct systematic peer-to-peer activities (class-observations, microteaching, peer reviews, etc.) enabling all lecturers to observe, reflect upon and improve their teaching practices even when pedagogic support from the central level is limited or not availed.

In 2016, additional efforts were deployed to strengthen the mentorship program at national level:
- Mentorship Committees were officially created in the 9 colleges, and their respective organograms and action plans were developed
- Concurrently, a Mentorship Training was conducted for all lecturers of KYU Department of Teacher Education (in charge of providing pedagogic support to the colleges' academic staff) as well as for TIET staff (in charge of supervising all colleges activities)
- The Mentorship Programme has been included in the *Support Supervision Manual* developed by the project and validated by the MoES (see below)

The college-based mentorship program has been included in the activities to be followed-up and further strengthened under the new interventions.

Strengthen pedagogic support supervision of the colleges by central level institutions
The institutionalization of the college-based mentorship program requires it to be supported and supervised by the relevant authorities at central level:
- The awarding universities for providing pedagogic support, and
- TIET department for monitoring and supervising the efficiency of the program.

To enable them to understand and support the program, the main stakeholders from both sectors:
- Were associated to the development & delivery of the ATL training package (cf. output 3)
- Were trained on mentorship, pedagogic projects, and microteaching methodologies
- Participated to regular one-week support supervision visits to all the colleges (ideally one per quarter) as well as to the pre- and post-visit workshops held at central level since 2014 (4 in 2016, of which 2 initiated by TIET-KYU), in view of providing pedagogic support to the colleges academic staff and technical assistance to their Mentorship Committees

Based on this experience piloted since 2014, a *Support Supervision Manual* was developed. It clearly describes the roles of TIET, universities and colleges in relation to the establishment of a well-organized and cost-effective support supervision system, enabling all teachers to receive the pedagogic support they need to deliver quality teaching. By the end of 2016, the Support Supervision Manual was finalised and approved by TIET and EPPA/M&E departments. A concept note was also developed to explain why it is important for the MoES to define the strategies and policies needed to institutionalize the system.

To ensure the institutionalization of the system as well as its continuous implementation, both documents were handed over to TIET department for a proper follow-up in the framework of the new interventions.

Strengthen communication & strategic management at central level (TIET department) in relation to the colleges
As the nine colleges are placed under the responsibility of TIET, the objective here is to strengthen the department's capacity to manage (within its mandate) the trainings, programs and

other activities related to the colleges. In 2014, a study was initiated to identify the bottlenecks in TIET' performances and propose remedial activities. By end of 2014, a draft report (including a draft strategic plan for TIET) was circulated among TIET and the Thematic Team members. Findings and recommendations were consolidated and the way forward was designed during a workshop conducted in January 2015. Following this workshop, the strategic plan for TIET was completed and validated by the department, priority areas were identified, and responsibilities allocated to TIET staff members. The project also facilitated ICT and storage equipment for the department, and support was given for the publication of TIET Newsletter to enhance external communication.

Continued support to TIET in areas of communication and strategic management will be part of the new interventions.

Enhance sustainability of change
Several activities were implemented by the project to enhance sustainability of change, including:

- Publication and wide dissemination to all the colleges, awarding universities and different MoES departments of the ATL Manual (1000 copies) to enhance use of ATL methodologies and facilitate its roll out in other institutions
- Creation of a community of practice in the colleges, supported by a college-based Mentorship Committees that provide continuous pedagogic support to all academic staff (peer-to-peer activities, classroom observations and on-site trainings)
- Validation of the Support Supervision Manual, providing clear guidelines and tools to follow up the teachers' professional development and the implementation of ATL in the colleges.
- Consolidation of the infrastructure and asset management program in the colleges and development of a Maintenance Manual to ensure that assets last long after project's end.

- Trainings on financial, HR and assets management were continuously provided to the finance and procurement staff in the college to strengthen their systems and skills.

Continued support in these areas has been included in the activities under the new interventions.

Lecturers' qualifications
Following the needs assessment conducted in the 4 colleges, 13 scholarships were allocated at the beginning of the academic year 2014-15, to lecturers that needed to upgrade their academic qualifications to a masters' level. By mid-2017:

- 10 lecturers have graduated
- 02 lecturers were unable to graduate as planned in 2017 due to strikes at Makerere University. They are due to present their research report in Nov 2017.
- 01 Lecturer abandoned her studies and her work for medical reasons in 2016.

This component of the project will not be continued at project level as a new scholarship system has been put in place by the BTC, to be used by all further interventions (SDHR project).

OUTPUT 2: Strengthened management of supported colleges by end of the project

The overall level of achievement of this component was moderate:

Level of achievement of main activities	A	B	C	D
Strengthen the management capacities of the supported colleges in strategic, HR, financial & procurement management		X		
Strengthen the management capacities of the supported colleges in academic management including collaboration with public/private practice schools			X	
Strengthen the management capacities of the supported colleges in maintenance and assets management		X		
Develop income generating projects			X	

Capacities of the colleges in strategic, HR, financial & procurement management
Technical and financial support helped the colleges to develop strategic plans for their medium to long term development. After a consultancy launched in July 2014, strategic management workshops were held in the four colleges to analyse with the college staff the prevailing situation, gaps and needs and to develop strategies to address the main issues. The 4 strategic plans were finalized and approved by their respective governing councils. They cover all areas of college management, including HR, financial, infrastructure and assets management, and procurement systems.

The implementation of the strategic plans was facilitated by the project, through technical support and through execution agreements (converted in grants in 2016). All the grants disbursed by the project to the 4 colleges were completed by the end of the financial year 2016-2017.

Additional support and grants are planned to be provided to all 5 NTCs in the framework of the new interventions.

Capacities of the colleges in academic management
Academic management in modern education institutions is supported to a great extent by education management software tools. Although the project through Thematic Team PSIL had developed an action plan to improve the current academic management system, we quickly realized that a real and sustainable change could only be realize through an academic management software package. Therefore, several national and international schools were visited and possibilities explored and a public tender was launched.

An academic management software (*SmartCampus*) - compatible with the one installed under the CEMAS project in public universities - was installed by the project and is currently running in Kaliro and Muni as these colleges showed their interest and readiness to serve as a pilot project.

An evaluation of its use and effectiveness should be done by the end of the academic year 2017-18 to determine if a roll out to more colleges is advisable in the framework of the new interventions.

Public private partnerships
A team of National Experts led by an external consultant studied the prevailing state and gaps in relation to students' school practice (NTCs), industrial attachment (Abilonino) and clinical & community practices (Mulago). An advocacy paper was then submitted by the project to the MoES outlining the main areas to be addressed.
As a result, the project initiated a pilot program aiming at increasing the possibilities for teacher-trainees to practice teaching in a real-life context during the whole academic year (rather than only during school practice for examination purposes at the end of the year). Seventeen secondary schools located near the 5 NTCs were identified, additional ATL Manual were printed and the basis for a collaboration between the project, the NTCs and the secondary schools were set.

Based on the above, real-life school practice activities will be continued under the new interventions. Regarding industrial training (for NICA), recommendation was given for areas of improvement to be addressed.

Maintenance & assets management program
A consultancy to develop a maintenance and assets management program has been implemented. To start an initial assessment of the four colleges was completed, which paved the way for a comprehensive maintenance and asset management system being developed by experts of the Canadian firm CIDE. After the proposed system was validated by the colleges, two training sessions were organized in the colleges to aid the staff with its implementation. An additional training on equipment and workshops management was also provided to the staff of Abilonino, with the technical support of the Belgian firm Syntra West.

As the new interventions will include construction activities in 2 new colleges (Kabale and Mubende), additional trainings on maintenance and assets management will be organized for their staff in the years to come. Staff of Kaliro, Muni and Abilonino should also be invited to attend as an occasion for a refresher training.

Income-generating projects
The limited financial resources of the colleges are a serious sustainability risk for many important activities: maintenance, library development, internet... To supplement the college's budget beyond the duration of the project, decision was therefore made to develop income-generating projects together with the colleges.
In 2015, three business plans per college were developed and approved by the governing councils. In 2016, the project provided grants to Muni and Kaliro to support the launching of their first business plan: in Kaliro, a college canteen was set-up; while Muni and Abilonino opted for a chicken layers business. The overall performance of this activity remained at C, as Mulago was not considered eligible for grants due to poor performance on their execution agreement.

Income-generating activities are an incentive for the colleges not only from the economic point of view, but also as a way to involve lecturers and students in project work.

Access to internet for pedagogy and management
In 2014, to support the introduction of ATL activities and improve communication, internet facilities were installed and managed by the project in the four project-supported colleges (and a local network where needed). From January 2016, the colleges took over the management of the contract and internet connection. Additional funds were reserved in the strategic grants for 2016-2017 to upgrade the bandwidth to allow increased usage and speed for management as well as pedagogy.

The project Final Evaluation made clear recommendations to continue this practice in the future to ensure continued access to internet for pedagogy and management purposes.

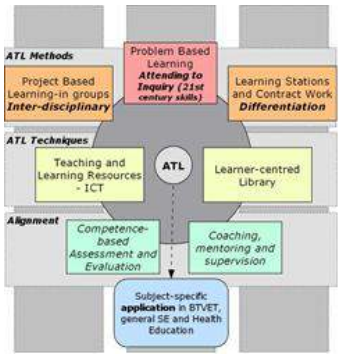
OUTPUT 3: Teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning methodologies

Considering the limited amount of time available to change teaching behaviours, the overall level of achievement of this component is good:

Level of achievement of main activities	A	B	C	D
Continuous professional development of academic staff:				
ATL training (training of all academic staff)		X		
Application of student-centred teaching practices by academic staff		X		
Micro teaching sessions inn colleges (4/year)		X		
Training of all college lecturers on Pedagogic Projects			X	
Short courses and conferences for academic staff		X		
Training of college lecturers on ICT to facilitate ATL		X		
Support development of user-friendly libraries (training librarians; set-up library committees; libraries' vision, mission, action plans)		X		
Support development of PGDME (online and face to face) at Mulago HTC		X		

Training on ATL methodologies

- In 2014, the project hired an international ATL expert and developed the outlines of an ATL Training Package consisting of 4 units (Introduction to ATL, Methods and Techniques for ATL, ICT for Education, and Assessment of ATL). To develop the training contents and the teaching aids for each unit, the project set up a team of 32 National Experts representing all subject-areas (both from the Ministry of Education and from the awarding universities) as well as nine groups of college-based mentor teachers to support the application of ATL in their respective colleges.
- By end of 2015, the four units were developed, validated and delivered to over 300 lecturers/instructors of 9 teachers/instructors training institutes.
- In 2016, refresher courses were delivered to new lecturers and two ATL Portfolios competitions were organised to evaluate the application of ATL methodologies in lessons' preparation. The lecturers' portfolios contained assignments received during the training: 5 lesson plans; 5 classroom observation reports by peers; 5 reflection reports; 2-5 video recordings of lessons; 1 action research; 1 assessment plan. The lecturers that completed the ATL training (face to face sessions + application in the classrooms + Portfolios) were officially certified by the MoES, enabling them to receive additional credits for promotion purposes.
- Based on the contents of the training package, the project published 1000 copies of an ***ATL Manual*** which was launched by the Minister of Education and widely disseminated to all the colleges (lecturers and libraries), the awarding universities (lecturers and libraries), the MoES Resource Centre, EDPs and other institutions.



As of the end of the project, strategies were defined to increase the ATL capacities of teacher-trainees (integration of ATL modules in the NTCs curriculum) and to disseminate ATL methodologies at lower secondary schools' level (collaboration with 17 lower secondary schools). These strategies will be applied in the framework of the new interventions.

Application of students-centred teaching practices in the classrooms
This component aims at ensuring that teachers actually make use of the methodologies and skills learnt during the ATL training when they conduct their daily teaching practices in the colleges. For this reason, each training unit was followed by a guided 2-3 months application period up, as follows:

- During each training session (Units 1-4), a learning contract is signed by each trainee, whereby they agree to apply a portfolio of ATL techniques during the lessons in the colleges.
- Each trainee is also assigned a mentor (national expert or mentor teacher) to provide the individual pedagogic support needed to ensure a smooth flow between theoretical and practical ATL knowledge. This support is facilitated by the project through regular one-week pedagogic support visits, organized in a quarterly basis in each college. During these visits, portfolios are assessed and individual difficulties are addressed.

10 pedagogic support visits were organized by the project (1 in 2014; 5 in 2015; 4 in 2016). As these visits shall continue beyond the end of the project, the two last ones implemented in 2016 were directly organized by the universities and TIET, with the project only providing limited financial support.

Microteaching sessions
The objective of these sessions is for teachers to analyse and monitor their own teaching practices and to reflect with their peers upon ways to improve them. After training a group of lecturers in the use of video cameras and providing each college with microteaching equipment (video cameras, laptops and projectors), lessons were filmed and analysed during peer-to-peer sessions enabling teachers to see themselves teaching and to receive positive feedback from their peers. Since 2014, microteaching sessions were organized by the project in the 9 colleges, on the basis of four times/year/college. In the four project-supported colleges, a total of 27 sessions were organized by the project in 2014 and 2015. Since 2016, the sessions are directly organized by the Mentorship Committees themselves (17 in 2016) as part of their college-based mentorship programs.

Pedagogic projects
In 2014-15, various pedagogic projects (initially designed to generate small incomes) where initiated by lecturers of the 4 partner colleges with the help of some students.
In Sept-Oct 2015, during an evaluation conducted by the project, major challenges found were the non-documentation of the processes applied and an absence of links between implementation process and learning process. A new tool was therefore introduced (process journal) and a 2-days training was conducted for the college-based mentor teachers and other academic staff. Following this training, new pedagogic projects started in Muni, Kaliro and Abilonino (green environment in the 3 colleges + construction of staff houses with compressed earth blocks in Abilonino).
In 2015-16, a refresher training was organized to bring on board additional lecturers as well as KYU lecturers in charge of providing pedagogic support to the colleges. This training emphasized the need for the pedagogic projects to be implemented by students (rather than by lecturers), guided by the process journal and with the support of their lecturers.



Although the project planned to launch students' pedagogic projects during the school year 2016-2017, the progress of this activity remained at C as the project team was too busy preparing the transition to the new interventions under the education program approach.

Lecturers' participation to short courses and/or conferences
Several opportunities are facilitated each year for education managers and academic staff at central and colleges' level to participate to short courses/conferences pertinent to their specific fields of work (management trainings, international conferences on secondary and vocational education, user-friendly libraries, etc.).

ICT training to facilitate ATL
To facilitate the access to teaching and learning resources, one of the modules of the ATL training delivered in 2015 (Unit 3) focuses on increasing teachers/instructors' skills in using ICT resources to enhance teaching and learning. The contents of this unit were validated and delivered in 2015 and during the ATL refresher courses organized in 2016. During this course, teachers/instructors:

- Learnt how to use open source software and internet platforms to access teaching tools and materials to prepare and deliver their lessons
- Became part of a community of practice enabling them to share experiences with their peers in their own college and/or in other colleges
- Disseminated these skills among their students in order to foster critical thinking, self-study and individual research

To facilitate the above, basic ICT literacy trainings were organized at college level for all the teachers, an advanced course was provided for the Mentor Teachers and internet services were enhanced in the 4 project-supported colleges. An ATL Platform was opened on Facebook currently used by over 800 teachers, students and education managers. Lecturers applied the lessons learnt and made use of ICT tools all over the year to illustrate their lessons, share experiences and prepare their portfolios.

Users' friendly libraries
In 2014, an inception course on libraries management and a benchmarking visit to a modern university library were facilitated for the college librarians, in view of preparing them to receive a comprehensive course on libraries management. The three units of the User-friendly libraries training were conducted in 2015 by two consultant librarians covering Design & Services (5-8 August); Policies and Partnerships (5-7 October) and ICT in the Library (1-4 December). Participants included librarians, assistant librarians, principals, ICT lecturers, head of departments and the librarian of the MoES Resource Centre at Embassy House. In one of the Units students from the colleges also participated. Some of the activities included visits to various libraries in Kampala; developing strategic plans for the libraries; building partnerships with library institutions; using KOHA (an open-source digital Library Management System) and designing library websites for the colleges.

The librarians and one assistant of each college completed the **'Frontline Basics' online training** of Opening the Book (*www.openingthebook.com*). This interactive training made the librarians think about how to make their library more user-friendly and gave practical steps to promote their work.

In addition, a group of 4 librarians (NTC Kaliro, NTC Muni, HTC Mulago + the MoES Resource Centre librarian) accompanied by the junior assistant in charge of libraries went to the **Library and Information Conference** organised by the International Federation of Library Associations (15-21 August 2015, Cape Town, South Africa).

The project also facilitated the librarians for a one-week **job-shadowing** to improve their service delivery in the libraries of the International School of Uganda (librarians of NTC Muni and NIC Abilonino); Makerere University (Librarian of NTC Kaliro) and at the library of the Public Procurement Disposal Assets unit of the MoES (librarian of HTC Mulago). All four librarians also visited the library of the Uganda Christian University and acknowledged the usefulness of the job-shadowing experience.

As part of the implementation of the use of ICT in the library, the **KOHA digital library management system** was installed in Mulago, Kaliro and Muni. During the trainings, the librarians of the four colleges developed a library organogram (including job descriptions), a library management strategic plan and an action plan.

A college **Library Committee** was set-up in the colleges to follow-up the implementation of the plans. **Support supervision visits** to the four libraries were conducted and technical support was provided by the TTE staff.

As libraries are the heart of the school, where teaching and learning activities converge and thrive, all the libraries' activities are planned to be continued and expanded during the second phase of the project (TTE2).

Online post-graduate diploma in medical education at HTC Mulago.
From 2013 HTC Mulago begun plans for integrating online learning in its Postgraduate Diploma in Medical Education (PGDME) programme. Plans for this blended learning were tested in 2015, with a 3-day training using Makerere University's e-Learning platform (MUELE). Of the 4 trained lecturers, 2 used the platform for teaching and learning; 1 used a different online platform for engaging students; 1 was transferred to another institution.

A 2nd training was done again in 2016 for all full-time and part-time lecturers involved in the programme. This time, with advice from the MUELE administrator for HTC Mulago to think of a "Plan B" platform other than MUELE, a different platform which is secure and reliable (but paying) was sought. With lessons from the lecturers who used blended learning in the previous year, the focus was on overcoming the challenges faced, and doing a better job.

Most lecturers showed interest despite the challenge of re-designing courses they were used to teach in a face-to-face mode. By September 2016, only one module was yet to be adapted to e-learning, all students have been logged in, and the platform is alive.

As BTC support to this institution will not continue, there would be a need for Makerere University and the MoES to keep an eye on the experience: an evaluation should be conducted to determine the efficiency of the model, its impact on lecturers and administrators, and what it will mean for the students who will become teachers in other health training institutions.

OUTPUT 4: Facilities of the four colleges rehabilitated, extended and equipped

Despite delays due to procurement processes, the overall level of achievement of this component is good:

Level of achievement of main activities	A	B	C	D
Prepare master plans & detailed designs		X		
Construct Mulago HTC, including supervision		X		
Construct and rehabilitate NTC Muni, including supervision		X		
Construct and rehabilitate NTC Kaliro, including supervision		X		
Construct and rehabilitate NIC Abilonino, including supervision		X		
Supply furniture and equipment		X		
Develop maintenance system for the colleges		X		

Prepare master plans & detailed designs
Master plans and designs were completed for Muni, Kaliro and Abilonino. The latter' designs were the result of an architectural competition.

Construct Mulago HTC, including supervision
The design and construction of an additional 4-storey building for Mulago Health Tutors College was completed and inaugurated on 10 February 2017.

Before and after

Construct and rehabilitate NTC Muni, including supervision
Designs and works for the rehabilitation of Muni NTC were completed; the commissioning took place on 25 November 2016.

Before and after

Construct and rehabilitate NTC Kaliro, including supervision
Designs and works for the rehabilitation of Kaliro NTC were completed. The commissioning took place on 24 April 2017, in presence of the First Lady cum Minister of Education and Sports Hon. Janet Kataha Museveni, and H.E. Mr. Hugo Verbist, Ambassador of the Kingdom of Belgium.

Before and after

Construct and rehabilitate NIC Abilonino, including supervision
Designs and works for the rehabilitation of the National Instructors' College Abilonino were completed. The commissioning was done on 14 September 2017, in presence of the First Lady cum Minister of Education and Sports Hon. Janet Kataha Museveni, and H.E. Mr. Hugo Verbist, Ambassador of the Kingdom of Belgium.

Before and after

Supply furniture and equipment
All 4 colleges were provided with furniture and equipment (computers, laboratory etc.). Specialized vocational training tools and equipment allocated to Abilonino has been installed in the college, and trainings on the use of equipment were delivered. Due to unexpected supplier delays, the last items (electric equipment) will be delivered towards December 2017. Arrangements have been made for the SDHR project to implement the training related to this equipment when it arrives.

Develop maintenance system for the colleges
The project signed a contract with the Canadian International Development and Education (CIDE) who delivered maintenance trainings for all the colleges. A maintenance system was set up and will be further elaborated in collaboration with the new interventions together with the consultants and the colleges.

2.2.4 Contribution of the outputs to the achievement of the outcome

OUPUT 1: Strengthened pedagogical and visitation support and inspection to the four colleges through strengthened TIET department by the end of the project

Support supervision and mentoring at college level are good means to improve the quality of professional practice. It also provided extra support to the college management in tracking and appraising lecturers' performance.

The Support Supervision Manual which is intended to boost the importance of continuous

professional development of the lecturers is being used as a guide in the mentorship programme. It has also been validated by TIET, thus increasing its value and acceptability in the colleges.

The establishment of college-based mentorship committees ensures continuous pedagogic support for all lecturers, rather than depending external institutions (e.g. KYU) with all the attendant costs. This has greatly assisted the process of ATL dissemination and demonstrated a good understanding of problems encountered. The mentorship programme has also assisted to overcome various challenges ranging from attitudinal issues and internalization of learner-centred pedagogy, and facilitation of tools to use.

Following the adoption of the mentorship programme, there has been a noticeable increase in collegiality among lecturers. Attitudinal top-down relationship among lecturers, which was erstwhile based on seniority, experience and possession of academic qualifications, is beginning to change. Mentorship has allowed even the junior staff to make a contribution to the professional practice of senior lecturers. The relationship between lecturers and students, too, is beginning to change.
However, the implementation of mentorship is still in a transitional stage and needs to be strengthened through more training and benchmarking visits in order to keep momentum.
The gap between lecturers' actual qualifications and the qualifications required to teach in the colleges remains a problem at national level and should continue to be addressed.

The likelihood of achievement of outcome in terms of "supported colleges have an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service" is high in terms of supported colleges. What is needed now is to embed the achievements into the culture of the colleges to enhance ownership among the stakeholders at the different levels.

OUTPUT 2: Strengthened management of supported colleges by the end of the project

College Strategic Plans and Business Plans at the 4 targeted colleges were viewed and indicated a comprehensive and realistic series of activities on the basis of defined priorities which indicate the successful outcome of TTE strategic management training. The plans were drawn up through wide consultation, vetted by the TTE and approved by the governing councils of colleges, which include student representation. The college managements have adopted strategic thinking and have become aware of the critical issues facing their colleges. Strategic thinking, planning and awareness have been activated in the colleges.

Active committees in the colleges (including Mentorship, Library, Behaviour change, Income generating and Assets management committees are underpinning the overall management of the colleges.
Despite the operational and maintenance problems encountered with the internet at in colleges, the installed internet facilities and the Mentor Teacher computer program have increased the use of internet for research and lesson preparation.

There is a favourable likelihood that improved strategic college management promoting a learner-centred approach to training will lead to improved teacher training with long-term impact for the quality of future teachers.

OUTPUT 3: Teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies

Materials provided under the TTE project are considered to be very good in terms of how they address problem needs of moving towards a different pedagogical approach. The contents approach, readability and supply of a flash stick makes the ATL pack easy to use. The quality of the ATL Handbook production is excellent and durable.

Lessons observation indicate that lecturers try to ensure adequate group work with student presentations and discussions followed by comments from the trainer in a non-top-down manner. The observation of one Agriculture pedagogy class revealed an in-depth understanding of ATL as

the lecturer not only dealt with proposed tasks and the role of the teacher, but also tackled psychological issues of implementation – e.g. classroom hierarchical values between teacher-students and acceptance of student opinions that may not conform to the teacher's own ideas. This served to indicate the start of an attitudinal relationship change between lecturers and students. In Abilonino, classes observed are very practical-based, with students engaged in building and motor-vehicle tasks as required under the competency-based programme recently introduced.

The upgrading of college/institutional libraries has been part of the TTE project. Besides a number of training activities (for all the 9 colleges) and a subscription to the Ugandan Library & Information Association, the project ensured the weeding of older books, installed the Koha library management system, and provided a good stock of new books about subject and general knowledge, and pedagogy. Effectiveness is compromised by insufficient numbers of computers and poor internet connectivity with inadequate bandwidth to ensure staff preparation and students project (see Output Results 3 and 4) even though these had been provided under the TTE project. There is need to diversify library resources to include online sources through subscription and attachment to external e-libraries.

In addition to ATL training, academic and management staff exposure was enhanced through short courses held both locally and abroad. For instance, support to Mulago HTC by TTE also included 3 workshops to help develop a 'blended learning' health programme at their request and to facilitate synergy with the Makerere University 'Moodle' programme. The project also integrated the contents of the 6 modules of the official Certificate of Teachers Proficiency (CTEP) designed by TIET in their ATL modules.

However, ATL implementation in classes also depends on student numbers as well as adequate basic classroom furniture (e.g. small tables rather than desk benches for 6 persons) and basic equipment (e.g. a decent chalk-board). Some lecturers still face the challenge of 120-170 students in one class, e.g. for the professional development core subject. Sometimes, lecturers prepare a power-point presentation, but are unable to use it when the electricity supply to the classroom fails.

The likelihood of achievement of outcome in terms of "support to the quality of teaching and learning in the supported colleges" is favourable in terms of supported colleges. However, this cannot be considered to be the final outcome as this is dependent on the use of ATL in schools – partly based on a cascade model from new teachers entering schools but also by teachers presently in school. TTE will be sending staff to collect such information, but discussion with mentor groups and some student guild members indicated that this is a concern. They are aware of the barriers to ATL implementation from older non ATL-capacity developed teachers as well as from Principals who may not be aware or supportive of what a learner centred approach entails. They point to the need for awareness-raising in schools as well as some very basic training and the mentor groups have proposed that this should be one of their priority tasks.

OUTPUT 4: Facilities of the four colleges rehabilitated, extended and equipped

By the end of the project, the facilities are being used appropriately for purpose and have made a significant contribution towards the designated outcome. Effectiveness is however compromised by the high enrolment in the colleges and unreliable internet connection in the colleges.

The likelihood of the outcome to be achieved and the sustainability of strategies used to design the colleges' new infrastructures is favourable for the following reasons:

- *Priority was given to rehabilitation works that consolidated existing assets. Meanwhile, the new constructions work tackled the critical needs for improved teaching and practice-oriented learning environment*
- *The project supported the development of comprehensive master plans for the colleges, allowing them to plan their infrastructural development beyond the immediate needs and resources available at present*
- *The designs were done with due considerations to integration of the pedagogic requirements, sustainable architecture, green building concept, renewable energy, cost efficiency and durability*
- *The project effectively improved the general conditions of the learning facilities in the four colleges with due consideration to quality standards*

2.2.5 Most important influencing factors

Open attitude of the MOES towards innovation and sustainable architecture. The ministry accepted the project's proposals for an architectural competition and to focus on sustainable architecture and energy efficient innovations. This allows the colleges to save on water and electricity expenditures, and creates a comfortable teaching and learning environment for students and teachers.


Certificate of Appreciation

is hereby granted to:

MARGARET.N NSEREKO

For the continuous support to teacher training in Uganda as Commissioner, Teacher Instructor Education & Training

Ugandan-Belgium Teacher Training & Education Project

Kampala, Uganda - September 28, 2016

Subjects' content-knowledge remains low both at the lecturers and the student-teachers level. Providing scholarships to individual lecturers was not a good solution as only few scholarships could be given and as it increases lecturers' absenteeism from the colleges. Strengthening students' and lecturers' capacities to use Libraries and Internet to research, analyse and make use of external sources of information is a better option (that will be further looked into by the new interventions) both in terms of number of beneficiaries and of sustainability.

The delays in implementing the CURASSE curriculum and in revising the NTCs Diploma in Education Secondary empedes students to access updated knowledge & teaching methodologies.

Lecturers' absenteeism and actual time on task remains a matter of great concern as it affects Teacher:Students ratios and highly demotivates the students. Recommendation was made to the MoES to assess and address the situation. The SmartCampus management software installed by the project will help the Principals to monitor the academic staff in Kaliro and Muni.

Limited number of support supervision visits by KYU and TIET to the colleges leaves the Lecturers without the professional support they need to increase quality of teaching and learning. The revised support supervision system grounded on college-based Mentorship Committees that was piloted by the project has given very good results and should be institutionalized at national level. The Support Supervision Manual that was produced and validated to this effect should be disseminated and put into practice during the implementation of the new interventions.

Proper **maintenance of infrastructure and equipment** (including ICT) is jeopardized by the lack of staff, expertise and resources at colleges' level. The MoES and the Governing Councils must take up this challenge in collaboration with the new interventions.

Chronic slowness of procurement procedures. Delays experienced to complete construction works and to procure equipment resulted in pedagogic activities and trainings on management of HR, infrastructure & assets management being postponed as access to libraries, computer labs and internet was limited.

Late payments of VAT due by the government also resulted in interruptions and delays in infrastructure works.

Limited human & financial resources remain a challenge for all public institutions, including TIET, awarding universities and colleges. This affects the strategic management of, and the coordination between, institutions. It hinders the sustainability of the support supervision system, reduces the pedagogic support that needs to be given to the lecturers, and the efficiency of colleges' management.

2.2.6 Negative and positive unexpected results

Diploma in Education Secondary (DES) - curriculum review
Although this was not part of the initial scope of work, reforms to the teacher training curriculum (Diploma in Education Secondary) are under review as a result of advocacy efforts from the project.

In 2016, a budget from the Study & Consultancy Fund was secured to review the teacher training curriculum in the NTCs. As a result, a roadmap and the outlines for the harmonization of teachers' training curriculum were developed, aligned to the revised Lower Secondary School curriculum and the Assessment and Examination reform.

This work constitutes the first phase of the harmonization process. It proposes revised courses' outlines, where the ATL pedagogic approach with its focus on learner inter-activeness is embedded in each course. The key issue will now be to ensure continuity and sustainability if there is no budget allocation to develop the contents of the curriculum.

Additional infrastructure
Due to favourable exchange rates, the project was able to develop infrastructure works that were not initially planned, e.g. A renewable energy kitchen at Mulago HTC, a library extension and computer block at NTC Kaliro, 6 Staff houses units at NIC Abilonino and a library extension block and additional sports facilities at NTC Muni.

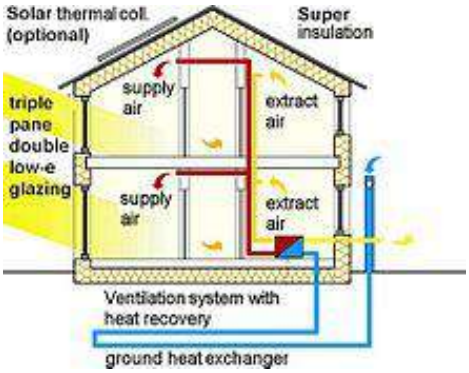
The project also invested in 4 Material Recovery Facilities to improve waste management while introducing the concepts of *Reduce, Reuse* and *Recycle* waste at the colleges. Two workshops related to waste management and energy efficiency helped increase awareness and capacity in these matters.

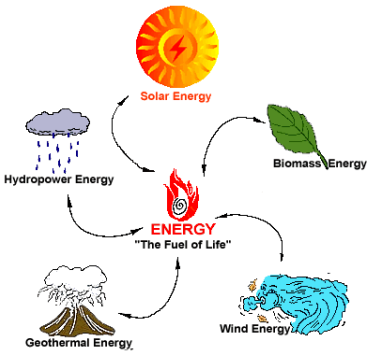
2.2.7 Integration of transversal themes in the intervention strategy

Gender awareness events were included in the colleges strategic plans, and in 2015-16 activities were supported through execution agreements: debates and action research on gender issues were conducted in the 4 colleges; contractors and consultants employed and distributed roles to ladies on the sites through BTC emphasis; female toilets were equipped with adapted waste disposal appliances; etc. A fair gender balance has been promoted in the student guilds, with women assuming posts of responsibility such as Vice Guild President, Speaker and Deputy Speaker.

In 2017, following a backstopping mission from BTC Brussels focusing on gender awareness resulted in the launching, in collaboration with the MoES Gender Unit, of a project to manage sexual violence which impacts on academic performance in colleges and schools.

Environmental issues have been taken into account especially with regard to infrastructure design and construction including natural ventilation and improved ambient temperature, better lighting conditions, solar energy and biogas installations. An environmental and social impact assessment was conducted and mitigating recommendations were made. A key consideration in the design stage was the use of environmentally friendly materials in the construction of the new buildings - for example, the use of concrete blocks instead of burnt clay bricks, steel roof structures and the use of steel frames for the furniture instead of timber.





The eco-design of the infrastructures and the promotion of the use of renewable energy are other environmentally friendly measures taken by the project. Environmental awareness was promoted through the supply of waste bins and the implementation of awareness raising activities on waste management among students, and on the need to ensure proper maintenance of the buildings.

HIV/AIDS issues were addressed since 2013, through an initial three-day workshop on HIV/Aids workplace policies, where the 9 colleges developed practical strategies and an annual plan to tackle HIV/Aids in their own environments. The design of HIV/AIDS activities was done through a inter-colleges competition and the best works were exposed at BTC HQ in Brussels. The first two years activities were facilitated and followed-up by the project, but they were soon taken up by the colleges as part of their strategic plans. In 2015, another three-day workshop was held to evaluate activities and results.

Current interventions in the colleges include activities related to World Aids Day celebrations; HIV/Aids counselling and testing for students; debates held in the colleges; awareness raising and prevention posters displayed in the colleges, competitions organized by HIV/AIDS chapter of the Students' Guild. Through the project infrastructure team, the contractor has been held responsible to facilitate monthly HIV/AIDS seminars for the workers on the college sites.

Management of transversal themes
Although the project did not have a specific budget for crosscutting issues, activities were initially promoted, supported and monitored by an ad-hoc Thematic Team (TT/CCI). In 2015, the responsibility of ensuring the inclusion of transversal themes was handed over to the other Thematic Teams, while technical support was still provided on demand. A further step was taken in 2016, when the Thematic Teams helped the colleges to include HIV/AIDS, gender, and environment issues in their **Annual Strategic Plans**. As a result, ownership of CCI activities was transferred to the colleges. CCI activities, tailored to each college needs and directly implemented by the colleges, were supported through execution agreements monitored by the Governing Councils and the project.

2.2.8 M&E, backstopping & audits contributing to achieving results

External analysis of the project progress towards the outcome were regularly conducted, also assessing the likely contribution of TIET and colleges' strategic management and of ATL implementation to eventual impact at college level:

Over twenty **backstopping missions** by BTC HQ experts were conducted over the years with reports shared with all BTC/MoES staff involved in Uganda and at HQ. Requested by the project management team, they provided guidance on strategic issues in the fields of infrastructure, pedagogy, financial and operational management. These missions were also important to keep headquarters informed about the main economic/political issues affecting the Ugandan education sector and the work implemented by other education development partners, thus contributing to adapt and develop BTC's overall strategy and plans of action for the sector.

The **Monitoring for Results (MoRE) assessment**, which is part of the results-oriented steering process, is undertaken on an annual participatory/collaborative basis at a retreat with TIET, CMU and NTCs participation. All MoRE reports were presented to, and validated by Steering Committees specially convened each year.

Financial and systems audits were conducted yearly by independent firms and by the Belgian *Cour des Comptes* (Belgian Court of Audit) without major issues being found.

The **project mid-term and final evaluations** (2015, 2017) were also conducted by independent consultants, and their reports shared at restitution workshops held with all major project stakeholders.

Findings and recommendations of each of the above exercises were shared and discussed at the project **Steering Committee** which met regularly on a six-monthly basis from 2012 onwards. Depending on their nature, important decisions and recommendations were dealt with by the project management team, the BTC and the MoES. They are recorded in the project Steering Committee Progress Reports, the SC minutes and the SC decisions matrix (attached). Note: as part of the new programme approach, a new SC was convened starting from September 2016, with new SC members and inclusive of all BTC Uganda education projects (e.g. SSU/SDHR).

3 SUSTAINABILITY

3.1 Economic and financial viability of the results

The financial performance of the project itself is ranked as being “very good” both by the Ministry of Finance, Planning and Economic Development and by BTC.

However, in the long term, and as priority remains accorded to primary education, there is no indication of available government finance to maintain the long-term support programmes at NTCs or other institutions aligned to the BTC programme. The various establishments that depend upon the MoES in terms of budget are underfunded and there is a need to increase their capitation grants for key areas of urgent demands – e.g. to provide reliable internet access with sufficient bandwidth and speed to enable lecturer research and preparation and for students to access on-line materials.

Thus, the long-term financial sustainability is at risk. It is recognised, however, that the project support to the colleges strategic management has contributed towards improved planning to promote cost-effective resource distribution. Additionally, measures have been promoted and funded by the project to ensure an element of financial autonomy – most notably through the promotion of income-generating activities (e.g. a canteen in Kaliro; poultry farming in Muni) whereby the project has funded the first-year start-up activities. This dimension will be further developed and addressed in the framework of the new interventions to improve financial autonomy and sustainability of the NTCs.

A key area is the need for long-term funding for building maintenance, the deployment of an asset manager in colleges as well as for an electrical engineer/technician, and for awareness raising with students and teachers. Although the MoES indicates that this is for the colleges to plan and fund from their own limited budgets, the situation is that the colleges already lack sufficient human resources, and vacancies exist in both academic and administrative portfolios. Thus, failure to fill these gaps with the right staff will affect the sustainability of infrastructures.

A further area of concern is that at both senior and middle management levels within the MoES and colleges, there is the belief that infrastructural maintenance can be left unattended for several years as the “buildings are new”. As such a policy would soon leave the new infrastructures in a degraded condition, major overhauls and building works will be required to bring them again up to standard.

3.2 Ownership of intervention by target groups

In a bid to ensure both synergy and alignment, the project is co-managed with TIET and aligned to its sector strategy and to the wider national development plan.

Project ownership by TIET department is solid since the Project Coordinator is part of the TIET department and its activities contribute to the undertakings allocated by the MoES to the department. Capacity building at TIET has taken several forms (HR planning, staff training and retreats, consultancies to develop the strategic plan) and the support given to develop its Strategic Plan and prioritized activities promoted enhanced and more efficient management capacities. However, the challenge of inadequate staffing remains and sometimes officers are not able to participate in required activities.

Ownership of the ATL approach has been guaranteed from the start, as the project arranged for the ATL training package to be written by national experts from both the TIET department and the awarding universities in charge of the colleges' curriculum (Kyambogo and Makerere universities). After the delivery of the ATL training in all the colleges, the ATL approach has been embraced not only by the college lecturers but also by Kyambogo staff to deliver their lessons at the university.

The materials, processes and procedures related to ATL, mentoring and support supervision system have been developed and agreed upon. They were disseminated at several fora at central level, and through capacity development of national experts and mentor teachers on a cascade basis. They are now implemented and embedded within the teachers' professional development.

However, as the teaching profession is always evolving, and as new staff joins the colleges, continuous training and support supervision need to be pursued. To this end, the strategies presented in the Support Supervision manual developed by the project (and already validated by the MoES) should be adopted as a policy and enforced at national level by the MoES. Grounded on a college-based pedagogic support system through the mentorship programme, it requires little funding and promotes self-reliance and ownership at college level. Additionally, the conducive teaching and learning environment that was built in the colleges for the application of learner-centred knowledge and skills needs to be continuously maintained.

Socio-cultural sustainability is a key factor for the recognition of the added value of increased learner-centeredness methods, and of the teaching and learning environment provided. At central level, this issue was continuously raised during meetings and workshops of Thematic Teams, TIET department, M&E and Teacher Education Working Groups, national fora on education, etc. In the colleges, numerous activities involving lecturers, students and staff were organized (promotion of communities of practice, trainings on assets maintenance, visits between colleges and to other institutions, participation to conferences, etc.).



At the local level, effort has been made to engage local communities in project activities. In Muni, a public toilet connected to the biogas plant was constructed for the community. In Muni and Kaliro, the NTCs open their multi-purpose halls for community functions and in Kaliro, the multi-purpose hall is also used by the adjacent primary school. In the five NTCs, arrangements have been made to allow secondary school teachers and pupils to make use of the NTCs laboratories and user-friendly libraries.

3.3 Policy support and interaction at policy level

As the colleges are under the supervision of TIET department, the project was supported in areas related to existing policies and procedures, such as obtaining the recruitment of additional lectures and librarians, obtaining signatures from relevant authorities for payments or other administrative matters, and ensuring the involvement of central and district authorities whenever necessary. Support was also provided by the Gender and HIV/Aids units for the implementation of activities in line with existing national policies.

The Ministry also showed openness towards the lecturers' professional development path underlined in the project's Support Supervision Manual, and took its recommendations into account during the preparation of the National Teacher Policy in the framework of the Teachers Training Initiative for Sub-Saharan Africa (TISSA) supported by UNESCO.

An area of concern is however that the curricula of all the colleges is overwhelming technical (subject content) and very limited in pedagogical areas of teaching. For the NTCs curriculum, the project proposal to revamp the teaching methods courses of all subjects was taken into account by UTAMU, in the framework of the consultancy for the revision of the DES curriculum. Additionally, teaching practice and school practice would require proper attention when redesigning the curriculum.

3.4 Contribution to the institutional & management capacity

At central level, the project started strengthening the capacities of **TIET department** by involving its staff in hands-on pedagogic, administrative, financial, monitoring and other general project implementation activities. This allowed us to better know their capacities and needs in terms of communication and institutional development. A consultancy was then sought to help the department to develop their overall Strategic Plan, taking into account not only project-related activities but all endeavours expected from the department. An action plan, with priorities identified was developed. In addition to their participation to all trainings related to pedagogy and mentorship, several other training opportunities were provided in areas of ICT literacy, financial management, assets maintenance, etc. Attention was also given to TIET working environment, through the provision of ICT and other office equipment.

To a lesser extent, similar support was also provided to the staff of the **Construction and Management Unit** and the **Procurement and Disposal Unit** of the MoES. Particular attention was given to the systemic problems leading to the inefficient and lengthy procedures required to identify and engage building contractors and equipment suppliers, supervise and accept the works and liquidate payments.

The best results in areas of institutional development were obtained **in the colleges**, where the project was able to address in a holistic way most of the management issues faced by all academic and administrative departments. With the exception of Mulago where less assistance was needed, the academic and administrative management teams of the colleges showed more readiness to learn than staff at central level, partly because the TTE project is the first and only support received in many years, and partly due to the continuous presence of project field officers stationed in the colleges and to numerous field visits by other project staff.

As a result, management capacities both at central and at colleges' level were strengthened, with a focus on strategic planning, policy analysis and enforcement of national administrative and support supervision systems.

In teacher training and in academic and assets management (sustainability requires a profound behaviour change that will take time, dedication, additional trainings and support. Although systems were put in place in such a way that continuation could be efficient and sustainable, the project feels that continuous attention is required to ensure that the sustainability aspects take root. To ensure this, the project advocated for continued support to the teacher education sector and new interventions in this area.

4 LEARNING

4.1 Lessons learned

Execution/Grant agreements as powerful pedagogic tools
Execution agreements have been a successful strategy to ensure an entry point for colleges to improve management for results, procurement, and financial management.

Execution agreements are formative as they oblige users to follow determined processes; and they increase staff motivation by allowing colleges to assume responsibility as drivers of change to achieve tangible results/improvement in the colleges.

Colleges infrastructure and furniture
The concept of sustainable architecture introduced in the project has been commendable as eco-design and renewable energy in college infrastructures supports environmental conservation and cost cutting at the colleges.
Also, adequate considerations were provided for persons with disabilities in terms of access to buildings (ramps) and in the lavatories of all colleges.

A close follow up of all interventions and innovations is needed to draw lessons for all colleges and institutes under MOES. Evaluations of the sustainable architecture concept need to be done both technically and socially/psychologically and the results be disseminated.

Harmonization between the CURASSE and DES curricula.
Although this was not part of its scope of work, the project took the initiative to analyse how the current NTCs' curriculum (DES) could be reviewed in order to align it with the learner-centred approach proposed in the Lower Secondary curriculum reform process (CURASSE). The exercise clearly showed that the current DES curriculum is outdated and does not respond to the 21st century education criteria; it also proposed the outlines of the 9 subjects to be modernized and how ATL methodologies can be included under the 'Methods" courses of each subject.

Although instructions were sent by the NCHR to KYU to launch the revision of the DES, this matter will remain stalled until there is political will and support to actually roll-out the revised curriculum in the lower secondary schools. This is an urgent issue which should be given due consideration by the ministry and its development partners.

Active involvement and support from central level
For behavioural change to yield sustainable results at the national level, the effort must be continuously promoted and supported by the educational system itself. Teachers' resistance to change cannot be countered by disciplinary measures or through traditional assessment systems. This entails another, and even more challenging, revolution. While it is not so difficult to obtain attitudinal changes from individual teachers, adapting the national support supervision and assessment systems and integrating students-centred activities in the teachers' training curricula requires dedicated budgets, appropriate training, persistent efforts and proactive attitudes at the central level.

By involving the ministry staff in the design, planning, implementation and monitoring of all the activities, the project hopes to plant the seeds for this positive change to happen.

Focus and coherence
It is not enough for a project to be consistent with the national education framework, this definition is much too broad. The choice of selecting teacher training institutions operating in three very different fields (secondary, paramedical and vocational education) obliged the project to deal with three different curricula, too many stakeholders, different academic calendars, and different contexts, needs and expectations in terms of expertise, facilities and equipment, Additionally, the initial decision to support only 2 NTCs for secondary (while there are 5 in the country) and only 1 BTVET Instructors' college (while there are 3 in the country) would have led to serious imbalances between colleges, particularly in the field of teacher training. Thinking at national level, and in a bid to minimize disparities between colleges, an early decision was taken to make all the teacher training institutions under TIET department benefit from the pedagogic activities

(Output 3). Although this was much appreciated at central level and by the colleges, it did create a lot of strain on the project staff and on the budget.

Based on this experience, the project endeavoured to obtain for the new interventions to focus only on secondary teachers' training, leading to harmonized, better and more sustainable results in this particular sector.

Adequate consideration for sustainable behaviour change processes
Behavioural change is the main factor and one of the most difficult to achieve in teacher education and in academic and assets management. Social learning/cognitive theories demonstrate that behavioural change is determined by environmental, personal, and behavioural elements.
With its large investment on sustainable architecture works, a huge impact on the users' satisfaction with their learning/work environment has been made by the project in all the colleges. On a personal level, a number of professional development trainings have also been given to the colleges' staff, both in areas of pedagogy (ATL) and of management of the institutions (financial, assets, maintenance, strategic planning, etc.).
These actions, although necessary, are however not sufficient to induce the sustainable behaviour changes needed to convert teachers and students' attitudes from teachers to students' centred education, and administrative staff from ad-hoc to strategic planning for colleges' management. When designing education programs, ministries and their development partners must take into account the fact that continuous support over a long period of time is needed to reinforce habits learned through initial imitation. Although for the short term the project advocated for continued support to the sub-sector through new interventions during which additional efforts will be dedicated to behaviour change issues, the ministry and BTC should design -for the long term- a sustained, focused, coherent and phased intervention to allow adequate time for teachers to embrace and implement ATL, and to ensure a manageable implementation/embedding period over time for colleges to ascertain ways to improve the spread and behavioural change in NTCs.

The sustainability of the changes emanating from the TTE intervention will depend on consistent and continuous professional development programmes at the colleges. The mentorship programme is highly recommended and an important lesson learnt for continuation into the next programme phase.

4.2 Recommendations

The main recommendation is for BTC and the MoES: while infrastructure works and provision of equipment are essential to improve the quality of teaching and learning environments, these are one-off activities that can be implemented in a limited amount of time.
This is not so for interventions related to the development of capacities and skills of human beings, where a long time is needed to change deeply rooted habits. As stated above, behaviour change requires a long process involving a) theoretical training, b) supervised application of lessons learnt, c) continuous refresher trainings. This is true in all the soft components related to teaching and learning: administration of assets, budgets, staff and students; academic management (courses contents, calendars, class distribution, exams, etc); as well as teaching capacities.

Holistic education programs such as those implemented by BTC in Uganda should therefore be planned according to a long-term vision where the time for behaviour change is factored in. Although what was achieved by the project will be strengthened by the new interventions under the program approach, a timeframe of 15-20 years will be necessary to introduce a sustainable change in teaching and learning approaches and in efficient management behaviours.

In the short term, the recommendations below are related to the strategies and activities to be undertaken to further develop the subsector of teacher education in the coming four years:

Output 1 - Strengthened national support supervision system	
1	I***nstitutionalize at national level the Support Supervision System*** piloted by TTE by: - Strengthening of the college-based Mentorship system - Continuous training of mentor teachers and of KYU's supervisors on mentorship techniques - Increased frequency of support supervision visits from TIET and KYU to observe and provide guidance to the colleges' library and academic staff - Publication, dissemination and enforcement of the Support Supervision Manual
2	***Strengthen the management and monitoring capacities of TIET department*** through: - Continuous capacity building activities - Follow-up of TIET annual strategic plans - Harmonisation of TIET strategic plans with those of the Colleges and of KYU - Strengthening and institutionalization of the TIET-KYU collaboration - Enhancement of TIET communication strategy towards the colleges, the ministry and other stakeholders (TIET newsletter; TIET page on MoES website)
3	***Control the number of secondary school teachers to be produced by the NTCs*** by conducting a tracer study including data from former NTC cohorts to identify: - The number of SS teachers actually needed nationwide, - The number of NTC products that actually join a SS after obtaining their DES - And therefore, the number of teacher-trainees that should be trained by the NTCs
4	To minimize costs, promote the ***rationalisation of the allocation of students to the NTCs*** by: - Ensuring that one standardized DES curriculum is offered by all NTCs - Determine students' allocation and lecturers' posting by geographical areas - Organize school practice in secondary schools selected by NTCs according to accessibility (geographic) criteria

Output 2 - Strengthened management capacities of NTCs	
5	***Promote increased efficiency and acceptable Lecturer-Students ratio in the NTCs*** by: - Conducting a study to analyse official and actual time on task in the NTCs, identify bottlenecks and recommend ways to improve the current situation - Advocating for timely recruitment of NTCs staff as per establishment numbers approved by the Ministry of Public Service. - Strengthening and unifying the coordination mandate and capacities of the *NTCs Forum*
6	Continue efforts to ***strengthen NTCs administrative management*** through: - Continuous capacity building of the NTCs management staff on HR, finances, procurement, and assets management - Follow-up of their annual strategic plans (including crosscutting issues) - Support the implementation of NTCs annual plans through execution/grants agreements
7	Continue efforts to ***strengthen NTCs academic management*** through: - Follow-up the use of the SmartCampus software already installed in Kaliro and Muni. - Analyse results and replicate the model in the other 3 NTCs as applicable.
8	Strengthen the ***ICT competences of NTCs administrative/academic staff and students*** by: - Facilitating continuous ICT literacy trainings to be organised by the colleges

Output 3 - Quality of teaching and learning	
9	Promote the **development, harmonization and roll-out of modern curricula for secondary education** by: - Advocating for the roll-out of the CURASSE curriculum already developed by WB/NCDC - Advocating for the revision of the DES curriculum by KYU - Promoting the harmonization of CURASSE and DES curricula by TIET and KYU - Facilitating the integration of ATL in the DES curriculum and the adaptation of its assessment system in line with ATL
10	Develop new **ATL (digital) training contents and teaching aids** (e.g. DIY mini-clips; games…) to support: - Dissemination of ATL in NTCs and in secondary schools - Use of ATL by student-teachers during school practice and when posted to a school
11	Continue and consolidate the ***Users-Friendly Libraries*** *programme*, through: - Capacity building activities for the librarians; - Integration of their strategic and action plans in those of the colleges; - Support to facilitate the digitalization process of the library, including installation of KOHA - Training of staff and students on information acquisition from the internet; - 3-year subscription to CUUL and to Khan Academy.
12	Enhance ***School Practice implementation and supervision***, by: - Building upon the inception study conducted by TTE in the summer of 2016 - Reviewing the tools for supervision of school practice, ensuring proper integration of ATL - Training school practice supervisors and NTC lecturers to utilise the new tools - Launch pilot school practice programme in 2-3 secondary schools nearby each NTC - Analyse results and propose way forward for disseminating the experience at national level
13	Pursue and consolidate the on-going ***Pedagogic Support Programme*** through: - Training of NTC lecturers on ATL (annual refresher courses in the NTCs); - Training of NTC lecturers on Students Pedagogic projects (using process journals) and support to students' pedagogic projects and exhibition at end of academic year; - Promotion of students' critical thinking through problem-based and project-based learning; - Promotion of reflective practice in the NTCs through action research on ATL, and through quarterly microteaching sessions organized by Mentorship Committees - Exposure of mentor teachers to modern pedagogy through conferences, benchmarking and inter-collegiate networking.

Output 4 – Infrastructure, facilities and equipment	
14	Build/renovate ***college facilities according to quality criteria*** that support: - Active teaching and learning (group work, learning stations, computer and science labs for hands-on learning, maximum 30-40 students per lesson, etc.) - Sustainable architecture and green environments - Long-term focus and commitment on the maintenance of infrastructure and equipment - Protection of students' diversity in terms of gender, disabilities, and other special needs
15	Promote ***effective management of the colleges and successful change in pedagogy***, by: - Installing reliable internet to access online information from open and paid sources - Increasing the bandwidth to a minimum of 4 Mbps per college - Ensuring alternative electricity supply through big-enough and automatic generators - Periodic servicing of the ICT equipment by the college
16	***Sensitize and involve students and local communities in maintenance activities*** to promote a positive attitude towards the college facilities, by - Organizing students communal work through the Students' Guild - Establishing students/community maintenance committees, etc.

PART 2: OPERATIONAL MONITORING

Follow-up of decisions of the Steering Committee

Decisions taken by the SC in the past year. Previous decisions, all closed, can be found in the past SC Minutes and past MONOP files (archived).

Source	Decision	Action(s) to date	Status	Follow-up	
SC meeting of 4 October 2016	All soft components of the project to be maintained as much as posible in all colleges, including NTC Unyama and NIC Abilonino	Pedagogic activities (including User-friendly Libraries) are progressively taken over by the 3 new TTE projects in the 5 NTCs and in NIC Abilonino.	Transfer of relevant files to new project team has been done. Technical support by the PCC available up to end of her contract in Dec 2017.	Smooth continuation of activities to be monitored by MoES and the Education Program Managers	CLOSED
	Funds not utilized will be returned to the Treasury of Belgium	Importance to speed up last procurement procedures was reminded to TIET and SC members.	SC requested that the exact balances to be given at last SC.	Noted.	CLOSED
	Maintenance of colleges' infrastructure	Budget for maintenance should be allocated by the MoES from the Capitation Grants. Additional funds for maintenance should be generated through income generating activities in the colleges. Business Directors should be hired in the colleges to handle income generating activities.	These recommendations were given by the project to the colleges and to MoES through TIET.	Issue to be monitored by MoES	CLOSED
SC meeting of 15 Feb 2017	Project closing plan	The closing plan was prepared as per BTC guidelines and presented for approval at the SC.	Plan approved by the SC. SC requested that all closing (financial) activities to be monitored until end of project.	Noted.	CLOSED
SC meeting of 2 Aug 2017	Payment of last commitments after the end of the Specific Agreement.	All ongoing commitments were presented to the SC. Some payments cannot be done within the timeframe of the Specific Agreement: 1- Warranty design & construction for NIC Abilonino 2- Electrical equipment for NIC Abilonino	SC approved the list of commitments. SC accepted exceptional payments to be done after the end of the Specific Agreement.	To be closely monitored until all payments are completed.	ONGOING
	VAT arrears	VAT for 2016-17 financial year has not been fully paid: 800 million UGX are yet to be paid. This leads to a high risk of contractors not to be paid before the end of the project and delays in remaining construction works.	TIET informs that the 800M were duly budgeted. PS vows to prioritize VAT payments & buget to be available now.	To be closely monitored until all VAT is received.	ONGOING

Expenses

Budget vs Actuals (Year to Date, by Quarter) of UGA0902011

Project Title : **Improving the Training of BTVET Technical Teachers/Instructors and Health Tutors, and Secondary Teachers in Uganda**

Budget Version : **H01**
Currency : EUR
YtD : **Report includes all valid transactions, registered up to today**

				2017							
	Status	Fin Mode	Amount	Start to 2016	Q1	Q2	Q3	Q4	Total	Total Exp.	Balance	%
A SPECIFIC OBJECTIVE			**14.834.336,00**	11.996.134,30	549.168,75	720.579,23	504.814,06		1.774.562,04	**13.770.696,35**	1.063.639,65	**93%**
01 Result 1: The education			**506.500,00**	426.814,08	17.090,16	30.489,76	5.200,19		52.780,11	**479.594,19**	26.905,81	**95%**
01 Conduct baseline study		REGIE	**40.000,00**	41.260,55		2,09			2,09	**41.262,64**	-1.262,64	103%
02 Strengthen pedagogical		COGEST	**0,00**	0,00						**0,00**	0,00	?%
03 Strengthen visitation of		COGEST	**0,00**	0,00						**0,00**	0,00	?%
04 Strengthen strategic		COGEST	**0,00**	0,00						**0,00**	0,00	?%
05 Enhance sustainability of		COGEST	**0,00**	0,00						**0,00**	0,00	?%
06 Address lecturers'		REGIE	**65.000,00**	60.720,78		1.442,93			1.442,93	**62.163,71**	2.836,29	96%
07 A0102 Strengthen		REGIE	**134.500,00**	138.294,97		41,55			41,55	**138.336,52**	-3.836,52	103%
08 A0103 Strengthen		REGIE	**38.500,00**	24.854,86	2.108,46				2.108,46	**26.963,32**	11.536,68	70%
09 A0104 Strengthen		REGIE	**118.500,00**	97.535,60	2.140,75	1.911,98	102,21		4.154,94	**101.690,54**	16.809,46	86%
10 A0105 Enhance		REGIE	**110.000,00**	64.147,32	12.840,94	27.091,21	5.097,98		45.030,14	**109.177,46**	822,54	99%

02 Result 2: Management		**1.357.000,00**	1.244.690,41	35.187,07	22.525,35	5.621,69	63.334,11	**1.308.024,53**	48.975,47	**96%**
01 Conduct baseline study	REGIE	**65.000,00**	66.918,32					**66.918,32**	-1.918,32	103%
02 Strenghten the strategic	COGEST	**0,00**	0,00					**0,00**	0,00	?%
03 Strenghten the HR	COGEST	**0,00**	0,00					**0,00**	0,00	?%
04 Strenghten the financial	COGEST	**0,00**	0,00					**0,00**	0,00	?%
05 Strenghten academic	COGEST	**0,00**	0,00					**0,00**	0,00	?%
06 Strenghten management -	COGEST	**0,00**	0,00					**0,00**	0,00	?%
07 Support the leadership	REGIE	**495.000,00**	516.120,43					**516.120,43**	-21.120,43	104%
08 Support the leadership	REGIE	**55.000,00**	16.998,47	3.745,34		2.210,43	5.955,77	**22.954,24**	32.045,76	42%
09 A0202 Strengthen the	REGIE	**182.000,00**	175.630,94		5.492,10		5.492,10	**181.123,04**	876,96	100%
10 A0203 Strengthen the HR	REGIE	**97.000,00**	75.937,07	9.726,31	10.054,52		19.780,83	**95.717,90**	1.282,10	99%
11 A0204 Strengthen the	REGIE	**102.000,00**	78.410,77	7.965,64	5.238,01	3.411,26	16.614,91	**95.025,68**	6.974,32	93%
12 A0205 Strengthen	REGIE	**136.000,00**	84.838,06	11.030,55	983,40		12.013,96	**96.852,02**	39.147,98	71%
13 A0206 Strengthen	REGIE	**225.000,00**	229.836,35	2.719,23	757,32		3.476,55	**233.312,90**	-8.312,90	104%

03 Result 3: Quality of		1.479.400,00	1.493.457,65					1.493.457,65	-14.057,65	101%
01 Capacity assessment of	REGIE	75.000,00	76.605,22					76.605,22	-1.605,22	102%
02 Support to teaching and	COGEST	0,00	0,00					0,00	0,00	?%
03 Personnel	REGIE	704.400,00	711.167,31					711.167,31	-6.767,31	101%
04 A0302 Support to	REGIE	700.000,00	705.685,12					705.685,12	-5.685,12	101%
04 Result 4: Construction,		11.491.436,00	8.831.172,16	496.891,53	667.564,12	493.992,17	1.658.447,82	10.489.619,98	1.001.816,02	91%
01 Base line survey	REGIE	5.000,00	3.494,07					3.494,07	1.505,93	70%
02 Studies	COGEST	350.000,00	349.928,04					349.928,04	71,96	100%
03 Design of the colleges	COGEST	800.000,00	690.884,04	39.187,99	51.723,82	33.505,91	124.417,72	815.301,76	-15.301,76	102%
04	COGEST	7.490.000,00	5.978.194,21	361.303,91	162.838,18	104.306,51	628.448,61	6.606.642,82	883.357,18	88%
05 Equip and furnish 4	COGEST	1.264.436,00	935.576,32	23.124,33	203.725,56	222.278,24	449.128,13	1.384.704,45	-120.268,45	110%
06 Personnel	REGIE	837.000,00	792.558,71	5.766,94	4.229,53	612,35	10.608,82	803.167,53	33.832,47	96%
07 Equipment Own	REGIE	745.000,00	80.536,77	67.508,35	245.047,02	133.289,17	445.844,54	526.381,31	218.618,69	71%
B VAT REFUND		0,00	22.474,55	8.324,58	5.609,14	8.218,41	22.152,13	44.626,68	-44.626,68	?%
01 VAT refund régie		0,00	22.474,55	8.324,58	5.609,14	8.218,41	22.152,13	44.626,68	-44.626,68	?%
01 VAT refund régie	REGIE	0,00	22.474,55	8.324,58	5.609,14	8.218,41	22.152,13	44.626,68	-44.626,68	?%
02 VAT refund co-		0,00	0,00					0,00	0,00	?%
01 VAT refund co-	COGEST	0,00	0,00					0,00	0,00	?%

X RESERVE BUDGETAIRE (MAX		**38.900,00**	0,00					**0,00**	38.900,00	0%
01 Réserve budgétaire		**38.900,00**	0,00					**0,00**	38.900,00	0%
01 Réserve budgétaire	COGEST	**0,00**	0,00					**0,00**	0,00	?%
02 Réserve budgétaire	REGIE	**38.900,00**	0,00					**0,00**	38.900,00	0%
Z GENERAL MEANS		**2.631.400,00**	2.179.680,77	95.669,65	142.540,46	78.370,76	316.580,86	**2.496.261,64**	135.138,36	**95%**
01 Human resources		**2.038.000,00**	1.704.873,71	84.474,80	75.723,32	67.587,49	227.785,62	**1.932.659,33**	105.340,67	95%
01 International sector expert	REGIE	**1.050.000,00**	857.289,55	46.275,26	39.403,26	26.840,33	112.518,85	**969.808,40**	80.191,60	92%
02 International Contracting	REGIE	**820.000,00**	687.664,18	38.171,06	36.280,31	40.747,16	115.198,53	**802.862,71**	17.137,29	98%
03 Administrative and	REGIE	**48.000,00**	48.799,37					**48.799,37**	-799,37	102%
04 Secretary	REGIE	**30.000,00**	32.014,73					**32.014,73**	-2.014,73	107%
05 Drivers (3)	REGIE	**75.000,00**	70.567,65					**70.567,65**	4.432,35	94%
06 Recruiting Costs	REGIE	**12.000,00**	6.441,17	28,48	39,75		68,24	**6.509,41**	5.490,59	54%
07 Inception Consultancy	REGIE	**3.000,00**	2.097,06					**2.097,06**	902,94	70%
02 Investments		**168.200,00**	166.302,59	1.414,35			1.414,35	**167.716,94**	483,06	100%
01 Vehicles	REGIE	**105.000,00**	105.400,84					**105.400,84**	-400,84	100%
02 Office equipment	REGIE	**15.000,00**	11.827,44	1.414,35			1.414,35	**13.241,79**	1.758,21	88%
03 IT equipment	REGIE	**42.200,00**	43.042,03					**43.042,03**	-842,03	102%
04 Office rehabilitation	REGIE	**6.000,00**	6.032,28					**6.032,28**	-32,28	101%

03 Operating costs		191.200,00	169.246,67	5.762,43	5.374,09	-2.515,92	8.620,61	177.867,28	13.332,72	93%
01 Offices supplies	REGIE	30.000,00	20.193,37	997,05			997,05	21.190,42	8.809,58	71%
02 Vehicle running costs,	REGIE	60.000,00	60.164,38	689,74	1.549,49	-3.121,80	-882,58	59.281,80	718,20	99%
03 Communications incl.	REGIE	18.000,00	18.837,30	469,52	130,60		600,12	19.437,42	-1.437,42	108%
04 IT maintenance	REGIE	16.500,00	17.500,22	-1.574,49	237,49		-1.337,00	16.163,22	336,78	98%
05 Project Travels &	REGIE	30.000,00	23.895,79	3.628,13	1.727,79	747,33	6.103,26	29.999,05	0,95	100%
06 Bank Costs	REGIE	3.000,00	-123,71	-461,05	-367,83	-470,40	-1.299,28	-1.422,99	4.422,99	-47%
07 Training	REGIE	4.800,00	3.368,81	1.163,55			1.163,55	4.532,36	267,64	94%
08 Other operating costs	REGIE	18.000,00	16.763,19	624,69	2.078,61	228,96	2.932,25	19.695,44	-1.695,44	109%
09 Steering committee	REGIE	10.000,00	8.238,09	188,08			188,08	8.426,17	1.573,83	84%
10 Bank Costs co-	COGEST	900,00	409,23	37,22	17,94	100,00	155,16	564,39	335,61	63%
04 Audit Monitoring and		234.000,00	139.288,59	4.018,05	61.663,46	13.299,19	78.980,70	218.269,29	15.730,71	93%
01 Monitoring and evaluation	REGIE	150.000,00	97.056,83	684,26	57.091,64		57.775,90	154.832,73	-4.832,73	103%
02 Financial Audit	REGIE	45.000,00	15.331,58		1.532,39	13.299,19	14.831,58	30.163,16	14.836,84	67%
03 Backstopping (4 infr, 4	REGIE	39.000,00	26.900,18	3.333,79	3.039,43		6.373,22	33.273,40	5.726,60	85%
99 Conversion rate		0,00	-30,79	0,01	-220,42		-220,41	-251,20	251,20	?%
98 Conversion rate	REGIE	0,00	-30,79	0,01	-220,42		-220,41	-251,20	251,20	?%
99 Conversion rate	COGEST	0,00	0,00					0,00	0,00	?%
	REGIE	7.599.300,00	6.243.297,78	229.509,52	450.423,33	231.212,57	911.145,41	7.154.443,21	444.856,79	94,00
	COGEST	9.905.336,00	7.954.991,84	423.653,46	418.305,51	360.190,66	1.202.149,62	9.157.141,46	748.194,54	92,00
	TOTAL	17.504.636,00	14.198.289,62	653.162,98	868.728,84	591.403,23	2.113.295,04	16.311.584,67	1.193.051,33	93,00

Disbursement rate of the intervention

Below is the execution rate of the intervention as of 30 September 2017.
This table should be updated once all the planned last payments (commitments) are disbursed in 2018.

Source of financing	Cumulated Budget Euro	Real cumulated expenses as of 30/09/2017	Project execution rate as of 30/09/2017	Comments and remarks
Direct Belgian contribution	17.504.636	16.311.585	**93 %**	Some commitments are yet to be paid in 2018
Indirect Ugandan contribution (in kind)	EUR 1.750.000	N.A.	N.A.	Contribution is in kind: Salaries of teachers and other Ministry staff, office space and electricity, etc…
Other sources	None			

Personnel of the intervention

1 - National personnel put at disposal by the Partner Country

	Surname	First name	Gender	Function / MoES Dept.	Date of hire	End date	Transferred to other BTC project
1	NDYABAHIKA	Web	M	Project Coord. /TIET	April 2012	December 2012	
2	SSEBUKYU	Edward	M	Project Coord. /SEC	January 2013	November 2013	
3	KIBEDI	Abdul	M	Project Coord. /TIET	December 2013	December 2017	TTE - UGA 15 029 11 TTE - UGA 15 030 11
4	KAHALA	Aida	F	Engineer /CMU	April 2012	December 2017	TTE - UGA 15 029 11 TTE - UGA 15 030 11 TTE - UGA 15 031 11
5	KATO	Robert	M	Engineer /CMU	April 2012	December 2017	
6	MUGUME	Cedric	M	Officer /ACCOUNTS	April 2012	December 2017	
7	WASSWA	Drake	M	Procurement Off. /PDU	April 2012	November 2016	
8	AGUTI	Judith	F	Procurement Off. /PDU	November 2016	December 2017	TTE - UGA 15 029 11 TTE - UGA 15 030 11

2 - National staff recruited by TTE project

	Surname	First name	Gender	Function	Date of hire	End date	Transferred to other BTC project
1	NAYOGA	Hannah	F	Management Assistant	01 February 2013	31 December 2016	TTE - UGA 15 031 11
2	GALABUZI	Denis	M	Infrastructure Expert	15 June 2012	16 November 2016	TTE - UGA 15 031 11
3	LUBOWA	Stephen	M	Logistics/Infrastructure	22 February 2016	09 November 2016	TTE - UGA 15 030 11
4	NYAMUTALE	Barret	F	Finance & Admin. Officer	17 January 2013	31 December 2016	TTE - UGA 15 029 11
5	KABAGANDA	Jolly	F	Finance & Admin. Officer	01 Sept. 2014	30 July 2017	TTE - UGA 15 031 11
6	OBBO	Godfrey	M	Driver	25 June 2012	31 December 2016	
7	MUKWANA	Abbas	M	Driver	01 October 2012	31 December 2016	TTE - UGA 15 031 11
8	MUYANJA	Fred	M	Driver	01 January 2013	31 December 2016	TTE - UGA 15 031 11

3 – Training personnel, locally recruited by TTE project

	Surname	First name	Gender	Function	Date of hire	End date	Transferred to other BTC project
1	KISALAMA	Robert	M	Training Coord, Kaliro	01 October 2012	31 December 2016	TTE - UGA 15 030 11
2	ALWODO	Bennedy	M	Training Coord. NICA	01 October 2012	31 December 2016	SSU - UGA 14 027 11
3	ERIMAH	Walter	M	Training Coord. Muni	01 Nov. 2012	31 December 2016	
4	SIKOYO	Leah	F	Training Coord. Mulago	18 March 2013	31 December 2014	
5	MAANDERA	Bona	F	Training Coord. Mulago	05 January 2015	31 January 2017	

4 – International personnel (outside BTC) temporarily recruited for the TTE project

	Surname	First name	Gender	Function	Date of hire	End date
	None.					

5 – International experts (BTC) recruited for the TTE project

	Surname	First name	Gender	Function	Date of hire	End date	Transferred to other BTC project
1	RADELLI	Barbara	F	Project Coordinator	15 April 2012	05 Dec. 2017	
2	DECRAENE	Hannes	M	Adm/Finance Controller	15 April 2012	14 August 2017	
3	ROTHE	Ralph	M	BTVET Expert	01 March 2013	31 January 2016	SSU - UGA 14 027 11
4	TREFFERS	Marten	M	Infrastructure Expert	07 October 2012	06 July 2016	

Public procurement

This report only includes financial information up to Sept. 30, 2017. The contracts that are still ongoing will be finalized by the team of the new TTE projects.

BTC Nr	Tender Title	Status	Type of contract	Applicable legislation	Awarding date	Amount signed contract EURO	Comments on ongoing tenders
UGA 196	Baseline study	Finalized	Services	BELGIUM	23-Oct-12	164,055	
UGA 199	Design & Supervision of construction of Admin and Pedagogic Block Mulago	Finalized	Services	UGANDA	12-Jun-13	53,884	
UGA 203	Masterplans & design, and supervision of works & supplies Kaliro (lot1)	Ongoing	Services	UGANDA	3-Sep-13	273,518	Defects liability period - FBW
UGA 203	Additional supervision of works and supplies Kaliro (lot1)	Ongoing	Services	UGANDA	19-Nov-16	41,025	Defects liability period - FBW
UGA 203	Masterplans & design, and supervision of works & supplies Muni (lot 2)	Ongoing	Services	UGANDA	3-Sep-13	244,870	Defects liability period - Design Forum
UGA 203	Consultancy for additional supervision of works & supplies Muni (lot 2)	Ongoing	Services	UGANDA	18-May-17	27,330	Defects liability period - Design Forum
UGA 204	Sustainable architecture design for 3 Muni, Kaliro, NICA	Finalized	Services	UGANDA	3-Sep-13	81,129	
UGA 205	Feasibility study & design for renewable energy in 4 colleges	Ongoing	Services	UGANDA	3-Sep-13	105,321	
UGA 221	3 buses (Kaliro, Muni and NICA)	Finalized	Supplies	UGANDA	09-12-13	131,122	
UGA 226	Consultancy for design & supervision of works & supplies for NICA	Ongoing	Services	UGANDA	20-Jun-14	371,333	Defects liability period - FBW
UGA 226	Additional supervision of works and supplies for NICA	Finalized	Services	UGANDA	6-Oct-16	43,412	
UGA 224	1-year framework contract for hotel services (meeting room + lunches)	Finalized	Services	BELGIUM	24-10-13	Framework	
TTE 001	8 computers, 8 projectors, 8 screens	Finalized	Goods	BELGIUM	11-09-13	11,558	
TTE 002	Consultancy for services and income generation activities	Suspended	Services	BELGIUM	03-03-14	11,654	
TTE 003	Consultancy for the diagnosis of academic management	Finalized	Services	BELGIUM	05-03-14	20,083	

UGA 228	Develop TIET strategic plan	Finalized	Services	BELGIUM	28-03-14	26,257	
UGA 229	Practical management at college level	Cancelled	Services	BELGIUM			
UGA 230	Internal/external supervision & visitation	Finalized	Services	BELGIUM	11-08-14	15,644	
UGA 231	Addressing teacher qualifications	Finalized	Services	BELGIUM	18-02-14	14,400	
UGA 232	Intern. consultant to design and train on ATL methodologies - VVOB	Finalized	Services	BELGIUM	23-06-14	49,669	
UGA 234	Construction of Mulago HTC	Finalized	Works	UGANDA	30-Jun-14	523,448	
UGA 237	Strategic management plan, 4 colleges	Finalized	Services	BELGIUM	23-07-14	19,514	
TTE 004	Internet at the colleges	Finalized	Services	BELGIUM	25-03-14	8,200	
TTE 005	Laptops for Mentor Teachers	Finalized	Services	BELGIUM	15-07-14	11,714	
UGA 240	Construction of Kaliro NTC	Finalized	Works	UGANDA	24-Nov-14	1,788,767	
UGA 240	Additional works (Library, computer block) Kaliro	Finalized	Works	UGANDA	24-11-2014	309,470	
UGA 241	Construction of Muni NTC	Finalized	Works	UGANDA	22-Dec-14	2,230,168	
UGA 242	Consultancy for maintenance & asset management system, 4 colleges	Suspended	Services	BELGIUM			
UGA 248	Consultancy for specifications for furniture, tools and ICT	Finalized	Services	BELGIUM	28-01-15	34,434	
TTE 006	Consultancy to study services and income generation activities (2)	Finalized	Services	BELGIUM	06-02-15	18,257	
TTE 007	Consultancy to study public private partnerships in the colleges	Finalized	Services	BELGIUM	19-01-15	17,047	
UGA 250	Construction Abilonino	Ongoing	Works	UGANDA	9-Apr-15	2,465,852	Final payments - Tirupati
UGA 250	Construction of 6 staff houses NICA	Ongoing	Works	UGANDA	15-Nov-16	341,232	Final payments - Tirupati
TTE 008	Library training	Finalized	Services	BELGIUM	27-05-15	6,566	
UGA 262	Consultancy for maintenance & asset management system, 4 colleges - CIDE	Finalized	Services	BELGIUM	18-09-2015	143,000	

UGA 266	ICT equipment for NTCK, NTCM, NICA	Finalized	Supplies	UGANDA	23-Mar-16	402,657	
UGA 266	Supply of Medical equipment HTCM	Finalized	Supplies	UGANDA	8-Dec-15	68,446	
UGA 266	Supply of lab equipment NTCK, NTCM	Finalized	Supplies	UGANDA	23-Mar-16	134,172	
UGA 266	Furniture for 4 colleges	Finalized	Supplies	UGANDA	1-Oct-15	527,653	
UGA 266	ICT equipment NTCK, NTCM, NICA	Finalized	Supplies	UGANDA	1-Oct-15	28,023	
UGA 279	Mech, weld, plumbing equipment NICA	Ongoing	Supplies	UGANDA	1-Feb-16	224,995	Final payment Q4 2017 - Venefir
TTE 009	Laptops for Mentor Teachers	Finalized	Services	BELGIUM	15-07-14	14,797	
TTE 010	ICT equipment Mulago	Finalized	Services	BELGIUM	15-07-14	24,734	
TTE 011	Edition and design of ATL Manual (see TTE 013)	Retendered	Services	BELGIUM			
TTE 012	IT equipment for CMU and TIET	Finalized	Supplies	BELGIUM	14-12-15	12,103	
TTE 013	Edition and design of ATL Manual	Finalized	Services	BELGIUM	10-02-16	28,900	
UGA 274	Support Supervision Manual for TTI - VVOB	Finalized	Services	BELGIUM	17-02-16	57,682	
UGA 276	MIS Kaliro & Muni	Ongoing	Services	BELGIUM	12-04-16	66,865	Last payments Q1 2018 - Cameo Tech
TTE 014	Printing ATL Training Manual	Finalized	Supplies	BELGIUM	05-07-16	22,886	
TTE 015	Waste collection & disposal, 4 colleges	Finalized	Services	BELGIUM	2311/2016	37,335	
TTE 016	Extra Civil works at Mulago (floor)	Finalized	Works	BELGIUM	22-08-2016	30,297	
TTE 017	Mulago Kitchen	Finalized	Works	BELGIUM	6-Dec-2016	29,671	
TTE 018	Stabilizer Kaliro	Finalized	Works	BELGIUM	9-Nov-2016	14,505	
TTE 019	Supervision NICA staff houses	Ongoing	Services	BELGIUM	13-01-2017	19,493	Last payments - Design Forum
TTE 020	BTVET equipment: Agric.	Finalized	Supplies	BELGIUM	22-02-17	11,763	

TTE 021	BTVET equipment: BCP	Cancelled	Supplies	BELGIUM			
TTE 022	BTVET equipment: Tailoring (see TTE 026)	Wrong nr.	Supplies	BELGIUM			
TTE 023	BTVET equipment: motor vehicle	Ongoing	Supplies	BELGIUM	02-Jun-17	20,460	Last payments Q4 2017 - Ggoli
TTE 024	BTVET equipment plumbing	Ongoing	Supplies	BELGIUM	12-May-17	32,122	Last payments Q4 2017 - GgoliI
TTE 025	BTVET equipment welding	Finalized	Supplies	BELGIUM	12-Apr-17	22,551	
TTE 026	BTVET equipment: Tailoring	Finalized	Supplies	BELGIUM	27-Feb-17	22,222	
TTE 027	BTVET equipment: Furniture	Finalized	Supplies	BELGIUM	05-Jun-17	25,937	
UGA 290	Supply 30-seater bus Mulago HTC	Finalized	Supplies	BELGIUM	22-Apr-17	58,853	
UGA 307	Books for Libraries for 4 TTE colleges	Finalized	Supplies	BELGIUM	12-Apr-17	138,547	
UGA 309	Electrical equipment NICA	Ongoing	Supplies	BELGIUM	12-Jun-17	102,834	Payment in Q1 2018 - Devotra
SYNTRA 1	Syntra West (training NICA)	Ongoing	Services	BELGIUM	09-May-17	Framework	Payment Q4 2017 - Syntra

Public agreements: Execution agreements and grants with colleges

Number of the Agreement	Budget code activity	Partner institution	Object of the Agreement	Signed on	Completed on	Amount agreed EURO	Amount paid EURO	Status
TTE-UGA-R01	A0209 A0210 A0211	NIC Abilonino	Implementation of the college strategic plan	1-May-15	30-06-16	33,179	32,464	Closed':
TTE-UGA-R02	A0209 A0210 A0211	NTC Kaliro	Implementation of the college strategic plan	1-May-15	30-06-16	33,151	32,466	Closed':
TTE-UGA-R03	A0209 A0210 A0211	HTC Mulago	Implementation of the college strategic plan	1-May-15	30-06-16	35,385	27,516	Closed':
TTE-UGA-R04	A0209 A0210 A0211	NTC Muni	Implementation of the college strategic plan	1-May-15	30-06-16	27,910	27,178	Closed':
GRANT/001	A0211	NTC Kaliro	Implementation of income generating activity (canteen)	1-Jul-16	31-12-16	13,699	12,141	Closed':
GRANT/002	A0211	NTC Muni	Implementation of income generating activity (layers)	19-Sep-16	30-06-17	13,699	10,601	Closed':
GRANT/003	A0209 A0210 A0211	NIC Abilonino	Implementation of strategic plan	3-Oct-16	30-06-17	27,397	17,524	Closed':
GRANT/004	A0209 A0210 A0211	NIC Abilonino	Implementation of income generating activity (layers)	13-Feb-17	30-06-17	13,699	13,004	Closed':
GRANT/005	A0209 A0210 A0211	HTC Mulago	Implementation of strategic plan	9-Mar-17	30-06-17	13,699	13,087	Closed':
TOTALS						**211,816**	**185,981**	
Execution rate						**88%**		

Equipment acquired during the intervention

Teacher Training & Education project - TTE1 - UGA 09 020 11	ASSETS HANDOVER
Procurements with value > 500,000 UGX and life expectancy > 2 years	
Date of today	16-10-17

N.	Acquired date	Description	Acquired value	Depreciation	Current value	Final location
2012-001	30-05-12	Office desk with drawers	UGX 525,000	UGX 564,016	-UGX 39,016	TTE2
2012-002	30-05-12	Office desk with drawers	UGX 525,000	UGX 564,016	-UGX 39,016	TTE2
2012-003	30-05-12	Office desk with drawers	UGX 525,000	UGX 564,016	-UGX 39,016	TTE2
2012-004	30-05-12	Office desk with drawers	UGX 525,000	UGX 564,016	-UGX 39,016	TTE2
2012-005	30-05-12	Office chair	UGX 650,000	UGX 698,306	-UGX 48,306	TTE2
2012-006	30-05-12	Office chair	UGX 650,000	UGX 698,306	-UGX 48,306	TTE2
2012-007	30-05-12	Office chair	UGX 650,000	UGX 698,306	-UGX 48,306	TTE2
2012-008	30-05-12	Office chair	UGX 650,000	UGX 698,306	-UGX 48,306	TTE2
2012-009	30-05-12	Metallic closet	UGX 600,000	UGX 644,590	-UGX 44,590	TTE2
2012-010	30-05-12	Metallic closet	UGX 600,000	UGX 644,590	-UGX 44,590	TTE2
2012-011	04-06-12	Laptop dell, docking station, screen	UGX 4,650,000	UGX 6,228,586	-UGX 1,578,586	TTE2
2012-012	04-06-12	Laptop dell, docking station, screen	UGX 4,650,000	UGX 6,228,586	-UGX 1,578,586	TTE2
2012-013	04-06-12	Laptop dell, docking station, screen	UGX 4,650,000	UGX 6,228,586	-UGX 1,578,586	TTE2
2012-014	04-06-12	Laptop dell, docking station, screen	UGX 4,650,000	UGX 6,228,586	-UGX 1,578,586	TTE2
2012-015	13-06-12	Water dispenser	UGX 580,000	UGX 618,667	-UGX 38,667	TTE2
2012-016	19-06-12	Printer	UGX 850,000	UGX 1,129,850	-UGX 279,850	TTE2
2012-017	25-06-12	Toyota UAL764J	EUR 34,932	EUR 37,032	-EUR 2,099.74	TTE2
2012-018	25-06-12	Toyota UAL768J	EUR 34,932	EUR 37,032	-EUR 2,099.74	TTE2
2012-019	25-06-12	Toyota UAL796J	EUR 34,932	EUR 37,032	-EUR 2,099.74	TTE2
2012-020	12-07-12	Canon camera	UGX 550,000	UGX 722,439	-UGX 172,439	TTE2
2012-021	09-08-12	Projector	UGX 1,250,000	UGX 1,617,999	-UGX 367,999	TTE2
2012-022	27-09-12	Laptop HP630	UGX 1,830,900	UGX 2,308,635	-UGX 477,735	DISPOSED
2012-023	27-09-12	Laptop HP630	UGX 1,830,900	UGX 2,308,635	-UGX 477,735	DISPOSED
2012-024	27-09-12	Laptop HP630	UGX 1,830,900	UGX 2,308,635	-UGX 477,735	TIET
2012-025	27-09-12	Laptop HP630	UGX 1,830,900	UGX 2,308,635	-UGX 477,735	DISPOSED
2012-026	06-10-12	Laptop dell, docking station, screen	UGX 4,763,000	UGX 5,976,524	-UGX 1,213,524	TTE2
2012-027	07-11-12	HP Deskjet Dell, All-in-one-Printers	UGX 1,560,000	UGX 1,923,361	-UGX 363,361	MULAGO
2012-028	07-11-12	Camera for training Coordinator	UGX 550,000	UGX 678,108	-UGX 128,108	TTE2

2012-029	07-11-12	Camera for training Coordinator	UGX 550,000	UGX 678,108	-UGX 128,108	NICA
2012-030	07-11-12	Camera for training Coordinator	UGX 550,000	UGX 678,108	-UGX 128,108	MULAGO
2012-031	07-11-12	Camera for training Coordinator	UGX 550,000	UGX 678,108	-UGX 128,108	TTE2
2012-032	08-11-12	Safe for finance office	UGX 1,100,000	UGX 1,355,464	-UGX 255,464	TTE2
2012-033	22-11-12	1 Office desk with drawers	UGX 561,470	UGX 549,198	UGX 12,273	TTE2
2012-034	22-11-12	1 Office desk with drawers	UGX 561,470	UGX 549,198	UGX 12,273	TTE2
2012-035	22-11-12	1 Office desk with drawers	UGX 561,470	UGX 549,198	UGX 12,273	TTE2
2012-036	22-11-12	1 Office desk with drawers	UGX 561,470	UGX 549,198	UGX 12,273	TTE2
2012-037	22-11-12	1 Metallic Swing Door Cabinet	UGX 438,559	UGX 428,973	UGX 9,586	TTE2
2012-038	22-11-12	1 Metallic Swing Door Cabinet	UGX 438,559	UGX 428,973	UGX 9,586	TTE2
2012-039	23-11-12	Level one WAP-008 Wireless/Lan NAS unit	UGX 2,001,600	UGX 2,445,944	-UGX 444,344	TTE2
2012-040	26-11-12	KM Task Alfa 300I Photo Copier (QZK2824141)	UGX 10,947,705	UGX 13,355,602	-UGX 2,407,897	MULAGO
2012-041	26-11-12	1Inspire High Back Model 9511	UGX 842,884	UGX 822,617	UGX 20,266	TTE2
2012-042	26-11-12	1Inspire High Back Model 9511	UGX 842,884	UGX 822,617	UGX 20,266	TTE2
2012-043	26-11-12	1Inspire High Back Model 9511	UGX 842,884	UGX 822,617	UGX 20,266	TTE2
2012-044	26-11-12	1Inspire High Back Model 9511	UGX 842,884	UGX 822,617	UGX 20,266	TTE2
2013-045	16-01-13	Dell Computer Set	UGX 2,890,000	UGX 3,424,966	-UGX 534,966	TTE2
2013-045	29-05-13	Dell Laptop E-6330 only	UGX 5,195,000	UGX 5,684,693	-UGX 489,693	TTE2
2013-046	16-01-13	Dell Laptop E-6330, Including docking station	UGX 4,775,000	UGX 5,658,897	-UGX 883,897	TTE2
2013-047	16-01-13	Dell Laptop E-6330, Including docking station	UGX 4,775,000	UGX 5,658,897	-UGX 883,897	DISPOSED
2013-048	31-01-13	1 Inspire High Back Model 9511	UGX 860,510	UGX 808,785	UGX 51,725	TTE2
2013-049	17-01-13	1 Office desk with drawers	UGX 580,000	UGX 549,574	UGX 30,426	TTE2
2013-050	04-03-13	1 GE 1600 Office desk with 3 hanging drawers	UGX 580,000	UGX 534,995	UGX 45,005	TIET
2013-051	09-03-13	Acer DLP x 112 Projector	UGX 1,375,000	UGX 1,580,686	-UGX 205,686	MULAGO
2013-052	09-03-13	Acer DLP x 112 Projector	UGX 1,375,000	UGX 1,580,686	-UGX 205,686	TTE2
2013-053	09-03-13	Acer DLP x 112 Projector	UGX 1,375,000	UGX 1,580,686	-UGX 205,686	TTE2
2013-054	09-03-13	Acer DLP x 112 Projector	UGX 1,375,000	UGX 1,580,686	-UGX 205,686	NICA
2013-055	17-04-13	Acer DLP x 112 Projector	UGX 1,375,000	UGX 1,544,057	-UGX 169,057	TTE2
2013-056	10-05-13	Furniture & Fittings for TC house & office	UGX 7,271,000	UGX 6,440,596	UGX 830,404	TTE2
2013-057	10-05-13	Furniture & Fittings for TC house & office	UGX 10,830,000	UGX 9,593,131	UGX 1,236,869	NICA
2013-058	09-05-13	Office desk with 3 hanging drawers	UGX 540,000	UGX 478,623	UGX 61,377	MULAGO
2013-059	08-05-13	1Inspire High Back Model 9511	UGX 859,040	UGX 761,870	UGX 97,170	MULAGO
2013-060	13-05-13	200V A UPS Back Up for office Printer(Kyocera)	UGX 700,000	UGX 773,634	-UGX 73,634	MULAGO
2013-061	04-10-13	Office Desk GE 180 With drawers	UGX 590,000	UGX 475,224	UGX 114,776	TTE2
2013-062	09-05-13	Metallic Filling Cabinet with swing doors	UGX 575,000	UGX 509,645	UGX 65,355	MULAGO
2013-063	20-05-13	HP Laser Printer with Voltguard&4Inks	UGX 1,195,000	UGX 1,314,990	-UGX 119,990	TIET
2013-064	08-05-13	1Inspire High Back Model 9511	UGX 859,040	UGX 761,870	UGX 97,170	TTE2
2013-065	23-05-13	Metallic Open Shelf Cabinet G-COS183/FGR	UGX 525,000	UGX 461,311	UGX 63,689	TTE2
2013-066	23-05-13	Metallic Open Shelf Cabinet G-COS183/FGR	UGX 525,000	UGX 461,311	UGX 63,689	TTE2
2013-067	02-07-13	Furniture & Fittings for TC house & office	UGX 25,231,442	UGX 21,619,072	UGX 3,612,370	TTE2

2013-068	18-11-13	1Inspire High Back Model 9511	UGX 859,040	UGX 670,802	UGX 188,238	TTE2
2013-069	25-11-13	Sony Video Camera	UGX 1,168,400	UGX 1,134,880	UGX 33,520	MULAGO
2013-070	25-11-13	Sony Video Camera	UGX 1,168,400	UGX 1,134,880	UGX 33,520	DISPOSED
2013-071	25-11-13	Sony Video Camera	UGX 1,168,400	UGX 1,134,880	UGX 33,520	TTE2
2013-072	25-11-13	Sony Video Camera	UGX 1,168,400	UGX 1,134,880	UGX 33,520	NICA
2014-073	15-01-14	Dell Latitude E6330 Laptop	UGX 3,395,000	UGX 3,179,334	UGX 215,666	TTE2
2014-074	27-01-14	Ge 160 Office Desk 160x80x75 Cherry	UGX 450,000	UGX 334,180	UGX 115,820	TTE2
2014-075	27-01-14	Ge 160 Office Desk 160x80x75 Cherry	UGX 450,000	UGX 334,180	UGX 115,820	TTE2
2014-076	27-01-14	Ge 160 Office Desk 160x80x75 Cherry	UGX 450,000	UGX 334,180	UGX 115,820	TTE2
2014-077	27-01-14	G-Cgs 183/f-Gr Metal Glass Sliding Door Cabinet	UGX 720,339	UGX 534,940	UGX 185,399	TTE2
2014-078	27-01-14	G-Cgs 183/f-Gr Metal Glass Sliding Door Cabinet	UGX 720,339	UGX 534,940	UGX 185,399	TTE2
2014-079	27-01-14	G-Cgs 183/f-Gr Metal Glass Sliding Door Cabinet	UGX 720,339	UGX 534,940	UGX 185,399	TTE2
2014-080	27-01-14	G-Cgs 183/f-Gr Metal Glass Sliding Door Cabinet	UGX 720,339	UGX 534,940	UGX 185,399	TTE2
2014-081	07-02-14	Huawei B593s-22 4-LE CPE router	UGX 699,000	UGX 514,892	UGX 184,108	TTE2
2014-082	21-02-14	G-Cos 183/f- Metal Open Shelf Cabinet	UGX 650,000	UGX 473,825	UGX 176,175	TTE2
2014-083	21-02-14	G-Cos 183/f- Metal Open Shelf Cabinet	UGX 650,000	UGX 473,825	UGX 176,175	TTE2
2014-084	21-02-14	G-Cos 183/f- Metal Open Shelf Cabinet	UGX 650,000	UGX 473,825	UGX 176,175	TTE2
2014-085	21-02-14	G-Cos 183/f- Metal Open Shelf Cabinet	UGX 650,000	UGX 473,825	UGX 176,175	TTE2
2014-086	15-04-14	Dell Latitude E6320 Laptop	UGX 2,950,000	UGX 2,581,250	UGX 368,750	SSU
2014-087	04-06-14	Color Printer - fs-C5250DN A4	UGX 1,220,000	UGX 1,025,833	UGX 194,167	TTE2
2014-088	13-06-14	Acer DLP x 113 Projector	UGX 1,350,000	UGX 1,126,844	UGX 223,156	TTE2
2014-089	22-08-14	Acer DLP x 113 Projector	UGX 1,245,000	UGX 979,672	UGX 265,328	TTE2
2014-090	10-04-14	G-Csd 183/f-Dr Full Height Metal Swing Door Cabinet	UGX 750,000	UGX 527,049	UGX 222,951	TTE2
2014-095	26-08-14	G-Csd 183/f-Dr Full Height Metal Swing Door Cabinet	UGX 650,000	UGX 407,760	UGX 242,240	TTE2
2014-096	26-08-14	G-Csd 183/f-Dr Metal Swing Door Cabinet	UGX 650,000	UGX 407,760	UGX 242,240	TTE2
2014-097	05-12-14	ACER DLP Projector + Carry Case	UGX 1,350,000	UGX 965,471	UGX 384,529	TTE2
2014-098	05-12-14	ACER DLP Projector + Carry Case	UGX 1,350,000	UGX 965,471	UGX 384,529	TTE2
2014-099	05-12-14	ACER DLP Projector + Carry Case	UGX 1,350,000	UGX 965,471	UGX 384,529	TTE2
2014-100	05-12-14	ACER DLP Projector + Carry Case	UGX 1,350,000	UGX 965,471	UGX 384,529	TTE2
2015-101	27-01-15	Dell Latitude E6320 Laptop (With MSOffice 2013)	UGX 4,088,000	UGX 2,775,596	UGX 1,312,404	DISPOSED
2015-102	23-07-15	Logik Fridge	UGX 579,000	UGX 323,117	UGX 255,883	TTE2
2015-103	04-08-15	Meeting Room Table with 8 Stacking Chairs	UGX 1,634,000	UGX 898,477	UGX 735,523	TTE2
2015-104	04-08-15	Metallic Open Shelf Cabinet G-COS183/FGR	UGX 570,000	UGX 250,738	UGX 319,262	TTE2
2015-105	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	DISPOSED
2015-106	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	DISPOSED
2015-107	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	TTE2
2015-108	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	TTE2
2015-109	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	TTE2
2015-110	03-09-15	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,029,729	UGX 2,133,224	UGX 1,896,505	SSU
2016-111	29-02-16	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,900,000	UGX 1,994,809	UGX 2,905,191	TTE2

2016-112	29-02-16	DELL 5440 LATITUDE CORE 15 LAPTOP	UGX 4,900,000	UGX 1,994,809	UGX 2,905,191	DISPOSED
2016-113	03-01-16	High Metallic Cabinet Swinging Door	UGX 750,000	UGX 334,529	UGX 415,471	TTE2
2016-114	03-01-16	High Metallic Cabinet Swinging Door	UGX 750,000	UGX 334,529	UGX 415,471	TTE2
2016-115	03-01-16	High Metallic Cabinet Swinging Door	UGX 750,000	UGX 334,529	UGX 415,471	TTE2
2016-116	03-01-16	High Metallic Cabinet Swinging Door	UGX 750,000	UGX 334,529	UGX 415,471	TTE2
2016-117	06-04-16	DELL E5450 LATITUDE CORE 15 LAPTOP	UGX 4,490,000.00	UGX 1,714,419	UGX 2,775,581	TTE2
2016-118	02-02-17	Paper Shredder - Raxel Auto Shredder 100x	UGX 1,421,000.00	UGX 199,561	UGX 1,221,439	TTE2
P2013-01	03-12-13	Mitsubishi Rosa 30-Seater Bus: UG2578E	EUR 60,000	UGX 46,361	EUR 13,639.34	MUNI
P2013-02	03-12-13	Mitsubishi Rosa 30-Seater Bus: UG2579E	EUR 60,000	UGX 46,361	EUR 13,639.34	KALIRO
P2013-03	03-12-13	Mitsubishi Rosa 30-Seater Bus: UG2580E	EUR 60,000	UGX 57,951	EUR 2,049.18	NICA
P2013-04	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	KALIRO
P2013-05	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	KALIRO
P2013-06	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	MULAGO
P2013-07	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	MULAGO
P2013-08	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	NICA
P2013-09	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	NICA
P2013-10	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	MUNI
P2013-11	12-09-13	Laptop HP630+MS+Antivirus+ Volt Guard	UGX 2,750,612	UGX 2,810,734	-UGX 60,123	MUNI
P2013-12	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	KALIRO
P2013-13	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	KALIRO
P2013-14	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	MULAGO
P2013-15	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	MULAGO
P2013-16	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	NICA
P2013-17	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	NICA
P2013-18	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	MUNI
P2013-19	12-09-13	Projector + Screen	UGX 2,306,168	UGX 2,356,576	-UGX 50,408	MUNI
P2013-52	04-03-13	1 GE1600 Office desk with 3 drawers	UGX 580,000	UGX 534,995	UGX 45,005	TIET
P2014-20	10-05-14	Dell Laptop E-5430	UGX 2,750,000	UGX 2,359,290	UGX 390,710	TIET
P2014-21	10-05-14	Dell Laptop E-5430	UGX 2,750,000	UGX 2,359,290	UGX 390,710	TIET
P2014-22	10-05-14	Dell Laptop E-5430	UGX 2,750,000	UGX 2,359,290	UGX 390,710	TIET
P2014-23	10-05-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,595,000	UGX 1,368,388	UGX 226,612	TIET
P2014-24	10-05-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,595,000	UGX 1,368,388	UGX 226,612	TIET
P2014-25	10-05-14	US Backup	UGX 255,000	UGX 218,770	UGX 36,230	TIET
P2014-26	10-05-14	US Backup	UGX 255,000	UGX 218,770	UGX 36,230	TIET
P2014-27	10-05-14	Printer -CF399A	UGX 755,000	UGX 647,732	UGX 107,268	TIET
P2014-28	21-08-14	HP 250 Laptops + Volt Guards	UGX 10,249,716	UGX 8,072,351	UGX 2,177,365	MUNI
P2014-29	21-08-14	HP 250 Laptops + Volt Guards	UGX 11,958,002	UGX 9,417,743	UGX 2,540,259	NICA
P2014-30	21-08-14	HP 250 Laptops + Volt Guards	UGX 10,249,716	UGX 8,072,351	UGX 2,177,365	KALIRO
P2014-31	21-08-14	HP 250 Laptop + Volt Guard	UGX 1,708,286	UGX 1,345,392	UGX 362,894	UNYAMA
P2014-32	21-08-14	HP 250 Laptop + Volt Guard	UGX 1,708,286	UGX 1,345,392	UGX 362,894	MUBENDE

P2014-33	21-08-14	HP 250 Laptop + Volt Guard	UGX 1,708,286	UGX 1,345,392	UGX 362,894	KABALE
P2014-34	21-08-14	HP 250 Laptop + Volt Guard	UGX 1,708,286	UGX 1,345,392	UGX 362,894	JINJA
P2014-35	21-08-14	HP 250 Laptop + Volt Guard	UGX 1,708,286	UGX 1,345,392	UGX 362,894	NAKAWA
P2014-36	02-09-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,745,000	UGX 1,360,003	UGX 384,997	NICA
P2014-37	02-09-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,745,000	UGX 1,360,003	UGX 384,997	MULAGO
P2014-38	02-09-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,745,000	UGX 1,360,003	UGX 384,997	MUNI
P2014-39	02-09-14	Dell OPPLEX 3020 Desk top PC /Flat Screen	UGX 1,745,000	UGX 1,360,003	UGX 384,997	KALIRO
P2014-40	02-09-14	US Backup	UGX 1,156,000	UGX 900,954	UGX 255,046	4 COLLEGES
P2014-41	02-09-14	Printer -CF399A	UGX 3,636,000	UGX 2,833,795	UGX 802,205	4 COLLEGES
P2014-42	21-08-14	Projector + Carry Case	UGX 1,245,000	UGX 980,523	UGX 264,477	UNYAMA
P2014-43	21-08-14	Projector + Carry Case	UGX 1,245,000	UGX 980,523	UGX 264,477	MUBENDE
P2014-44	21-08-14	Projector + Carry Case	UGX 1,245,000	UGX 980,523	UGX 264,477	KABALE
P2014-45	21-08-14	Projector + Carry Case	UGX 1,245,000	UGX 980,523	UGX 264,477	JINJA
P2014-46	21-08-14	Projector + Carry Case	UGX 1,245,000	UGX 980,523	UGX 264,477	NAKAWA
P2014-47	28-10-14	Camera	UGX 1,100,000	UGX 815,232	UGX 284,768	UNYAMA
P2014-48	28-10-14	Camera	UGX 1,100,000	UGX 815,232	UGX 284,768	MUBENDE
P2014-49	28-10-14	Camera	UGX 1,100,000	UGX 815,232	UGX 284,768	KABALE
P2014-50	28-10-14	Camera	UGX 1,100,000	UGX 815,232	UGX 284,768	JINJA
P2014-51	28-10-14	Camera	UGX 1,100,000	UGX 652,186	UGX 447,814	NAKAWA
P2015-53-69	04-08-15	16 Metallic Filling Cabinets with swing doors	UGX 12,920,000	UGX 5,683,388	UGX 7,236,612	TIET
P2015-70-76	04-08-15	7 Metallic Open Shelf Cabinet G-COS183/FGR	UGX 4,560,000	UGX 2,005,902	UGX 2,554,098	TIET
P2016-77	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-78	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-79	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-80	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-81	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-82	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-83	03-01-16	Metallic Filling Cabinets with swing doors	UGX 750,000	UGX 267,623	UGX 482,377	TIET
P2016-84	03-01-16	Metallic Open Shelf Cabinet	UGX 719,999	UGX 256,918	UGX 463,082	TIET
P2016-85	03-01-16	Metallic Open Shelf Cabinet	UGX 719,999	UGX 256,918	UGX 463,082	TIET
P2016-86	03-01-16	Metallic Open Shelf Cabinet	UGX 719,999	UGX 256,918	UGX 463,082	TIET
P2017-87	30-05-17	Minibus Nissan 30-seaters bus	UGX 205,987,084	UGX 15,758,575	UGX 190,228,509	MULAGO

Original Logical Framework from TFF

	Logic of the intervention	Indicators	Means of verification	Assumptions
GO	General Objective To contribute to the increase of quality of and equity in access, to post-primary education and training level, as part of Universal Post-Primary Education and Training (UPPET)	Increase in secondary students passing lower secondary exams with grades I-III at pure UPPET schools by gender and district Survival to S4 by sex and district Pupil to teacher ratio (PTR)	(not applicable)	(not applicable)
SO	Specific objective The supported colleges provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service	Outcome indicators: The average performance levels of teachers / trainers / technical teachers/instructors / tutors prepared at the selected colleges, as measured by the final assessment, have improved at the end of the project, as compared to the performance levels prior to the launch of the project Impact indicators: More than 50% of the academic staff of the selected colleges use learner-centred methods of teaching for more than 50% of lesson-time. More than 50% of the trainee teachers / trainers / technical teachers/instructors / tutors prepared at the selected colleges use modern, learner-centred teaching methods for at least 50% of lesson-time during teaching practice (practicum)	Yearly transcripts of students' assessments at the selected colleges Class-room observation and inspection of Academic Course Development (ACD) designs Classroom/lecture-room observations Inspection of lesson plans prepared and used by newly trained teachers / trainers / techical teachers/instructors / tutors	Good collaboration with the large number of stakeholders will ensure harmonisation No major changes in the orientations in one or more of the selected colleges will occur

	Logic of the intervention	Indicators	Means of verification	Assumptions
		teaching practice (practicum)	Teaching and learning observation of newly trained teachers / trainers / technical teachers/instructors / tutors in their working environment	
R 1	Result 1: The teacher education system for secondary and BTVET is strengthened in relation to the colleges in the areas of communication, support supervision and visitation, strategic management and lecturers' qualifications	Process/output indicators: National strategic orientations related to secondary school teachers, BTVET trainers / technical teachers/instructors and health tutors reflect the changed approach on management and pedagogy and are approved The inspection and supervision staff (on pedagogy and management) take up their tasks according to the approved policy Learner centred learning is a concept that is being discussed in the secondary schools, Technical Schools, Farms Schools, Technical Institutes, Vocational Training Centres Outcome indicators: National strategic orientations are reflected in the colleges' institutional development plans The 3 other NTCs implement the tools on management and pedagogical	Approved updated versions of national strategic orientations/guidelines/regulations Supervision and inspection reports by MoES, Kyambogo and Makerere Universities, NCHE reflecting the new management and pedagogical approach. Interviews with trainers, management, pupils of the three NTCs Interviews with trainers, management of secondary schools, Technical Schools, Farms Schools, Technical Institutes, Vocational Training Centres	

	Logic of the intervention	Indicators	Means of verification	Assumptions
		training in their college		
R 2	Result 2: The management performance of the supported colleges is strengthened.	Process/output indicators: Each college has an updated institutional management and development plan, including awareness raising activities related to the transversal themes, reflecting the quality assurance approach, Each college has a financial plan, reflecting the quality assurance approach, including procurement and accounting Each college has a human resources development plan, including the implementation of the HIV/AIDS and gender policies, reflecting the quality assurance approach, Each college implements a maintenance plan, reflecting the quality assurance approach, including environmental issues Each college has developed the mayor partnerships with other institutions / organisation, stipulated in its institutional development plan, including an active partnership with a practice school All above cited plans are applied and implemented	Institutional development plan available, including awareness raising activities related to the transversal themes, reflecting the quality assurance approach Annual financial work plans and plans available, including procurement and accounting 3-year human resources development available, including the implementation of the HIV/AIDS and gender policies, Annual maintenance plans and reports available + on site technical visits including environmental issues MoUs and related activity plans Exchange reports Minutes from governing council and departments within the colleges Minutes of supervisory meetings M&E reports	Acceptance of a quality approach to management by the leadership and management of the colleges and MoES

	Logic of the intervention	Indicators	Means of verification	Assumptions
		Outcome indicators: The decision-making process is based on the institutional plans developed by each college The pedagogical process is strengthened through continuous support, supervision, monitoring and evaluation by the colleges' academic management		
R 3	Result 3: The quality of teaching and learning in the supported colleges is improved.	Progress/output indicators: Pedagogical skills of staff reflect a learner-centred approach More than 50% of the academic staff of the selected colleges use learner-centred methods of teaching, for more than 50% of lesson-time. Increased time dedicated to practical work In all disciplines, the lecturers apply learner-centred, and skills-based, teaching/learning approaches in at least 50% of their lessons Action research, pedagogical projects, quality workgroups, etc. feature as regular activities in the training programmes Outcome indicators: The students know how to select from available instructional materials and also how to prepare their own lesson-support materials from readily available materials	Students' appraisal of lecturers Reports of lesson observations Interviews with lecturers and students Timetable allocation to practical sessions Individual/departmental action plans Examination papers (question items) analysis of the questions and answers Students' teaching files, portfolios Lesson observation Student' interviews Students' project reports Students' reflective journals Classroom observation during	Acceptance by college lecturers of a focus on learner – centred learning as the preferred approach towards change and improvement The MoES maintains the student / lecturer ratio recommended by the NCHE guidelines The MoES recruits the necessary qualified teaching and non-teaching staff and only a minority of the trained staff will be transferred to other positions

	Logic of the intervention	Indicators	Means of verification	Assumptions
		Students engage in subject specific learning projects Students use learner-centred and skills based teaching and learning approaches in their own teaching practice (practicum) Students' knowledge on cross-cutting issues (gender, environment, HIV) has been raised and they integrate these issues into their professional practice	practice teaching School practice assessment reports	
R 4	Result 4: Colleges facilities are rehabilitated, extended and equipped	Progress/output indicators: Technical specifications of the required equipment are related to the revised pedagogical approach Awarding of contracts to suppliers Architectural design is approved by MoES, NTC and project management Awarding of contract to building company Provisional handing over of buildings Final handing over of buildings Pedagogical equipment is available on a full-time basis and used daily by trainers and trainees Outcome indicators Access to NTCs: increase in the number of students in line with MoES projections Effective utilisation of the facilities: e.g.: use of library, computer and science labs (frequency of use) Staff and student levels of satisfaction with respect to facilities	Memorandum of Understanding Supplies contracts Handover reports Memorandum of Understanding Construction contracts Monthly technical and financial progress reports Handover reports Student enrolment and retention by gender and by subject Attendance registers/ library cards Room allocation on the timetable Satisfaction questionnaires / interviews / focus groups	Consumables are in constant supply (college responsibility) Buildings are used for the purpose they were intended for MoES has sufficient funds to pay for capitation Students enrolment will not exceed the infrastructural capacity of the institutions

Full Monitoring Matrix (last version, January 2016)

Result	Indicator	Value 2013 (baseline)	Value 2014	Value 2015	End Target 2016	Means of Verification and method
Impact: To contribute to the increase of quality of and equity in access, to post primary education and training level, as part of universal post primary education and training.	% of students reaching defined levels of average competence in English, mathematics and biology in Senior 2	36%	35%	MoES M&E	-	Results of NAPE testing from MoES annual performance report
	Student teacher ratio in secondary schools	21:1	24:1	MoES M&E	-	Student Teacher Ratio (STR) in MoES annual performance report
	S4 completion rate	35,5%	40%	MoES M&E	-	MoES annual performance report
Outcome: The supported colleges have improved teaching and practice oriented learning environment, supported by a strengthened support supervision and visitation service	Average satisfaction of students / academic staff / non-academic staff in different supported colleges with the college environment.	2,36 on a scale from 1-4 *Teachers 2,5* *Students 2,35* *Admin 2,7* *Support 2,6*	2.6 on a scale from 1-4 *Teachers 2,6* *Students 2,6* *Admin 2,7* *Support 2,6*	**2.7** on a scale from 1-4 (overall average) Students 2.6 *Academic Staff* 2.7 *Non-Academic* 2.9	3.0	Indicator is calculated by average of teaching & learning from the online questionnaire
	Average satisfaction of students with teaching and learning in the college	2.8 on a scale from 1-4	2.8 on a scale from 1-4	**2.8** on a scale from 1-4 NTC Muni 3.0 NTC Kaliro 3.0 HTC Mulago 3.1 NIC Abilonino 2.2	3.5	Indicator is calculated by average of teaching & learning from the online questionnaire
	Percentage of student-teachers that apply ATL during their final year school practice	N/A	Not measured	Not measured	ATL use in 50% of all lessons given by students during school practice.	Observation tool/guideline for school practice

Output 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project	Number of support supervision visits with corresponding analysis reports submitted to TIET	Documentation not accessible.	1 per college per year (by TTE)	**5** per college (by TTE)	2 per college (by TIET/KYU)	Support supervision reports by TIET members
	Average overall performance score given by TIET members during organisational self-assessment exercise	N/A	N/A	**2.6** on a scale from 1-4	3.0	Organisational assessment (done by SDHR project after every support cycle)
	Average satisfaction of teaching staff with amount and quality of support supervision and inspection	2.26 on a scale from 1-4	2,9 on a scale from 1-4	**2.9** on a scale from 1-4 NTC Kaliro – 3.1 NTC Muni – 3.3 NIC Abilonino – 2.8 HTC Mulago – 2.6	3.5	Average of satisfaction with quantity and satisfaction with quality of support supervision. Online questionnaire
	Diagnosis of management capacity of TIET finalized	Not done.	Not done	Done	Done	Report of diagnosis of TIET strategic management
	Annual planning of the institutions responsible for support supervision and visitation includes observations made in the visit analysis reports.	Not done	Not done	Not done	Done (Planning includes observations from college visits)	Annual planning of institutions responsible for support supervision and visitation
Output 2: Strengthened management of 4 supported colleges by the end of the project	Number of institutional development plans put in place over the total number of plans to be designed. Note: In total, each college should have 5 plans: 1. Strategic management plan 2. Financial plan 3. Infrastructure and asset management	Zero plans in place	4/20 plans in place (only strategic management plans developed with support from TTE)	12/20 plans in place 4 Strategic Management Plans 4 Execution Agreements including Financial and Human Resources plans	20/20	Verification of plans during college visits. Management activity reports.

	plan 4. Procurement plan 5. Human resources plan					
	Number of institutional development plans implemented over the total number of plans to be implemented (above)	0 plans implemented	4 plans implemented	**12**/20 plans implemented	20/20	Verification of plans during college visits. Management activity reports.
	Percentage of budget progress of performance-based execution agreements			**51**% of budget progress sent to the colleges and being implemented of which 35% disbursed	100%	Execution agreement progress reports
	Percentage of female and male lecturers supported by the project to upgrade their qualifications	*N/A*	*N/A*	*5/13* *38%*	*13/13* *100%*	Project documents, Steering Committee report, college personnel files
	Average ratio of positions established versus positions filled at college level	N/A	Not calculated	**Total 164 out of 235** NICA- 26 out of 49 Kaliro 48 out of 63 Mulago 41 out of 60 Muni - 49 out of 63	TBD	College visit reports, College personnel files
Output 3: By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies.	Average score for the use of active teaching and learning methods by teaching staff (as assessed during classroom observations in the supported colleges)	**2.3** on a scale from 1-4	**3.0** on a scale from 1-4	**3.0** on a scale from 1-4	3.3	Classroom observation forms filled by National Experts and TIET
	Percentage of lesson periods with a lesson plan that clearly indicates how ATL will be used	0 lessons planned include ATL methods.	98% of lessons planned included ATL methods	(Overall average) NICA -76% Kaliro - 40% Mulago - Not available Muni - 77%	60%	Assessment of lesson plans based on established guideline

	% of female and male lecturers that received on pedagogical projects	0	0	NICA- 50% Mulago 22.2% Kaliro 30% Muni 33%	100%	Training reports, attendance lists
	N. of Lecturers who submitted a final pedagogic project report	0	0	<u>Total 8</u> Muni 2 // Kaliro 2 Mulago 1 // Abilonino 3	12 (3/college/year)	TC Reports
	% of female and male students who regularly use college ICT facilities to study or complete coursework	N/A	N/A	NTC Kaliro 96.5% NTC Muni 38.5% HTC Mulago 76.9% NICA 93.2%	100%	Online questionnaire
	Total number of micro-teaching sessions conducted		16 (4 per college)	**Total - 11** NICA - 2 // Kaliro - 4 Mulago - 1 // Muni - 4	40 (10 per year per college)	project reports, TC reports
Output 4: Facilities of the four colleges rehabilitated, extended and equipped	Extent to which 4 colleges are fully built and equipped. Note: Each college equipped according to inventory plan. Each type of equipment counts as 1: - Furniture - IT4Education resources - Buses (3 colleges only) - Workshops and lab equipment	0/15	3/15 3 buses	**5/15** 3 buses 1 furniture Mulago 1 ICT Mulago	15/15	Hand-over reports.
	% of rooms used as per function & capacity	40%	40%	62%	84%	Reports from infrastructure team
	Student/classroom ratio for each of the four target colleges.	Not calculated. **24:1** for NTC in Uganda as per MoES guidelines	Total: 49:1 Mulago N/A Kaliro: 56:1 Muni: 54:1 NICA: 38:1"	Total: 58:1 NICA - 40:1 Mulago 73:1 Kaliro 56:1 Muni - 64:1	Total: 30:1 NICA: 30:1" Mulago: 20:1 Kaliro: 35:1 Muni: 35:1	Number of students over number of available classrooms (including labs and workshops)

Tools and products annexed to the report

The following material is annexed to this report:

- ✓ **Implementation agreement:** *General Frame of Work for the implementation of the activities under the Teacher Training & Education Project UGA 09 020 11;* 2013
- ✓ **Study:** *Strengthening internal & external Support Supervision & Visitation systems in TIET tertiary institutions at Lower Secondary and BTVET levels*; 2014
- ✓ **Manual***: Active Teaching & Learning - A focus on principles & practices of learner centered pedagogy as a teaching approach to achieve quality education;* 2015
- ✓ **Manual:** *Support Supervision in Uganda - Enhancing continuous professional development of teacher trainers*; 2016
- ✓ **Study:** *Curriculum review for the harmonization of the lower secondary teacher education curriculum with the revised lower secondary school curriculum, assessment and examination reform in Uganda*; 2016
- ✓ **Movie:** *Active Teaching & Learning - A teaching approach to provide quality education,* by Design without Borders 2016
- ✓ **Article:** *Merging Kyambogo University was a mistake,* by the former Director of the National Council of Higher Education, New Vision 30 October 2013: https://www.newvision.co.ug/new_vision/news/1334089/merging-kyambogo-university-mistake

Merging Kyambogo was a mistake

Prof. Kasozi

Students celebrating Prof. Ndiege's (wearing hat) re-instatement as Kyambogo vice chancellor. Photo by Nicholas Oneal

Kyambogo University is one of the institutions that have failed to stabilise. Shallow "experts" have recommended changes of leadership as a solution. But despite the changes from Prof. Lutalo-Bbosa, Prof. Omolo Ndiege and Prof. Opuda Asibo, the problems remain. Court has ordered the re-instatement of Prof. Ndiege; months after he was kicked out by the University Council.

I still believe the marriage of the three institutions namely the Institute of Teacher Education, Kyambogo (ITEK), the Uganda Polytechnic, Kyambogo (UPK) and the Uganda National Institute of Special Education (UNISE) that formed Kyambogo University in 2003 was rushed and, therefore, should be reversed. The partners were very different in nature and could not make a harmonious family within one entity. The relationship should be dissolved.

However, since its creation, the university has failed to integrate into a consolidated institution for the following reasons;

- Each of the former units had its separate vision and social niche that could not easily be accommodated or absorbed by another. As a result, the new university failed to refine and consolidate into a single shared vision and mission to bind the three former units into a single institution with a common purpose.
- Having been administratively brought into one basket, each could not follow its former mission appropriately since the merger meant the death of the old constituent institutions.
- As a result, each lost its former niche in the market while the new institution did not have the internal strength and the capacity to focus on even one of the services each of the merged institutions was famous for, that is, the production of high level technicians from UPK, specialists in special education from UNISE, and excellent lower secondary school teachers from ITEK).

The Visitation to Public Universities Committee of 2006-7 (the McGregor Committee) advised the Government to either disaggregate the university back to its former institutions or to allow for a much slower merger by loosening the current centralised union bonds and making the institution a federal one. That is, to devolve more autonomy to each of the four institutions and let the merger take longer to accomplish. But the Government refused.

A monitoring visit commissioned by the NCHE under Rev. Dr. Michael Senyimba, the Ndejje University vice chancellor, from May 16 to 18, 2011, found that the university had no niche in society; had no direction and its workers were occupied mainly in the struggle to access institutional resources rather than the advancement or transmitting of knowledge.

One of my major difficulties in the period of 2005-2012 when I was the NCHE executive director was my inability to convince the Government to redesign Kyambogo University as per the Mc Gregor report. In meetings and in contacts with top officials, I expressed the view that as structured, Kyambogo University lacked common binding bonds, vision and purpose, and therefore, could not serve the public good.

It is my conviction that the various units that make up Kyambogo University can perform best if more financial, governance and curricula powers are devolved to them.

Kyambogo University should be disaggregated into a federal institution where the various units are as independent and focused as the colleges at Cambridge, Oxford or the University of Toronto.

This way, each of the three institutions can fight to regain their visions, missions and niches in the market. If Makerere and Dar es Salaam have broken up into colleges, why not such a critical institution that contains what used to be Uganda's best polytechnic?

As structured, Kyambogo is a failing institution. Its route to the grave can only be halted if those who made the decision to merge it can accept that the marriage is not working.

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National Council for Higher Education

Read detailed statement of Prof. Kasozi on our website: *www.newvision.co.ug*