**End-term Review of the Teacher Training and Education Project**

Improve Secondary Teachers Education in the National Teachers’ Colleges (NTCS)

UGA1503111

**Executive Summary**

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This review was implemented as part of the cooperation between Uganda and Belgium.

This report has been drawn up by independent external experts.

The opinions expressed in this document are those of the authors and do not necessarily reflect the views of Enabel, the Belgian Development Cooperation or the authorities of the countries concerned.

Table of contents

[1 Presentation of the evaluation 4](#_Toc127782367)

[2 Results and conclusions 4](#_Toc127782368)

[2.1 Performance criteria 4](#_Toc127782369)

[2.2 Specific evaluation questions 7](#_Toc127782370)

[2.3 Conclusions 9](#_Toc127782371)

[3 Recommendations 12](#_Toc127782372)

# Presentation of the evaluation

The Government of Uganda received a grant from the Kingdom of Belgium to finance the Ugandan-Belgian intervention “Improve secondary teachers’ education in the National Teacher’s Colleges (UGA1503111), referred to as the Teacher Training Education (TTE) project. This intervention received a bridging phase that runs up to July 2023, covering beneficiaries from the National Teacher’s Colleges (NTCs), Ministry of Education and Sport (MoES) and partner secondary schools. The project is jointly executed by the MoES’ Teacher Education and Training Department and Enabel, the Belgian development agency. This project aims at improving the quality of lower secondary school teachers from NTCs through three main result areas:

1. Management competencies and implementation capacities strengthened in NTCs and the Construction Management Unit (CMU) and Teacher Education and Training Department (TETD).
2. Improved access to quality, sustainable training and learning environments and facilities in NTCs; and
3. Pedagogical approaches to pre-and in-service teacher training effectively applied in NTCs and partner secondary schools.

The methodology for executing the end-term review consisted of a mixed methods approach. It was heavily qualitative, focusing largely on Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with stakeholders responsible for implementing, coordinating, managing or benefitting from the programme. The collection of data was both participatory and inclusive, ensuring key stakeholders at national and institutional levels – identified in coordination with the TTE project team – were involved. Two NTCs – Kabale and Kaliro – were visited out of the five targeted in the project. Data from two other NTCs – Mubende and Muni – was captured through remote interviews with their senior management teams.

# Results and conclusions

## Performance criteria

**Relevance – A**

The project introduced several mechanisms to enable both the NTCs and MoES to harmonise day-to-day administrative functions and improve transparency in their operations using a collection of digital Results-Based Management (RBM) tools. These tools have empowered stakeholders, especially the NTCs, to move from an uncoordinated, top-bottom planning process that was disconnected from their daily work to a participatory management model aligned with the colleges’ daily routines.

The RBM system is anchored in a set of clearly defined strategic priorities and targets set by the NTCs and integrated into a structured planning, budgeting and reporting system that is jointly monitored and managed between the NTCs and TETD. Quarterly review meetings provide a routine check-in on progress, encouraging discussion on achievements and taking stock of challenges to address.

The project successfully aligns with the Education and Sports Sector Strategic Plan (ESSP) 2020-2025 and supports the National Teacher Policy (2019), which provides a framework for professionalising and standardising the teacher workforce to provide quality education to Uganda’s students. Rolled out before implementation of the TTE project’s bridging phase, much of the investments made in improving trainee teachers’ pedagogical and didactical knowledge aligns with the core skills the teacher policy identifies for delivering quality instruction.

**Coherence – C**

The TTE bridging phase was designed to align with two other Enabel projects implemented concurrently – Support to Development of Human Resources (SDHR) and Support for Skilling Uganda (SSU) – both of which also received an extension for a bridging phase over the same period. Staff from NTCs have received human resource capacity development under the SDHR project since 2021. TTE trained SSU’s partner Vocational Training Institutions (VTIs) in teaching methods, and TTE adopted the digital hub model from SSU in NTC Kabale as a pilot initiative for income generation in the college. Although these project interactions are aligned with the capacity development needs of the NTCs, implementation has been largely incoherent due to poor scheduling and an overwhelming number of trainings.

TTE conducted research and created and disseminated communication materials to raise awareness of gender-based violence. These products were not effectively used by SSU’s VTIs, nor by the SDHR project team, who contracted a consulting company in mid-2022 to carry out a series of gender mainstreaming activities that replicate the work done by TTE. This duplication of effort is a major oversight. Overall, there appears to be limited dialogue, coordination and knowledge sharing across these three Enabel projects and teams, despite their complementarity. These are missed opportunities for programme strengthening and organisational learning, as well as deepening the impact of other investments.

Coordination of activities between TTE and other Belgian actors in the country, notably VVOB, can still be improved. Enabel and VVOB signed an MOU to work together on education programming in schools and training institutions. Both organisations and Uganda would benefit from this effort and would deepen inputs from the Government of Belgium through complementary efforts that would benefit the training institutions where they both work.

**Efficiency – B**

The intervention managed to adapt its implementation modalities in the wake of the pandemic. Earlier investments made in both skilling the project stakeholders and providing ICT equipment allowed the project to easily adapt to virtual delivery methods during the lockdowns. New tools like Zoom and the TTE Sandbox were also introduced, and these were efficient in terms of reaching many stakeholders during a time when physical meetings were prohibited. Due to their efficiency, some of these tools are still being used to date to help link the various stakeholders at reduced costs.

The NTCs have a sense of pride and ownership of their acquired infrastructure and are invested in its maintenance. This is seen through the inclusion of maintenance in the NTC budgets. Despite these efforts, the NTCs are under-funded by the government and therefore do not have enough teaching and non-teaching staff, requiring them to finance additional staff hires from their meagre budgets.

The introduction of green energies in the NTCs has helped reduce utility bills. However, some of the new infrastructures is not connected to solar. Climate-responsive building designs have been uniformly implemented across all five NTCs, resulting in savings on utilities and the adoption of stronger, local construction materials.

**Effectiveness – B**

The use of ICT has enhanced communication and collaboration between TETD and the NTCs as well as among the NTCs. TETD is now able to digitally receive information from the NTCs and offer them remote guidance and support. The NTCs can share information among themselves enabling them to support and guide each other. Active teaching and learning is deeply rooted in the NTC culture and has been widely embraced by TETD.

ICT-facilitated lessons are increasingly becoming more popular in the NTCs. Lecturers often use ICT to help them demonstrate key concepts that might be hard to illustrate using locally available resources. The use of results-based management in the NTCs has also improved management practices as there is more transparency and more people are involved in the decision-making. The NTCs reported that the performance of their departments improved as a result.

The NTCs have not received replacements for staff members that resign or retire because of a government policy that banned recruitment. This has led to labour shortages across the NTCs, putting a big strain on the available manpower in administration and instruction.

**Impact – A**

The upgrading of NTC infrastructure has given the NTCs a complete facelift. They now have the decent pedagogical and residential infrastructure, which has contributed to improved teaching and learning. As a result, and as stipulated under the new National Teacher Policy, the NTCs will become degree-awarding institutions – in effect making them fully fledged teacher training universities.

The trainings and courses offered to the NTCs by the project have greatly improved the skill levels of staff. As a result, there are noticeable behaviour changes among staff members and student teachers as they learn and confidently attempt new methods of teaching. Active Teaching and Learning has now been incorporated into the new lower secondary curriculum by the MoES. Some of the NTC lecturers are now master trainers for the new curriculum, as they have first-hand experience in implementing this component.

Results-based management is now part of the TETD and NTC culture. Reviews are now planned ahead of time and there is continuous monitoring and feedback. The time-on-task tool has greatly improved the attendance of NTC staff and has been adopted for use by TETD in the ministry offices. Due to the numerous ICT training and provision of equipment by the project, Kaliro NTC has been identified as a potential training centre for the national digitalization agenda by the Uganda Communications Commission.

**Sustainability – B**

The involvement of TETD has increased the government’s buy-in to the project, leading to increased sustainability. TETD has adopted the use of the same tools being used by the NTCs, and the benefits associated with using them have greatly improved the working relationship between them. The embedding of ATL into the lower secondary curriculum will ensure its continuity, as well as RBM costs, which are now included in NTC budgets. Stakeholders are involved in decision-making regarding the investments necessary to ensure sustainability.

However, the financial sustainability of the intervention is at risk because NTCs have limited funding to continue capacity-building and exchange activities without ongoing external investment. The government capitation grant they receive is small and over stretched by many needs and staff pay gaps. A lot has been invested into the infrastructure of the NTCs both in terms of construction and renovation. Maintenance training have been conducted and maintenance equipment provided. However, in the event of the breakdown of any infrastructure, the NTCs do not have the necessary resources to repair it and are most likely to abandon it, as is the case of the bio digesters in 2 of the NTCs. The NTC budget allocation to maintenance is 25% of the required funds.

The recent senior management turnover and the anticipated staff turnover as the NTCs transition into degree-awarding institutions restricts the sustainability and impact of the project’s capacity development and knowledge transfer initiatives. The project has however offered sponsorships to some of the staff members to ensure that they have the right skills and qualifications to retain their jobs when the NTCs become universities.

## Specific evaluation questions

**To what extent can one concretely observe that the management tools developed or introduced by the project (integrated planning, budgeting and monitoring tool, action plan for strengthening capacities of TETD and CMU, management software, etc.) have/are to become intrinsic in the functioning of NTCs and the MoES?**

Fixed reviews of plans and budgets have greatly improved NTC operations and ensured better tracking and oversight of activities, expenses, procurements and finances at the colleges. The introduction of the RBM system was aligned with the capacity building of senior NTC and TETD staff in the principles of effective administration, management and leadership according to their position. Through a series of online courses, senior managers upgraded their technical and work readiness skills to better perform their duties. The project’s investment in providing opportunities for TETD and the NTCs to interact through monitoring site visits has been key in furthering their relationships and governance systems, which did not exist before the TTE project due to a lack of resources. These interactions have contributed to increased buy-in among NTCs regarding the utility of the new tools and management systems. As such, this support has been hugely relevant to help TETD deliver on its mandate and ensure oversight of the NTCs.

However, surveys of NTC staff during the interim review indicated that the digital reporting

systems introduced under RBM were their least favourite tool of the kit. Once the project closes, maintaining the RBM system remains highly dependent on the actions of senior management in both institutions. Given the success of the system thus far, the NTCs and TETD should use the coming year to firmly embed the RBM system in their daily work, ensuring its routines and practices are carefully maintained.

**How did the intervention adapt to the changes in context (health crisis, increased insecurity, lockdown measures, etc.) and find adequate operational modes?**

The impact of Covid-19 on the school system and changes to the structure of the curriculum further validated the relevance of the digitalization approaches adopted by the project. At a time when physical meetings were banned or restricted, remote lessons using digital tools and ICT-based instruction through the TTE Sandbox became essential for the continuation of teaching and learning processes. To date, lecturers often use ICT to help them demonstrate key concepts that might be hard to illustrate or expensive to demonstrate using locally available resources. The lockdown also helped on board some formerly resistant lecturers to the benefits of EdTech in teaching and learning. Some of the ICT teaching platforms introduced during the lockdown are still in use to date and are often used by lecturers when they cannot be physically present in the classroom. ICT has also facilitated research by students and lecturers, as they now no longer rely on outdated books to create their lessons, but rather seek to enrich themselves with the latest content online.

**How has the methodology proposed (ATL and ICT in teaching & learning) led to changes in NTC classrooms and partner secondary schools?**

The delivery of ATL through the project has been efficient and has resulted in outputs to date in the uptake of the methodologies in NTCs amongst mentors, lecturers and students. The project has also offered the most in-depth and extensive rollout of improved pedagogical practices in NTCs to date, focusing on methods of instruction that are useful for teachers in any subject area. ATL has been validated by NTC lecturers as an efficient part of improving the academic and professional capacities of student teachers.

The use of Continuous School Practice (CSP) and microteaching have also been an efficient means of embedding ATL concepts in the NTCs, allowing students and lecturers to practice these skills in small groups and receive immediate feedback. CSP has helped students enhance their teaching techniques and develop confidence. Student teachers have introduced ATL to teachers in partner secondary schools, and they are now applying the methods in their classes. Secondary schools reported engagement with student teachers through CSP has helped teachers learn the new lower secondary curriculum, and many currently have been inspired to return to school to further improve their capacities. CSP has been highly praised by NTCs for preparing students for Examination School Practice, but given the costs attached to it as well as the fact that it is not a graduation requirement, NTCs are most likely to abandon it—not because they do not realize its benefits, but rather due to extremely limited finances. However, CSP has been included in the newly developed CPD programmes under UNITE, and measures to reduce some of the logistical challenges of executing these activities through the procurement of motorcycles may help to offset some of these costs.

**Transversal themes**

**Gender:** The bridging phase incorporated gender-responsive pedagogy into NTC instruction and ensured project activities, materials, strategies and messages were gender sensitive to the needs of men and women. High rates of GBV in the NTCs were addressed with awareness raising and connections for victims to safe spaces and health services, counselling, and local reporting mechanisms that respect the victim’s privacy and wishes. Reducing GBV and making schools safer is an ongoing process. Gender mainstreaming principles and strategies should appear in all future actions to help real change take root.

**Environment:** NTC infrastructure follows the principles of climate-responsive design, using natural light and ventilation to lower energy costs through building orientation that captures sunlight and wind throughout the day; using sun shading, high ceilings and roof designs to reduce heat; and installing gutters on buildings to harvest rainwater and direct heavy rain away from open doors and windows. Facilities also leverage solar energy for lighting; promote waste management and recycling; and use bio-digesters to generate natural gas. Building designs improve efficiency and lower maintenance costs.

**Digitization:** The integration of digital content is highly visible in the NTCs and has had far reaching impacts on their performance by increasing the organization and accessibility of documents, securing and protecting sensitive information, and facilitating participatory management. Alternative teaching platforms like Google Classroom, TTE Sandbox and Moodle LMS have been introduced; they are used as online repositories for TTE curricula and materials. All NTCs have internet access, although reliability and speed vary, which can disrupt online training and meetings; a basic connection upgrade will fix this.

## Conclusions

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| ***Management and Implementation Capacities*** |
| 1. Capacity building of NTC, TETD and CMU staff, the provision of new tools for RBM, and inputs to improve the human resource, facility and financial administration of NTCs have been hugely successful in upgrading the technical, procedural and communication skills staff require to effectively perform their duties. However, the extent of long-term buy-in and continued usage of these new tools and processes across all institutions is highly dependent on the directives of top leadership, which have been affected (and distracted) by a challenging operating environment, economic constraints nationally and in the education sector, and frequent turnover of senior management. |
| 1. The leadership of the NTCs and Ministry Departments must be continuously strengthened, especially in a context where management often changes and large teams are supervised remotely. |
| 1. The no-recruitment policy by the MoES for hiring new employees has negatively affected the ability of NTCs to meet minimum staffing requirements using available public funds. As such, they must expend precious financial resources to close critical staffing gaps – particularly for government-funded positions – leaving little room for allocating already limited finances across their operational, maintenance and programming needs |
| 1. Limited knowledge sharing between TETD and other MoES units formed under the new National Teacher Policy, like UNITE, has had a bearing on the effectiveness of TETD operations. Additional site visits by TETD staff to the NTCs would have enabled better data verification for results reporting and supported observation of new instructional approaches and administrative procedures in action. |
| 1. Low staffing numbers in the CMU increased workloads and reduced the effectiveness of inputs from available staff due to time constraints on their weekly schedules Funding restrictions on the part of the MoES limited the number of routine site visits during construction aside from the inspection visits financed by Enabel. |
| 1. A clear organisation-wide strategy is lacking to support knowledge transfer from MoES and NTC staff attending CPDs to other faculty members. As such, the burden of sharing information and embedding and sustaining new tools and concepts currently falls only on the individuals, rather than their institutions. |
| ***Teaching and Learning Environment*** |
| 1. The new infrastructure in the NTCs has significantly raised the calibre of the teaching and learning environment and upgraded the quality and appropriateness of the training programmes offered in the colleges. However, the construction of new infrastructure significantly increased the electricity bills of the NTCs, as not all the new buildings are connected to solar. The new facilities have also increased maintenance costs that must be continuously factored into the NTC’s annual budgets. |
| 1. Gender responsive programming is still in its infancy at the NTCs, while gender transformative programming will take significant time to achieve. NTC staff are gender aware, but the NTCs still lack appropriate and actionable gender policies (including for harassment and GBV) and sufficient input for mainstreaming gender-responsive actions. NTCs still need to fully transition from gender aware to gender sensitive programming, which requires deeper dialogue and reflections on how programming and the teaching and learning environment affects young men and women both on campus and during school practice. Overall, the environment in NTCs and the safety and welfare of staff and students can be made safer and better. |
| 1. Construction policies, rightly so, prohibit burglar-proofing of windows and doors in public buildings to prevent people from being locked inside during an emergency like a fire. Large buildings in the NTCs adhere to these restrictions, even if they are counterintuitive to building security measures that prevent theft. In the case of Mubende NTC, a thief attempted to break into the resource centre and the police had to be called to manage the situation. While this is an isolated event, it does point to the need for vigilant security measures to be put in place across all institutions. |
| 1. Additional ICT equipment was provided to NTCs during this phase of the project, including laptops, desktop computers, servers, tablets and projectors. The project also subsidised the colleges’ internet bills to enable them to implement their remote learning and digitalisation agenda. Overall, these investments have been greatly relevant to the NTC’s needs and supported widespread adoption of both ATL and the digitisation agenda in the institutions. However, sustaining an available budget large enough to cover the costs of usage (e.g. monthly electricity and internet) as well as equipment maintenance, repair and replacement continues to pose a challenge to the NTCs due to limited financing and resource-constrained budgets. While operation and maintenance plans can help with the process of ICT management, actions to generate resources independently within NTCs to cover these costs have thus far fallen short. |
| 1. When students and staff feel that their basic needs, safety and welfare are catered for they feel more motivated and committed to working and learning, and trust that the school cares about their health and security. Recent increases in enrolment are expected to continue when the NTCs transition to universities. This will affect the availability and capacity of existing and new infrastructure, some of which – even at present (e.g. boarding and WASH facilities) – does not provide enough space or access for the current number of staff and students. Respondents highlighted that any future infrastructure investments should consider expanding, upgrading or constructing these facilities (depending on the needs of each NTC), including: additional student and staff housing (to meet increasing student enrolment and staff hires); accessible and safe water, sanitation and hygiene (WASH) facilities; increased access to clean drinking water and nutritious food; and security and protection of staff, students, equipment, infrastructure, facilities and the campus overall due to increased risk of theft and violence. |
| 1. The digital hub in Kabale NTC is meant to act as a source of income generation and a centre for external engagement with the local community with facilities for hire that includes fully equipped meeting rooms with projectors, smartboards, TVs and internet connections to allow for digital meetings and presentations. It also has a fully functioning computer lab, a recording studio, and (when the hardware is provided) a secretarial bureau to offer services for hires like type-setting, document layout, printing, copying and binding. The computer lab can offer fee-based computer and ICT classes for individuals or groups, internet access and browsing (where fees are paid by time and/or MBs used), or even gaming (by both time and bandwidth used). The recording studio can be used by students and staff for teaching and learning, and be hired out for recordings or media production. If well managed with proper services and fee structure, the hub could prove to be a significant source of revenue for the college to offset operating costs. Advertising campaigns are recommended to market its services, and packages should be created to entice customers, offer deals to first-time users, or enter procurement contracts with local companies and NGOs to regularly use the services for meetings, special activities and staff professional development. Informing the public of the services and directly competing with local hotels for customers will be key in generating interest and appealing to people and organisations to support the next generation of Uganda’s teaching workforce in their professional development journey by using the hub’s services, which will provide resources for the NTC for student and staff development. Neighbouring districts should also be advertised in for a broader customer base, as well as schools for holiday packages for students. |
| ***Pedagogical Approaches and School Practice*** |
| 1. Monetise the lecturer’s new skills and knowledge and the new facilities available in the NTCs to raise funds for the colleges. With the training they have received, lecturers are now master trainers who can monetize their knowledge and skills to train other groups or organisations for a fee. NTCs can partner with local secondary schools for a fee to act as demonstration sites for practical instruction or offer other facility hiring services. NTCs should explore these opportunities by first developing basic business plans that include costing and fee structures and descriptions of the offerings they can provide, as well as simple marketing plans and advertising materials. Many NTCs are in areas receiving support from NGOs and other donors for education and capacity-building projects with local schools and communities. These organisations are potential clients for NTC services and can be directly targeted for partnerships and sales. |
| 1. NTCs have partnerships with only a few secondary schools to facilitate Continuous School Practice (CSP). The number of partner schools is not sufficient for a large number of student teachers, and so poses limitations to the overall efficiency of the CSP model. |
| 1. The project introduced an online school practice tool to enable the digitalization of observation results. Some school practice officers (SPOs) do not fully understand how to use the tool, despite being trained. This has hindered the largescale uptake of the tool in NTCs, as unskilled SPOs require additional support through joint observation and mentoring practice sessions with skilled SPOs to familiarise them with the tool |
| ***Transversal and Horizontal Themes*** |
| 1. By adopting a gender-aware perspective, this programme sought to address gender constraints and leverage opportunities for improved gender-responsive practices, aligning project results, indicators and programme inputs accordingly to respond to the gender-specific needs of students, especially regarding safety and GBV, during training and school practice. |
| 1. NTC infrastructure follows the principles of climate-responsive design and can considerably lower energy and maintenance costs, while improving the lifespan of facilities if well maintained. Protocols for the use of electricity, such as rules for using lights when needed, or turning on only some of the lights in large buildings, ensuring lights are turned off when not in use, etc. can help to reduce power bills, especially when natural light is available in buildings are certain times of the day. Maintaining and effectively using solar power and inverter systems in NTCs with such infrastructure can also reduce the cost of electricity from the national grid. |
| 1. All NTCs have internet connectivity, although the reliability and speed vary in each location. Limited or poor access restricts the ability of lecturers to effectively attend or hold online training and meetings without experiencing disruptions. Given the new digitization agenda, regular access to 4G internet throughout the NTC campus for staff and students is now required. The Uganda Communications Commission is responsible for outfitting all national training institutions with government-provided internet infrastructure and providing monthly access at subsidised rates. These systems and services should be further activated to ensure NTCs receive the government support they are entitled to regarding internet access. |

# Recommendations

Recommendations focus on ways to refine intervention approaches and areas of focus to achieve maximum impact and sustainability in the upcoming country programme, under which Enabel will still heavily invest in and lead interventions related to secondary teacher in-service professional development. Other recommendations are geared towards the NTCs and MoES themselves and can be executed without the support of Enabel as part of their ongoing work.

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| ***Management and Implementation Capacities*** | ***Targeted Actors*** | ***Level 1-4*** | ***Priority*** | ***Operational/ Strategic*** |
| 1. NTCs should account for gaps in knowledge transfer and skills sharing between trained and untrained staff by embedding CPD models into their weekly agenda through peer-to-peer teaching sessions run one day a week during school hours. If a 1 or 2-hour block of time is set aside each week for ongoing staff CPD or meetings, this time will become part of the routine culture in the school for staff to share knowledge or skills. Students can be let out early one afternoon for this, or put into group practice work to allow teachers to have this time during the regular school day (which ensures no additional resources or costs are needed to execute the activity). NTCs should be encourage to do this on their own as the project closes. | NTCs | 1 | High | Operational |
| 1. On-going CPD plans should be created and implemented each year at the MoES and NTCs for staff to ensure capacity development continues routinely against an agreed structure. This can be further explored through Enabel’s new Country Programme, which has a key component built into the education pillar regarding improved mechanisms and scope for teacher professional development. | Enabel, NTCs, MoES | 1, 2, 3 | Medium | Operational & Strategic |
| 1. Dialogue with the MoES, Ministry of Public Service, Ministry of Finance, and the soon to be formed Education Service Commission (responsible for teacher hiring and accreditation according to the National Teacher Policy), about staffing increases and allocations to ensure the NTCs have enough manpower in all key positions to deliver on their mandates, especially as they are re-designated at teacher training universities. NTCs must receive the basic public funding required to fill vacant teaching positions, hire enough non-technical staff to support operations, regularly pay staff salaries and finance staff welfare requirements This is especially pertinent given the transition NTCs are making to degree-awarding universities, which require fully staffed departments and administrative offices to function. | NTCs, MoES, MoPS, MoF, Education Service Commission, Enabel | 1, 2, 3 | High | Strategic |
| 1. Dialogue with the MoES and Ministry of Finance regarding critical increases in the amount of money allocated to termly student capitation grants, and regarding the timely and complete disbursement of the capitation grants to ensure the NTCs receive the basic public financing they are entitled to and that they required to cover budgetary costs, including for staff and student welfare, teaching and learning materials, facility maintenance, and additional costs related to staff salaries. | NTCs, MoES, MoF, Enabel | 1, 2, 3 | High | Strategic |
| ***Teaching and Learning Environment*** | ***Responsible*** |  | ***Priority Level*** |  |
| 1. Create an eco-system where, as centres of excellence, NTCs can support each other with capacity development, repairs, placing students for continuous and examination school practice, exchange visits, etc. Linking the colleges together in a connected model can help ensure the progress made in communication, knowledge exchange and learning continues. | NTCs, MoES | 1, 2 | High | Operational & Strategic |
| 1. At regular intervals (e.g. at least annually), map safe and unsafe places in the NTCs for staff and students and identify ways to close off or make safe areas of concern. At the same time, map the available GBV services and partners in the area who can be contacted in case an incident occurs, including security support, legal support, safe spaces, health services, guidance and counselling, etc. Given that the situation might change in the NTCs (i.e. due to facility safety and maintenance needs) and in the wider community (i.e. due to services availability), routine review of each college’s environment and infrastructure and available local resource networks is important. This will ensure the continuous safety of new and returning students, and help to introduce new students to the college’s GBV policies and where and how to seek services if required. Addressing gender and GBV issues in the NTCs is an ongoing challenge and should be looked at as a work in progress – much still needs to be done to achieve these objectives and ensure the safety and welfare of both students and staff. | NTCs | 1 | High | Operational & Strategic |
| 1. Support NTCs in improving the maintenance culture – budgeting, planning and use of tools in a cost-effective way (such as early identification and treatment). This can involve more capacity-building and further dissemination of the maintenance plans in each NTC. | NTCs, CMU | 1, 2 | Low | Operational |
| 1. Support NTC Kabale in a costing model and marketing campaign for the digital hub to generate interest and income. | NTCs, MoES, Enabel | 1, 2, 3 | High | Operational & Strategic |
| ***Pedagogical Approaches and School Practice*** | ***Responsible*** |  | ***Priority Level*** |  |
| 1. Monetise the lecturer’s knowledge and the new facilities available at NTCs for revenue generation. Income generation activities that capitalise on the core skills of lecturers and leverage existing NTC facilities (e.g. offering short fee-based teacher professional development courses in ATL or digitalisation, positioning lecturers as master trainers and facilitators for hire, renting out training venue or conference space, activating the business plan of the digital hub in Kabale, etc.) should be developed and implemented to close the gaps in revenues present in the NTCs. | NTCs, MoES | 1, 2 | Medium | Operational & Strategic |
| 1. Create stronger partnerships with secondary schools to improve CSP experiences and access. | NTCs | 1 | High | Operational |
| 1. Continue capacity building of NTC staff in ICT for teaching and learning, especially when new staff join the college. | NTCs, ICT  Managers | 1 | High | Operational |
| 1. Phased removal of DES program from the NTCs. | MoES, KyU, NTCs | 1, 2 | High | Operational & Strategic |
| 1. Payment of examination and registration fees should be made directly to Kyambogo University to mitigate the issue of debts with the university and therefore failure to graduate, issue transcripts and certificates to the students. | MoES, KyU, NTCs | 1, 2 | High | Operational & Strategic |
| 1. Additional dialogue with the departments responsible for the issuance of certificates is recommended to ensure that transcripts and certificates are disbursed in a timely manner from the point when students are recognised as passing their final examinations to when they receive their confirmation documents. Reducing the large time gap between these actions is critical to ensuring newly graduated teachers are able to apply in an appropriate timeframe to the Education Service Commission for hiring according to the new Teacher Policy. | MoES, KyU, NTCs, Enabel | 1, 2, 3 | High | Operational & Strategic |
| ***Transversal and Horizontal Themes*** | ***Responsible*** |  | ***Priority Level*** |  |
| 1. Adopt a gender-sensitive perspective and actions that protect all students from harm. This involves regularly reviewing safety plans and service access to ensure students can study and practice their craft in a protective environment at the NTC and in partner secondary schools. | NTCs, MoES | 1, 2 | High | Operational & Strategic |
| 1. Support NTCs to improve internet connectivity and reach across the campus. | NTCs, MoES | 1, 2 | High | Operational |