



MINISTRY OF EDUCATION
AND SPORTS

Final narrative report

Improve Secondary Teachers Education in
the National Teachers' Colleges (NTCs)

(UGA1503111),

UGANDA

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0 Abbreviations

AEDIBNET	African-European Digital Innovation Bridge Network
AMS	Academic Management System
ATL	Active Teaching and Learning
BTVET	Business, Technical, Vocational Education and Training
CCI	Cross-Cutting Issues
CMU	Construction Management Unit (MoES)
CoP	Community of Practice
COTA	The Collective for the Appropriate Technology Exchanges
CPD	Continuous Professional Development
CSP	Continuous School Practice
D/HTVET	Director/ Higher, Technical, Vocational Education and Training
DES	Directorate of Education Standards
DES	Diploma in Education Secondary
DEPE	Diploma in Education Primary External
D4D	Digitalisation for Development
DIY	Do It Yourself
DLP	Defect Liability Period
EDP	Education Development Partners
EduHack	Education Hack
ENABEL	Enabel, the Belgian development agency
EPPA	Education Planning and Policy Analysis (Department of the MoES)
GBV	Gender-Based Violence
GoU	Government of Uganda
GSE	Government Secondary Education (Department of the MoES)

GTM	General Teaching Methods
ICT	Information and Communication Technology
ID	Institutional Development
IDB	Islamic Development Bank
ICDL	International Computer Driving License
IGA	Income Generating Activity
ISE	International Sector Expert
JE	Junior Expert
JICA	Japan International Development Agency
KIW	Kampala Innovation Week
KYU	Kyambogo University
M&E	Monitoring and Evaluation
M&E WG	Monitoring and Evaluation Working Group (of the MoES)
MAK	Makerere University
MoES	Ministry of Education and Sports (Uganda)
MoFPED	Ministry of Finance Planning and Economic Development
MCC	Ministry Contracts Committee (MoES)
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisation
NITAU	National Information Technology Agency Uganda
NTC	National Teachers' College
NTC	National Teachers' Council
NTP	National Teacher Policy
PC	Project Coordinator

PDU	Procurement and Disposal Unit (of the MoES)
PPDA	Public Procurement and Disposal Act
PSI	Private Schools and Institutions (Department of the MoES)
PSS	Partner Secondary School
PS	Permanent Secretary
S2, S4	Senior Two, Senior Four (secondary school)
SC	Steering Committee
SDGs	Sustainable Development Goals
SDHR	Support the Development of Human Resources
SLE	Safe learning environment
SSU	Support to Skilling Uganda
TETD	Teacher Education Training and Development department (Department of the MoES- former TIET)
T&L	Teaching and Learning
TFF	Technical and Financial File
ToC	Theory of Change
ToR	Terms of Reference
TTE	Teacher Training Education project
UBOS	Uganda Bureau of Statistics
UICT	Uganda Institute of Information and Communication Technology
UNITE	Uganda National Institute of Teacher Education
UPPET	Universal Post-Primary Education and Training
URRENO	Uganda Road Accident Reduction Network Organization
VVOB	The Flemish Association for Development Cooperation and Technical Assistance
WASH	Water, Sanitation and Hygiene

1 Intervention form

Title of the intervention	Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)
Code of the intervention	UGA1503111
Location:	Kampala, Muni. Kaliro, Kabale, Mubende, Unyama
Total budget	Belgian contribution: EUR 15.500.000 GoU contribution: EUR 800.000 (in kind)
Partner institution	Ministry of Education and Sports (MoES)
Start date of the Specific Agreement	28/07/2016
Start date of the intervention/ Opening steering committee	04/10/2016
Expected end date of execution	27/7/2023
End date of the Specific Agreement	27/07/2023
Target groups	<ul style="list-style-type: none"> All: Management, staff and students of the five NTCs (Unyama, Muni, Kaliro, Kabale, Mubende). Teaching Staff of the 21 partner secondary schools. MoES Departments: Teacher Education Training and Development (TETD) and Construction Management Unit (CMU).
Impact ¹	Contribute to improved quality of post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET).
Outcome	NTCs produce competent teachers through the effective use of acquired management and pedagogical competencies and the proper use of infrastructure facilities and equipment.

¹ Impact regards the general objective; outcomes regard the specific objective; output regards the expected result
Final report of the intervention

Outputs	1) Management competencies and implementation capacities strengthened in NTCs and Teacher Education Training and Development (TETD) department.
	2) Appropriate teaching and learning environments and facilities available at NTCs.
	3) Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner secondary schools.
Years covered by the report	2017 - 2023

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2 Self-evaluation of performance

The project team conducted a self-evaluation of the TTE Project's performance. The results are also reflective of the end-term review evaluation done by COTA between October 2022 and February 2023.

2.1 Relevance

	Performance
Relevance	A

The Project is well anchored in the government of Uganda's national policies, including the Vision 2024, the National Development Plan III (2020/2021 - 2024/2025), the National Teacher Policy, the 2019 Digital Agenda, the National Sexual Education Framework for ensuring safe learning spaces in the NTCs, the Uganda Gender Policy (2007), the Gender in Education Policy (2009) and the National Policy on Elimination of Gender-Based Violence in Uganda (2016).

The project supported the different partners to implement these policies. In the NTCs, the students and staff were involved in designing GBV awareness-raising materials. Ministry departments including TETD where the project is anchored had the task of incorporating Results-Based budgeting and planning to ensure that all their interventions and projects in the department were contributing to their results. The NTCs had an upper hand because in 2017, the project had introduced Results-Based Management to them, and they were planning and budgeting using that mechanism.

Across the NTCs, 60 site meetings were conducted, preceded by the Local Supervision Committee meetings. This participation of the college community in construction works guaranteed acceptance of the project results. Between 2020 and 2022, the project experienced challenges with the COVID-19 pandemic and the ebola epidemic that led to the closure of education institutions and other services. However, the project continued to push for results by triangulating – the use of videos, photographs, and management meetings via Teams or Zoom.

The project further supported the TETD department to popularize the NTP in 2019, to remove the backlog of teachers not registered on TMIS, and to start the initial processes of setting up UNITE.

As CMU plays an oversight role in all infrastructure activities in the MoES, the project supported the Unit in monitoring construction works in all the NTCs. This was further beefed up with the thematic team meetings held at the TTE project offices

2.2 Effectiveness

	Performance
Effectiveness	A

Through the implementation of TTE project activities, the NTCs registered improved management of students' academic affairs, financial management, human resource management, inventory management, and asset management. To date, the college teams are trained in the different management aspects, including soft skills such as leadership, communication, and gender, among others.

This management and digital transformation started with the introduction of RBM in 2017 in the NTCs and was further enhanced with the AMS in 2020 and 2021.

The infrastructure results were achieved to a greater extent following the completion of works in all NTCs, despite the two lockdowns that affected works. The focus on pedagogic and administrative spaces allowed the project to fully implement pedagogy activities. The pedagogic spaces allowed for the practising of ATL and ICT in teaching and learning throughout the implementation period (2017 to 2023).

Three studies confirmed the results of this project – the Tracer Study of 2019 which affirmed the quality of NTCs graduates and their employability, the e-learning readiness study of 2020 which confirmed that NTCs were ready to employ digitalization in teaching and learning, and the Tracer Study of 2022 which further confirmed the potential of NTCs graduates (see reports for details). This is the reason for this score.

2.3 Efficiency

	Performance
Efficiency	B

All project activities planned for 2017 to 2023 were executed to 100%, with adjustments in operational strategies to cater for the changes in the education sector.

During implementation in 2020, the project developed and rolled out the TTE Sandbox strategy. This shifted most of the project activities from physical to online, which created efficiency in implementation because more savings were realized that were used to roll out

more activities. For instance, most training on ICT in teaching and learning for NTCs staff (Communities of Practice) and NTCs students (ICT Masterclasses) was conducted online.

Some delays remained in implementation, for example, deliveries of furniture and equipment, construction work, QuickBooks roll out and support, lesson observations to update the M&E Matrix and ICT device scheme. This, to a small extent, affected results achievement, hence the score.

As stated in the End Term Review report, “the introduction of green energies and better technologies for the the construction, like climate-responsive building designs, solar lights and water heaters, energy efficiency kitchens, in the NTCs helped reduce utility bills. However, some of the new infrastructures are not connected to solar”.

2.4 Potential sustainability

	Performance
Potential sustainability	B

All project activities were implemented with sustainability in mind. However, institutionalization processes take a long time, hence the score here.

In terms of management, RBM emphasized the involvement of college committees in planning and budgeting, data collection, reporting and presentation of their annual results. The college teams were trained in analysing data for the quarterly review and by the end of the project they were able to generate reports and share them with college principals.

In 2020, the college teams organized performance reviews in the NTCs and conducted online meetings to fill in data on the digitalized RBM tool.

The project invested in maintenance to ensure that colleges sustain the infrastructure, facilities, equipment, and ICT equipment. An Evidence-based maintenance policy was developed in 2021 and rolled out in 2022. This followed the various challenges NTCs had with maintaining and sustaining their facilities. Although NTCs barely had any budget to run the activities – for instance in the event of a breakdown of the solar systems, the project team conducted maintenance training and provided maintenance equipment. This reinforcement improved the ability of the colleges to maintain some facilities.

In terms of pedagogy, the project worked through the mentorship system that was set up at the college level to support the cascade of pedagogy activities. This was coupled with the ICT Champions, who were NTCs staff that were enthusiastic about incorporating education



technology in teaching and learning. These structures were also joined by the Help Desk members, who supported the development of online content for teacher trainees. A group of National Experts, who were identified together with the TETD department supported these structures. All these being NTCs and KYU-based structures ensured sustainability and potential consideration of pedagogy interventions in other MOES institutions. As a result, ATL and ICT in Teaching and Learning were incorporated into the UNITE programs.

To continue the good practices of the TTE Project, the project developed and disseminated different capitalization products, including reports, videos, flyers, templates, guidelines, newsletters, websites, manuals and CRD manifesto. These were disseminated throughout the life of the project during different events like the Teacher Days of 2017 to 2019 and 2022, conferences, speaker series at universities, and end-of-project activity 2023.

On the other hand, the failure to review the teacher training curriculum and the delay in the establishment of UNITE affected the institutionalization of pedagogy initiatives.

2.5 Conclusions

The TTE project realized sufficient progress in improving the quality of teacher education in Uganda.



The Tracer studies of 2019 and 2022 confirmed that the **quality of teachers coming** out of the NTCs had greatly improved and many institutions desired to adopt the model. Of the 91 per cent of graduates from 2017, 81 per cent had been employed as teachers and were performing very well in schools. The Tracer Study of 2022 revealed that at least 89 per cent of the graduates of 2019 were employed. This is in line with the MOES priorities to create competent teachers as per the National Teacher Policy, and who fit the teacher competency profile.

Community involvement and participation in project activities were key for completion. This helped them to appreciate the development in the institutions and be part of the processes to make the colleges safe for learning. Considerations were made to have ECD centres in all NTCs, and these greatly improved the relationship with the communities. In Kabale and Muni, members of the community bring their children to the centre for safe abode as the parents go about their work either inside the colleges or outside. This model of community engagement was also extended to other NTCs. The community leadership, like the district engineer and the district education officer, were involved in the construction works through the attendance of site meetings in the different colleges.

Improved competency in ATL and ICT in Teaching and Learning of teacher trainers and teacher trainees from the NTCs. Teachers were performing on a scale of 3.5 out of 4 by the close of the project. This was attributed to the different training introduced to them that was also well-cascaded by the mentors and ICT champions. Teacher trainees were able to practice their skills during CSP activities and microteaching sessions. This is coupled with the availability of pedagogic spaces, furniture and equipment in the colleges. The project worked on various ICT in teaching and learning interventions, including the TTE Sandbox strategy that HundRed recognized as a scalable solution for continuity of learning; and received a nomination in the D4D Prize award.

Improved management of the colleges leading to increased team work and involvement in planning and commitment to achieve results. This followed the introduction of RBM in 2017 which opened up the budgeting, planning, implementation and reporting processes. The pedagogic activities were managed by the deputy principals, who are substantively the heads of pedagogic activities in the colleges. The digitalization of management in the colleges, starting with the RBM tool for planning and budgeting, QuickBooks for financial management, the Academic Management System (AMS), the KOHA Library Management System, Time on Task for attendance management and AssetTiger for Asset Management, contributed to consolidating project objectives and improving processes in the colleges.

Improved and increased access to teaching and learning in the NTCs. The project worked on infrastructure facilities with 21st-century learning needs in mind. The pedagogic space, administrative blocks and external college facilities were all suited to the needs of teacher trainees.

National execution official	Enabel execution official
Andrew TABURA	Hannah NAYOGA
Project Coordinator TETD department / MoES	Project Co-Coordinator Belgian development agency
	 27/6/23
Kampala, June 2023	

3.1.2.2 Implementation Modalities of the intervention

A project coordinator nominated by the Commissioner of Teacher Education Training and Development at the MOES and a project co-coordinator employed by Enabel, the Belgian development agency, manage the project. The project is anchored in the TETD department, with close interaction and relations to other MOES departments, including the Construction Management Unit, the Secondary Education Department, the Gender Unit and the Private Schools and Institutions Department.

Since 2017, the project benefited from the skills of five Junior Professionals from Belgium to support the implementation of the three project results.

The project also conducted seven Annual Reflection Reviews to bring the project team together, and plan and design implementation strategies to achieve results.

3.1.2.1 Partnership modalities

Grant with MUST from November 2021 to May 2023: The project partnered with MUST as a follow-up to the 2019 GBV study recommendation, which generated data on GBV in the NTCs and the BTVET institutions in Uganda. The purpose of this follow-up project was to implement recommendations of the 2019 GBV Study to contribute to violence prevention and gender-responsive learning environments, specifically in NTCs in Uganda by implementing a comprehensive communication strategy and campaign in NTCs. Through this partnership, the project reached 2,900 staff and students of the five NTCs, 400 MUST staff and 1,000 staff of the PSS.

Some of the circumstances surrounding this partnership have been the inadequacies of administrative procedures and accountability for the activities done. On the major part, the objective of the grant was fully achieved. However, the End-Line Survey pointed to more need for GBV awareness activities in the institutions.

Framework contracts with the NTCs: The project entered framework contracts to improve financial and procurement management at the colleges, as well as support the smooth implementation of project activities. Four framework contracts were awarded to NTCs Kabale, Mubende, Muni and Unyama. Through these contracts, the colleges would prepare and deliver meals at the NTCs during activities organized by the TTE interventions and any others by Enabel or other development partners.

The challenge remained with Kaliro, where it was not possible to have a framework with the college due to failure to submit tender documents and the college used an existing pre-qualified supplier.



Consultancy for supervision of infrastructure work: To ensure quality, the project works in a tripartite mechanism in the supervision of the works. This tripartite is combined with the Construction Management Unit, the Enabel Infrastructure Unit and a consultancy firm. During this implementation, the project worked with Arch Design, Oubuntu and Dasunda, and Pan Modern consultants for the design and supervision of the works at NTCs Muni, Unyama, Mubende, Kaliro and Kabale. The contracts were successfully concluded, including the DLP period.

Contractors for construction works: The project contracted Excel construction company, Prisma, and King Albert Construction Limited to construct, rehabilitate, and expand buildings at NTCs Kabale and Mubende. The first phase of the works was completed in 2022, including the Defects Liability Period (DLP), and the last phase was completed in June 2023. Through construction works, the project implemented at least 60 per cent of the budget. As a result, more than 1.600 teacher trainees from the NTCs were able to access education in a safe learning space.

The infrastructure facilities, furniture and equipment complement management and pedagogic activities in the NTCs.

3.1.2.2 Operational modalities

The project was anchored in the TETD department of the MOES, with implementation guided by the Project Implementation Manual that was updated in 2019. The project benefited from skilled staff in infrastructure, institutional development, pedagogy, finance, administration, communication, logisticians, and monitoring and evaluation. These were beefed up with Junior Experts from the Enabel Junior Programme, who supported digitalization and infrastructure activities in the project.

The project management team conducted the project operations, while a Steering Committee chaired by the PS/MOES and co-chaired by the Resident Representative of Enabel in Uganda provided strategic oversight and direction. Under this stewardship, the project implementation was completed at 100 per cent.

3.2 Significant changes to the intervention strategy

The project UGA1503111 was designed with a focus on the implementation of all three results in NTCs Kabale and Mubende, while the soft results on management and pedagogy were to be implemented in all five NTCs. With time, some emerging needs to set up the ECD centre in NTC Unyama and to conduct minor repairs on water and dormitory facilities in Kaliro and Muni were catered for. The aim was to ensure that teacher trainees in NTC Unyama focus on learning and to build the maintenance culture in NTCs Kaliro and Muni.

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The three main results of the project were: management competences improve, appropriate teaching and learning environment and pedagogical quality improved. However, during the bridging phase, the project incorporated three transversal themes: digitalization, climate-responsive designs and a safe learning environment.

In 2018, the project made use of 1.4 million Euros for maintenance from the closed Kaliro and Muni projects. The aim was to improve maintenance in the colleges after the project activities. In this same period, the project shifted administrative and financial management from co-management to own-management (especially for infrastructure works and supervision contracts). This greatly improved the turnaround period for tendering and commencement of works. As a result, all works were completed within the project lifetime and the maximum of 14 months for each contract.

The project management team requested the Steering Committee to guide on the budget modification of Kaliro and Muni Reserve under infrastructure and to invest in equipment, furniture and the day-care centre in NTC Unyama. This change was fully aligned with the MOES priorities of bringing the NTCs to the same level.

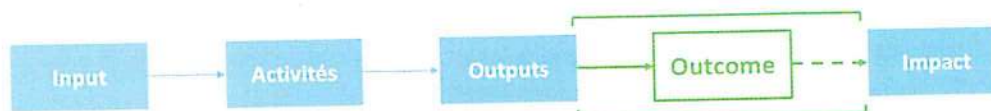
In January 2021, Belgium approved an additional budget of 7.5 million Euros for the bridging phase of the project. This saw the implementation of Phase II of works in NTCs Mubende and Kabale. Following this implementation, the Steering Committee of 15 February 2022 approved the extension of the project implementation period for six more months to the end of the Specific Agreement. This enabled the full implementation of the project activities.

4 Achieved results²

Within December 2017 and July 2023, the project continued to support teacher training outcomes for up to 6,000 learners, 500 NTCs staff, and 1,000 PSS Teachers. These were supported to improve their pedagogic skills, management skills and learning spaces as described in the different outputs of the project

² 'Results' means development results. Impact regards the general objective; outcomes regard the specific objective; output regards the expected result; intermediate outcomes regard changes resulting from the achievement of the outputs, allowing progress towards the outcome of the intervention at a higher level.
Final report of the intervention

4.1 Performance of outcome



This part reports on the achievement of the outcome targeted by the intervention (specific objective) to contribute to the impact (general objective). The achievement of the outcome takes into account the intermediate results (intermediate outcomes) as well as the use of results (outputs).

4.1.1 Achieved indicators

Progress indicators/markers	Base value	Final target	Final value attained	Comments
Number of NTC students (graduates) matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91,2% - Men: 89.7% - Women: 94.1%	91% (2.150 graduates per year)	89% (F=88%, M=90%)	Achievement based on 2022 measurement, as DES students were not in the colleges at the time of reporting
Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (Lesson plan analysis)	3.5	3.0-F=3.1. M=2.9 (class observation)	Achievement is based on the 2022 measurement, as no classroom observations were conducted in 2023.
Percentage of the progress of implementation of each annual action plan	No integrated mechanism for planning, budgeting and	70%	80%	Colleges still faced challenges with funding activities due to budget cuts, debts with KYU and a limited number of students, among other reasons

	monitoring			
Existence of annual work plans for each institution	No integrated mechanism for planning, budgeting and monitoring	5	5	All NTCs have integrated work plans
Percentage of implementation of new and renovated NTC facilities	100%	100%	100%	All work scope completed and only pending DLP, which ends in 2024

4.1.2 Analysis of the achievement of the outcome

The project outcome was measured at different levels for the different results, with different indicators. For teachers' competences, which are based on the National Teacher Policy 2019, 89 per cent of the teachers were competent. In the NTCs, following the closure of education institutions in 2020 up to October 2021, 167 per cent (3,588 of the targeted 2,150 students) of the students graduated successfully by the end of 2022. However, a sufficient number that had been affected by the clogged teacher education system remained in NTCs Kaliro, Mubende and Kabale. This was mainly explained by the outstanding debt burden of over 1.6 billion Uganda Shillings which the institutions were yet to clear as of the project closure.

In 2017, the project supported the colleges to plan and budget for their activities based on results in a Result-Based Management mechanism. This became the basis of conducting all college activities from 2017 to 2023. To strengthen RBM, college staff formed various committees that engaged in the budgeting, planning, data collection, analysis and reporting on college activities. To strengthen budgeting and planning, as well as financial management in the NTCs, the project conducted capacity assessments of the colleges to receive grants, after which each college was granted Euro 25,000 each year for the period of the grants.

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In terms of management, the project also worked on academic management (student learning, assessment and school practice), human resource management, inventory management and financial management.

The project implemented infrastructure results across the five NTCs, which saw the completion of an ECD facility in NTC Unyama, and pedagogic, administrative, WASH, power extension and water extension in NTCs Kabale, Mubende, Kaliro and Muni. The works were implemented across the project period, i.e., 2017 to 2023, by Excel Construction in Kaliro and Kabale, Prisma in NTC Mubende, King Albert Construction Limited in NTC Kabale for phase II, and Ambitious Construction and Sumadra in NTC Muni. In this project, a total of 20 million Euros was invested in the works. This ensured that the NTCs' students and staff had access to teaching and learning spaces, and spaces of abode. The works were designed and supervised by the Enabel Infrastructure Unit, CMU, TETD and the consultants

Pedagogically, the project worked with both the NTCs and partner secondary school staff to implement ATL and ICT in teaching and learning to increase literacy and numeracy. The Uganda Bureau of Statistics report 2021 confirms that the pass rate at the secondary level was 94 per cent. The mentorship system played a key role in the implementation of pedagogy activities and CPDs for the teacher trainers. A critical component of pedagogy was CSP, which was implemented in partnership with 21 secondary schools around the five NTCs. There were four PSSs around NTCs Kaliro, Muni, Kabale and Unyama, while NTC Mubende had five PSS to cater for the diverse nature of training programs covered in that college.

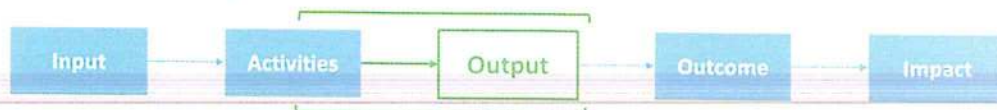
One of the limitations to teacher training in the NTCs was the closure of the colleges in 2020. The colleges were re-opened in November 2021 and the project led the advocacy to ensure the completion of learning by the DES students. This culminated in the Emergency School Practice Plan comprising of examination/grading of the General Teaching Methods online course, student continuous school practice portfolios, and peer teaching conducted for two weeks in the NTCs. As a result, over 3,000 students from the five NTCs graduated in 2022.

In 2022, there was a reduction in the use of ATL in the classroom as observed during pedagogy monitoring. This was potentially due to the mode of data collection used – class observation. There was also more retirement of NTCs staff, and the new ones had not yet undergone the full cycle of training and supportive supervision by their peers and NEs.

The challenge, however, remains with students whose results had not yet been moderated and released by Kyambogo University, and so never graduated. The project continues to

advocate for students to receive their transcripts and certificates once they graduate from college. This will enable them to register fully as teachers and practice their profession. A Tracer study report for 2022 confirmed that 89 per cent of the NTC graduates matched the teacher competency profile.

4.2 Performance of output 1



4.2.1 Achieved indicators

Output 1: Management competencies and implementation capacities strengthened in NTCs and Teacher Education Training and Development (TETD) department									
Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value preceding year 2021	Value reporting year 2022	Final value (2023)
Capacity development	The overall performance score is given by TETD members during the organisational self-assessment exercise	2.6 (on a scale from 1-4)	No data collected	No data collected	3.03	3	1.7	2.6	3.0 (on a scale from 1-4)
TETD's vision for policy design	Percentage of implementation of TETD Department long-term strategic plan 2020-2030	N/A	N/A	N/A	N/A	10%	n/a for this year	15%	20.00%
	The average performance score is given by NTC staff	2.32	0	0	2.56	0	2.27		3.0 (on a scale from 1-4)

	(organisational self-assessment)								
	Number of digital hubs in place and functional	N/A	N/A	N/A	N/A	N/A	n/a for this year	1	1
	Number of days at station per civil year (academic and admin staff) (M/F) (%)	No formal monitoring mechanism				84 days	NTCs were still closed due to the COVID-19 pandemic	The DES program hasn't been in session since 2022	144 days at station per civil year of 240 working days (value based on preceding year)
	Percentage completion rate of online courses on management by the registered target audience in NTC	N/A	N/A	N/A	N/A	N/A	51%	95%	100.00%
	Number of NTCs where academic management software is installed and staff trained on its use	0	0	0	0	0	5	5	5 NTCs with software installed and staff trained on its use
	Number of NTCs where academic management software is in use	0	20	0	0	0	5	5	5 NTCs where the software is fully in use
	Number of NTCs where financial management software is	0	0	5 (E-3 votebook)	3 (Quick books)	3 (Quick books)	5	5	5 NTCs with software installed and staff trained on its use

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	installed and staff trained on its use								
	Number of NTCs where financial management software is in use	0	0	5 (E-3 votebook)	3 (Quick books)	2	5	5	The software is fully in use
	Number of NTC staff and students who feel safe on campus (% M-F)	0				60% student	n/a for report	GBV	64% students
						71% staff	this year	not yet out	78% staff

4.2.2 Analysis of the realisation of the output

Output Area 1.1: Supervision and Monitoring System in place for the Secondary teacher education system (5 NTCs + TETD)

Since the fiscal year 2017-2018, a systemic and integrated “result-based” management Framework was implemented in the five NTCs. The first step was to agree on a shared vision of the missions of the five NTCs based on the analysis of MOES and KYU policies, as well as on the NTCs' regular tasks. This allowed us to design a common template for the annual work-plans (2017-18, 2018-19, 2019-20, 2020-21 and 2021-22), and since then, it has been recognized as a real game changer. All committees in the NTCs needed to contribute directly or indirectly to achieving a set of development results. This led to increased participation from staff in the colleges. The digital database was continuously updated, and change was easily visualized.

However, there was still a need for management to take a lead role in the RBM process with the support of TETD. In this context, a benchmarking visit for field coordinators and deputy principals took place in NTC Unyama in December 2019 because the college had overtaken other colleges in terms of achieving results.

To stimulate the NTC management to take the lead role in the RBM framework, it was agreed that a college-based approach would be used from the financial year 2019 - 2020. This also ensured a higher involvement of the committees in the Colleges. The data analysis workshops on site were then followed by a joined quarterly review where we looked at the results, these were describable or measurable changes resulting from a cause-and-effect

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[Signature]

chain. The approach involved the lead college taking charge of activities in terms of mobilization, report compilation and review meeting hosting. The new approach immediately displayed a better quality of data. However, due to the closing of the schools due to the pandemic (March 2020), only one series of on-site data analysis workshops and one quarterly performance review took place in 2020.

Throughout the bridging phase, the project continued to support the NTC management to spearhead the RBM framework activities to strengthen college management in a college-based approach. This approach, although initially embraced by the college management with hesitation, has ensured a higher involvement of the committees in the colleges' reporting exercise.

The organization of hybrid data analysis workshops increased staff involvement, including joining quarterly reviews online where the college committee members exhibited the results and good practices. The approach involved the lead college taking charge of activities in terms of mobilization, report compilation and review meeting hosting. It also helped to embed the practice in the NTC/TETD practices with more aspects of digitalization. Owing to the impact of a prolonged closure of schools (until October 2021), it was deemed fit to review the RBM tools to make them simpler and more digitalized to enhance online collaboration.

In 2022 and 2023, the use of these tools was further consolidated in the colleges. This resulted in a much cheaper and shorter data collection process, yet with higher staff participation, having colleges take more of a lead. The rotational quarterly reviews were further improved, with colleges showcasing activities and practices that have the highest impact at the college level, further grounding improved practices in the colleges.

Cognizant of project closure at the end of June 2023, the college managers (principals and chairpersons of the governing councils) formed an association that will be tasked with the sustainability of RBM in the colleges. NTC Muni was selected to organize the next RBM quarterly review which is fully funded by the colleges, as further evidence of the commitment to sustainability.

The management tools introduced in the TTE Sandbox, in 2020, supported the colleges in the management of day-to-day running. For instance, the SMS bulk system was used to contact students and deliver DIYs on COVID-19 and also send the link to the one-stop portal from where they could access learning materials. Senior Management Communities (five) were set up on Moodle, an online Learning Management System (LMS). During the monthly online meetings, specific managerial topics of discussion were scheduled via Zoom and the debate continued on the LMS.

As part of sustainability, the colleges were encouraged to take up the cost of subscriptions for the college zoom accounts. The use of zoom and bulk SMS has been so impactful in the mobilization of the college community and their use beyond the project is certain, given the popularity, proficiency of staff in using them and the minimal cost implication.

The continued closure of schools in the first year of the bridging phase (2021) due to the pandemic illustrated the value of digitalization, but was also a stark reminder of the remaining digital divide at the college level, as not all the managers, lecturers, and students had access to technological tools outside the colleges. Furthermore, connectivity remained a critical issue, as colleges continued to struggle to pay the monthly Internet subscriptions, the available technology in some locations was not very reliable and the cost of data was high. For this reason, the TTE project continued to provide managers, lecturers and students with data for participation in TTE activities during online activities. Equally, as a sustainability strategy, TTE supported colleges to reactivate their Internet subscription on a 70 per cent reimbursement system.

In 2023, it was observed that the irregular cash flow in the colleges was negatively impacting their commitment to subscribe to the Internet. The cost of fast Internet offered by RENU in Kabale and Muni remains quite prohibitive. Generally, different colleges are shopping for more cost-effective packages, but often, these offer fairly low speeds, as is the case in Kaliro.

Output Area 1.2: Strategic management and implementation capacity of NTCs strengthened

From 2017 to 2023, the TTE project supported the transformative process of integrating digital technologies in the management of colleges. The project team provided online and field support to appraise the adoption of tools and strengthen the capacity of college managers in the use of the many tools that had been introduced in the colleges.

For finance management, the colleges transitioned in less than three years from the use of paper books over the Excel e-vote book, which was introduced in the NTCs in 2018, to more contemporary accounting software. In 2019, some upgrades were done to the E-vote book, but it remained impossible to handle multiple users simultaneously. The colleges then decided to opt for the installation of the offline desktop version of QuickBooks Enterprise 15.0 with a perpetual license. This was piloted in three colleges and later rolled out in the remaining two. During the support missions for QuickBooks, assistance was also given to ICT maintenance. This was later built into a college-based support system from NTC Unyama that had grasped the use of QuickBooks. By the end of the project in 2023, the Accountant and IT Officer of NTC Unyama had supported four colleges with both the hard

and soft components of using QuickBooks. The finance offices of the NTCs were also supported with ICT equipment and connectivity in 2021.

A challenge during implementation came from illegal installations of software in 2019, which the project team discovered at a later stage. However, a fully subscribed version was later installed and the college financial systems functioned well. Although the staff still exhibited some 'teething' problems that accompanied the introduction of the new software, mitigation measures were put in place to ensure sustained support for the rest of the bridging phase, to enable the college staff to gain sufficient confidence levels. Relatedly, in a bid to enhance the proper functioning of systems, the ICT maintenance capacities of the ICT officers in the colleges were enhanced through the quarterly ICT days.

In 2022, the accounts teams in the NTCs were given refresher training on QuickBooks financial management software in all five colleges. Whereas NTCs Unyama and Muni had fully embraced the system, the staff turnover in three colleges – Kaliro, Kabale and Mubende – warranted another round of field support to the available staff. In 2023, the three colleges were supported to have all the backlog of data migrated into the system in addition to the mitigation measures that were put in place to ensure sustained in-house support. Aware of the phasing-out of direct implementation in the colleges by the end of the first half of 2023, the principals were further trained in financial management and mobilization, asset management and change management of staff in the colleges, and quality assurance of services in the colleges as a strategy to support the transition in the college operations.

In 2017, annual grant agreements were signed with the colleges as a way to strengthen their management capacities, because of attracting other sources of funding in the future. Therefore, support through desk reviews and field visits by the TTE project (finance and operations) team were implemented throughout the years to ensure the success of this initiative. Compared to previous years, and even if the grant duration was extended, the execution rates of the grants agreement for FY 2019-2020 were much lower because of the closure of schools.

To improve the existing capacities in procurement management, Agile Investments Ltd trained all colleges' key stakeholders (from their governing councils to the lecturers) in early 2019. This was deemed critical since this was an avenue through which over 70 per cent of the college's meagre resources are spent. The consultants tailored the PPDA procurement guidelines to the college setting and developed the toolbox, which lists all the required official templates. As a result, the guidelines and toolbox on "Procurement & Contracts Management in the NTCs" were distributed in 2020 in each NTC (15 copies per



NTC). According to the grants evaluation study conducted in May 2021, the execution rates of the grants agreement for FY 2019-2020 were initially substantially lower due to the college closures. Nonetheless, after the colleges reopened, the average execution rate increased from 59 per cent to 81.4 per cent by the end of the extended grant period. The TTE financial team's field visits to help the administrative teams in the colleges during these unique times proved to be a very successful strategy.

The implementation of Smart Campus, a software for academic management, was launched in Muni and Kaliro during the first phase of the project. In 2017-2018, the project supported its pilot implementation with external technical support. The use of the software faced a lot of difficulties which were explained in the external assessment of Smart Campus done in 2018. This situation led to the stopping of the pilot experimentation. The main challenges were technical (i.e. no bank integration, no quality support...) and human (user involvement). Following the difficulties faced, the project team carried out a broad academic management assessment in 2019. During the Kampala Innovation week (October 2019), one team also took up the challenge to design a prototype for an Academic Management System (AMS) adapted to the needs of the NTCs. The team won the education challenge of the hackathon dubbed 'Hack Una Matata'. The report of the assessment and the input of the hackathon warranted the preparation of a new procurement. A lengthy process of procurement was launched in November 2019, though unsuccessful. In 2020, a member of the winning team took up the challenge to further prototype and develop an AMS adapted to the needs of the NTCs. So, instead of awarding the procurement launched to a commercial system again, the decision was made to support the development of the AMS that was developed by an ICT officer of NTC Unyama. Throughout 2020, the AMS was presented to each NTC and fine-tuned before rolling it out during the bridging phase.

Throughout 2021, the in-house AMS was rolled out and each of the five colleges received a customised AMS. To improve the acceptability of the system, a formal memorandum of understanding was signed between the college managers and the developer as an assurance of the security and integrity of college data that has been uploaded into the system. Between 2022 and 2023, the system was further upgraded with improvements on some of the modules, based on feedback from the users in the colleges and the MOES. The security system was equally strengthened further and the subscription for hosting services was extended for one-year, effective May 2023.

It was envisaged that this extension will enable most of the staff to appreciate the level of security of the college data hosted on the system, hence the need to fully embrace it. The system matured for scaling up and was piloted in the VTIs before full installation in 2023. Following a successful pilot of the school practice module in 2022, the system was used in

February 2023 during school practice activities. The module has greatly been improved, although its dependency on connectivity sometimes limits the real-time submission of results. Nevertheless, the turnaround time for submission of school practice marks and monitoring of staff during school practice supervision has improved because of the school practice module in the AMS.

The development of a tool to measure staff's time on task was a major innovation in the Ugandan context, where teaching staff absenteeism was recognized as a major challenge. KoBoCollect, a free open-source tool for mobile data collection, was the backbone of the tracking system. The system was piloted in NTC Muni for one month and was approved for usage in the colleges during the NTCs' quarterly review meeting in April 2019. It was then rolled out in all the NTCs and the TETD department in May 2019. The time-on-task tool is now installed in all colleges – a modern Android device is available at the entrance of each institution. Staff sign in and out on the tablet by selecting their name and taking a selfie. The forms are then uploaded on to the server and the data is analysed in Excel. The analysis results are shared by management with their staff. This simple tool has had a huge impact, not only drastically reduced absenteeism, but also whetting the appetite for more digital tools in management and teaching and learning.

In the bridging phase, the time-on-task tool was revised to incorporate a quality component which looked at reasons for absence and actual activities being conducted in the colleges. The in-charge of time-on-task in each of the colleges has since been trained on how to analyse data from the system, and since 2022, time-on-task activities have been fully managed by the college management and the TETD department.

Different colleges implemented income-generating projects between 2019 and 2022. Whereas the proceeds are not yet significant, there is a substantial mind-set shift within the college managers to try to look out for alternative forms of revenue to keep the colleges functional. In 2023, it was observed that colleges had diversified revenue sources, for example in agriculture – both crop and animal husbandry, hiring of venues for training and slowly operationalising the early childhood centres for pre-primary education at a fee, for the children from the communities surrounding the colleges. The colleges improved their record management and it was now possible to track the income from these IGAs.

To improve the **ICT management** of the colleges, the following was done:

- All ICT equipment in the colleges was repaired in May 2018. With time, as the capacities of ICT officers were strengthened, ICT maintenance was done by empowering ICT officers through peer-to-peer support.
- The colleges were equipped with new ICT equipment (computers, printers, cameras, laptops and tablets, among other things) in August 2018.
- ICT manager & ICT officer competency profiles were approved by the Teacher Education Working Group (October 2018), as a basis for lobby.
- ICT managers' skills were strengthened through training (computer repair and maintenance, IT essentials online training certified by CISCO Academy, ICT days organized by project staff, and coding, among others).
- A participatory assessment of the migration from Windows to open-source was conducted in 2019. Although Enabel endorsed the digital principles (<https://digitalprinciples.org/>) in 2019 - one of the principles is the use of open-source software.
- In 2019 and 2020, TTE participated in the Kampala Innovation Week (KIW) to showcase all its D4D tools together with the SSU and SDHR projects. TTE, together with SSU, also organised a hackathon, dubbed 'Hack Una Matata', during KIW 2019 and a boot camp in 2020.
- the Junior Programme donated 20 refurbished computers to TTE in 2019 – they were used in the five NTCs to organise Masterclasses on ICT in T&L for NTC students.

To further strengthen the **management capacity** of NTCs, online courses were developed in 2020 and rolled out from 2021 to 2022. Below are the links to the courses:

- HRM Course - <https://open-learning.enabel.be/course/view.php?id=35>
- Leadership and management - <https://open-learning.enabel.be/course/view.php?id=32>
- Communication skills - <https://open-learning.enabel.be/course/view.php?id=31>
- Finance management, planning and budgeting - <https://open-learning.enabel.be/course/view.php?id=44>
- Gender course - <https://open-learning.enabel.be/course/view.php?id=39>

The online management courses were further scaled up to include other staff in the colleges. By the end of 2022, over 269 staff had enrolled and completed at least one of the

five courses. In 2023, each college nominated trainers of trainers (ToT) who were themselves trained by the National Experts (NEs). In total, 30 ToTs were trained, at least five from each college. The new team will enrol more students and teachers from partner secondary schools to follow the management courses that already exist in the college Moodle platforms. The new team was a great addition to the previous ToTs and helped strengthen the critical mass for the sustainability of blended training in the colleges.

Output Area 1.3: TETD strengthened

Following the strategy for TETD capacity development elaborated in early 2018, different actions were taken to build TETD capacity. Between 2017 and 2020, TETD was supported with equipment to enter data in TMIS, reduce the backlog of over 10,000 teachers, reduce absenteeism, and identify unqualified teachers. Digitalizing the process made it easier for recent graduates. The project also provided financial and technical support to the organisation of Teacher Education Working Groups, SDHR training plans. IT equipment, communication, and the National Teachers Policy secretariat. In addition, TTE supported the TETD department in soliciting extra funding to develop and disseminate a strategic plan and financial sustainability study, which were validated by the M&E Working Group. In 2022, an organisational assessment was conducted for the TETD department, supported through workshops and maintenance activities. In February 2023, the results showed an improvement in several areas identified as lacking in the previous assessment. The department also installed hardware and software systems to improve work processes, and the staffing level was addressed, with more young staff joining to fill vacant positions. To further strengthen the digitalisation within the department, the project procured and delivered an assortment of digital equipment, including laptops, projectors, a conference system, and storage backups.

The project supported the TETD department through workshops and activities related to the National Teachers Policy. Activities included advocacy, validation of HR positions, and provision of equipment. The full establishment of UNITE was achieved, and communication materials such as flyers and branding of the department offices were provided to improve service provision.

Output Area 1.4: CMU strengthened

The nearly day-to-day collaboration with the infrastructure team on the design and construction phases was a hands-on capacity building. With the start of the construction work in the last quarter of 2018, CMU also piloted a site report managing software for which tablets were procured.

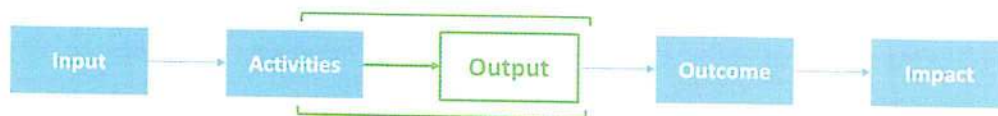


The infrastructure team took part in a conference in Brussels in 2018 to develop guidelines on sustainable infrastructure. In February 2019, a forum was organized with CMU to raise awareness for climate-responsive design. 120 professionals participated in the forum, which focused on East Africa. The proceedings were published in a book, and an online course and website were created to continue dissemination and discussions. In 2020, due to the lockdown, CMU and the project team implemented new ways of doing procurement through digital means. This has been a lesson learnt and appreciated by CMU, as it could consequently reduce the length of tendering process within the ministry.

In 2021, the project disseminated the Manifesto on Climate Responsive Design for East Africa to national and international experts, academia and professionals in the applied world of work. The website and online course were launched on 17th December 2021 at NTC Mubende, officiated by the Minister of State for Primary Education. The project also developed, printed, and launched the first guidelines on student and staff accommodation to help higher institutions of learning respond to the challenges of sustainably operating the accommodation facilities.

For the rest of the bridging phase, the project provided digital equipment and resources to support CMU's digital practices and efficient running of the department. The CMU department was involved in experiential learning through procurement, supervision, and site meetings. They also participated in a conference on Climate Responsive Designs and Renewable Energies to inspire energy efficiency in public institutions of higher learning. However, the project was unable to conduct capacity and organizational assessment activities due to conflicting priorities. The CMU participated in the development and finalization of Evidence-Based Maintenance guidelines for NTCs, which the Steering Committee approved, and which will be escalated to various sector working groups before final approval by the top management meeting.

4.3 Performance of output 2³



4.3.1 Achieved indicators

Output 2: Appropriate teaching and learning environment and facilities available at NTCs

³ The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s). For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).
Final report of the intervention

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KPR

Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value reporting year 2021	Value reporting year 2022	Final value (2023)
	Percentage of implementation of new and renovated NTC facilities in Kabale and Mubende	N/A	0	9% (5 NTCs)	74% (5 NTCs)	100% (5 NTCs)	5%	41%	81%
	Evidenced-based policy for preventive and corrective maintenance	N/A	N/A	N/A	N/A	N/A	0 (under-development)	1 Developed	1
	Percentage of implementation of NTC maintenance and assets management plan (%)	N/A	N/A	N/A	N/A	N/A	17%	50%	55%
	The overall performance score is given by CMU members during the organisational self-assessment exercise	1.4 (on a scale from 1-4)	N/A	N/A	2.1	N/A	n/a for this year	n/a	n/a
	Average satisfaction of female and male pedagogical staff and students regarding the infrastructure facilities (on a scale from 1 to 4)	N/A	Staff = 2.5 Students = 0	Staff = 0 Students = 2.6	Staff = 2.5 Students = 2.8	Staff = 3.2 Students = 2.8	Staff = 2.8 Students = 3.0	Staff = 2.7 Students = 2.9	n/a
	Percentage of energy-efficient interventions in use at NTCs	N/A	N/A	N/A	N/A	N/A	92% (for 4 NTCs)	93%	76%
	Average satisfaction of female and male staff	N/A	N/A	N/A	N/A	N/A	Staff = 2.7 (2.8M, 2.6F)	Staff = 2.6	n/a

and students with the maintenance of infrastructure facilities at NTC (on a scale of 1-4)						Students= 2.9 (2.9M, 2.9F)	Student = 3.0	
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4.3.2 Analysis of the realisation of the output

Under the bridging phase, infrastructure works were being implemented in two NTCs – Mubende and Kabale. By the end of 2022, the progress was averaging 41 per cent; 35 per cent in NTC Mubende and 47 per cent at Kabale. The scope of work covered pedagogical spaces, dormitories, safety areas, and other external works. The project also continued to work on renewable energy interventions through a partnership with the Centre for Research in Energy and Energy Conservation at Makerere University's College of Engineering Sciences. By May 2023, the overall average progress was 81 per cent – 75 per cent in NTC Mubende and 86 per cent at Kabale.

For the organizational assessment of the CMU, the department failed to designate a particular time for this activity, and so the project was unable to support them.

Output Area 2.1: Infrastructure needs assessment and master plans

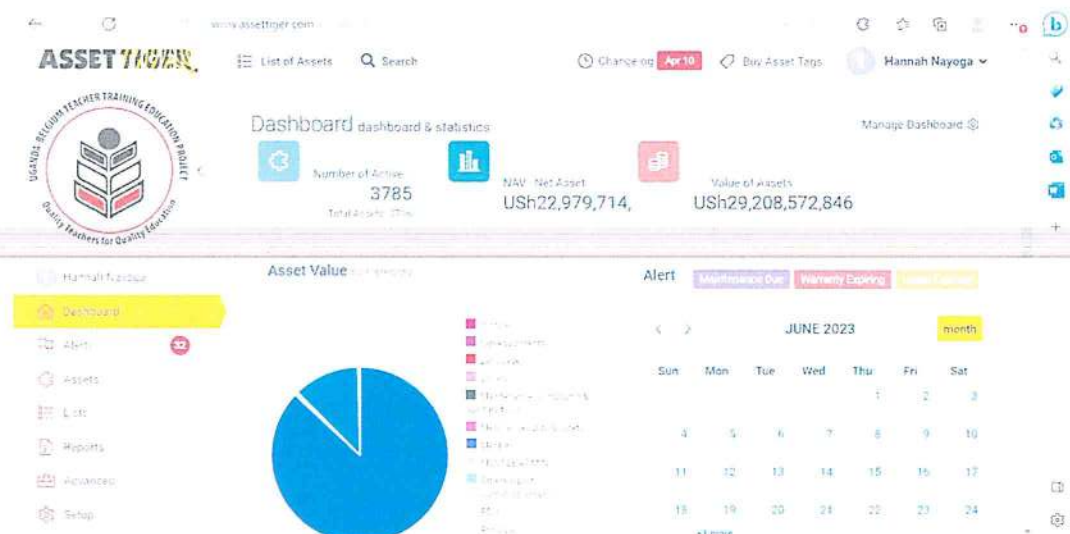
The project infrastructure needs had been identified in 2016. From 2017 to 2020, the project focused on implementing the designs already developed and developing detailed designs for Kabale and Mubende. These were finalized in March 2021 and the focus was turned to kick-starting the bridging phase works.

Output Area 2.2: Strengthen asset management maintenance

In terms of asset maintenance, the project worked with the NTCs to build a maintenance culture and initiate maintenance activities. In 2017, the project supported maintenance committees of the NTCs to develop budgets and tools for maintenance through grants to the colleges. As part of this grant, maintenance committee members were also trained and taken for exposure visits to different institutions to build their capacity.

Tracking sheets for maintenance were developed and implemented in 2018 and 2019. This was further strengthened with the AssetTiger tool that was introduced to support these activities. The project also trained the NTCs staff and students on the different facilities put in place. This came with the supply, delivery and training on maintenance equipment

procured for the colleges, including machines for cleaning terrazzo, grass cutters, and ladders, among other equipment.



Caption: An overview of NTCs assets entered on AssetTiger

Output Area 2.3: Develop Standards for NTC Infrastructure

In 2021, the guidelines for students' accommodation were developed for use in the NTCs and launched during the 16 Days of Activism in Mubende.

In 2022, there was continued dissemination of the **website and online course on Climate Responsive Design**. By the end of 2022, 153 participants had enrolled for the online course and 106 fully completed it with statements of participation issued. A flyer on the same was also designed in 2022: final review, mass printing and dissemination were done in Q1 2023.

Between 2022 and 2023, climate manifesto booklets and guidelines for accommodation were disseminated to Makerere University architecture students and to the School of the Built Environment and the Estates Department of Kyambogo University on 17th May 2023. Furthermore, the Centre for Research in Energy and Energy Conservation (CREEC) and Enabel conducted a collaborative study to develop a methodology, assess performance and report on renewable energy interventions implemented in NTCs. The results of the study will support colleges to repair all renewable energies for sustainability.

An innovation **model for a biogas system** was also designed and developed in collaboration with NTC Mubende. The model was requested by the Enabel office in Brussels and was delivered to Brussels within Q1 of 2023. The model manifests the 3-dimensional process of the biogas system and will help cause awareness and promote this environmentally friendly technology.

As part of learning, the Infrastructure Unit of Enabel in Uganda submitted a paper on renewable energy use to the **IEEE Power Africa Conference**. Paper #97 titled *"Providing renewable energy to rural areas: Intervention in nine colleges in Uganda"*, was presented at the conference in August 2022 in Kigali Rwanda. MOES partners from the CMU and TETD departments also attended the conference.

The infrastructure unit helped to organise and identify presenters and facilitators for the third chapter of the conference on climate-responsive design, held in February 2023 in Kigali, Rwanda. The project also facilitated the Construction Management Unit of the MOES and the Health Infrastructure Department of MoH to attend the forum focused on community-based processes, which followed themes: unplanned settlement participatory upgrading/participatory urban development, participatory design/construction, and homegrown solutions. The project also facilitated students of Uganda Martyrs University Nkozi to attend the pre-conference workshop five days earlier, where they participated in different group activities during field visits.

The project hosted the multi-country strategic learning and **evaluation** exercise of major infrastructure projects across Enabel. An expert visited the project sites and evaluated the infrastructure interventions carried out in the NTCs. The evaluations were successfully concluded and the findings were disseminated in December 2022. The Enabel Brussels office will integrate the recommendations into Enabel programs starting in Q1 2023. The identified learning points from these interventions will inform future interventions globally.

In 2022, the National Teachers College infrastructure project emerged winner of the **Public Choice award in the Architizer A+ Awards**. These awards celebrate the extraordinary work of the world's best firms, highlighting the work of pioneering architects and designers as they implement sustainable architecture. The project was among 5,000 entries received for 2022 from more than 100 countries.

In 2023, the project hosted the Head of Infrastructure, Enabel for a backstopping mission. The five-day mission was conducted at several project sites across Enabel with different stakeholders and partners: the college administrators, staff and students, the Construction Management Unit (CMU) of MOES, the Health Infrastructure Department (HID) of MOH, the intervention managers, and Enabel Uganda management. One of the main recommendations was the need for further mapping and analysis of the infrastructure innovations, impact and documentation of the experience and lessons learnt. These were included in the capitalization activities of 2023 and the new portfolio.

Output Area 2.4: Design, infrastructure and equipment

The project worked with consultants, the infrastructure unit and CMU to develop detailed designs for the buildings in the NTCs. The designs for Phase I of Kabale and Mubende were completed in 2017 and works commenced, while designs for Phase II were completed in 2021. The three teams ensured compliance with the requirements and needs of education institutions as defined by the MOES.

Output Area 2.6 & 2.7: Rehabilitation and expansion of learning facilities

The construction works that commenced before the bridging phase – period 2017-2020 – were all completed. The project's average total progress was 100 per cent at the end of 2021. By the end of 2021, the works completed at NTC Mubende were still under the defect liability period and the snags were on the account of the contractor as provided for by the contract.

The procurement of contractors for the rehabilitation and expansion of learning facilities at NTC Unyama (ECD centre), Mubende and Kabale (Phase II) was finalized, and construction works commenced on 12th July 2022. All works were supervised by local design and supervision consultants, the local supervision team, the Enabel infrastructure unit, and MOES. Local authorities were invited to attend follow-up monthly meetings to ensure compliance with requirements, quality, and value for money. The lockdown imposed on Mubende and Kasanda districts due to the outbreak of the Ebola epidemic in the last quarter of 2022 greatly affected construction works in NTC Mubende. However, innovations around the triangulation of reports from the resident site engineer, local supervision committee and the resident clerk of works supported progress.

As part of construction works, URENNO trained the college community and contractors on safety around institutions of learning and construction sites to create a safe learning environment and ensure compliance with non-disruption plans. A Safe Learning Environment Training and Resource Book was developed and disseminated.

Construction works were still in implementation by May 2023 but were expected to be completed within 2.5 months. Strategies have been put in place to ensure contractors keep up with the scheduled work, such as biweekly technical inspections, key expert presence on site, weekly reporting by local supervision committees, and an expedited payment system. This is due to the high cost of capital in the market.

Output Area 2.8: Equipment 5 NTCs

In 2022, the main support for equipping the colleges was in the form of ensuring their maintenance. However, the project also distributed some **ICT and laboratory equipment** for NTCs Mubende and Kabale; and waste bins, cleaning tools and lightning arresters for all NTCs. For all the supplied items, end-user training was conducted to ensure the sustainability of the supplies through proper use. The follow-up, correction of defects and administrative documentation for final acceptance and closure of the contract were conducted. In 2023, the final equipment and tools installation was completed.

The mapping of the scope of additional ICT equipment at NTC Mubende and NTC Kabale started in 2022 and was concluded in 2023, with full procurement and installation. The equipment included voice and data equipment installation under the implementation of the construction works at NTC Mubende and the fumes cabinet at NTC Kabale.

4.4 Performance of output 3⁴



This part reports the intervention's achievement of Output 3 to contribute to the outcome (specific objective).

Output 3 concerns the effective application of pedagogical approaches to teacher training in NTCs and partner secondary schools (pre-service, ATL and ICT in T&L). The project has been implementing pedagogic activities through a sustainable system of national experts from KYU, MOES, and SESEMAT, with the support of the pedagogy team. This system has supported college-specific mentors to implement activities at the college level in a cascade mechanism. In 2020, the project identified Helpdesk members and ICT champions to support lesson development to input the TTE Sandbox. The lessons and other forms of content developed were to be accessed by all NTCs staff and students to support the continuity of learning.

Some activities were affected by the lockdown between 2020 and 2021 due to the COVID-19 pandemic and in 2022 due to the Ebola pandemic. The other impediments were due to the non-recruitment of students in the NTCs between 2020 and 2023, with the heightened effect being in 2022 when the NTCs were stopped from recruiting for the DES Program. During the implementation, the project supported many activities that led to the

completion of the DES Program between 2017 and 2019. However, in 2020, following the lockdown, the teacher education system was clogged and so the project supported the NTCs to roll out the emergency school practice program, which saw the graduation of over 3,500 teacher trainees in 2022, while the remaining cohort of 1500 students is scheduled for 2023.

Due to its impact on teacher education not only in Uganda but also in other countries in search of a workable solution, the Teacher Education Sandbox was implemented starting in 2020 to ensure continuity of learning in the NTCs. Because of its scalability, the TTE Sandbox was nominated in the Digital for Development Prize #iStandOut category that took place in Brussels. The strategy marked the beginning of hybrid training of teachers in Teacher Education institutions in Uganda.

The Active Teaching and Learning (ATL) methodologies, however, are aligned with the new lower secondary school curriculum and enhance the required teachers' competencies to implement it.

4.4.1 Achieved indicators

Output 3: Pedagogical approaches to pre- and in-service teacher training effectively applied at NTCs and partner schools

Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value preceding year 2021	Value preceding year 2022	Value preceding year 2023
Strengthened pedagogical support	Average satisfaction of female and male pedagogic staff with the quality of pedagogical support provided in-house (by mentors, by ICT champions, by Helpdesk, etc.) (on a scale of 1 to 4)	N/A	2.7	0	3	2.6	2.8 (2.8M, 2.8F)	2.9	n/a
Strengthened professional competencies of NTC	Percentage of students owning ICT equipment (M/F)	N/A	N/A	N/A	N/A	55%	81%	36%	73%

academic staff									
Increased access to information and pedagogical content	Level of application by lecturers of Gender Responsive Pedagogy (GRP) (on a scale of 1-4)	N/A	N/A	N/A	N/A	TBC before the training	TBC before the training	2.9	3
Increased access to information and pedagogical content	Level of application of ICT in teaching and learning by lecturers (on a scale of 1 to 4)	N/A	2.7	2.6	2.9	3.8	n/a for this year	2.9	3
Increased access to information and pedagogical content	Level of application of ATL in continuous school practice by NTC students (on a scale of 1 to 4)	N/A	To be collected in 2018	3.2	3 (class observation)	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	3.1	3
School practice turned into a learning tool	Percentage of DES students (M/F) doing CSP activities in the NTC and the partner secondary schools	0%	To be collected in 2018	68%	75%	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions	44%	n/a	90

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						being closed			
School practice turned into a learning tool	Percentage of students who complete the available free online courses per academic year	N/A	N/A	N/A	N/A	N/A	57%	94%	60%
Partner secondary schools strengthened	The average number of books borrowed by staff and students per academic year	N/A	N/A	N/A	N/A	N/A	191	-	250
Partner secondary schools strengthened	Level of application by partner secondary school teachers of ATL (on a scale of 1 to 4)	N/A	2.7	To be conducted in 2019	2.9	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	2.9	3

This table automatically uses the summary of output-level indicators updated in Pilot.

4.4.2 Analysis of the realisation of the output

Generally, the pedagogy activities were implemented on time, with few challenges in the implementation of CSP activities outside the colleges due to school closures. The activities were implemented together with Kyambogo University, the TETD department, the SE department and the project team.

Output Area 3.1: Strengthen professional competencies of NTC academic staff

The project developed various modules in the period 2017 to 2023 to support the improvement of the professional competencies of NTCs staff to match the teacher

competency profile and the need of 21st-century learners. Specifically, in 2018, the project developed and rolled out a module on Andragogy to strengthen the skills in adult learning, the GTM online course to support professional studies training in 2020, the TEL online course in 2021 to support the introduction and integration of ICT in teaching and learning, and the Inclusive Education online course in 2023 to ensure inclusiveness in teacher training.

The teaching staff in the NTCs took a proactive approach to identify training modules online to further improve their skills. These were funded by the project. In terms of the use of digital technologies for teaching and learning, the tools introduced to the NTCs were helpful during the lockdown. For example, during examinations at NTC Mubende where students had been denied access to the college due to the Ebola outbreak in the district, learners used Padlet to upload their Art & Design projects for assessment. By the end of 2022, over 10,000 teachers from the NTCs and PSSs and other education technology enthusiasts had been impacted.

In 2018 and 2019, the project availed offline content like the CSP guidelines and Support Supervision guidelines. However, with the importance of digitalization in education, the project and Help Desk members from the NTCs developed online content, which was uploaded on the TTE sandbox and availed to the learners. More to that, the competencies of teachers were strengthened with the introduction of the Moodle Learning Management System in 2022. NTC lecturers developed a module inside Moodle for their learners to follow. By the closure of the project, a total of 63 courses had been developed, including five online management courses, four modules on inclusive education and 53 subject modules on the different subjects in the NTCs.

Between 2017 and 2019, and during 2022, the project recognized all NTCs staff involved in the development of online courses. These modules were developed as part of the Education Hack series to which NTC staff were introduced between 2020 and 2021. The adoption of the Moodle Learning Management System and subsequent online course creation led to further training of 205 lecturers of NTCs focussing on assessment, and this has paved the way for lecturers' creation of online assessment tools using SCORM packages and H5P within the courses. The lecturers' skills, competencies and attitudinal changes towards embracing the use of ICT in teaching and learning have been cardinal in this training, thus achieving project results.

During implementation, the project introduced lecturers of GTM and History education to global citizenship education through exchange visits with their peers from Belgium. This helped to expose them and to expand their knowledge. The exchanges took place in 2021 and 2022. As a result, the colleges were able to collaborate and develop modules on GTM



and History Education. All the training modules developed were open and accessible to teachers from the 21 PSSs.

The project supported the training of both NTCs staff and students on the new Lower Secondary school curriculum in 2021 and 2022. The aim was to support the operationalization of the curriculum in the secondary schools.

In 2017, Continuous Professional Development (CPD) guidelines were developed and disseminated in all colleges. After a pilot implementation, the guidelines were revised and successfully disseminated by the college CPD committees. Additional training for the CPD committee was organized in October 2018. The project provided direct support for CPD activities in 2019 and 2020, contributing to NTC staff motivation and allowing them to take into account the subjects and not just teaching methods. In 2020, the project provided the colleges with a Euro 2,000 package to support the CPD of their staff by taking some online courses.

To continue improving learning spaces and creating awareness of gender-based issues, the project conducted a study on the incidence of gender-based violence in the NTCs and BTVET institutions. The project awarded a direct grant to MUST in 2021 to implement the recommendations of the study. Through this grant, MUST's capacity was improved and NTCs were able to develop GBV messages, participate in different training activities and follow the bystander training module.

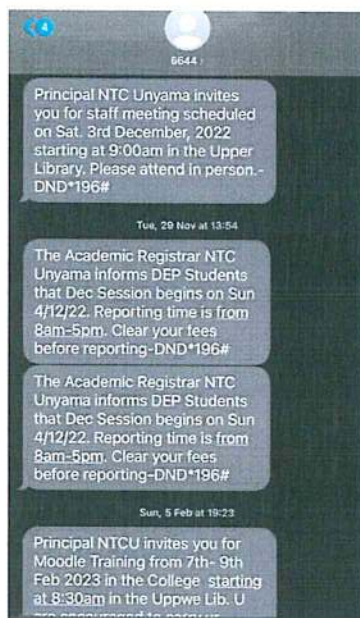
Output Area 3.2: Facilitate access to information and quality pedagogical content

In this output area, the project focused on creating user-friendly libraries, capitalization of pedagogy activities, and support for the use of ICT in teaching and learning.

The project directly handled various activities together with the NTCs in a co-creation and collaborative approach. On the release of the results of the e-Learning readiness study in 2020 that revealed the lack of access due to high costs, the project embarked on a journey to address the gap identified in 2021. The project ensured availability and access to 480 tablets for teaching and learning for the students (ICT device scheme). The process of operationalizing the ICT device scheme started in October 2022 with the delivery of 96 tablets per NTC, together with the TEL boxes to improve the uptake of digitalization and increase the use of ICT in teaching and learning. Staff from the five NTCs were trained on storage and distribution channels through the college structures. Furthermore, the colleges were encouraged to promote the pedagogical usage of the TEL boxes and the tablets available in the library. The absence of DES students in the NTCs affected the

implementation of this scheme, but the tablets remain available for use by the DEPE and ECD students in the NTCs.

Between 2020 and 2021, the project trained NTCs staff on the different ICT in teaching and learning tools that were introduced through the TTE Sandbox. The education technologies introduced were co-created with the NTCs' ICT champions in teaching and learning. This ensured continuity of learning, communication and management of NTCs' activities. For instance, several management meetings were conducted via Zoom, and all college activities were communicated via bulk SMSs from 2020 to 2023.



Caption: An extract of a Bulk SMS from NTC Unyama

To ensure that NTC libraries were more user-friendly, the project supported the librarians, library assistants, IT officers and other assigned library support teams to undergo training in different areas and exposure/benchmarking visits to different libraries. The project also installed the KOHA library management system in 2028 for cataloguing, circulation, recording and reporting on library resources that the NTCs' staff, students and PSSs were accessing. As librarians also support pedagogical activities, the project supported them to do CPD courses in the conservation and preservation of resources and in reporting from KOHA.

The project also ensured the availability of library facilities, furniture and equipment through Result Two, and ICT equipment through Results One and Three. Furthermore, in 2018 and 2021, the project procured library materials worth Euro 2,500 for each NTC

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through grants. The materials were in both hard copy (print) and soft copy (electronic books).



Caption: Former NTC Kabale librarian supports students to use facilities in the resource centre

To support research and the requirement by the NCHE for institutions of higher learning to have functional libraries, the project identified a consultant to install an Institutional Repository and Content Access Points for research and information management in the five NTCs in December 2022. As part of this implementation, NTC staff and student leaders were trained on its use. This supported storage and remote access to internally generated research publications in the colleges for both staff and students. The consultant developed a website for this project and uploaded relevant resources on it for different user categories (manuals, pictures, etc.) for knowledge sharing. The link to the website is <https://sites.google.com/view/enabel-ir-caps-project/home>

Under this result, the project also worked on the capitalization of pedagogy activities, starting in 2021 to 2022, during which different capitalization content was captured for knowledge management purposes. The TETD department placed a lot of emphasis on the Emergency School Practice Response Plan as a key contributor to policy development and change in teacher education in Uganda.

Output Area 3.3: Turn School Practice into a Powerful Learning Tool

The project conducted various activities to improve school practice. These were coupled with other pedagogy activities to improve the staff and students' competency in conducting SP. Some of the activities included Continuous School Practice (CSP), mentorship, peer

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teaching, and microteaching, among others. On the introduction of CSP, the project co-created the CSP guidelines together with mentors from the five NTCs and national experts. As CSP was strengthened by supportive supervision (SS), SS guidelines were also co-created and disseminated, starting in 2018.

Another improvement in school practice management was the introduction of Smart Campus, a digitized school management system. However, due to the cost involved in the subscription for this software, the project supported one NTC ICT officer from Unyama to develop a customized system. The Academic Management System was an in-house system built with a dashboard for SP management. The system went through a series of customization activities by the School Practice officers (SPOs) of the five NTCs. The system was first piloted in 2021 and later rolled out in 2022 and 2023. NTCs staff, SPOs, ASPOs, representative lecturers, ICT officers and deputy principals were trained on how to use the system and worked with the IT officer of NTC Unyama to customise it.

The project supported the NTCs and PSSs with pedagogic materials and equipment to support teaching and learning activities. The materials included consumables like charts, ATL manuals, library guidelines, teaching books and markers, among others. The equipment provided included music equipment, sports education equipment, art and design equipment, science equipment, and professional studies equipment.

During implementation, between 2017 and 2019, and October 2021 and 2023, the project supported the MOES departments (TETD and SE) to conduct support supervision activities and class observation visits to the NTCs and PSSs. These were mainly to monitor the use of ATL and ICT in teaching and learning by the lecturers and students in the NTCs, as well as the PSSs teachers. For instance, in 2022, a total of 87 lessons by NTC lecturers and 693 lessons by students were observed, and the findings showed that lecturers and students were above the target for the year.

Output Area 3.4: Create a Network of Partner Secondary Schools

In 2018, the project introduced the concept of Continuous School Practice in the colleges to improve examination school practice. The colleges were to send out students to nearby secondary schools in a radius of 5 kilometres for school practice activities.

This was because NTCs never had any demonstration schools to support continuous school practice as opposed to the PTCs which each have a demonstration school attached.

Initially, the project partnered with 17 Partner Secondary Schools – 4 in Mubende and 3 for NTCs Kaliro, Kabale, Muni and Unyama. However, on evaluation of the need by the NTCs mentors, in 2021, the number of schools was increased to 5 PSSs for NTC Mubende and 4 PSSs for the rest of the NTCs; this increased the number to 21.



All the staff of the PSSs were trained in ATL and ICT in Teaching and Learning by the Mentors, project staff and National Expert. The schools were also provided with consumables to support mentorship and CSP activities. This strengthened the partnership.

Output Area 3.5: Support Pedagogic Activities Improving the Quality of Teaching and Learning

The Project supported action research activities through a contest that was launched in the NTCs in 2018. The Action Researches were uploaded on the NTCs' Institutional Repositories to facilitate research.

As part of this output, the project recognized and appreciated teachers of the NTCs and PSSs during the Teachers' Day celebrations of 2017, 2018, 2019 and 2022. The Teachers' Day events were an opportunity to advocate for different teachers' issues, including CSP, maintenance, energy efficiency, and inclusive teacher education, all of which were aimed at improving the quality of teacher education in the NTCs. The result was the evaluation of CSP portfolios (from CSP conducted in 2020) of the students as part of the emergency school practice program. This saw more than 3,500 students completing the DES program in 2022.

5 Synergies and complementarities

5.1 With other interventions of the Portfolio

Synergies were effective with three other interventions of the portfolio: the Support to Skilling Uganda (SSU), Support to Development of Human Resource (SDHR) project and the Consultancy and Study Fund.

With the SSU program, the study on GBV was conducted in 2019 in institutions supported by both TTE and SSU. Dissemination supports (factsheets and posters) were developed commonly, and the study results were commonly presented in different workshops and meetings. The collaboration between TTE and SSU was also strong on infrastructure: a forum and a manifesto on sustainable infrastructure were designed together.

With SDHR, the collaboration was continuous, with the organisation and follow-up of the training in the colleges. Synergies in the capitalisation process were also created.

TTE, SSU and SDHR jointly took part in communication events. During the Kampala Innovation Week, the project organised a hackathon on topics related to the respective interventions (2019) and a Bootcamp on the use of ICT (2020).

Concerning the Study and Consultancy Fund, the project supported the TIET department to get financial support for the GBV study, a study on the financial sustainability of NTC, and the elaboration of the TETD strategy. This collaboration allowed the project to increase impact and visibility.

5.2 With third-party assignments

Under Result 2 (Access), the project partnered with Region Bruxelles Capitale (BEL160661T) to implement renewable energy interventions in the NTCs. As a result, energy efficiency increased in the college with great reductions in the wood fuel consumed in all five institutions. The same intervention was implemented with the SSU project in the seven VTIs.

5.3 Other synergies and complementarities

The collaboration with the Embassy of Belgium on education topics was high. In 2019, the Embassy represented Belgium in EDP meetings based on the advocacy points raised by the project, and a GBV event was also organised.

In 2018, with the financial support of the Belgo-Ugandan Study and Consultancy Fund, a specific cooperation agreement was signed with Ghent University to conduct a study on GBV in the NTCs and the BTVET institutions supported by Enabel in Uganda.

Since 2020, the Embassy of Belgium has chaired the Education Development Partners Group. Enabel increased its participation in the EDP network, mainly with the contribution to the strategic documents

under preparation: the Education Sector Plan and the Program Implementation Action Plan, among others.

Beyond regular participation in EDP meetings, the project also established good relationships with key actors, especially Irish Aid, between 2019 and 2020 to coordinate major teacher training activities. The project is complementary to the contributions of the other development partners in Uganda, particularly UNESCO, VVOB and the World Bank in the field of teacher training.

The year 2020 also saw a positive collaboration between the TTE project and two programmes led by Enabel headquarters. A collaboration was set with Announcer La Couleur, which led to the successful organization of an exchange visit (Belgium in Uganda) around Global Citizenship Education. Collaboration was also set with the Junior Programme: the laptops from the previous juniors were handed over to NTC Students Guild to organize weekly ICT in T&L Masterclasses.

6 Priority themes

The project incorporated three transversal themes in its implementation, including environment and climate change, gender, and digitalization. Result 1 particularly includes the issue of digitalization in management practices, and of gender to ensure a management response to the high incidence of GBV on campus. Result 2 embraces the three themes by strengthening the infrastructure and equipment required for the digital transformation in a safe learning environment, and by building capacities for climate change. Digitalization and gender are at the core of the pedagogical practices of Result 3

6.1 The Environment and climate change

During COP 26 in Glasgow Scotland, it was noted that climate change is one of the most important challenges facing the human race today. The lack of action or inadequate action is not an option if the world will avoid the disastrous effects of rising emissions above 20 c globally.

In the context of the NTCs, colleges continued to be more resilient to these climate change risks through the significant use of energy-efficient technologies installed, such as solar water heaters for meal preparation, energy-efficient stoves and solar lights, among others. Furthermore, the project continued to raise awareness of sustainable architecture to design, build and make efficient use of teaching and learning spaces. The Colleges continued to involve students and teachers in waste management and energy efficiency awareness activities that will continue in 2023 until project closure. In this context, waste management equipment was provided to the colleges, maintenance training was conducted and the project continued to share awareness-raising materials.

The project continues to raise awareness and take deliberate action that emphasizes that the environment is an important aspect of the sustainability approach. In 2022, these deliberate actions manifested in the design and ongoing construction phase at NTC Mubende and Kabale. All ToRs were specifically reviewed to assess working with the environment concept as opposed to the concept in direct contrast with the environment. Consultants and contractors were constantly requested to share their sustainability approaches, and the infrastructure unit ensured that these were implemented. These

included: solid waste management on sites, rainwater harvesting, surface and drain water collection and treatment, and the use of construction materials focusing on durability and environment friendliness.

Environmental themes of renewable energy and resource conservation were embedded in the design and construction activities including the M&E and Operation and Maintenance (O&M) plans. Although some areas were more environmentally fragile than others due to geographical factors, especially the NTCs in the north and eastern parts of the country, on the whole, the project has invested in green spaces, solar solutions and resource recovery from waste generated by the NTCs. This has improved efficiency and is part of the NTC's bigger sustainability plans.

In 2023, the focus was to ensure climate-friendly concepts and interventions. Bioclimatic design, local, sustainable and eco-friendly materials, renewable energy innovations, sustainable water resources, and landscape protection were implemented as design and embedded training with contractors in maintenance and operations were grounded in the NTCs, especially with the estates' department

6.2 Gender

To consider gender issues, and to promote Safe Learning Environment, different actions were taken during the project implementation.

At the central level, an SLE team was set up in 2017 with representatives from all project components, the TETD and the Gender unit. The team met twice in 2017 to develop a GBV matrix, to follow how the project contributes to the objectives of the national action plan. The GBV follow-up matrix is since then followed up during the Steering Committee meetings.

At the college level, the MoES Gender Unit organized different missions in 2017, 2018 and 2019 to the different colleges to raise awareness of gender and to support NTCs in the development and implementation of the SLE work plan. The Secondary Education Departments and the Gender Unit also organized TIET workshops on gender concepts and gender in education policy in the partner secondary schools in 2018 and 2019.

The project was also a member of the KYU Gender Equality Committee, on behalf of Education Development Partners. In March 2019 and March 2021, all Enabel staff took part in awareness-raising sessions on gender.

Safe Learning Environment (SLE) walks were also organized in all colleges with representatives of staff and students to identify specific needs which, if taken into account, would contribute to a safer environment. As a result, infrastructure included a focus on gender-responsive facilities, particularly dormitories and sanitation facilities. Early childhood centres were built in all colleges to welcome young children, allowing their parents (student teachers and teacher trainers) to study and work freely.

The project took part in the implementation of the Hackathon organized by Representation in November 2018, under the theme 'Creating a safe learning environment for students in Uganda' under Sustainable Development Goal 4.



With the financial support of the Study and Consultancy Fund, a GBV study was conducted in the education institutions supported by Enabel in Uganda: NTCs and vocational training institutions. A specific cooperation agreement was signed with Ghent University in April 2019. The study results were disseminated in the institutions. GBV is now recognised as a problem in the institutions, and management is willing to tackle violence on campus. The study findings served as a basis to develop an awareness-raising campaign on GBV in the NTCs, leading to a safe learning environment. A GBV event was jointly organised with the Embassy of Belgium in 2019.

6.3 Digitisation

The TTE project considered digitalisation as a catalyst for the development of the colleges. The three project components used digitalization as a leverage to improve the colleges in the following ways:

The **infrastructure component** ensures access to digital infrastructure as staff and students from the NTCs had access to resource centres, computer labs and 21st-century libraries where they could access online and offline digital and non-digital resources.

The **institutional development component** promoted the digital transformation of management practices. The Time on Task tool was used to track staff attendance and hence reduced staff absenteeism. The colleges moved from a paper-based accounting system to QuickBooks, a financial management software, allowing more transparency, timely accounting and reporting for decision-making.

Furthermore, an in-house Academic Management System (AMS) was developed, piloted, and rolled out with more than 80 per cent of its sections/modules already upgraded and in use.

To improve asset management and maintenance, the AssetTiger was introduced to NTC teams. As a result, all assets of the NTCs were introduced into the system for better management.

The **pedagogy component** of the TTE project supported the use of ICT in teaching and learning from 2017 to 2023. Lecturers were introduced to fundamental ICT abilities, and by 2022, more than half of the college personnel were proficient in a variety of ICT skills. Two online courses were developed, piloted, and rolled out between 2020 and 2023 – GTM and TEL courses, which more than 10,000 persons completed. These included, among others, PSS instructors, NTC employees, and students. NTC employees are leveraging ICT more than ever before to ensure learning continuity.

The project also introduced a library management system, KOHA, for book circulation in the NTC libraries. This improved service provision in the library, ensured proper inventory of the books, accountability and proper use of the facilities.

Due to the great progress of digitalization in teaching and learning in the NTCs, the project has been recognized and invited for numerous events both internally and externally. These included: the D4D Prize award ceremony, and HundRed, among others.

a. Decent work

The project conducted several Tracer Studies for graduates of 2019 and 2022.

The 2019 Tracer study indicated that 91 per cent of the respondents were employed – 81 per cent as teachers – mostly in private schools (79%) while that conducted in 2022 registered 69 per cent of the respondents as employed – 89% as teachers, with the majority of them teaching in private schools too (83%). Graduates found it easy to find employment, and the majority (51%) got their first job within six months after graduation.

Both Tracer studies showed that graduates noted that they gained good practical skills, knowledge and professional methods from the institutions, and received mostly good ratings from employers in all skills, specific subject knowledge and teaching methods. The 2019 Tracer study pointed out that 86 per cent of employers think NTC graduates are more professional, hands-on and committed to work compared to those from other Professional institutions. This data showed to which extent the graduates trained in the supported institutions are competent.

However, it is important to note that the employed graduates were dissatisfied with the delays of graduation and issues related to transcripts and certificates, in addition to the poor or delayed salaries at their current jobs.

7 Sustainability

The project applied a participatory approach throughout the implementation of results to ensure sustainability. However, the main party in ensuring the sustainability of education interventions in teacher education is the MOES' TETD department and the National Teachers' Council.

- The project activities have been integrated into the TETD department, thus creating bigger buy-in for the project and making it easier for TETD to continue following up on the use of some of the tools and practices even after the project has closed. For example, the department also uses the Time on Task tool, and the MoES adopted the digital arrival tool to reduce absenteeism and strengthen accountability.
- ATL and ICT in teaching and learning were integrated into the new lower secondary school curriculum that is under implementation. As such, it was also incorporated into the new UNITE Programs that were approved by the NCHE.
- NTCs Governing Councils agreed to take over RBM activities, including the quarterly meetings, and include them in their annual budgets.
- The software introduced by the project is open source, thereby ensuring the continuity of their usage even after the project, ends as they will not require subscription approvals by the governing council

- Online training modules were open-source to allow for the sustainability of the interventions. Together with the SDHR intervention, the project opened up for the UICT and NITAU to install fibre optics and IDCL training centres in the colleges for sustainability. The modules on GTM, TEL and online courses were all installed on the Moodle platforms of the colleges, which have also been migrated to the national platform.
- Institutional development components, especially capacity building, may not be continued when the current project ends, depending on the willingness of the MOES departments and NTC staff to continue them. Certainly, unless another project comes in, additional ID activities will not be provided to either the MOES departments or NTCs
- As extracted from the End Term Review report, "ID skills are supposed to be institutionalised within departments, but at present appear dependent on individuals executing tasks rather than sustainable routines being in place at the department level".
- To support the implementation of the NTP 2019, the project sponsored long-term training for teaching and management staff of the colleges. However, the sustainability of this support is not known, as often the scholarship opportunities at the MOES are national-wide and not focused on teacher trainers. In fact, in 2022, the MOES stopped the recruitment of DES students to allow for UNITE to take shape, but this was not possible given the circumstances around its establishment.
- The emergency school practice response plan was capitalized upon and KYU was open to adopting it in their policies to cater for emergencies in teacher education. The TETD Department must continue to work with KYU and UNITE to operationalize it.
- The evidence-based maintenance policy will guide the MOES and other GOU departments on how to maintain facilities and prolong their useful life. Through maintenance activities, the project trained key staff in the colleges advocated for a fully-fledged estates department and supported the colleges with maintenance equipment.
- The MOES took the initiative to pay for the lease for NTC Mubende land to protect the investment in works and other activities at the college. This followed a series of concerns and advocacy by the project due to threats from the community in 2020.

8 Lessons learned

The TTE project was implemented with learning at the forefront. This is because the project came from the implementation of two successful phases in Muni and Kaliro between 2012 and 2016. Further emphasis on capitalization was made in 2019, leading to the development of a capitalization plan for the project to ensure that knowledge obtained along the way during implementation could be shared both internally and externally. Further, the project was to contribute to, inform and guide policy in many ways, hence the different activities that were done.

8.1 Successes

Result 1

- The result-based management (RBM) framework was fruitful in improving the management of the colleges. Since its inception in 2017, 90 per cent of the NTCs staff (college committees) have been involved in budgeting, planning, data collection, data analysis, reporting and presentation of college results. The RBM model increased transparency and accountability in the colleges.
- To complement college incomes, and therefore, ensure the sustainability of interventions, it was important to identify, together with the college community, different income-generating activities (IGA) to set up. These had to be coupled with proper resource management. IGAs were set up in various colleges, for instance, the digital hub in Kabale and the diary project in all five NTCs. The IGAs were a useful source of revenue for the colleges to offset some operating costs.
- The long-term scholarships awarded to some NTC staff members for upgrading their education credentials were imperative in the transition of the colleges into degree-awarding institutions. This transition necessitates a minimum of a Masters's degree for all teaching staff – a qualification many of the lecturers do not have. Some NTC principles and deputy principles have also benefited from these scholarships, as they are also upgrading to gain PhDs in leadership and other human resource-focused courses that will help improve their management skills and help them execute their roles effectively in the NTCs.

Result 2

- The appropriate facilities for teaching and learning, and the welfare of teachers and students in NTCs were key to achieving project results. The students and staff were motivated and committed to working and learning because their needs were catered for. Any future infrastructure investments should consider this to close gaps in providing adequate student and staff housing; accessible and safe water, sanitation and hygiene (WASH) facilities; access to clean water and nutritious food; and security and protection on the compound.
- The infrastructure facilities ensured that the pillar of access to education in the Education and Sports Sector Strategic Plan 2021 to 2025 is fulfilled.
- The development of the climate-responsive design manifesto was a key result, as it contributed to improved infrastructure designs. The concepts embedded in this manifesto were extended to other institutions of learning like Makerere and Kyambogo universities through conferences and speaker series to further contribute to learning processes.
- A key contribution to maintenance was the development of evidence-based maintenance guidelines that were co-created with the NTCs and the CMU department by Imprint Uganda Limited and shared with the CMU department for incorporation in MOES policies.

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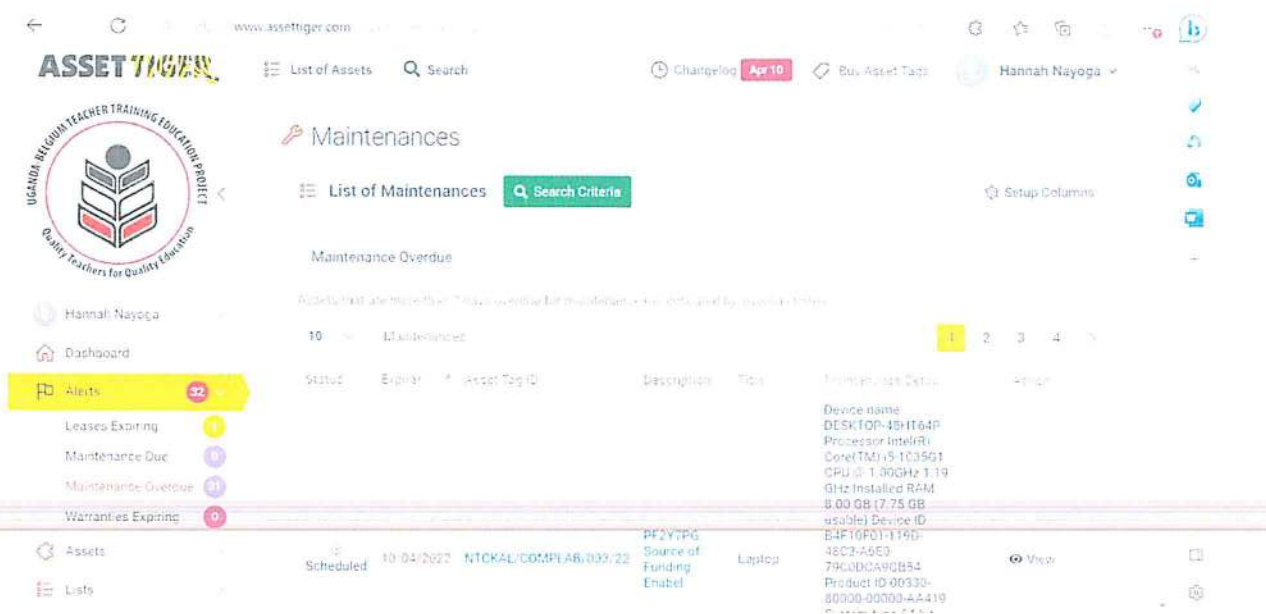
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Result 3:

- The delivery of ATL and ICT in teaching and learning through the project was efficient and resulted in the use of better methodologies in NTCs amongst lecturers and students, and improved results at the lower secondary level (see UBOS report 2021). This was possible because of co-creating activities with the colleges. As stated in the End Term Review report, "ATL was validated by NTC lecturers as an efficient part of improving the academic and professional capacities of student teachers."
- The use of CSP and microteaching in the NTCs was an efficient means of embedding ATL and ICT in teaching and learning concepts in the colleges at a minimal cost, allowing students and lecturers to practice these skills without a high expenditure on the part of the colleges and the project.
- Microteaching has resulted in positive outcomes in the NTCs, like students being able to incorporate the feedback they receive during CSP into their lessons. The efficiency of the microteaching model results from the fact the students do not have to leave the NTC and could practice an actual lesson among themselves with no cost implication to the college.
- The Emergency School Practice Response plan supported by the project and for which NTCs advocated led to the graduation of 3,500 teacher trainees in 2022 and 1,500 in 2023. This followed the assessment of CSP portfolios, the GTM course and peer teaching for two weeks in November 2021 when the NTCs re-opened.

General

- The project demonstrated commitment to results, resilience, and adaptation of activities to cater for the changes in the external and internal environment that had an impact on implementation.
- It is key for projects to have a steering committee that is all-encompassing to support the implementation of the activities. For instance, in times when budget modifications and any other changes during implementation were needed, the steering committee was at hand to grant the green light to the project management team.
- The project advocated for and worked with NTCs to establish teams that took over the management of assets in the colleges. This came after several pieces of training on asset management by the project team and the installation of the low-cost software, AssetTiger, for asset management.



Status	Expiry	Asset Tag ID	Description	Type	Assigned
Scheduled	10-04-2022	NTCKAL/COMPLAB/009/22	PF2Y7PG Source of Funding Enabel	Laptop	View

Caption: An extraction of items for maintenance on the AssetTiger dashboard for the NTCs.

- The short courses provided by the project help lecturers in fulfilling the government directive that necessitates every lecturer to do at least two CPD courses per year. The physical and online training provided to both teaching and non-teaching staff at the NTCs has been designed to close gaps in existing skills or knowledge in various sectors.
- Quality knowledge management products were developed and disseminated as detailed in the capitalization plan of the project (see Annex 10.5).

8.2 Failures

- The implementation of the e-votebook in 2018 was not successful, as the college teams felt it was tedious.
- Constant changes in the teaching and management teams of the NTCs affected the implementation of activities, the adoption of change processes and the sustainability of the project interventions.
- The completion of works had to be extended due to the different lockdowns that affected the implementation of contracts.
- The project could not fully implement the ICT device scheme due to the unavailability of DES students in the colleges between 2021 and 2023.
- Institutionalization of key changes brought by the project is still slow due to the different actors involved in the processes. For instance, the approval of the new UNITE programs that incorporated ATL and ICT in teaching and learning was delayed by the NCHE.

- The results of the End Line Survey of the GBV Grant showed that fewer students had been involved in the GBV awareness-raising activities

8.3 Strategic learning questions

Question 1: To what extent did the management tools developed or introduced by the project – QuickBooks, Academic Management System, Time on Task - improve the functioning of NTCs and the MOES Departments?

Fixed reviews of plans and budgets 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 perform their duties better. 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 the TETD deliver on its mandate and ensure oversight of the NTCs.

There was a need to further strengthen the RBM system, because it remained highly dependent on the actions of senior management in the NTCs who had not yet fully adopted it.

Question 2: How did the intervention adapt to the changes in context (health crisis, increased insecurity, lockdown measures, etc.) and find adequate operational modes?

The effect of COVID-19 on the school system and changes to the structure of the curriculum validated the relevance of the digitalization approaches adopted by the project. To date, lecturers often use ICT to help them demonstrate key concepts that might be difficult to illustrate or expensive to demonstrate using locally available resources. Some of the ICT teaching platforms introduced during the lockdown are still in use to date when lecturers 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 seek to enrich themselves with the latest content online.

The project adjusted in a timely way during the Ebola pandemic lockdown of Mubende by adopting triangulation methods and maintaining management meetings between the consultants, contractors, project team and the college.

Question 3: How did the implementation of ATL and ICT in teaching and learning contribute to changes in NTC classrooms and partner secondary schools?

The delivery of ATL and ICT in teaching and learning through the project was efficient and resulted in outputs to date in the uptake of the methodologies in NTCs amongst mentors, lecturers and students. The project also offered the most in-depth and extensive rollout of improved pedagogical practices in

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NTCs, focusing on methods of instruction that are useful for teachers in any subject area. NTC lecturers have validated ATL as an efficient part of improving the academic and professional capacities of student teachers. Although the project was not designed as a D4D intervention, it achieved great results in digitalization for education and was even recognized by international organizations.

Although CSP was not conducted in 2022, the results from 2020 were used for emergency school practice that saw more than 3,500 students complete their diplomas. Secondary schools indicated that student teachers' involvement in CSP assisted teachers in learning the new Lower Secondary curriculum, and many are currently motivated to re-enter the classroom to further their education. NTCs gave CSP high marks for preparing students for Examination School Practise, but given the costs involved and the fact that it is not a requirement for graduation, NTCs were more likely to drop it due to severely constrained resources than because they did not see its advantages. However, CSP was incorporated into the recently created CPD programmes under UNITE, and efforts to reduce some of the logistical difficulties associated with carrying out these activities through the acquisition of motorcycles may help to partially offset these expenses.

The Tracer studies of 2019 and 2022 confirmed the quality of teacher trainees – employers rated them highly in all skills, specific knowledge and methodology.

The details of the capitalization documents that have been published are attached in Annex 10.5.

Inventory of documented experiences	Documentation products (available material per experience)	Communication (sharing moments at national and international forums in the course & at the end of the intervention)
Experience 1: Digital transformation as a leverage to improve management of learning institutions	Manual, videos, social media posts	Social media, teacher days, end-of-project activity, TETD symposium
Experience 2: Results-Based Management, to improve participation, transparency, and accountability in institutional management	Manual, videos, social media posts	Social media, teacher days, end-of-project activity, TETD symposium
Experience 3: Maintenance of best practices		Social media, teacher days, end-of-project activity, CRD conferences, handover events
Experience 4: Climate Responsive Design (infrastructure/construction)	Website, online course, manifesto, video	Social media, teacher days, end-of-project activity, CRD conferences, handover

and renewable energy interventions)		events. EducAid conference, UKFEIT conference
Experience 5: Digitalization in teaching and learning	Booklet, video	EducAid conference, UKFEIT conference, D4D Prize award ceremony
Experience 6: School practice (School Practice Module on the Academic Management System)	Booklet, video, advocacy paper, MOES letter	Teacher days, meetings, websites, local newspapers, international newspapers

8.4 Summary of lessons learned

The summary of lessons learned and the potentially interested target group is given in the table below.

Lessons learned	Target group
Result-Based Management plays a key role in improving institutional management	NTCs, TTE Project, TETD, Enabel
A comprehensive approach to projects (management, quality, access) brings about sustainable change in the institutions.	Enabel, MOES
Incorporating welfare activities in the interventions closes the gap between results and other economic and social needs. For instance, income-generating activities come in handy for this.	Enabel, MOES
If followed up well, QuickBooks financial management software will improve financial management – planning, accounting, and reporting in colleges and other institutions of learning.	MOES, Enabel
For the digital hub to be effective, the college management must support the established task forces and the work plans drawn.	NTC Kabale, MOES
Continued and increased uptake of ATL methodology and the use of ICT in teaching and learning among NTCs and PSS staff enhances the uptake of the Lower Secondary curriculum.	NTCs, KYU, TETD (+ UNITE), NCHE, UNEB
The support to NTCs staff through long-term training (Masters's and PhD) has supported the implementation of the National Teacher Policy 2019	TETD, NTCs, NCHE, HR, UNITE, KYU
Changes in the staff of the colleges harmed the adoption of changes introduced through the intervention.	MOES, NTCs, KYU

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9 Recommendations

Recommendations	Actor	Deadline
Institutionalize Result-Based Management in all teacher training institutions.	MOES, KYU	Q1 2024
Take a comprehensive approach to the implementation of MOES projects (management, quality, access).	MOES (TETD)	Q1 2024
Issue an instruction to the NTCs to fully plan and budget inside QuickBooks financial management software, to improve financial management.	TETD	Q1 2024
Officially appoint the digital hub team to support its operations.	NTC Kabale	Q1 2024
Approve UNITE programs that incorporated ATL methodology ICT in teaching and learning for teacher training at the Bachelors level	NCHE, TETD	Q2 2024
Develop a comprehensive plan for learning and development in teacher education institutions to support the CPD component of the NTP 2019.	TETD	Q3 2024
Fill staffing gaps in the NTCs, including reviewing the organogram to include the Estate's department, ICT officers, and system administrators.	MOES, ESC, MOPS	Continuous

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10.1 Quality criteria

1. RELEVANCE: the extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.				
Calculate the total score for this quality criterion as follows: at least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C', no 'D' = C; at least one 'D' = D				
Assessment of RELEVANCE: total score	A	B	C	D
	X			
1.1 What is the current degree of relevance of the intervention?				
X	A	Still embedded in national policies and Belgian strategy, its response to aid effectiveness commitments, is highly relevant to the needs of the target group.		
	B	Still fits well in national policies and Belgian strategy (without always being explicit), and is reasonably compatible with aid effectiveness commitments, relevant to the target group's needs.		
	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.		
	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations are needed.		
1.2 As presently designed, is the intervention logic still holding?				
X	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions identified and managed; exit strategy in place (if applicable).		
	B	Adequate intervention logic although it might need some improvements regarding the hierarchy of objectives, indicators, Risk and Assumptions.		
	C	Problems with intervention logic may affect the performance of intervention and the capacity to monitor and evaluate progress; improvements are necessary.		
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.		

2. EFFICIENCY OF IMPLEMENTATION TO DATE: the extent to which the resources of the intervention (funds, expertise, time, etc.) have been economically converted into results.

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Calculate the total score for this quality criterion as follows: at least two 'A's, no 'C' or 'D' = A; two 'B's = B; no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D

Assessment of EFFICIENCY:		A	B	C	D
total score			X		
2.1 How well are inputs (financial, HR, goods & equipment) managed?					
	A	All inputs are available on time and within budget.			
X	B	Most inputs are available in a reasonable time and do not require substantial budget adjustments. However, there is room for improvement.			
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise, results may be at risk.			
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.			
2.2 How well is the implementation of activities managed?					
	A	Activities implemented on schedule.			
X	B	Most activities are on schedule. Delays exist but do not harm the delivery of outputs.			
	C	Activities are delayed. Corrections are necessary to deliver without too much delay.			
	D	Serious delay. Outputs will not be delivered unless major changes in planning.			
2.3 How well are outputs achieved?					
X	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.			
	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.			
	C	Some outputs are/will be not delivered on time or with good quality. Adjustments are necessary.			
	D	Quality and delivery of outputs have and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.			

3. EFFECTIVENESS TO DATE: the extent to which the outcome (specific objective) is achieved as planned at the end of year N

Calculate the total score for this quality criterion as follows: at least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C', no 'D' = C; at least one 'D' = D

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Assessment of EFFECTIVENESS: total score	A	B	C	D
	X			

3.1 As presently implemented what is the likelihood of the outcome to be achieved?

	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.
X	B	The outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.
	C	The outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve the ability to achieve outcomes.
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.

3.2 Are activities and outputs adapted (when needed), to achieve the outcome?

X	A	The intervention is successful in adapting its strategies/activities and outputs to changing external conditions to achieve the outcome. Risks and assumptions are managed proactively.
	B	The intervention is relatively successful in adapting its strategies to changing external conditions to achieve its outcome. Risk management is rather passive.
	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary to ensure the intervention can achieve its outcome.
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).

Calculate the total score for this quality criterion as follows: at least three 'A's, no 'C' or 'D' = A; maximum 2 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D

Assessment of POTENTIAL SUSTAINABILITY: total score	A	B	C	D
		X		

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4.1 Financial/economic viability?		
	A	Financial/economic sustainability is potentially very good: Costs for services and maintenance are covered or affordable; external factors will not change that.
X	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target group costs or changing economic context.
	D	Financial/economic sustainability is very questionable unless major changes are made.
4.2 What is the extent of ownership of the intervention by the target groups and will it last after the external assistance ends?		
	A	The Steering Committee and other relevant local entities are strongly involved in all stages of implementation and are committed to continue producing and using results.
X	B	Implementation is based in a good part on the Steering Committee and other relevant local entities, which are also somewhat involved in decision-making. The Likelihood of sustainability is good, but there is room for improvement.
	C	The intervention uses mainly ad-hoc arrangements and the Steering Committee and other relevant local entities to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
	D	The intervention depends completely on ad-hoc entities with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
4.3 What is the level of policy support provided and the degree of interaction between intervention and the policy level?		
	A	Policy and institutions have been highly supportive of intervention and will continue to be so.
X	B	Policy and policy-enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.
	C	Intervention sustainability is limited due to a lack of policy support. Corrective measures are needed.
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes are needed to make intervention sustainable.
4.4 How well is the intervention contributing to institutional and management capacity?		
X	A	Intervention is embedded in institutional entities and has contributed to improving the institutional and management capacity (even if this is not an explicit goal).

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B	Intervention management is well embedded in institutional entities and has somewhat contributed to capacity building. Additional expertise might be required. Improvements to guarantee sustainability are possible.
C	The intervention relies too much on ad-hoc entities instead of institutions; the capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
D	Intervention is relying on ad hoc entities and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

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10.2 Updated Logical framework and/or Theory of Change

Include the updated Logical framework and/or the Theory of Change if it has been profoundly changed in the course of intervention implementation. Profound changes must be understood as Changes to the formulation of results, new indicators, and adapted or dropped indicators.

TTE Project Logical Framework

	Logical of the intervention	Indicators	Baseline (2016-17)	Value Reporting 2019	Target	Sources of verification
GO	Global Objective: Contribute to improved quality of post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET)	GO1. The extent to which NTC graduates (male and female) have become teachers in secondary schools and/or training institutes and who indicate that they have been able to apply their teaching skills	N/A	81% (M=86%, F=68%)	75% (1,750 graduates per year)	Tracer study with NTC graduates
		S4 passing rate	S4 Passing rate: 87%	S4 Passing rate: 87.2%	The S4 Passing rate remains at least at the same level (87%) with no significant differences between	MOES annual performance reports

							the scores of males and females	
SO	Specific Objective: NTCs produce competent teachers through the effective use of acquired management and pedagogical competencies and the proper use of infrastructure and facilities.	Number of NTC students matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91.2% - Men: 89.7% - Women: 94.1%	Data not available yet at NTC	91% (2,150 graduates per year) Passing rates on graduation remain at least at the same level with no significant differences between the scores of males and females	NTC graduation reports		
R 1	Result 1: Management competencies and implementation capacities strengthened in NTCs and Teacher, Instructor, Education and Training (TETD) department	Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4) The overall performance score is given by TETD members during the organizational self-assessment exercise Percentage of implementation of TETD Department long-term strategic plan 2020-2030	3.2 (lesson plan analysis) 2.6 (on a scale from 1-4) N/A	2.9 (self-declaration) 3 N/A	3.5 3.0 (on a scale from 1-4) 20%	Project Monitoring Project Monitoring TETD reports		

	The average performance score is given by NTC staff (organisational self-assessment)		2.56	Target: 3.0 (on a scale from 1-4)	Project Monitoring
	Number of digital hubs in place and functional		0	1	Project monitoring
	Number of days at station per month (academic and admin staff) (M/F) (%)	No formal monitoring mechanism	36%	Increasing number of days per month (%)	NTC time on task reports
	% completion rate of online courses on management by the registered target audience in NTC			100 %	Project monitoring
	Number of NTCs where academic management software is installed and in use	0	0	5 NTCs with software installed and staff trained on its use 3 NTCs where the software is fully in use	Project monitoring
	Number of NTCs where financial management software is installed and in use	0	0	5 NTCs with software installed and staff trained on its use 3 NTCs where the	Project monitoring

							software is fully in use	
		Number of NTC staff and students who feel safe on campus (% M-F)	0	60% students 71% staff			75%	Research on GBV
		% of implementation of new and renovated NTC facilities in Kabale and Mubende	N/A	0%			100%	Project Monitoring
		Evidenced-based policy for preventive and corrective maintenance	N/A	0			1	Project monitoring
		Percentage of implementation of NTC maintenance and assets management plan (%)	N/A	N/A			60%	Project monitoring
		The overall performance score is given by CMU members during the organizational self-assessment exercise	1,4 (on a scale from 1-4)	2.1			3.0 (on a scale from 1-4)	Project monitoring
		Average satisfaction of female and male pedagogical staff and students regarding the infrastructure facilities (on a scale from 1 to 4)	N/A	2.6 for staff 2.8 for students concerning			3 for all NTC facilities	Project monitoring
R 2	Result 2: Appropriate teaching and learning environment and facilities available at NTCs							

R 3 Result 3: Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools					libraries and ICT facilities			
	Percentage of energy-efficient interventions in use at NTC	N/A			N/A	100%	Project monitoring	
	Average satisfaction of female and male staff and students with the maintenance of infrastructure facilities at NTC (on a scale from 1-4)	N/A			N/A	3	Project monitoring	
	Average satisfaction of female and male pedagogic staff with the quality of pedagogical support provided in-house (by mentors, by ICT Champions, by Helpdesk, etc.) (on a scale from 1 to 4)	N/A			2.7	3	Project monitoring	
	Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)			2,9 (self-declaration)	3-5	Project Monitoring	
	Percentage of students owning ICT equipment (M/F)				55%	75%	Project Monitoring (Activity report)	

	Level of application by Lecturers of Gender Responsive Pedagogy (GRP) (on a scale of 1-4)	N/A	TBC before the training	3	Project monitoring
	Level of application of ICT in teaching and learning by lecturers (on a scale from 1 to 4)	N/A	2.7	3	Project monitoring
	Level of application of ATL in continuous school practice by NTC students (on a scale from 1 to 4)	N/A	3 (class observation)	3	Project monitoring
	% of DES students (M/F) doing CSP activities in the NTC and in the partner secondary schools	0%	75%	90%	Project monitoring
	Percentage of students who complete the available free online courses per academic year	N/A	N/A	60%	Project monitoring
	The average number of books borrowed by staff and students per academic year	N/A	N/A	2500	Koha reports

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	Level of application by partner secondary school teachers of ATL (on a scale from 1 to 4)	N/A	2.9	3	Project monitoring
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Theory of Change for the TTE Project

Theory of Change for the TTE Project Bridging Phase

Overall TTE Goal (Impact): Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET)
TTE Specific Objective (Outcome): NTCs produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities



10.3 Decisions are taken by the Steering and monitoring committee

Give an overview of important strategic decisions taken by the Steering Committee in the course of the year and ensure the follow-up of these decisions.⁵

UGA1503111 - Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)					
Intervention Decision / Intervention Decision Action					
A 5th field coordinator for NTC Unyama should be recruited by the project.					
Recruit a 5 th field coordinator for NTC Unyama	02/08/2017			Staff started in 2018	Completed
A National expert in public finance management- a					

⁵ You may use the table of this template or replace it with your own format (e.g. the one for your operational monitoring) provided it shows the same information.

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A National expert in public finance management- a					

⁵ You may use the table of this template or replace it with your own format (e.g. the one for your operational monitoring) provided it shows the same information.

UGA1503111 - Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)						
Intervention Decision / Intervention Decision Action	04/10/2016	02/08/2017	30/06/2021	Staff started in 2018	Completed	Completed
financial controller should be recruited by the project						
Recruit a national expert in public finance management- a financial controller	04/10/2016	02/08/2017		Staff started in 2018	Completed	Completed
Additional funds for maintenance should be generated by income- generating activities						
Encourage NTCs to allocate benefits from income-generating	04/10/2016		30/06/2021	A study on financial sustainability was conducted in each NTC. In 2021, the project will look	Completed	Completed



UGA1503111 - Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)						
Intervention Decision / Intervention Decision Action	Intervention Decision Date	Report Date	Intervention Decision Date	Intervention Decision Date	Intervention Decision Date	Intervention Decision Date
Modify the budget as approved by SC	15/02/2017					Completed
The budget for maintenance should be allocated from the capitation grant						
Advocacy to have a budget for maintenance allocated from the capitation grant.	04/10/2016		30/06/2023		A budget for maintenance was included in NTC grant agreements. Advocacy will continue for having it included in the capitation grant.	In Progress
A business Director should be hired in the						

UGA1503111 - Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)

Intervention Decision / Intervention Decision Action	Intervention Decision Date	Responsible Person	Intervention Decision / Intervention Decision	Intervention Decision / Intervention Decision	Intervention Decision / Intervention Decision
college to handle income-generating activities					
Advocacy to have a Business Director as part of the NTC establishment to handle income-generating activities	04/10/2016		Advocacy is ongoing for the inclusion of new positions in the NTC establishment. A Study on the Financial Sustainability of NTC was conducted under the Study Fund. In 2021, the project will look into options to support NTC with IGA.	In Progress	
CEPPA should advocate for an increase in budget for FY 2021-2022 for					

UGA1503111 - Improve Secondary Teachers' Education in the National Teachers' Colleges (NTCs)					
Intervention Decision / Intervention Decision Action	Intervention Decision Date	Responsible Person	Intervention Decision Date	Intervention Decision Date	Intervention Decision Date
capitation grants, for maintenance and internet.					
Advocate for an increase of budget for FY 2021-2022 for capitation grant, for maintenance and internet.	03/02/2021	Kamwana Jonathan	30/06/2023		In Progress
<p>-The issue will be brought by PS to MOES Top Management Meeting. -Re-conducted as C/EPPA was not in the meeting to give an update. (SC- 23rd June 2021) The MoES had just come out of the 1st phase of the budget preparation for FY 2022-2022. TVET also had similar concerns and hopefully, Parliament would consider the request</p>					