



**AGENCE BELGE
DE DÉVELOPPEMENT**

MID-TERM REPORT

IMPROVING THE TRAINING OF BTVET TECHNICAL TEACHERS/ INSTRUCTORS AND HEALTH TUTORS, AND SECONDARY TEACHERS (TTE)

UGANDA
(UGA 0902011)

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This review has been realised in the framework of the cooperation between Uganda and Belgium.

The report has been drawn up by independent external experts.

The opinions expressed in this document are those of the authors and do not necessarily reflect the views of the Belgian Development Cooperation (BTC) or the authorities of the country concerned.

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Intervention form

DGCD intervention number:	NN 3010161
Navision code BTC:	UGA 09 020 11
Partner institution:	Ministry of Education and Sports (MoES)
Duration of intervention:	5 years
Duration of Specific Agreement:	6 years
Starting date of intervention:	22/03/2012
Partner Contribution :	EUR 1.750.464
Belgian Contribution:	EUR 17.504.636
Total Contribution:	EUR 19.255.100
Intervention sectors:	Education (DAC 11120)

Intervention summary

The intervention improves the quality, efficiency and effectiveness of the education and training provided by NTC Kaliro and Muni NTCs, NIC Abilonino CPIC and Mulago HTC. It does this by improving the relation between the central level and the colleges; improving management; making the teaching and learning process much more active and effective; and attending to material and infrastructural needs. The intervention contributes to the UPPET strategy by increasing the quality of, and equity in access to, post-primary education and training.

Evaluation team

The MTR-team consisted of two experts:

- international BTVET and teacher training consultant, Sergij Gabrscek, as team leader, and
- George Gena as local BTVET and teacher training expert.

Executive Summary

The Ministry of Education and Sports (MOES) of Uganda considers “providing teachers capable of delivering education of high quality” as the single most important input in ensuring the successful delivery of the national Universal Post-Primary Education and Training UPPET program. The intervention aims at increasing the quality, efficiency and effectiveness of the education and training provided by four colleges (PIC Abilonino, NTC Kaliro, NTC Muni and HTC Mulago).

The objective of the project is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) implementation. Project aims at building capacity at three levels: system (central) level, organizational (college) level and individual level (managers and teachers). To reach this objective, the project aims to achieve 4 results:

- Result 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project.
- Result 2: Strengthened management of supported colleges by the end of the project.
- Result 3: By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies.
- Result 4: Facilities of the four colleges rehabilitated, extended and equipped.

With increased enrolments, measures to improve efficiency are needed and significant additional resources are also required if the desired outcomes are to be achieved. The level of existing constraints has necessitated the introduction of a number of policy reforms in secondary education that the MoES is in the process of implementing in order to improve efficiency and quality.

The BTVET system is seen as an integral part of a flexible post primary education system and comprises public -, private-, and firm based training. Over the last five years, all BTVET institutions have experienced increases in students' enrolment and the demand is continuing to rise. In view of the importance of skills development for both economic and social progress, Government of Uganda started to place greater emphasis on improving the quality and efficiency of the BTVET system. On 2 October 2012, the new Strategic Plan for BTVET under the name “Skilling Uganda” was launched.

The purpose of the Mid-Term Review was to answer a generic evaluation field pertaining to the performance¹ of the TTE project. The evaluation team used the five DAC criteria but with a special focus on efficiency, effectiveness and sustainability. In addition to answering the generic evaluation questions, the MTR also addressed specific questions on the appropriateness of the pilot ATL approach, the set up of the project coordination team, the efficiency of the project approach for implementation of the infrastructure component, and recommendations for the new project in BTVET.

The primary methods of data collection were desk research, semi-structured interviews, meetings with stakeholders and beneficiaries and focus group discussions. The team

¹ The evaluation field pertaining to the performance is evaluated by means of the "Performance" evaluation grid, which is provided by BTC.

visited all 4 colleges to see the infrastructure and to observe lessons and classroom activities. A site tour was conducted to assess the condition of facilities including lecture rooms, libraries, kitchen and hall of residence for students. Various pedagogical (micro) projects were visited in all colleges except Mulago Health Tutor's College. The team compiled and analysed data from respondents and findings from various sources were analysed and subsequently conclusions and recommendations were made based on this analysis.

The project is found to be largely **relevant**, both in its objectives and in the revised results it aimed to achieve. Intervention is in line with problems, needs and priorities of the country although the sector's activities are not supporting or running in parallel with project activities. Project is also consistent with priorities and policies and in some areas also ahead of the actual sector development.

Project **efficiency** has been problematic in particular in the first year of the project. Implementation of activities for the baseline study was slow and the document was finalised and endorsed only at the end of 2013, a year after the planned conclusion of the study according to the original plan. The quality of the baseline study didn't meet the standard and expectations and brings to question its purpose. The TIET department as the main project partner provides a formal link with the project as the project coordinator is a staff member from the department. TIET feels that not enough is done for building their capacity with direct involvement of project activities of their counterparts, which would also provide the sense of real ownership. However, TIET involvement, although still insufficient, has been gradually improving since 2013.

Project co-management has some challenges in the way it is implemented and it looks that the beneficiary partner has often played a passive role of approving activities and the actual decision making process stays mainly with the international project team. One of the problems was late start of the capacity building of the TIET department of MoES. The start in the first year of the project would strengthen the department's position and contribute to successful implementation of other aspects of the project.

There were some changes in tasks of the team members. The most critical is the change of the role of the National Training Coordinators. They were originally focal points for ATL in college. The change of the role can be very detrimental to the implementation of ATL in colleges. It is also not clear why specific gaps that exist in the project team composition were not formally identified and filled to enhance implementation capacity.

Thematic teams represent an approach which is to generate ownership over the project results but that ended to affect it, as well as participation of the TIET as a department, not on an individual level.

The lengthy procurement procedures were responsible for slowing down some project activities, in particular infrastructure. The pace of the project implementation increased in particular in the third year of the project (2014), with a number of activities that were carried out to catch with the delays in the first two years of the project. The planning of the activities was not optimal for achieving outputs. There were delays in procurement that slowed down the infrastructural activities in the project and so directly influencing ATL implementation as appropriate infrastructure is the basic condition for **effective** use of most of the ATL methods. This delay has affected the quality of pedagogical input.

During the first three years of the projects a number of results were achieved, including: Development of strategic plans; training of Mentor teachers, providing on-going support to peers; development of Master plans for infrastructure, construction started in HTC

Mulago; Initiation of Pedagogical projects; Awareness building of some cross-cutting issues; Building relationship with TIET, the colleges and the local community; Students were picking some benefits from pedagogical projects and ATL; Initiating better communication of students with college management.

There are some serious concerns that the outputs could be only achieved with the active participation of TIET. Mandate and role of TIET should be defined in particular regarding visitation and supervision support. The current lack of clear direction is key concern for effective implementation of activities related to strengthening visitation and support of college's general management by the central level. There is need for this curriculum to be revised and implements in line with that of the secondary schools and conducive environment established in colleges, with open communication among students, lecturers and college management. Without attitude change in lecturers and college management and building the competences of lecturers including practical skills changes are difficult to be **sustainable**. Lack of facilities and quick pace of rolling out ATL at the college level also undermines the level of outcomes and in particular the quality of training

Financial / economic viability is weak at the moment, there are no financial resources in the MoES and in colleges that would allow the activities to be carried out after the end of the project. TIET and colleges lack human resources, vacancies exist in both academic and administrative portfolios. Failure to fill these gaps with the right staff affects capacity building and sustainability.

Local ownerships is in this phase largely formal, with limited engagement in practical implementation in the project. This ownership is felt partially through the coordinator in the MoES, but TIET department still doesn't feel it completely as their capacity is not there yet. There are serious staffing gaps in colleges preventing building the critical mass of lecturers that confidently apply ATL methods in classrooms. It can be observed that their attitude didn't change yet, as they did not internalise the project itself. There is limited capacity at college level to sustain ATL interventions under the current arrangements.

There are certain conditions that affect sustainable development results. TIET strategy has not been developed yet. Main challenges are at the college level, in particular lecturer's qualifications and actual competences. College infrastructure is poor and it should have been in place before the ATL was introduced, at least partially. Awareness building was weak. Pace of rolling out was too fast contributing to low internalization and often also low quality of delivery at college level.

It is far too early days to say anything substantial about the **impact** of the project activities. However, with improvement of infrastructures more students could enrol. Equity is not likely to be improved unless conditions in the college improve, with clear requirements for college entry, and offer of attractive courses for girls as well as actions encouraging female students to enrol for male dominated courses.

MTR team noticed some **unintended positive effects** of the intervention on the intended beneficiaries or on non-intended individuals and groups: Involvement of 5 other colleges and inclusion of private providers; National experts are using ATL in their courses; Students use some of the knowledge in skills at home; Local community is taking courses in ICT, art and design; and Micro project has improved farming practices in the communities.

Gender issues were not addressed in an appropriate way. Attitudinal changes towards female are minimal regarding all aspects in the college. There are issues regarding the basic needs of female students (provision of reasonable and safe dormitories, hygiene,

water, lack of reproductive health services - family planning, counselling). There are persistent issues of safety and security and gender based violence. More is to be done for encouraging admissions for female students and offer a range of courses attractive for them, and encouraging female students to take courses which are seen as »male. If the number of female student should increase there should be also an increase of existing small number of female lecturers.

Environment as a crosscutting issue is mainly addressed in the infrastructure component of the project as it is incorporated in it. Design for new premises includes renewable energy measures sustainable architecture measures. Beside that, behavioural change component regarding renewable energy has started looking at the whole college community. There is still room for improvement, in particular regarding provisions that were taken for other aspects of. Occupational Health & Safety aspects are also important and should be natural parts of all vocational learning, and the teacher/trainer should be a role model.

There were some efforts in tackling the issue of **HIV/AIDS** but activities at the college level were focused mainly on working with clubs, which has a limited outreach. There is still weak follow up with minimal guidance and counselling. This is very important as college is a high-risk environment. As a crosscutting issue HIV/AIDS should be also embedded in all project activities.

There is not a strong, real **ownership** of the project in the TIET department of the MoES (as the main project partner) as they are not actively involved in all project activities. The project introduced the Thematic Teams setup that would contribute to the ownership but that is a structure that would probably not live beyond the lifetime of the project. Progress has been made from the beginning of the project, but it is an important issue that needs improvement in the second half of the project and continuous attention, as ownership is the keystone for sustainability.

Evaluation provided a number of **recommendations** for the project, JLBC, Ministry of Education and Sport, for the BTC Headquarters and for the new project of Skilling Uganda. The recommendations for the Skilling Uganda cover the most important aspects of the TTE project and the most relevant are:

- The Project design should build in an inception phase with inception report that would review and revise if needed the TFF and provide comprehensive baseline data for monitoring of the project implementation
- Capacity building activities should be prioritized and implemented based on the needs analysis of gaps in the project partner immediately following the inception phase in order to realize real benefits for the project.
- Proper management structure should be established with a clear mandates and roles of the various professional personnel and partner staff.
- The design of the project activities should be in such a way that the international team members work closely with the partner staff to enhance their capacity by engaging them in all aspects of implementation of activities
- Awareness building should be implemented from the very beginning of the project ensuring that stakeholders are aware of the project, its goals, objective and activities
- Build in a strong M&E component with annual reviews of mix-member teams including BTC HQ
- Enhance the logical link between project components and implementation timing to ensure maximum effectiveness.

Acronyms

A/C	Assistant Commissioner
ATL	Active Teaching and Learning
BTC	Belgian Technical Cooperation
BTC HQ	Belgian Technical Cooperation, Head Quarters
BTVET	Business, Technical, Vocational Education and Training
CCI	Cross Cutting Issues
CEB	Compressed Earth Blocks
CMU	Construction Management Unit
CPIC	Community Polytechnic Instructors' College
DES	Directorate of Education Standards
D/HTVET	Director/ Higher, Technical, Vocational Education and Training
DIT	Directorate of Industrial Training
DITTE	Diploma in Instructor and Technical Teacher Education
EDP	Education Development Partners
HoD	Head of Department
GFW	General Frame of Work
GoU	Government of Uganda
HTC	Health Tutors' College
IDB	Islamic Development Bank
ID	Institutional Development
IE	International Expert
ISE	International Sector Expert
JA	Junior Assistant
JICA	Japan international development agency
KYU	Kyambogo University
LS	Lower Secondary
M&E	Monitoring and evaluation
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoRe	Monitoring for Results
MT	Mentor Teacher
MtR	Mid-term review
MUK	Makerere University Kampala
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NE	National Expert
NIE	National Infrastructure Expert
NTC	National Teachers' College
PC	Project Coordinator
PCC	Project Co-Coordinator
PDU	Procurement and Disposal Unit
PPDA	Public Procurement and Disposal Act
PSIL	Pedagogic Support at Institutional Level
RTI	Research Triangle Institute (USA)
SA	Specific Agreement
SC	Steering Committee
SWOT	Strength, Weakness, Opportunities, Threats
TEWG	Teacher Education Working Group
TFF	Technical and Financial File
TIET	Teacher, Instructor, Education and Training department
TC	Training Coordinator
ToC	Theory of Change
ToR	Terms of Reference
TT	Thematic Team

TT-CCI	Thematic Team - Cross Cutting Issues
TTE	Teacher Training Education project
TT-ID	Thematic Team - Institutional Development
TT-IFE	Thematic Team - Infrastructure Facilities and Equipment
TT-PSIL	Thematic Team - Pedagogic Support at Institutional Level
TT-QTL	Thematic Team - Quality of Teaching and Learning
TTE	Teacher Training Education project
UMI	Uganda Management Institute
UPPET	Universal Post-Primary Education & Training
UCC	Uganda Communications Commission
USAID	United States Agency for International Development
VTI	Vocational Training Institute
VUU	Virtual University of Uganda

1 Background and context

1.1 Results and strategy

The Ministry of Education and Sports (MOES) considers “providing teachers capable of delivering education of high quality” as the single most important input in ensuring the successful delivery of the national Universal Post-Primary Education and Training UPPET program. Therefore, upon initiative of the Government of Uganda, the Belgian Government agreed to support interventions geared towards the improvement of teacher training provided by the National Teachers Colleges (NTCs) as well as other Colleges responsible for training tutors and lecturers for Business, Technical & Vocational Education and Training (BTJET), including the training of Health Tutors.

The intervention contributes to the UPPET strategy by increasing the quality of, and equity in access to, post-primary education and training. It aims at increasing the quality, efficiency and effectiveness of the education and training provided by four colleges.

The objective of the project is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) implementation. To reach this objective, the project aims to achieve 4 results:

- Result 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project
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- Result 4: Facilities of the four colleges rehabilitated, extended and equipped

To that effect, the project aims at building capacity at three levels: system (central) level, organizational (college) level and individual level (managers and teachers). The project focuses on central level within MoES, Universities and other relevant national bodies and on four colleges:

- Abilonino Community Polytechnic Instructors College (ACPIC)
- Kaliro National Teachers College (Kaliro NTC)
- Muni National Teachers College (Muni NTC)
- Mulago Health Tutors College (MHTC, located within Kampala’s national General Hospital)

1.2 Governance

The project is implemented in co-management. The Permanent Secretary of the MoES is the project director or authorising officer while the BTC Resident Representative in Uganda is the co-director or co-authorising officer of the project. An official designated from TIET has been assigned as project coordinator while the International Sector Expert appointed by BTC has endorsed the role of project co-coordinator.

A Project Coordination Team (PCT) consistent with the MoES structure was established to facilitate and manage the implementation of the intervention. The PCT

is responsible for the overall coordination and follow-up of the intervention operating in close coordination with the MoES.

Coordination by the Project Coordination Team regarding the different activities of the intervention and its overall coherence comprises the following activities:

- Overall planning of the project activities and adjustments on a quarterly basis;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Providing timely compilation of progress reports and budgeted work plans for the following period for consideration by the Steering Committee;
- Ensuring the secretariat of the Steering Committee carries out its assigned duties (dissemination of reports, proposal of agenda, drafting of minutes of Steering Committee meetings etc);
- Compilation of the project final report at the end of the project.

The MoES Project Coordinator and the ISE are in charge of all the strategic aspects of the project and the planning of the activities. The ISE co-signs commitments while the International Contracting and Financial Coordinator is in charge of the unit day-to-day administration and payments signature.

The PCT encompasses the designated staff involved in the project within the MoES and as a whole is responsible for the day-to-day management as well as the gathering and consolidating of information covering progress on all aspects of the full project.

A steering committee was established to guide the project and to ensure the follow-up of the project. It is mainstreamed/aligned with the existing structures in MoES.

The principal role of the Steering Committee is to ensure that the project follows the procedures and principles contained in the technical and financial file, to become aware of any internal or external bottlenecks that might jeopardize the project and prevent it from achieving its results – and to take decisions accordingly. The detailed functions of the Steering Committee are:

- Ensure that the roles and responsibilities of the different agencies and entities involved in the project are clearly defined;
- Ensure approval of the Project Inception Report and action plans;
- Provide implementation and policy guidance to all project stakeholders;
- Ensure appraisal of the state of progress of the project and the achievement of its specific objectives;
- Ensure the control of all aspects of project resource allocation;
- Ensure approval of the budgeted work plans and collated project financial and progress reports prepared by the PCT from individual reports prepared by PCT;
- Based on the financial and progress reports including audit reports, follow the effective implementation and advice on corrective actions to ensure the achievement of the project's objectives;
- Ensure approval of the reports related to the disbursement and use of project funds based on the quarterly budget and planning follow-up submitted by the PCT;
- If necessary, ensure the approval of the modifications of Project Results, Activities, Modalities and budget realignments provided that such modifications do not alter the project's general and specific objectives, duration nor its overall budget;
- Ensure approval of any proposals related to necessary modifications to

- the specific objective indicators and result indicators;
- Decide on the fielding of, and ensure approval of the Terms of Reference of monitoring and evaluation missions, as well as appraise their recommendations;
- Ensure that annual External Audits are carried out by an accredited accounting firm and appraise any findings;
- Ensure approval of the final report and the final closure of the project.

The Steering Committee is meeting twice a year at the different project locations, preferably during June/July and December/January, corresponding to the six-monthly reporting period.

The Steering Committee decides by consensus. The PCT acts as the Secretariat for the Steering Committee and provides the necessary information to its members in advance of each meeting. Each Steering Committee meeting has minutes signed by MoES (Chairperson), BTC Resident Representative and the representative of the Ministry of Finance Planning and Economic Development.

In order to ensure that all project activities are jointly decided and executed by TIET and TTE, a General Frame of Work was thoroughly discussed with all involved partners and was validated in July 12, 2013. This modality was originally not planned in the TFF. Its main components are:

- Specific objectives to be reached under the 4 main areas of intervention (article 1) :
- Organigram of involved stakeholders (article 1):
- Provide guidelines and ToRs for the constitution of four Thematic Teams (article 2) and the Specialist Teams (article 3)
- Define legal and financial aspects of the assignment agreements to be signed with the teams, including contracting consultants, source of funds for operational costs (BTC) and for working costs (MoES), duration, etc. (articles 4-7)

On the basis of the General Frame of Work, four Thematic Teams (TT) were constituted, to coordinate and monitor the activities under each intervention area, with permanent members officially assigned on July 10, 2013:

- TT/ID: Institutional development (with 9 specialist teams)
- TT/PSIL: Pedagogical support at institutional level (with 4 specialist teams)
- TT/ QTL: Quality of teaching and learning (with 5 specialist teams)
- TT/ CCI: Cross-cutting issues

Chair of each of the Thematic Teams is a representative of the TIET and co-chair for all TT is the project co-coordinator. Ordinary members are one representative of TIET and one TA team member, and specialist from the intervention area. Administrative support is given by PCT.

1.3 Context

The socio-economic environment in Uganda is characterised by a high population growth rate of 3.27% per annum, which is among the highest in the world. Nearly half of all Ugandans aged 14 or younger. Uganda has a predominantly rural labour force, with 85% of the economically active population located in rural areas and 80% engaged in farming. 70% of these are women (Ugandan Bureau of Statistics (UBOS) 2007, LM conditions).

The education section of the National Development Plan (NDP) is operationalised through the Education Sector Strategic Plan (ESSP). The education sector plan was initially conceived for the period 2003-2015, but has subsequently been reviewed and

adapted to cover the period 2010-2015. The plan focuses on consolidating enrolment gains as a result of Universal Primary Education (UPE), continuing expansion beyond primary, improving equity, improving overall governance, driving up standards and reducing wastage. Next to the sector plan, the Ministry of Education and Sports (MoES) has developed sound strategies for the sub-sectors.

Uganda's education system comprises of pre-primary school education; secondary education; teacher education; business, technical and vocational education and training (BTNET); tertiary education including university education; and non-formal education.

The national vision is to use education as a basic tool for the transformation of society, and for national integration and development. The vision of the Ministry of Education and Sports' is *"Quality Education and Sports for All"* and its mission is to "provide technical support, guide, coordinate, regulate and promote quality education and training for all persons in Uganda for national integration, development and individual enhancement". The current major education policy thrusts continue to prioritise access, equity, quality, relevance and efficiency of education service delivery in Uganda.

Universal Primary and Secondary Education

The inception of the Sector Wide Approach (SWAp) in 1997 provided the basis for the Universal Primary Education (UPE) policy that was introduced in 1997. The UPE policy saw total enrolments in primary education increase from just over 3 million pupils in 1998 to about 8.6 million pupils (government, community and private schools) by 2010. Behind these commendable figures lie less impressive results. The focus on improving access has been to the detriment of the overall quality of primary education.

To ensure sustainability of the gains realised from the UPE programme, in February 2007 GoU launched the Universal Post Primary Education and Training (UPPET) strategy, as a national programme to reform post primary education. UPPET aims to provide quality options for the increasing numbers of pupils completing primary education and seeking a secondary education. The introduction of Universal Secondary Education (USE) in 2007 led to an instant increase of 17.2% in enrolment figures in secondary education.

The secondary sub-sector has three types of schools (i.e. Government-owned, private sector-owned and community-owned). In 2009 there were 914 government-owned secondary schools (31%); 1602 private schools (57%) and 504 community schools (11%). However, although the majority of existing schools are either privately or community-owned, they cater for less than 50% of students. Much as the private sector plays a significant role in the provision of secondary education, its participation in rural areas is limited. The inequality of access to secondary education would therefore be much higher than it currently is, if the public sector was not to adequately target the poor. With increased enrolments, measures to improve efficiency are needed and significant additional resources are also required if the desired outcomes are to be achieved. The level of existing constraints has necessitated the introduction of a number of policy reforms in secondary education that the MoES is in the process of implementing in order to improve efficiency and quality. These include:

- introduction of double-shifts in schools,
- curriculum review to reduce subjects offered by schools,
- introduction of a set minimum weekly teaching load for secondary teachers of 24 instructional periods out of a total maximum of 35,
- school based construction norms and low cost school infrastructure

- designs,
- introduction of multi-science rooms and public-private partnerships.
- In addition, management and governance of secondary schools are being enhanced at school level through provision of basic training in core functions for head teachers and other key personnel at the school level.

BTJET

A second pillar of the UPPET strategy relates to the development and expansion of Business, Technical and Vocational Education and Training (BTJET), the legal basis for which was established in 2008 by the BTJET Act. Starting around mid-2010, the MoES, supported by the World Bank and the Kingdom of Belgium, began a process to formulate a strategic plan for BTJET development for the coming 10 years. It represents a paradigm shift and a reform process.

The BTJET system is seen as an integral part of a flexible post primary education system and comprises public -, private-, and firm based training. There are a total of 737 registered and licensed BTJET institutions, of which are 600 private training service providers. In addition there is an estimated 1000 private training providers registered with the Uganda Association of Private Vocational Providers (UGAPRIV) the majority of which operate in the informal sector and are not registered by MoES. Over the last five years, all BTJET institutions have experienced increases in students' enrolment and the demand is continuing to rise.

In view of the importance of skills development for both economic and social progress, Government of Uganda started to place greater emphasis on improving the quality and efficiency of the BTJET system. On 2 October 2012, the new Strategic Plan for BTJET under the name "Skilling Uganda" was launched; and three weeks later a Reform Tasks Force3 (RTF) and its Executive Secretariat were established to spearhead the reforms.

Skilling Uganda is an ambitious reform program which aims at overhauling the current system of BTJET in Uganda. It outlines the framework for a modern, state of the art open system for skills development. The paradigm shift for skills development as outlined in the plan is essential. The new BTJET system should emerge from an educational sub-sector into a comprehensive and open system of skills development for employment, enhanced productivity and growth. The main purpose is to create employable skills and competencies relevant to the labour market instead of providing educational certificates. It will embrace all Ugandans in need of skills.

This Strategic Plan on Business, Technical and Vocational Education and Training (BTJET) addresses these skill shortages. The Plan (2012/3 to 2021/22) builds on considerable progress in the reform of the BTJET system achieved during the last decade, notably the BTJET Act of 2008 and the establishment of the Uganda Vocational Qualifications Framework (UVQF).

Uganda's development framework forms the point of departure of the Strategic plan, especially as formulated in Uganda's Vision 2025 and the National Development Plan (NDP) 2010/11 – 2014/15. The Strategic Plan is embedded in the education policy framework and hinged on the BTJET Act of 2008. It incorporates activities by the BTJET Department and the Directorate of Industrial Training (DIT) under the Ministry of Education and Sports (MoES).

The Strategic Plan has been based on a comprehensive analysis of the BTJET sub-sector in terms of relevance, equity, quality, organizational effectiveness and finance/internal efficiency.

Legislation

The overall legislative basis governing education provision in Uganda is the Education Act 2008, which covers Pre- Primary, Primary and Post-Primary education. Tertiary education is guided by the Universities and Other Tertiary Institutions Act (UOTIA)

Education Finance

Notwithstanding a considerable increase in the education budget between 2006/07 and 2009/10, and further increase planned from 2010/11 onwards, the financing gap for the education sector remains important, in particular for secondary education and BTVET. Even after the planned introduction of several efficiency measures (including double shift schools, revision of curriculum, and revision of unit prices) the financing gap for secondary education has been estimated at USD 45 million per year (until 2015).

2 Purpose and methodology

The purpose of the Mid-Term Review was to answer a generic evaluation field pertaining to performance² of the TTE project. The evaluation team used the five DAC criteria but with a special focus on the following criteria: efficiency, effectiveness and sustainability. An important horizontal aspect of monitoring (from baseline to project strategic results-based approach) is also subject of special attention.

The Mid-term review is intended to serve as a monitoring instrument; on the other hand it forms an interdependent and complementary system that ensures that the implementation phase of the intervention progresses well. The objective of MTR is to provide independent answers to "how" and "why" questions and consequently assess the value of the results achieved of the whole of the implementation process of an intervention.

The review therefore serves the following functions:

- i) To support **steering**. On the basis of in-depth analyses, the MTR is intended to offer useful recommendations that are based on data (evidence-based) to support the strategic and operational decision making, and consequently, the steering of the interventions.
- ii) To contribute to **learning**. By analysing the development process, the MTR aims at identifying what works, what does not work and why, and to thus draw lessons for other interventions or for the elaboration of new policies, strategies and programmes.
- iii) **Accountability** to the donor, partner and other internal actors by supplying an external assessment of the progress made and the results achieved.

The support to steering requires a special focus of MTR in order to decide whether yes or no, why and how, any reorientation to the intervention is needed.

Evaluation Questions

In addition to answering the generic evaluation questions, the MTR also addressed specific evaluation questions as follows:

1. A specific evaluation question for the MTR concerned the component of improving teaching and learning by introducing Active Teaching and Learning (ATL) as a change process. ATL being a new concept in Uganda³, how appropriate and sustainable is the pilot approach of the project?
2. A second question concerned the set up of the project coordination team. Is this set up the most appropriate to best reach project results?

Sub-questions are:

- How is the composition of the human resources of the project affecting (positively or negatively) the ownership by the partner country and daily management of the project?
- Some international staff are not foreseen for the entire project duration (early departure of the international BTNET and infrastructure expert), what could be the risk analysis of that scenario?

² The evaluation field pertaining to the performance is evaluated by means of the "Performance" evaluation grid, which is provided by BTC.

³ Most of the respondent evaluation team interviewed did not agree that ATL is a new concept in Uganda claiming that they were using ATL before, but not systematically.

3. Another specific question concerns more specifically the Infrastructure component of the project and the efficiency of the project approach for its implementation. What would be the main recommendations to best achieve Result 4?
4. BTC is starting to formulate a new project in the field of education in Uganda “Support to the implementation of Skilling Uganda” also targeting the quality of education in BTVET. What would be the main recommendations based on the experience & lesson learned of TTE project having Teachers and Instructors (BTVET) component together as one project?

Methodology

The primary methods of data collection used in the MTR were key informant interviews; semi-structured interviews consultation meetings with stakeholders and beneficiaries and focus group discussions. The MRT-team also considered using questionnaires for collecting more comprehensive evidence of beneficiaries’ opinions. However taking into account the time available, questionnaires were not considered feasible, also bearing in mind that such surveys would be quite time-consuming and detached from other important review activities. The MTR team also reviewed relevant to the TTE project and observation of teaching learning process and facilities in the colleges.

At national level, the MTR team held interviews and consultation meetings with key officials at BTC Representation, the Belgian Embassy, the Project Management team, key departments in MoE that are involved in the project including (TIET as the main project partner, BTVET, CMU, PDU, EPPD, the Permanent Secretary) and the MoFPED. Interviews were also held with official of UNESCO, and a group of National Experts engaged in ATL activities.

Data collection at the field level involved consultations with key beneficiaries and stakeholders in all the four colleges: National Instructor’s college Abilonino, Kaliro National Teachers College, Muni National Teachers College and Mulago Health Tutors College. During the mission the MTR team met with the college management, Governing Councils and conducted focus group discussions with lecturers and students. Follow up interviews were carried out with National Training Coordinators that are posted to colleges. The exhaustive list of meetings and people met also shows the complexity of the project that includes three different types of colleges that are addressing secondary education teachers,, health tutors and vocational education trainers.

All the colleges were visited in two and half day visits⁴, giving enough time to explore all aspects of the project implementation. Consequently, 8 consultation meeting were held (24 participants /2 female), one (1) SWOT Analysis (11 participants /6 female), 16 Key Informant Interviews (7 female) and 8 Focus Group discussions (135 participants /32 female). A tour of the college gave the team an opportunity to evaluate the teaching and living conditions in the colleges. The team conducted observation of lesson and classroom activities (based on ATL method) which gave an insight into the actual initial implementation of methodologies learnt. A site tour was conducted to assess the condition of facilities including lecture rooms, libraries, kitchen and hall of residence for students. Various pedagogical (micro) projects were visited in all colleges except Mulago Health Tutor’s College.

⁴ Mulago Health Tutor’s College had a 1 day visit

The team compiled and analysed data from respondents and findings from various sources were analysed and subsequently conclusions and recommendations were made based on this analysis. A formal restitution workshop was held on November 24th 2014 to validate the conclusions and recommendations; and debriefing meeting was held with BTC Representation on 26th November 2014. Feedback and input from these sessions were incorporated in the draft report.

The mission programme has largely been organised by the TTE project team office and it should be mentioned that the MTR-team considers the programme very appropriate and that logistics have been impeccable, allowing the team to implement the mission programme smoothly even in the remote areas where colleges are situated.

Limitation

Some of the respondents were not willing to comment on certain issues they considered to be sensitive for fear of being punished by their supervisors. It is possible that the evaluation team missed certain information that would have enriched findings of the evaluation. Nevertheless, the team was able to gain the confidence of most respondents with a promise that findings will not be attributed to any specific individual or institution.

Due to time constraints and a number of meetings that were held in each college the mid-term review team was not able to observe in more details lessons that were delivered by lecturers. The general impression of what was seen combined with the experience of evaluators, discussions with students and lecturers provided a clear image of the situation regarding ATL. For a more in-depth evaluation a week would be needed in each of the colleges.

3 Observation and analysis

3.1 Assessment intervention

The BTC project Improving the training of BTVET technical teachers/instructors, and secondary teachers (TTE) is a complex project that provides an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) implementation. It addresses macro, meso and micro level, building capacities at the national level, college level and level of individual lecturers and managers. Besides software (capacity building) it also provides hardware (infrastructure) that supports and enables the change in teaching and learning paradigm.

Upon TIET request, project activities were extended beyond the original four colleges (Abilonino Community Polytechnic Instructors College, Kaliro National Teachers College, Muni National Teachers College, Mulago Health Tutors College) to three remaining NTCs, (Kabale, Unyama, Mubende) and 2 Instructors colleges (Jinja and Nakawa) providing trainings in ATL. This project is a complex one, in particular as it addresses three different types of training institutions: training colleges for secondary education teachers, health tutors and BTVET instructors.

The MTR team acknowledges that the project team together with their project partners has been implementing project activities towards the achievement of the four results. Evidence activities and their results are present. We would like to commend the team for their efforts and achievements.

However, the mid-term evaluation gives an opportunity to critically evaluate the project implementation according to the evaluation criteria in order to see what works well, what works less well and to propose ways forward. This is meant both for the donor organisation (BTC) as for the project team. The aim is to provide information that would allow the steering of the project towards achievements of results.

3.1.1 Relevance

The TTE project intervention is in line with problems, needs and priorities of the country as was analyzed and presented in the TFF and is relevant for the contribution to increase in quality of and equity in access to post primary education in Uganda. Findings suggest that the project addresses the enhancement of the quality of pre-service teacher training for BTVET, Health tutors and secondary education by strengthening strategic management of TIET and participating colleges, by developing and implementing Active Teaching and Learning (ATL) methodologies; by providing visitation, supervision and mentoring for teaching staff in colleges; and with provision of infrastructure that supports the intervention. The four components are interlinked and interdependent. This is in particular important for the change of paradigm in teaching and learning that requires at least the basic infrastructure providing necessary conditions for implementation, and pedagogical support and supervision/mentoring support.

The same issues that project is addressing were also recognized in the UNESCO study *Teacher issues in Uganda: A shared vision for an effective teachers policy*, published in June 2014, supporting the needs for capacity building in this area. The intervention strategies is adequate and answer to the needs and realities of the beneficiaries in terms

of improving the quality of teaching and learning, however due to the budget limitation, it is not able to comprehensively address all the needs of beneficiaries.

The project is in tune with the priorities and development policies of the partner government at the national and local level and is providing some support to transversal themes. Development of skilled manpower is particularly highlighted in the national development plan 2010/2011 – 2014/2015. The BTVET strategic plan “Skilling Uganda” will particularly benefit from the trained human resource provided by the project for its implementation. This project also brings some new approaches by developing Master Plans for colleges and implementation of crosscutting issues, in particular environmental sensitivity in infrastructure which the Ministry of Education and Sports is committed to replicate in other similar infrastructure projects.

However, some activities in the project, in particular Result 3 dealing with the introduction of Active Teaching and Learning are not supported with the parallel review of teacher training curriculum, and streamlining of the processes of assessment and examinations, and at the time of mid-term evaluation there is no link between ATL interventions at the teacher training college with the secondary school curriculum which has already been reviewed. This presents some challenges in the implementation process as the project activities are ahead of the actual sector development. This affects in particular students in teacher training colleges that are facing external examinations based on the traditional curriculum and content-based approach in its delivery. The project is not directly supporting curriculum review for NTCs although it had made strong advocacy for its revision. However, the project is also not directly supporting or advocating the need for the revision of the processes of assessment and examinations, which has a direct link to quality improvement.

There is also lack of a clear policy regarding teacher training in the TIET department at this moment. At the time of midterm evaluation, the strategy of the TIET department was not yet completed. However, some activities were recently initiated on the development of teachers’ standards and defining their competences and there is an effort toward the definition of the framework/general curriculum for teacher training institutions that would allow Kyambogo University to review curricula for NTCs.

Results of the project will be relevant for the development of teachers’ policies, for strengthening the supervision and visitation role and capacities in the Ministry of Education and in TIET department in particular. On the request of the Ministry of Education and Sports capacity building activities for ATL is being implemented in all 5 NTCs, and not only the four colleges that were the original beneficiaries of the project. However, the actual benefit of implementing ATL methodology without the other project components in the additional colleges cannot be easily predicted.

Project is consistent with the Belgian government and BTC priorities. Its focus is on education (and particular TVET sector) and health, supporting other interventions. It also offers the opportunity for further extension of the BTC support in the future by building on the results and experiences of this project and supporting the Government of Uganda in their Skilling Uganda strategy.

1. RELEVANCE: The extent to which a development intervention conforms to the needs and priorities of target groups and the policies of recipient countries and donors. (OECD-DAC)

Interpretation of the DAC-definition

Relevance addresses the needs-question of the intervention. It analyses the intervention in relation to the problems and needs of the beneficiaries, and their priorities. Furthermore, relevance analyses the consistency of the intervention with the policies of the partner and donor country.

Relevance appreciates as such the value and usefulness of the intervention as perceived by the key-

stakeholders, the extent to which the “response” of the intervention is technically adequate to meet the needs and priorities, the extent to which the intervention is a response to a real need of the partner-country or rather an adaptation to donor preferences. For innovative interventions that challenge established interests or existing practices, relevance is also about understanding to which degree they are well grounded in effective interests and priorities and will have a potential for replication or policy-influencing, so that what extent the double anchoring approach is relevant.

RELEVANCE overall assessment	A	B	C	D
		X		

3.1.2 Efficiency

Project efficiency was not very high in the first year of the project. Project started with the baseline study preparation and implementation after the arrival of the first international staff and recruitment of some national staff. The Technical and Financial File (TFF) provided a good framework for the project implementation. It also provided modalities for the intervention. It's difficult to assess how the project team understood the document and how it is guiding them in actual planning and implementation of project activities. According to the project team the TFF assumption that pedagogic and other activities are would start with the deployment of the TA team was not realistic, however most activities were more than one year late. This opens two questions: the original design in the TFF regarding feasibility of timing of activities but also the responsibility of the project team to revise the planning taking into account the risks and providing new, revised table of activities. This was also one of the weaknesses of the project: not providing a clear inception study. This was not required but would provide a clear starting point for project development and implementation.

Implementation of the baseline study activities was slow as it was expected to take place over the first semester but was only finalised and endorsed at the end of 2013⁵: a year after the planned conclusion of the study according to the original calendar. The overall purpose of the Baseline Survey was to enable the BTC Project to fine-tune its support, and to provide an implementation program that is geared to the specific identified needs of four Colleges in Uganda, (NIC Abilonino CPIC, NTC Kaliro, HTC Mulago and NTC Muni)⁶. It was also supposed to act as a reference point for the monitoring and evaluation of any improvements brought about during implementation of the Project. The Baseline Survey also sought to provide a detailed study and capacity assessment of student centered teaching & learning practices, in each of the four Colleges.

1. ⁵ The baseline preparation (writing and approval by HQ of the ToR + procurement process) took 4 months (July to Oct.2012)
2. The baseline itself was conducted in 1½ month (Nov. 9 to Dec 15, 2012)
3. SC members actively participated to the BLS restitution workshop that was held on **December 7, 2012** where they took the opportunity to give their inputs to the BLS team
4. The BLS “technical acceptance letter” was signed by the Project Coordinator (MoES) on **December 17, 2012**
5. The 4 colleges’ analyzed the BLS results and proposed activities for their respective colleges at 4 strategic workshops held between **January and March 2013**
6. The BLS report was presented to the SC3 on **March 1st, 2013** (SC3 minutes attached)
7. The BLS recommendations were discussed at the TIET-TTE strategic workshop held over 2 days in **June 2013** which led to a revised overall strategy & to the constitution of the Thematic Teams
8. In **September 2013**, SC4 members recommended *the baseline survey and recommendations to be summarized and sent to all its members for the Chair and the Co-Chair to endorse it*
9. Finally, the BLS summary was endorsed by the SC Chairs on **November 5, 2013**

⁶ The TFF DTF mentioned an inception phase in 5.2 p 63 : “The implementation modalities will be more detailed in a project implementation manual (PIM). The PIM will be elaborated during the inception phase of the project by the Project Management Coordination team. It will be validated by the Steering Committee and the project coordination team will be bound to it.”

The study provided an overview of the situation in colleges with general conclusions and recommendations. The quality of the baseline study didn't meet the standard and expectations and brings to question its purpose. The results and recommendations are very general and brought little new information that would allow project to fine tune its intervention. There is a list of revised activities that the project could use however; the survey also provided a long list of indicators (114) with 25 different instruments for M&E that would be used to monitor the project implementation. Different stakeholders also interpreted results of the study differently; as a result it was difficult for the project team to use the report as a guiding document for effective implementation of the project.

Consequently, there is no indication of how results of the study were translated in the revision of the original proposal of project activities in the TFF or even the redesign of the project. It would be expected that the study commissioned would provide the basis for changes in the original project design and proposal for the revised document that would be accepted by the steering committee. Although workshops were held at central and college levels for stakeholders to evaluate the results, translate them in project activities and agree on the way forward. Changes in the project approach that followed later don't necessarily stem from the baseline study.

The TIET department of the Ministry of Education and Sport is the main project partner. Its human resources capacities are unfortunately limited, at the time of MTR 5 positions were not filled, and this puts additional burden to other staff members. Staff of the department has a number of tasks which often prevents them from participating in all project activities and this makes coordination challenging. There is a formal link with TIET as the project coordinator is a staff member from the department. There was also a high turnover of project coordinators and the third one that was nominated a year ago is more actively involved in project activities. However, he is not a full-time member of the project team and has other duties in department that prevents him to commit completely to project activities only.

The system of co-management of the project is meant to provide the ownership of the project and its results by Ugandan partners. However, co-management has some challenges in the way it is implemented and it looks that the beneficiary partner has often played a passive role of approving activities and the actual decision making process stays mainly with the international project team.

Initially the project team was separate from the TIET department, even in a separate building, which made communication and cooperation difficult. With the move to new premises and offices on the same floor collaboration became easier, although there is an invisible division between "us" and "them" as perceived by beneficiaries.

The lengthy procurement procedures were responsible for slowing down some of the project activities. However, findings suggest that delays were mostly due to administrative procedures (it took a month to produce minutes of the procurement committee meeting), which affected in particular the infrastructure component of the project. According to our consultation, delays arose from three main areas: failure to convene meetings due to a lack of quorum; delays in typing minutes of procurement committee meetings; and delays of members of the procurement committee to sign meetings minutes because of others commitments outside the office or "personal reasons".

Specific staff was assigned to the CMU to solve this issue and follow procurement documents. In consultation with the MoFPED, a separate project procurement committee is being established to speed up procurement in international projects that are also limited

by time available for project implementation and threatened by delays that could seriously jeopardise their effectiveness. To solve part of that problem, procurement procedures for Results 1, 2 and 3 were moved from co-management to regie, which have speeded up procedures. However, there might be the question of effectiveness and transparency of the procedures in particular regarding contracting of short-term experts.

The TTE Project is very complex with four different components that are interdependent. This brings a number of challenges regarding human resources:

- At the college level the main challenge is the number of unfilled vacancies for teaching staff. In all colleges about one third of lecturers are missing and teaching posts are vacant, many of lecturers have reached retirement age and left or will be leaving college soon. Their qualifications and in particular competences are not appropriate and some of them show little interest or even decline participation in the training. In all colleges, vacancies are often filled in by part time staff that is not fully engaged with the colleges. Some comes on weekends only and/or with longer breaks, often of a couple of months.
- Management at the college level is weak in various aspects, although interventions to strengthen college management are part of project activities; some of these interventions were only initiated in the third year of the project.
- Strategic management capacity of the TIET department as the main project partner is low but capacity-building initiatives for the department was also only initiated in year three of the project.

There is no clear project management structure with clear responsibilities for key project personnel. The TFF provided ToR for the main project staff and those were never officially revised or changed and the team assumes that these are still in force. However, discussions with the project team members suggest that different international expert team members assumed some additional responsibilities, which might affect their basic responsibilities. This might also put additional burden on national staff as they have to take over some activities and assume some additional responsibilities. In principle that might work well and could add to the capacity building but should be formalised and harmonised with the ToR for all experts. There is also a certain level of “flexibility” of team members to undertake additional tasks although the question might arise if they have necessary competences and expertise for that. It is also not clear why specific gaps that exist in the project team composition were not formally identified and filled to enhance implementation capacity.

The MTR team noticed during the discussions with different team members that there were some changes in tasks that were not followed with the changes in TOR and were not discussed with the team members. The most critical is the change of the role of the National Training Coordinators. Their role in the original TFF was as focal points for ATL in college, to support lecturers in developing their capacities in teaching using active teaching and learning methods, providing feedback and mentoring when necessary. They are key to the overall project strategy and approach, as they should provide the continuous support necessary to ensure that the change and improvement will take place in teaching and learning in their colleges. Their presence is an additional resource fully dedicated to improving teaching and learning at the college. However, their role slowly changed to the role of project officers based in colleges, coordinating and supporting project activities. As they were selected based on their pedagogical skills and experiences

they might not have necessary competences for the project coordination/officer role.⁷ It is not clear how their role was changed and who took that decision.

The change of the role can be very detrimental to the implementation of ATL in colleges. The process of implementation is challenging taking into account all the obstacles that exist in the college. ATL was only recently introduced and lecturers were trained in September 2014, but they are facing a lot of problems that they are not aware of or able to solve. Without professional support and guidance, they will not succeed in improving the quality of learning at the college level. Mentor lecturers are not the answer either as they also have their own classes or they are still fresh and some lack adequate knowledge and experience to provide effective support to peers. Therefore, there is a need for a full staff member that will support the introduction, monitor implementation, detect problems and communicate with the project team. This would be the most valuable and relevant feedback. They should also participate in the capacity building activities, development of modules and closely work with the interventional and national experts.

It is also not clear to the MRT team why the original design of Result 3 with the combined international and national consortium was not used, instead of its tasks were divided among the project team members with backstopping from national experts. The original design provided a strong team of national and international experts, coordinated by the consortium, providing direct support to the colleges but also working closely with the two universities. This might have been more appropriate as the project team is currently overwhelmed with activities of four components and it's difficult to monitor closely all activities, in particular their quality.

The question of ownership came up in discussions on different occasions. TIET is the project partner although their staff is not actively involved in early phases of planning project activities but mostly in the implementation period and approval processes. This is on one hand due to lack of staff (with 5 vacancies) and other obligations, but still TIET feels that not enough is done for building their capacity with direct involvement of project activities of their counterparts, which would also provide the sense of real ownership and won't be just a formality. TIET involvement, although still insufficient, has been gradually improving since 2013 and especially since the two teams actually share the same office. However, as mentioned above, participation in actual decision making is still less than desirable.

Project developed relatively complex implementation / management system with the Thematic Teams (TT) enabling the involvement of TIET/MoES but also involving others and externals. The whole setting up of TTs took time and influenced the efficiency of the first 1,5 years.

Thematic teams were introduced as a response to the "consortium" system proposed in the TFF project and because according to the PCT, it did not sufficiently promote sustainability⁸. The project deemed necessary to find a way to design and implement strategies and activities with TIET and universities. This strategy was lengthily discussed over several strategic workshops held at the time of the project conception phase and involving all relevant partners and BTC HQ. Discussions led to the creation of several

⁷ According to the PCT initially, none of the training coordinators had real expertise in ATL (training was provided to the 4 of them, both by the project and by Edukans in Kenya in 2013). Together with the NE, they are fully involved in the design of the ATL training contents, which enables them to coach the teachers at college level. Additionally, the TCs are responsible for coordinating the microteaching activities and all the trainings provided by the project since 2013 (not only the most recent ATL ones).

⁸ The consortium was proposed only for Result 3 and not for all 4 components.

entities which together formed the “consortium”⁹. The overall structure is quite complex in terms of coordination, with thematic team members representing different stakeholders; TIET is represented by one member only in each of the thematic teams. Although these thematic teams provide capacity building of local experts, they serve mainly as support for project implementation decisions. The MTR team thinks that the introduction of TT although beneficial for smoothly running project activities, has affected ownership and participation of TIET. In each TT there are three members of the PCT. This brings to the question of sustainability of the system after the end of the project. Thematic teams are not sustainable on two counts: they do not act on their own but are called by the project team (based on the agenda of the project team). They undermine participation and ownership by TIET Department and some team members are outside TIET department, MoES or even government system.

The question of consortium, as originally planned in the TFF, is unclear. PCT is always referring to Thematic Teams as an efficient and effective replacement for the consortium structure. However, consortium was planned for Result 3 only, active teaching and learning and not for other three components, It had the best possibility of effectively delivering ATL at the college level because it would bring on board the following additional expertise:

- An Advisor (consortium Supervisor)
- Consortium coordinator
- International and National Pedagogic Specialists
- And Experts from Kyambogo University and Makerere University

It's role was also to support the design and delivery of various aspects of ATL at the college level. Some roles are covered in the actual structure (national specialist, experts from universities) while other are missing. International expert is not monitoring the implementation of ATL. Consortium would also provide timely implementation of activities for Result 3 and would free some resources for the other three components.

The project structure, roles and responsibilities were changed during the implementation period. The International Sector Expert in Infrastructure took additional responsibilities for monitoring and evaluation and crosscutting issues. The International Sector Advisor for HTC Mulago and NIC Abilonino was moved to the PCT main office where he supported the PCT in pedagogic activities that are common to all Colleges. The National training coordinators became project officers and were mainly involved in project administration issues at the college level. The Mulago NTC is working two days a week in the project main office. These changes affect actual contribution of team members to their ToR and eventually effectiveness of project implementation.

The actual structure of the project team and supporting structures should be reviewed and optimized to ensure that project activities are efficiently implemented to obtain project results. ToRs of the whole team should be revised and harmonized. This would give orientations for the second half of the projects as contracts of some of the team members will come to an end by mid-2015. The proposed changes in the structure according to the

⁹ - 5 Thematic Teams including TIET members, University members, and other MoES staff when relevant
 - 1 Group of 32 National Experts representing all subjects taught in the colleges and pertaining to the awarding universities,
 - External consultants for specific activities not directly related to pedagogy (institutional development, income generating activities, public-private partnerships, academic management and scholarships, etc.)

MTR team should be the following:

- Full time Project Manager (PM) reporting to SC.
- Co-Coordinator (support to the PM with a more technical approach and specific expertise related to TIET).
- IS experts (under the PM).
- Training Manager at the level of IS experts but linked to Colleges, and TIET.
- The rest of the structure may remain the same.

Monitoring and evaluation system has been a weak part of the project at the very beginning. It was not specifically addressed by the project. Indicators proposed by the baseline study were not well designed and were not used. M&E activities started only in 2013 after intervention of the BTC HQ with the Theory of Change workshop and training of some of the project members. With the arrival of the Junior Assistant with some experience in M&E, monitoring was systematized, with the revised set of indicators and instruments, but M&E is still largely seen as the input for annual report.

The pace of the project implementation increased in particular in the third year of the project (2014). The following activities were carried out:

- Capacity building of management. The focus of the capacity building was on the college management. It provided training on the strategic planning, with the analysis of the situation in individual colleges, SWOT analysis, definition of strategic priorities, preparation of the strategic plan and action plan.
- Three colleges (NIC Abilonino, NTC Kaliro and NTC Muni) prepared master plans for their infrastructure and decided about the priorities
- Two modules of Active Teaching and Learning were prepared with the contributions of international experts and national team. Instruments were contextualized to local conditions in Uganda.
- Microteaching was implemented in 4 colleges on a pilot scale in 2012 and lessons analysed by peers.
- After the module finalization initial training was provided for national experts and mentors. In the second stage, training was carried out for lecturers in colleges by national experts and mentors, the training was of the same duration as the original training.
- Monitoring and supervision was carried out in November, as the MTR mission was going on.
- Some equipment was provided to the colleges (3 vans, ICT equipment, cameras and projectors, some material that is needed for ATL)
- Infrastructure: the construction work is under way in HTC Mulago college, NTC Kaliro contract has been signed, other two colleges are still waiting
- Pedagogical projects in colleges: all colleges except HTC Mulago have already implemented pedagogical projects oriented towards income-generating activities. Pedagogic projects in NIC Abilonino started in 2012 already.
- Strategic planning and capacity building activities at the MoES level was just started.

It's the view of the MTR team that planning of the activities was not optimal for achieving outputs. There were delays in procurement that slowed down the infrastructural activities in the project and so directly influencing ATL implementation as appropriate infrastructure is the basic condition for effective use of most of the ATL methods. This delay has affected the quality of pedagogical input.

However, planning and timing were decided with the partners and the colleges taking into account the colleges calendars. A total of 8 consultancies (and their timing) was

decided with partners at the strategic workshops held in 2013. Considering the amount of different and complex things to be done 8 consultancies are not a high number. As of November 2014:

- 4 consultancies were OK and finalized (teachers qualifications; academic management; support supervision; colleges strategic management)
- 1 OK and ongoing (international expert for ATL)
- 1 ongoing a bit slowly (TIET Strategic Planning) but guidance was given to the consultants (improvements are expected by January)
- 2 not yet published (income generation; public-private partnerships)

Capacity building of the MoES started late and the development of the strategic plans was done by consultants by interviewing individual staff and not involving the TIET as a department in the process. Although the process is being reviewed, these activities should have been carried out in the first year of the project as this would strengthen the department's position and contribute to successful implementation of other aspects of the project.

There are no quality assurance procedures in the project regarding the quality of the outputs that are provided by different experts and consultants. There are no (written) procedures for monitoring the quality of the documents and services provided¹⁰. Thematic teams participate in selection of consultants and consultants companies as support to the project team. Until recently, there were no cases where written reports were not accepted and corrective measures taken. It is not clear if the project team reads and approves inception reports before the assignment is implemented¹¹.

Partner is contributing to the project in kind providing premises, providing coordinator (which is not full time involved in the implementation of the project although actively following all project activities), providing support staff and providing support of different departments of the MoES (infrastructure, procurement). Relationship with different departments is good, they actively participate in activities and are benefiting of capacity building activities. They also actively participate in the work of the Steering Committee and are aware of the implementation of the project. However, participation of TIET department is minimal, as some of the key staff positions in department are not filled.

In July 2014 the Government of Uganda introduced the VAT also for international development projects which threatened the execution of the project as the budget available after this measure wouldn't be enough to carry out all planned activities and in particular infrastructure. However, MoFPED reassured the project that this problem will be solved and that the government will provide funds for VAT. Discussions with the project team, MoES team and MoFPED staff reveal that there is different interpretation of this issue and there is need for close follow up with the relevant officials.

The execution modalities have not been very efficient at the very beginning of the project. The baseline study took too long, was too costly and its results were not used by the project to revise the original TFF and provide an inception document that would clearly

¹⁰ According to the PCT strict procedures are in place to monitor all the consultancies, with relevant Thematic Teams preparing ToR; selecting consultants and all the deliverables submitted (inception report, report and technical annexes) are then presented by the consultants and analysed during the Thematic Teams monthly meetings where decision is made to approve any deliverable, to reject it or to request corrections. All the above is documented in the minutes of the monthly Thematic Teams meetings. However, TT meetings minutes only provide information about report that is approved. There is no written documentation in it.

¹¹ The PCT provided the following information : Before a deliverable is considered final, several drafts of the inception reports and other deliverables are of course read by the team. Actually revisions have been required for all of them. In one case, the inception report was rejected and the consultants were not hired.

define project activities together with the monitoring matrix which would allow continuous monitoring of the project.

Project is using a large number of consultants that are working on different parts of the project. The MTR team is not sure if this is the most efficient way for achieving project results. It is not also clear how the project team uses the consultancy reports and how their quality is assessed. There are no signs of synergy between different inputs or common methodologies used for that purpose¹².

2. EFFICIENCY: Efficiency measures the results - qualitative and quantitative – in relation to the inputs. It is an economic term which is used to assess the extent to which aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.				
Interpretation of the DAC-definition Efficiency mainly looks at the transformation efficiency of the intervention: how are inputs transformed into outputs (delivery of goods and services). Efficiency looks at this ratio as compared to alternatives: with the output as a given, where there alternative approaches that would have required fewer resources without reducing the quality and quantity of the results? Could more of the same result have been produced with the same resources by using an alternative approach? Efficiency also looks at the 'on time' implementation of activities: (Inputs on time?) where activities implemented as planned (on time) and consequently, outputs delivered on time? Efficiency also looks at the delivery and quality of products and services and the partner contribution/involvement.				
EFFICIENCY overall assessment	A	B	C	D
			X	

3.1.3 Effectiveness

Many of the project outputs are still being developed and implemented. At the time of MTR the following outputs are being realised:

- Strategic planning at the level of colleges. Following the training and workshops college management and staff adopted some strategic thinking approaches, and became aware of the issues that their colleges is facing. Some colleges started to improve management practice and planning at the college level. Strategic plan and annual plan of activities were prepared according to priorities defined. This includes staffing of the college, college maintenance, and management of human resources. The process involved all stakeholders in the college including students, which were before left out in the decision making process.
- Colleges prepared master plans for infrastructure that allows them to plan their infrastructural development beyond the immediate needs and resources available at present.
- Six mentor teachers from each college were selected through a transparent process including assessment of their competences and were trained in ATL methodology together with the national experts. They are providing on-going support to their peers. Their competences are still limited as the capacity development process is still going on.
- Pedagogical projects provide colleges with two aspects: pedagogical activities and income-generated activity. Projects that are implemented address both aspects. However lacks the synergies and creativity that would enhance sharing and learning to a bigger number of students. With less demanding projects focus seems to be on income and not so much on the pedagogical aspect and only a

¹²By synergies the MTR team means that many of the consultancies could be combined for enhanced cost effectiveness

few courses across all colleges are benefitting from these projects. Colleges should also look at the costs and benefit of the whole exercise and input from students should be costed appropriately. Ideally, these are pedagogic projects, which seem to be largely misunderstood at college level and are presented as income generating activities. While discussing these activities with college management and asking them what is the aim of these activities they always referred to them as income generating activities (and not pedagogical projects).

- Awareness building of some crosscutting issues is an important but often missed aspect in projects. Awareness raising should not only be linked to key events like International Women's Day or World Aids Day but should permeate all aspects of project interventions. Of particular importance is the need to strengthen communication between students and college management and staff regarding project interventions in the college, gender issues and HIV/AIDS in practical terms (safety, accommodation, hygiene, family planning and health, counselling). College students are future teachers and trainers that will most likely bring their experience, good or bad, to the schools where they will be teaching.
- Building relationship with the local community is an important aspect that projects is addressing formally and informally. Formally through the participation of local community members in the College Governing Council, discussing and approving issues regarding all aspect of colleges activities. Informally through cooperation with the local community in some activities, providing them business opportunities selling food items and other goods, providing accommodation to students and teachers, providing access to water. An important aspect is to build trust between the college and community for the benefit of all involved. Local community is also benefiting from some training and learning activities that are offered to them free of charge or for small fee (ICT training, art and design).
- At the actual phase of development and implementation ATL methodologies are not yet part of the curriculum and pedagogical methodologies. However, some students were picking benefits from the methods used by their lecturers and were also using them in their pedagogical practice. Some pedagogical projects e.g agriculture (horticulture) also gives students some competencies that they will be able to use, both in schools where they will be posted and at home.
- The project ignited better communication of students with college management that didn't happen in all colleges before but after development of the strategic plans college management realized that students play an important role and that they shouldn't be left out of the decision making process.
- ATL approaches are implemented in teacher training colleges providing methodologies for successful teaching learning for students. The same students are future teachers that will be using the same methodologies in their schools. However, the project could contribute specific recommendations on review of teacher training curriculum and how schools should be prepared for new teachers when they qualify, by providing orientation of schools and institutions where students are going to teach.
- ATL requires certain facilities and equipment to be placed in schools where the methods will be used. Schools should be aware of this and prepared to make adjustments. This should be taken into account in the future projects of school rehabilitation or when equipping schools.
- Project is introducing the concept of "user friendly libraries". Taking into account the actual conditions in school libraries, it might have been more efficient to focus efforts on providing resources materials and libraries with regular training as all colleges lack basic reading and research materials.
- The HTC Mulago is starting to implement E-learning which is costly to design and implement. Medical and health education is largely practical and needs more face

to face contact and practices. In this case e-learning may not be the best approach to address students' needs.

The outcome could be achieved but there are some conditions that have to be fulfilled:

- It could be only achieved with the active participation of TIET in project activities and taking all responsibility and ownership of the project results. However, this requires that the capacity is built within the TIET department and communication with project team strengthened.
- Teacher training curricula in National Teacher's Colleges are still old fashioned, content based and teacher oriented. There is a need to revise these curricula, linked them to the secondary school curricula, based on teachers' competences.
- Good infrastructure in colleges allows ATL methods to be implemented effectively. However, that is not enough. There is need for college administration to provide a conducive environment for teaching and learning in colleges, with open communication among students, lecturers and college management.
- There is need for attitude change in lecturers and college management not only regarding the change in pedagogical methodology but also relationship with students and their more active role in the process. The processes should be internalised and seen as beneficial for both parties.
- Lecturers should build their competences including practical skills. As teachers' profiles are being developed similar profiles should be developed also for lecturers.
- Lack of facilities and quick pace of rolling out ATL at the college level undermines the level of outcomes and in particular the quality of training as very few techniques could actually be used in colleges. Beside that infrastructure a serious threat is lack of access to relevant information that students need as part of the learning. This includes poorly resourced libraries with obsolete books and lacking access to information on internet (lack of computers or limited access to them and slow internet connectivity). This is also often challenge to lecturers. Besides, good ICT literacy is needed for both students and lecturers.
- As strategy development for TIET just started, but it is not clear what is the role and mandate of the department. Is the mandate of TIET department just policy guidance and administrative or it also involves quality assurance and supportive role for TT colleges. This is an important aspect to consider as project develops the visitation and supervision mechanisms that should be implemented during and after the project ends. If visitation and support supervision is not envisaged as the role of TIET then an institutional home should be identified in order for the mechanism to work effectively.

What is the likelihood for outcome to be achieved?

There are some serious concerns that it could be only achieved with the active participation of TIET. Mandate and role of TIET should be defined in particular regarding visitation and supervision support. This aspect is a subject of an on-going consultancy on TIET Strategic Planning. However, the current lack of clear direction is key concern for effective implementation of activities related to strengthening visitation and support of college's general management by the central level. (this is included in the consultancies on "TIET Strategic Planning" and on "Internal/External Support Supervision & Visitation").

3. EFFECTIVENESS TO DATE: The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

Interpretation of the DAC-definition

Effectiveness looks at the use of outputs and the likely achievement of the intervention's outcome. The use of outputs is the 'missing middle' between the delivery of products and services (outputs) and the outcome. It not only looks at the achievement of the outcome, but also reviews the relevance of the outputs: are outputs (products and services) being used as planned? Are they contributing to the achievement of the

outcome as planned in the intervention strategy (is the intervention delivering the right outputs?)? The evaluation of these aspects gives a more complete idea of the effectiveness of interventions.				
EFFECTIVENESS overall assessment	A	B	C	D
		X		

3.1.4 Impact

It is still premature to determine the possible impact the project will achieve.

However:

- With improvement of infrastructures more students could enrol in the colleges and capacity building of lecturers will improve the quality of learning in the beneficiary colleges
- Equity is not likely to be improved unless specific measures are taken to improve conditions in the colleges. Admission requirement for college entry for girls need to be revised and more attractive courses for female students designed.

Unintended positive effects of the intervention on the intended beneficiaries or on non-intended individuals and groups:

- MoES requested the project team to expand the ATL method in 5 other colleges, inclusion of private providers. This will facilitate the mass roll out of ATL in secondary schools if the process is managed well.
- Discussions with the National experts reveal that some of them are using ATL when teaching their courses, an act which will popularize ATL methodology in other institution of higher learning especially universities.
- Engagement of students in pedagogical project has helped to increase the level of knowledge and skills of these students. Some students reported using the knowledge in agricultural practices at home. Communities are also benefiting from improved farming practices as a result of the micro projects.
- In some colleges, the local community are benefiting from short courses in ICT, art & design; this has provided opportunity for youth to gain skills that can be used to earn income.
- Most colleges are reluctant to act on student's request for basic maintenance of facilities in the hope that BTC will renovate the facilities. A common response to students request for repairs and maintenance of facilities is that "BTC is coming to fix it" an attitude that will potentially undermine ownership and sustainability.

4. IMPACT: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. (OECD-DAC)
<p>Interpretation of the DAC-definition</p> <p>Impact has several interpretations. A <i>Review</i> needs to address the likely contribution to the intervention's Impact level (the General objective of the logical framework). The result at impact level is – exceptions might exist - a result of the strategic framework of partner government. Impact in this sense focuses thus on whether the intervention contributes to the strategic result the partner government intends to achieve. It addresses the link between the outcome and impact level of the results framework. This is a first interpretation of impact.</p> <p>A <i>Review</i> needs to address as well a second interpretation of impact, which is the entire range of effects brought about through by the intervention that occur in the longer term. These effects can be foreseen and unforeseen, and might affect people, organisations, societies and the physical environment outside the initially intended group of people or organisations. It differs from the effectiveness criterion in the sense that impact provides a corrective to the "narrow" preoccupation with the realisation of the results as stated in the results framework, and turns to target group and other stakeholders to find out if and how the intervention has affected their situation, positively or negatively.</p> <p>Impact answers as such the question if the intervention "was worth it" – by addressing the contribution to the higher result at the impact level, as well as the significant consequences of an intervention, negative as</p>

well as positive, which aren't necessarily related to the "impact level" of the results framework.

IMPACT overall assessment	A	B	C	D
		X		

3.1.5 Sustainability

The project is well embedded in the Ministry of Education and sports sector strategy and the wider national development plan which has a focus on human resource capacity development. However, the Teacher and Instructor Education and Training department is still lacking a comprehensive policy that can guide planning and execution of its mandate. This gap in policy is likely to affect sustainability of project outcomes and results since activities of the department may not be considered as priorities for funding in the national budget.

TIET department have been expanded with its mandate covering various sector of education system including primary and pre-primary education, secondary education, BTVET. However, a number of senior positions in the department is not yet filled. At the time of mid-term evaluation 4 senior positions were vacant. This gap presents a major challenge to the department in executing its mandate at policy level, and also in managing and supervising activities of the colleges. Similarly, at the college level, there are capacity gaps and unfilled vacancies and many staff positions are not filled by qualified staff. Although specific capacity building activities are integrated in the project, the absence of key staff whose capacity should be built means that the department and the colleges will not be able to optimize and sustain benefits from the project.

There are certain conditions that affect sustainable development results. TIET strategy has not been developed yet. Main challenges are at the college level, in particular lecturer's qualifications and actual competences. Colleges also lack human resources; vacancies exist in both academic and administrative portfolios. Failure to fill these gaps with the right staff affects capacity building and sustainability.

College infrastructure is poor and it should have been in place before the ATL was introduced, at least partially. Awareness building was weak, and ATL introduction didn't take into account examinations, which students see as the main drawback. Pace of rolling out was too fast contributing to low internalization and often also low quality of delivery at college level¹³. The approach to roll out all methods and techniques in all colleges is also questionable. Colleges should have been allowed to identify methods and techniques that could work for them, taking into account the actual conditions and capacities, both material and human¹⁴.

According to the TA team, timings for delivering trainings are decided with the stakeholders based on colleges' calendars; and the project also has a short life-span which needs to be taken into account. However, introduction of new teaching

¹³Training for ATL units 1 and 2 started in September 2014 just before the mid-term review. MTR was a planned activity, and delays in executing ATL did not warrant rushing it. Mentors and National experts are, at this stage, not wholly competent in ATL. It is predictable that the gaps will expand if not taken care of.

¹⁴ According to the project team this was discussed with 9 principals, 24 college based mentors, 32 National Experts and senior TIET staff in the ATL National Orientation Workshop held in August 2014. The methods and techniques that could be applied in the current Ugandan teacher training context were clearly agreed upon at that time. However, according to lecturers in the colleges some methodologies are not applicable to them and College principals do not necessarily represent views of lecturers.

methodologies takes a lot of time, and attitude changes might not be seen at the end of the project.

At the local level, effort has been made to engage with local communities in project activities. In some colleges, communities are participating in mini projects and learning from it for example tailoring classes and ICT lessons. However, it is not clear how much information is available to community members on the TTE project activities and what is the perception of communities regarding the project and the benefit they expect from its implementation. At the time of mid-term evaluations there were concern raised in all colleges except Mulago Health Tutor's college of theft and vandalizing college properties, trespass and in some colleges violence against female students. For a project with huge infrastructure development, there is need to carefully assess the requirements for local ownership and device practical steps for enhancing participation and shared benefits based on the needs and perceptions of local communities in the target areas.

The project comes with innovative ideas on energy efficiency, green environment most of which is experimental in nature, it is important that lessons from similar interventions in Uganda are studied and incorporated. Furthermore practical steps need to be taken to build capacity of colleges in maintaining these technologies and innovation. It is not viable for colleges to be energy efficient while the surrounding communities are using wood fuel and degrading the environment. Integrating good practices to communities through introduction of energy saving cooking places or energy saving stoves will realize real and sustainable benefits to colleges and the community as a whole.

The formal power structures at community level are the through local and cultural leaders. Communities share a lot of resources with the colleges, including, water sources, play ground, churches, mosque and communities also uses college land with permission. This sharing of resources is largely informal. It is not clear how the infrastructure projects specifically will affect utilization of college-shared resources by the community. It is possible that local politicians in the target communities position themselves in such a way that they may take advantage of project activities to increase their influence. This may affect the way communities will perceive project interventions with potential negative effects to the quality of relations between the project and community members.

Financial viability of the project is weak since the partners have minimal financial input in the project to support implementation of activities. MoES and other stakeholders are not able to monitor and provide support to colleges due to lack of funding. Training activities at college level could be financially viable if the quality of training is improved to attract private sector sponsorship; however, this will depend on quality and range of courses offered and creativity and leadership of college management. Income-generating activities (IGA), planned under the "institutional development" component will be initiated by the project in 2015 in the 4 colleges based on proper business plans. A number of pedagogic projects have been introduced at the college level, however their financial viability is not being evaluated, and projects are not run with sound business principles as they are seen as pedagogical projects. However, efforts are being made to support the colleges to establish viable income generating activities from the pedagogical projects, but, viability and sustainability remain a major issue. College management look at these as free supplementary resources and are not for example willing to pay for produce from the school farm which was established as a pedagogical project. In the medium term, these activities cannot be sustained. However, there is a thin line between pedagogy and income generation.

The perception of support provided by the project at college level undermines financial viability of activities. There is concern that in some colleges management has abandoned

their responsibilities. A common response to students request for basic maintenance e.g replacing sockets, light bulbs and providing lighting in some building is that “BTC will come and provide,’ even though it is clear that in many of the colleges construction works will not be completed even in the next two years.

Teacher training programmes require high capital investment over long periods of time. The ultimate impact can only be seen in the quality of learners produced by teachers and instructors that will benefit from the current interventions in the colleges. This in turn will depend on whether these teachers/instructors will join the teaching force and have the right environment to utilize the knowledge and skills acquired. Economic viability will largely depend on whether MoES will create conducive environment in the secondary schools technical institutes and health colleges for application of knowledge and skills.

The project is well embedded in the Ministry of Education and sports sector strategy and the wider national development plan which has a focus on human resource capacity development. However, the Teacher and Instructor Education and Training department is still lacking a comprehensive policy that can guide planning and execution of its mandate. This gap in policy is likely to affect sustainability of project outcomes and results since activities of the department may not be considered as priorities for funding in the national budget.

Local ownerships is in this phase largely formal, with limited engagement in practical implementation in the project. This ownership is felt partially through the coordinator in the MoES, but TIET department still doesn't feel it completely as their capacity is not there yet. There are serious staffing gaps in colleges too preventing building the critical mass of lecturers that confidently apply ATL methods in classrooms. It can be observed that their attitude didn't change yet, as they did not internalise the project itself. However, some university lecturers involved as national experts are using ATL in their teaching and also showing ownership however, there is limited capacity at college level to sustain ATL interventions under the current arrangements.

The population structure of Uganda is changing with more than 70% below age of 25 and that number is even increasing¹⁵. There is growing unemployment especially among youth in Uganda. By improving the quality of technical teachers and instructors (in various trades) in the country, the project will increase the pool of trained manpower required to equip the young population with skills to increase their productivity. (Skilling Uganda)

Agriculture is the back bone of Uganda's economy and provides livelihood for more than 80% of the population. Increasing skilled personnel in agriculture will go a long way in improving practices in this sector is likely to increased economic productivity.

The social structure of Uganda's economy is changing rapidly, with increased urbanization, high mobility of the population, the consumption patterns and preference are changing from traditional to modern means of transportation, equipment, and facilities all of which requires specialized skills to service, maintain and repair; thereby providing markets for the skills.

¹⁵ http://www.indexmundi.com/uganda/age_structure.html

Through infrastructure projects, local community members (skilled and unskilled) will get opportunity to get employment and acquire additional skills in various trades from national and international personnel. Such skills can improve chances gainful employment in future.

5. SUSTAINABILITY: The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time. (OECD-DAC)				
Interpretation of the DAC-definition				
In the context of the review process, sustainability is the likelihood that the results and benefits of the intervention will be maintained at appropriate level and during a reasonable time after the closure of the intervention. In the context of the reviews, it is the potential for being sustainable that is assessed, and thus the likelihood that the impact will be lasting.				
The potential for sustainability is intervention specific. As such, the assessment of the sustainability of results will be done on another basis for post-crisis development interventions, than for interventions that is in a 3th phase of a long term approach of sector support.				
Different factors are related to sustainability, like the embedding of the intervention in the strategic framework of the partner country, partner ownership and participation in the formulation and implementation, the integration of the intervention in the institutional and cultural context, the appropriateness of technologies regarding the specificities of the partner country, the influence of environmental factors on the intervention and the impact of the intervention on the environment, the partner country's capacities to maintain the results financially, the governance of the partner institution, the appropriateness of the exit strategy. This list is not exhaustive. It is important that the evaluator analyses this criterion from a large perspective, according to the specificities of the intervention.				
SUSTAINABILITY overall assessment	A	B	C	D
			X	

3.1.6 Transversal themes

Gender:

Efforts to integrate gender in the activities is reflected in the launching of action research in the colleges. Some colleges contributed articles to Gender Eye magazine. The project has also supported colleges to participate in International women's day. The strategic plans colleges have highlighted some actions related to 'gender and other cross cutting issues'. Besides these activities, gender did not receive substantial attention in planning of interventions. At college level, little effort is being made to addressing specific gender concerns of students and the college community. In some colleges there are cases of sexual assaults in the halls of residence by community members and sexual harassment (by both students and lecturers) were reported. Generally college environment is not gender sensitive (halls of residence, availability of services and facilities, hygiene). Issues of students' pregnancies are not properly addressed and family planning and reproductive health are not part of the crosscutting issues although they have long term consequences.

Although some gender considerations have been included in some capacity development activities, systematic integration of gender in project implementation is lacking. There are no clear measures to increase the number of female students in the colleges. Reporting on project activities does not emphasise gender disaggregation. There is limited application of gender responsive pedagogy at the college level, most science courses and vocational skills coursesⁱ are dominated by male students. By design of intervention, funds earmarked for small projects could be used more proactively to promote new ideas, methodologies and gender sensitive materials as well as supporting activities linked to design of new courses favorable to female students; encouraging more female students to enrol for the so called "male dominated specialisations"; and improvement in college practices including student's admissions, staff recruitment and deployment etc.

Special attention should be also paid to female students in college services in particular counselling which should be provided by female counsellors on regular basis.

Environment:

Under the project, environment considerations are applied mainly in infrastructure design, eco -design construction, renewable energy, water and waste management on site. However awareness on these at college level is minimal since most construction works have not began in the colleges except for Mulago Health Tutor's college. Many colleges have small-scale environment protection initiatives including tree planting and compound improvement. Nevertheless environmental impact mitigation measures have been taken into consideration mainly in infrastructure design where concrete/cement blocks are used instead of fired clay bricks and metal thrushes used in preference for timber to minimise damage to forest cover.

Although plans are underway to establish tree seedling nursery in some NTCs e.g. Muni NTC, efforts to mainstream environmental considerations in implementation of interventions have been limited. In order to strengthen awareness raising it is important that the entire college community embrace environmentally friendly practices in their day-to-day work as part of formal and/or extra curricula activities. In the absence of successful traditional environmental practices, the college could promote general awareness to communities through research and development actions such as alternative/renewable energy, fuel saving stoves, preservation of valuable plant species etc. In addition, environment protection measures can be implemented in the colleges through practices targeting solid and liquid waste management, improved hygiene and sanitation and integrating environmental considerations into occupational health and safety especially in practical courses like metal fabrication, carpentry and joinery and bio-medical waste for health professions. Although there is no medical waste in HTC Mulago college as there are no medical treatments on-going, only medical-related courses, they are training students who will handle these waste so they should understand the risks and need for environmental management. This is an example how to think out of the box and provide inputs that are relevant for students' professional future.

Is the achievement of the intervention's results likely to generate increased pressure on fragile ecosystems and scarce natural resources? The EIA studies show the following:

- In NTC Kaliro and NTC Muni where most of the structures for renovations are roofed by asbestos, there is need to monitor compliance with asbestos management procedures during the construction process to mitigate against the possible health and environmental risk associated with handling asbestos. It is worth noting that asbestos management plan must be approved by NEMA.
- Under principle 3: Applicable social and environment standards, performance standards 7 and 8 refers to indigenous people and cultural heritage respectively. There is need for college authorities to work closely with local and cultural leaders to avoid possible tension arising to access to cultural sites. The land where the college is located is believed to have been the settlement for the first Lamogi (Chief) from the Babiito rulers of Biito dynasty of Bunyoro. According to EIA report, there are 2 graves within the college property which are believed to be that of the first Lamogi chief and his escort (Mukama) from the Biito dynasty.
- At the time of MTR, environmental impact assessment for National Instructor's College Abilonino was not yet concluded. It is important to note that the college is located near "Okole" swamp which consists of a diverse species of fauna and flora. The scale of infrastructure project in the college is likely to generate

increased pressure on this fragile eco-system and concrete measures need to be taken to guard against any possible negative impact.

HIV/Aids:

Under the project, HIV/Aids activities were intended to address particular and strategic needs at system level by integrating interventions in planned capacity development activities. Key aspects of this is reviewing existing guidelines, reviewing college practices based on guidelines and strengthening HIV/Aids activities at college level and sharing best practices. The main focus was to guide the 9 colleges in making an annual HIV/Aids planning at the end of 2013 and evaluate their activities and results after one year. Project also tries to embed the cross-cutting issues in all project activities and it produced checklists to be followed by all Thematic Teams. It is difficult to assess how that is implemented in practice.

Current interventions under the project included supporting activities related to HIV/Aids on World Aids day celebrations. A three days training workshop on HIV/Aids Workplace policy was held for 53 participants from 9 colleges. Kaliro NTC organized HIV/Aids counselling and testing for students in the college. HIV/Aids competition was organized to share innovative ideas. This is a positive development that could have been expanded to all crosscutting issues. Generally, interventions at college level are still mainly focused on working with clubs with limited outreach to the wider student's community, yet the colleges are high risks environment due to high sexual activity.

Awareness information related to HIV/Aids is not readily available, services e.g, condoms, guidance and counselling are minimal. There are a lot of opportunities for outreach activities with local communities. As educators of teachers and tutors colleges should be in the fore front of the battle against HIV/Aids linking to relevant national initiatives through formal curricula and co-curricula activities. Future teachers will bring ideas and approaches to the institution where they will be teaching so it's important to open their minds and promote thinking out of the box, also looking at things using holistic approach.

Social economy

The TFF describes in quite some detail how the project intends to stimulate the social economy in various ways. As agriculture is a NDP priority sector in particular in the Northern region a study that is supposed to be carried out in present and future role of National Instructors' College Abilonino (NICA) should look into the appropriateness and feasibility of establishing a practice school attached to NIC Abilonino with an orientation to agriculture and related rural-economy based trades. This was not done yet.

Improving the skills of technical teachers / instructors to be deployed in the over 800 private and public BTVET institutions involved in skills training in Uganda will assist in reversing unemployment trends in Uganda. The project is supposed to contribute to the social development of the concerned communities by giving the opportunity to local skilled and unskilled construction workers to be recruited for the construction of the facilities. In addition to this, the project will strengthen the local construction companies and thus stimulate economic growth.

As construction didn't started yet this could not be checked. However, the local community benefits from the college location as they can sell their products, fetch water, provide accommodation to students and lecturers, which all benefits the local economy.

Children's rights

In 1989 the United Nation General Assembly adopted the 'Convention of the Rights of the

Child', which is the most widely ratified human rights treaty in history so far. According to the Convention everyone under the age of 18 is a child and has the right to an education. Primary education must be free and secondary education must be available. Moreover, the convention says that wealthy countries must help poorer countries achieve this (Article 28).

The project objectives and activities are not entirely directed towards education for children (in the definition of the Convention) as many intended beneficiaries (i.e. the teacher/health tutor trainees) would be older than 18 and therefore not children in the definition of the Convention. However by deploying their skills, graduates will be enhancing the capacity and quality of secondary education and health services that will benefit children., so in that sense, the project would make a contribution to children's rights in the spirit of the Convention.

3.1.7 Horizontal issues

Results oriented steering:

Generally all project activities have been slow, annual and bi-annual reports of activities are compiled but there has been limited effort to analyse if activities are contributing towards outcome and impact. The backstopping mission on HIV/Aids has resulted into implementation of some relevant HIV/Aids interventions under the project, no clear on back stopping mission in other aspects of the project? Although effort has been made to strengthen monitoring and review of activities, actual implementation of M&E activities and use of use of monitoring information to inform implementation and learning is still challenging. Generally, result orientation is lacking and key activities to support this are not implemented or are implemented in a in-coherent manner to realised expected results.

The steering committee has made some key decisions including delays in procurement, replacement of retiring personnel in colleges, allocation of infrastructure budget among the 4 colleges however, most of these decisions are administrative/operational in nature. Decisions of strategic importance that were discussed and approved include among others a recommendation to harmonise interventions with other Education Development Partners working with TIET through Teacher Education Working Group, TTE project to develop operational plan for the project and adhere to the plans, TTE to engage with MoES at strategic level in addressing policy and strategic development issues related to teacher training.

Nevertheless, there have some gaps in implementation of certain decisions. For example the Steering committee decisions regarding development of M&E plans for the project in collaboration with EPPA M&E department was not followed through. Likewise, the baseline survey was completed in December 2012, however, by September 2013, the steering committee had not pronounced itself on the administrative approval of the report. Implementation decisions in the project are mainly taken by the project coordination team in management meetings and thematic teams many of which are not effectively constituted. There is need to strengthen project management at the strategic level to support an efficient implementation of the project.

Monitoring

There was no clear M&E framework from the beginning of the project but TFF left its development to the baseline study. The project baseline was completed in December 2012, however, the document does not provide clear and well defined indicators for monitoring interventions that would be approved by the Steering Committee (114

indicators are proposed in the baseline study). The monitoring and evaluation scheme that was proposed is very complex (with 25 different instruments to be used) and quite theoretical and was never put in place.

However, effort has been made to strengthen monitoring and review of results (MoRe) in 2013, and there is need to refine indicators for activities and develop specific indicators at college level. Generally M& E should be strengthened and implemented quarterly analysing only the relevant indicators that help in monitoring project implantation, with backstopping missions participating in annual reviews.

3.2 HARMO-criteria

Harmonisation

The project is actively participating in the UNESCO activities looking at the teachers' policies, development of teachers' competence and framework for teacher training programs in line with the set of competences that will be defined. Project also integrated the contents of the 6 modules of the official Certificate of Teachers Proficiency (CTEP) designed by TIET in their ATL modules,

Alignment

The project is well-aligned with the priorities of the country in the area of teachers' professional development. However there is a gap as TT curricula have not been modernised yet posing some challenges for effective implementation of ATL. Curriculum revision is not in the scope of the project and this affects alignment to existing processes. Project was aware of this weakness and mainly because of their advocacy efforts MoES and TIET have finally decided to launch the reform of the TT curriculum (Diploma in Education Secondary)

Mutual accountability

Project is implemented through the structure of thematic teams at the level of the MoES. Delays in procurement were due to slow bureaucracy but that is being improved. Role of TIET department is still weak and capacity building is needed. The main issues that are affecting the project are:

- Low Participation in TIET in leading project activities
- TT members do not necessarily account to MoES some are private sector
- Project team do not necessarily report to MoES for routine administrative and management activities
- There are some issues of email communications while official government communication should be in hard copy

Management for results

The project reports activities implemented towards results. Monitoring of the project was weak at the beginning, with no clear indicators. This was improved, with an annual M&E plan. Monitoring framework should be reviewed and indicators refined, specific indicators for college level activities should be developed and quarterly monitoring implemented to steer the project.

Ownership

There is not a strong, real ownership of the project in the TIET department of the MoES (as the main project partner) as they are not actively involved in all project activities. The project introduced the Thematic Teams setup that would contribute to the ownership but that is a structure that would probably not live beyond the lifetime of the project. Progress has been made from the beginning of the project, but it is an important issue that needs improvement in the second half of the project and continuous attention, as ownership is the keystone for sustainability.

Specific questions

They were two specific questions the MTR team had to consider.

A. Technical assistance team

Technical assistance team has an important role in providing the project outputs. International experts cover specific areas pertaining to the four results (pedagogic support at institutional level, institutional development, pedagogy and infrastructure). Their input has been instrumental for the implementation of the project in the first half of the project. However, out of four TAs (including the project co-coordinator who is fully involved in the development and implementation of ATL), two are hired for a shorter 2,5 years term, assuming that they will work together with their national counterparts which will be able to take over their role and responsibilities in the last part of the project.

Unfortunately that was not the case. Capacity of national project expert is still not on such level that would allow them to successfully take over all responsibilities. This might be due to uneven position of the two experts (e.g. national expert were not part of the core project management team), to lack of self-confidence, to the fact that they were not trained to become leaders but were mostly support to international experts.

Project is facing serious challenges in particular regarding two issues: infrastructure and successful implementation of ATL (pedagogy). It is important that international experts continue with their involvement till the end of the project. As proposed before, the ToR should be reviewed and if necessary revised and clear distribution of tasks should be provided. International expert should also work closely with the national team and provide necessary mentoring and coaching to their counterpart and in this way building the sustainable capacity of the team.

Additional resources will be provided for infrastructure in NTC Kaliro and NTC Muni. There is no clear indication about the modality of this additional support to colleges, but an option would be that the full time infrastructure expert could cover construction in both projects, with the necessary support of local experts.

Pedagogy expert should be fully involved in the development and implementation of ATL in the four colleges. It is important that the experts supports all teams that are working in Result 3 and has an overview over what is really happening in colleges. The role of National Training Coordinators in colleges should be re-established according to the original ToR as they are instrumental for monitoring, supporting, mentoring and coaching college staff. Pedagogy and daily activity should be their first priority which is often not the case. This is in particular important during the introduction phase as lecturers are not comfortable with their acquired knowledge and need on the spot support before they master the methodology. Lecturers feel safer with the Training Coordinators as they see

visitation as external inspection. The four National Training Coordinators also provide different levels of support to teachers in their colleges.

Monitoring and evaluation expert is also needed in the project. This might be a part time assignment or a combined assignment for the two projects. The expert plays also an important role in capacity building of M&E in the MoES and education system in general.

B. Infrastructural work

During the mid-term review the evaluation team visited all four colleges. HTC Mulago construction is under way and will be finished on time (although constructors claim that the building will be ready before the planned time. It showed that once started a good contractor can follow the planning. As per TFF planning, rehabilitation and construction were planned to take place from the second half of Year 2 (July 2013) up to the end of Year 4 (June 2016). According to the current project planning, construction will be completed by April/May 2016 which is right within the original TFF planning. However, it should be taken into account that other constructions are built outside Kampala, which might provide more challenges regarding logistics.

The team agrees that:

- Except for NIC Abilonino which has new construction, other projects (with renovations) could be concluded at the end of 2015 or early 2016 at the latest if well executed. Construction activities should be closely monitored.
- For NIC Abilonino, priority construction activities should be identified and agreed on, and 60-70% of these can be delivered by the end of 2015 if well executed. MTR team thinks it's realistic to say there is enough time to complete all infrastructure activities within the project timeframe if all procurement activities are expedited and if there is strict monitoring of the execution plan. Monitoring should also look into the quality of the works and materials used.

An additional aspect is also:

C. Project visibility

Visibility of the project, its activities and results is an important aspect for the success of the project. The project should send out the message about the importance of training future teachers using the paradigm of students' oriented teaching and learning that is replacing "chalk and talk", using the active teaching and learning methods.

This is a powerful message but little is found in the project documents and reports regarding this aspect. A bulletin is published regularly but its reach is limited. A video was recorded that is available as promotion material. However, a more systematic approach is needed.

Project should think about the following issues:

- How to design and implement external communication of the project and how to promote the project broadly
- Analyse the existing awareness in the education sector and general awareness in the country. How can the awareness be raised?
- Plan for visibility activities that would reach stakeholders, as the ATL approach should be used broadly.

The project logo that was selected based on competition among colleges might (re)present the project but might fail in conveying the message that the project implemented is a project that is developed and implemented by the MoES with the support of BTC and its team and not as a separate activity of an international donor. In that sense it might have been more appropriate to use official logos of the implementing parties.

3.3 2nd evaluation question

ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?

Implementation of ATL as a pilot was started with recruitment of National Experts and selection of Mentor teachers at the college level, as part of the process of strengthening implementation of ATL. After training of National Experts and Mentor teachers ATL was rolled out to the colleges in September 2014. Implementation of ATL has registered significant benefits at college level in terms of enhancing participation of learners in the teaching – learning process. Both lecturers and learners acknowledge that ATL makes learning interesting and in some cases enables wide coverage of curricula in a short time. However, there are reservations especially by lecturers on the quick pace of implementation of ATL approach at college level before master trainers were well grounded in some of the methodologies. In all colleges, both lecturers and mentors acknowledged having challenges understanding the Learning Contract methodology. Lesson observation in 3 colleges reveals that lecturers are using the methodology in their teaching without adequate preparations.

Besides the fast pace of implementation, the expansion of ATL to 5 new colleges/institutions, further implementation of the methodologies before evaluation of initial implementation of Unit 1 and 2 may make ATL unsustainable. There are concerns on how well prepared the college were including the process of introducing ATL to lecturers and students. There is a feeling in many colleges that lecturers were trained how to use ATL methodologies without understanding why. The gap in awareness building at college level and lack of suitable infrastructure (classrooms, furniture etc.), poor library resources and lack of relevant information technology has raised the question of relevance of ATL in regards to existing curriculum and examinations.

Infrastructure that supports the ATL methodology is not there, resources are poor, and equipment is still missing. Activities were further implemented before evaluation of the initial implementation was done and feedback gathered. The project team could have continued to do support supervision to strengthen ATL at college level. This is the point where National Training Coordinators in colleges become an important link for supporting and mentoring/coaching lecturers.

The approach was also expanded to all NTCs. The main concern is that the pace of the roll-out might not make it sustainable as there is not enough time for lecturers to internalise what they have learnt. A serious problem is also that links with the existing curriculum do not exist. Preparation of the college was not up to level that would allow for smooth implementation and awareness building of students was missing.

Access to information is important for both students and teachers as most of the ATL methods are based on student's research for relevant data that could be presented and discussed. Poor library resources both in quality and quantity and IT infrastructure (access to computers and reasonable speed of internet) make often this mission nearly impossible. In some cases there is also a misconception of lecturers about the methodology itself. In one of the lessons we observed lecturer divided students into eight groups, each of them was given a task to discuss a certain question and then present it to the classroom. However, the task was given at the beginning of the lesson, and students were not given the opportunity to research that in advance, so the whole exercise was based on the textbook students might have with them, access to internet of those who have the mobile phone and knowledge students might already have. This goes against the basic foundation of ATL. This is a signal that on-site support is needed for lecturers and this support was planned to come from national training coordinators that were posted to colleges.

Is the set up of the project coordination team the most appropriate to best reach project results?

The project is a Co-managed project with designated Project Coordinator from MoES (TIET) and a Co-coordinator from BTC/TTE (ISE). The role of the Project Coordination Team is presented in the TFF as: overall planning, organising coordinating, supervising implementation of project activities and compiling timely progress reports, including acting as secretariat for steering committee. It is further stated that "MoES Project Coordinator and the ISE will be in charge of all strategic aspect of the project and planning for activities. The ISE will sign for the commitments".

A Review of ToRs reveals overlap in key tasks and specific tasks to be performed by the Project Coordinator and Co-coordinator hence a potential for role conflict in a situation that requires role complementarity. Furthermore the role of the Project Coordinator as envisaged in the TFF is 'full time' however, the current project coordinator is not designated in a full time basis to the project. This has resulted into gaps in overall leadership of the project. Project coordinator should be a full-time member of the team without other obligations in the TIET department. That would also strengthen the role of the department and add to the capacity building.

The existing set-up is not the same as it was planned in TFF, there are gaps in composition of the teams specifically on pedagogic aspect (Result 3) arising for the change in approach of implementation. In the TFF, a consortium firm of international/national experts "will take lead in conceptualising, designing and overseeing detailed implementation, mentoring, coaching and backstopping on-going work at college level". This role is now played by National Experts periodically with minimal impact on quality of teaching and learning at the college level.

National training coordinators should be fully dedicated to supporting teaching and learning in colleges as it was their original role. Project claims that the NTC were paramount to start activities in the college even before the ATL training started. While it is true that before they could support teachers, they themselves needed to be trained in ATL methods they were nevertheless experts in teachers training. However, after taking responsibilities to follow-up all other issues (institutional development activities, soft components of R4; crosscutting issues; M&E; accountancy; etc.) they didn't come back to their original tasks. The MTR team didn't see professional pedagogical support that NTCs would provide to lecturers in their colleges, which might be also linked to administrative and management issues and number of activities that are implemented outside their

colleges as part of project activities.

While the ToR for each IE is clear, roles of international experts are not very clear, there are mixed responsibilities with team members taking on roles outside their expertise by participating in various thematic teams as well as playing a lead role (focal point) in M&E and crosscutting activities. While this 'flexibility' facilitates implementation of project activities, it may have implications of quality of work as professional oversight may be forgone as reflected in the quality of output for some consultancies.

TIET is represented in the project coordination team by the Project Coordinator, although TIET also chairs several thematic themes, actual input by the partner (TIET) in planning and implementation activities is limited due to various challenges and limitations. This presents problem of buy in given the role and mandate of TIET in regards to the colleges, hence implications on how results can be achieved.

A serious review of the existing structure of the project coordination team is needed. While that actual set-up might ensure that planned activities are carried out according to the plan (however with some challenges with delays that might be outside the project team) the quality of that hasted output might not meet the expected one and might jeopardise the outcome of the project and sustainability of project results. ToRs of all project team members should be reviewed and compared with the actual tasks they are carrying out, competence profile from ToR should also be matched with the actual competences of team members to ensure the quality inputs.

Communication process in the team should be reviewed in order to strengthening participation and coordination among team members. Communication and exchange of information between the senior and junior staff and with national project staff is important for successful implementation of the project, for building capacities of the team members, and for the feeling of ownership of its results. Retreat of the project team with a moderator would provide opportunity to discussing different issues and provide team building.

What would be the main recommendations to best achieve Result 4?

Result 4 suffered in particular from delays in procurement As infrastructure is one of the main conditions for actual implementation of ATL all means should be used to speed up the process but ensuring that this doesn't affect the quality of work. The MTR teams proposed the following:

- Provide monitoring for the timely implementation of activities
- Speed up procurement process for NIC Abilonino
- Monitor the quality of works to ensure compliance to standards
- Procurement procedures for equipment and materials should be started on time
- Timely identification of relevant equipment
- Consult with the developers of new SS and NTC curricula regarding equipment needed
- Provide the consultant that would be responsible for infrastructure work in the on-going construction and that would be at the same time also responsible for additional constructions in NTC Muni and NTC Kaliro.
- Empower the national infrastructure consultant

What would be the main recommendations for the new project in the field of education in Uganda “Support to the implementation of Skilling Uganda”?

The mid-term review team was able to evaluate the TTE project that is being implemented and identify some issues that delayed the project implementation and that might affect the quality of the delivery. Some lessons learnt are important for the “Support to the implementation of Skilling Uganda” project. Our recommendations would be:

- The Project design should build in an inception phase with inception report that would review and revise if needed the TFF and provide comprehensive baseline data for monitoring of the project implementation
- Capacity building activities should be prioritized and implemented based on the needs analysis of gaps in the project partner immediately following the inception phase in order to realize real benefits for the project
- Proper management structure should be established with a clear mandates and roles of the various professional personnel and partner staff.
- The design of the project activities should be in such a way that the international team members work closely with the partner staff to enhance their capacity by engaging them in all aspects of implementation of activities
- Awareness building should be implemented from the very beginning of the project ensuring that stakeholders are aware of the project, its goals, objective and activities
- Bit in a strong M&E component with annual reviews of mix-member teams including BTC HQ
- Backstopping team should participate in annual reviews.
- Enhance the logical link between project components and implementation timing to ensure maximum effectiveness
- Project should support alongside with VTIs also NICA and vocational subjects offered in NTCs.
- Enhance the concept of NICA as the centre of excellence by supporting development of in-service training programmes and establishment of a demonstration school.

4 Conclusions

Relevance

The project is largely relevant, both in its objectives and in the revised results it aimed to achieve. Intervention is in line with problems, needs and priorities of the country although the sector's activities are not supporting or running in parallel with project activities (e.g. curriculum, assessment, examinations, link of the TT curriculum with the school curriculum).

Project is consistent with priorities and policies and in some areas also ahead of the actual sector development

Efficiency

Project efficiency was not very high in the first year of the project. Project started with the baseline study preparation and implementation after the arrival of the first international staff and recruitment of some national staff. Implementation of activities for the baseline study was slow and the document was finalised and endorsed only at the end of 2013, a year after the planned conclusion of the study according to the original plan. The quality of the baseline study didn't meet the standard and expectations and brings to question its purpose. The results and recommendations are very general and brought little new information that would allow project to fine tune its intervention.

The TIET department of the Ministry of Education and Sport is the main project partner. There is a formal link with TIET as the project coordinator is a staff member from the department. However, he is not a full-time member of the project team and has other duties in department that prevents him to commit completely to project activities only. The system of co-management of the project is meant to provide the ownership of the project and its results by Ugandan partners. However, co-management has some challenges in the way it is implemented and it looks that the beneficiary partner has often played a passive role of approving activities and the actual decision making process stays mainly with the international project team.

Capacity building of the MoES started late. These activities should have been carried out in the first year of the project as this would strengthen the department's position and contribute to successful implementation of other aspects of the project.

The lengthy procurement procedures were responsible for slowing down some project activities. This has been solved by deploying specific staff to follow up the necessary documents. Procurement procedures for Results 1, 2 and 3 were moved from co-management to regie, which have speeded up procedures.

There is no clear project management structure with clear responsibilities for key project personnel. The TFF provided ToR for the main project staff and those were never officially revised or changed and the team assumes that these are still in force. It is also not clear why specific gaps that exist in the project team composition were not formally identified and filled to enhance implementation capacity.

There were some changes in tasks of the team members. The most critical is the change of the role of the National Training Coordinators. They were originally focal points for ATL in college. It is not clear how their role was changed to project administration and who

took that decision. The change of the role can be very detrimental to the implementation of ATL in colleges.

The original design of Result 3 provided a strong team of national and international experts, coordinated by the consortium, providing direct support to the colleges but also working closely with the two universities. This might have been more appropriate as the project team is currently overwhelmed with activities of four components and it's difficult to monitor closely all activities, in particular their quality.

TIET feels that not enough is done for building their capacity with direct involvement of project activities of their counterparts, which would also provide the sense of real ownership and won't be just a formality. However, TIET involvement, although still insufficient, has been gradually improving since 2013.

Thematic teams represent an approach to support ownership of the project results, though it also affected it as well as TIET participation as a department, and not on an individual level. The overall structure is quite complex in terms of coordination, with thematic team members representing different stakeholders. Although these thematic teams provide capacity building of local experts, they serve mainly as support for project implementation decisions. The MTR team thinks that the introduction of TT although beneficial for smoothly running project activities, has affected ownership and participation of TIET.

M&E system has been a weak part of the project at the very beginning. Indicators proposed by the baseline study were not well designed and were not used. M&E activities started only in 2013 after intervention of the BTC HQ and after the arrival of the Junior Assistant monitoring was systematized, although it is still mainly seen as the input for annual report.

The pace of the project implementation increased in particular in the third year of the project (2014), with a number of activities that were carried out to catch with the delays in the first two years of the project. The planning of the activities was not optimal for achieving outputs. There were delays in procurement that slowed down the infrastructural activities in the project and so directly influencing ATL implementation as appropriate infrastructure is the basic condition for effective use of most of the ATL methods. This delay has affected the quality of pedagogical input.

There are no quality assurance procedures in the project regarding the quality of the outputs that are provided by different experts and consultants. There are no (written) procedures for monitoring the quality of the documents and services provided.

Effectiveness

During the first three years of the projects a number of results were achieved, including: Development of strategic plans; training of Mentor teachers, providing on-going support to peers; development of Master plans for infrastructure, construction started in HTC Mulago; Initiation of Pedagogical projects; Awareness building of some cross-cutting issues; Building relationship with TIET, the colleges and the local community; Students were picking some benefits from pedagogical projects and ATL; Igniting better communication of students with college management

What is the likelihood for outcome to be achieved? There are some serious concerns that it could be only achieved with the active participation of TIET. Mandate and role of TIET should be defined in particular regarding visitation and supervision support. This aspect is a subject of an on-going consultancy on TIET Strategic Planning. However, the current

lack of clear direction is key concern for effective implementation of activities related to strengthening visitation and support of college's general management by the central level".

Relevant TT curriculum is not yet revised although the secondary school curriculum is already revised. There is need for this curriculum to be revised in line with that of secondary schools. and implemented and conducive environment established in colleges, with open communication among students, lecturers and college management. Without attitude change in lecturers and college management and building the competences of lecturers including practical skills changes are difficult to be sustainable. Lack of facilities and quick pace of rolling out ATL at the college level also undermines the level of outcomes and in particular the quality of training

Sustainability

Financial / economic viability is weak at the moment, there are no financial resources in the MoES and in colleges that would allow the activities to be carried out after the end of the project. MoES has challenges in implementing supervision as there is no transport. There should be a budget earmarked for those activities at the MoES. The TIET department is not fully constituted, with 5 staff missing. Colleges also lack human resources, vacancies exist in both academic and administrative portfolios. Failure to fill these gaps with the right staff affects capacity building and sustainability

Local ownerships is in this phase largely formal, with limited engagement in practical implementation in the project. This ownership is felt partially through the coordinator in the MoES, but TIET department still doesn't feel it completely as their capacity is not there yet. There are serious staffing gaps in colleges preventing building the critical mass of lecturers that confidently apply ATL methods in classrooms. It can be observed that their attitude didn't change yet, as they did not internalise the project itself. However, some university lecturers involved as national experts are using ATL in their teaching and also showing ownership however, there is limited capacity at college level to sustain ATL interventions under the current arrangements.

What is the level of sustainable policy support provided? BTVET strategy Skilling Uganda provides good framework for sector development, but there is no clear policy guideline for TIET department. Coherence of interventions with curriculum, review of secondary curriculum, and teacher profiles is still missing although some development activities started.

There are certain conditions that affect sustainable development results. TIET strategy has not been developed yet. Main challenges are at the college level, in particular lecturer's qualifications and actual competences. College infrastructure is poor and it should have been in place before the ATL was introduced, at least partially. Awareness building was weak, and ATL introduction didn't take into account examinations which students see as the main drawback. Pace of rolling out was too fast contributing to low internalization and often also low quality of delivery at college level. The approach to roll out all methods and techniques in all colleges is also questionable. Colleges should have been allowed to identify methods and techniques that could work for them, which would also add to sustainability.

Coherence

The MTR-team did not record any major contradictions in interventions.

Impact

Like for effectiveness, it is far too early days to say anything substantial. However, with improvement of infrastructures more students could enrol. Equity is not likely to be improved unless conditions in the college improve, with clear requirements for college entry, and offer of attractive courses for girls as well as actions encouraging female students to enrol for male dominated courses.

MTR team noticed some unintended positive effects of the intervention on the intended beneficiaries or on non-intended individuals and groups: Involvement of 5 other colleges and inclusion of private providers; National experts are using ATL in their courses: Students use some of the knowledge in skills at home; Local community is taking courses in ICT, art and design; and Micro project has improved farming practices in the communities.

Transversal themes

Gender equality

Gender issues were not addressed in an appropriate way. Attitudinal changes towards female are minimal regarding all aspects in the college. There are issues regarding the basic needs of female students (provision of reasonable and safe dormitories, hygiene, water, lack of reproductive health services - family planning, counseling). There are persistent issues of safety and security and gender based violence (teachers with their marks and local communities).

More is to be done for encouraging admissions for female students and offer a range of courses attractive for them, and encouraging female students to take courses which are seen as »male« - using role models etc. If the number of female student should increase there should be also an increase of existing small number of female lecturers.

Environment

Environment as a crosscutting issue is mainly addressed in the infrastructure component of the project as it is incorporated in it. Design for new premises includes renewable energy measures (biogas, solar panels), sustainable architecture measures (ventilation, light, working and learning conditions, passive and green building elements, solar chimneys, heat exchangers). Beside that behavioral change component regarding renewable energy has started looking at the whole college community. There is still room for improvement, in particular regarding provisions that were taken for other aspects of environment (hygiene, waste management, sewage, recycling, using of water etc) and linking different aspects of waste management in pedagogical projects, also involving more departments and combining different aspects. Occupational Health & Safety aspects are also important and should be natural parts of all vocational learning, and the teacher/trainer should be a role model.

HIV/AIDS

There were some efforts in tackling the issue of HIV/AIDS but activities at the college level were focused mainly on working with clubs which has a limited outreach. A HIV/AIDS competition was organised and best projects selected and it's a good example could be done across all cross-cutting issues by using different method and so involve more students in looking for innovative approaches. NTC Kaliro organized screening for students that wanted to participate, but there is still weak follow up with minimal guidance

and counseling. This is very important as college is a high risk environment. As a crosscutting issue HIV/AIDS should be also embedded in all project activities.

HARMO-criteria

Harmonisation

The project is actively participating in the UNESCO activities looking at the teachers' policies, development of teachers' competence and framework for teacher training programs in line with the set of competences that will be defined. Project has also integrated the contents of the 6 modules of the official Certificate of Teachers Proficiency (CTEP) designed by TIET in our ATL modules,

Alignment

The project is well-aligned with the priorities of the country in the area of teachers' professional development. However there is a gap as TT curricula have not been modernised yet posing some challenges for effective implementation of ATL. Curriculum revision is not in the scope of the project. but their advocacy efforts that MoES and TIET have finally decided to launch the reform of the TT curriculum (Diploma in Education Secondary)

Mutual accountability.

Project is implemented through the structure of thematic team at the level of the ministry. Delays in procurement were due to slow bureaucracy but that is being improved. Role of TIET department is weak. There are the following issues:

- Low Participation in TIET in leading project activities
- TT members do not necessarily account to MoES some are private sector
- Project team do not necessarily report to MoES for routine administrative and management activities
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The project reports activities implemented towards results. Monitoring of the project was weak at the beginning, with no clear indicators. This was improved, with an annual M&E plan. Monitoring framework should be reviewed and indicators refined, specific indicators for college level activities should be developed and quarterly monitoring to steer the project.

Ownership

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5 Recommendations

5.1 For the project

- Project should ensure coherence of project activities throughout different phases of the project to avoid situations as the present one when infrastructure doesn't follow the needs of ATL activities. Risk assessment should provide tools for mitigating such cases well in advance.
- M&E activities should be strengthened to enhance quality of the implementation and learning. The M&E activities should be implemented quarterly according to the M&E annual plans. Monitoring should collect and analyse both quantitative and qualitative data. Relevant indicators should be selected for quarterly and annual monitoring and should be used to steering the project. This might give an impartial view of the success of project implementation. The comprehensive M&E package, MoreResults, developed at the BTC HQ in 2013 should be applied.
- Project should work closely with colleges to identify and provide basic tools and equipment for laboratories and workshops in particular for vocational courses to ensure and facilitate teaching and learning of practical skills even if the infrastructure is not in place yet.
- Colleges perceive pedagogic projects that have been implemented in 2014 as income-generating activities (IGA), although their main objective is to learn by doing. This notion should be corrected, colleges should take them as pedagogical projects and not as source of income. The future IGAs should be developed in a business model to ensure both financial viability and sustainability.
- The original TFF design foresees the establishment of a centre of excellence in NIC Abilonino. There is no indication in project documents that it is to be implemented. However it is an important element for the provision of high quality TVET training
- Project should continue to follow up with MoES on procurement procedures and with MoFPED regarding VAT refund
- All crosscutting issues and activities should not be implemented as stand-alone activities but embedded in all activities of the project where and when appropriate.
 - Gender aspects indicators should be closely monitored and analysed and reported for to ensure compliance to project requirements.
 - HIV/AIDS awareness needs to be scaled up in all colleges and effort should be made to link all colleges to other HIV/AIDS services.
 - Environment issues should not be looked at exclusively from the infrastructural aspect but maybe other environment protection measures like solid and liquid waste management, occupational and health safety can be integrated in practical courses like agriculture, metal fabrication and medical waste for health professions.
- Strengthen awareness and communication at college level (students, lecturers, staff and communities) on various aspects of project implementation.

Recommendations for Result 4

- Project should have an infrastructure specialist who would closely monitor and manage the infrastructure construction in particular following the pace of procurement in NIC Abilonino and NTC Muni.
- Monitoring for the timely implementation of activities should be carried out and its results provided to the PCT for prompt reactions.
- Procurement process for NIC Abilonino both infrastructure and basic equipment for practical learning should be speeded up. There should be no delay because the infrastructure is not ready yet, but the basic equipment for teaching and learning should be provided immediately.
- There should be continuous monitoring of the quality of works and materials used and built to ensure compliance to standards.

- Procurement procedures for equipment and materials should be started on time and should be also completed on time. With the additional commission for procurement in international projects process might be quicker but there is still danger that the old approach will prevail, so it should be closely monitored.
- Project should continue with carrying out consultations with the developers of new SS and NTC curricula regarding the preparation of a proposal of equipment needed taking into account that none of the partners involved (colleges + TIET + KYU + the MoES department in charge of procurement of school equipment) may have adequate capacity to develop precise specifications.

5.2 For the JLCB

- Capacity building of MoES and TIET departments in particular should be prioritized based on identified needs. It has been foreseen in TIET Strategic Planning activities but the implementation started only recently.
- The project management structure and roles of thematic teams should be reviewed as they appeared to replace the active role of TIET in the planning and implementation of activities. This might have affected ownership and participation of TIET although two members out of 6 are TIET staff. Besides, thematic teams are not fully effective as they do not act on their own but are called by the project team (which provides half of the TT members). There is also a need to assess thematic teams contribution towards the quality and timely delivery of outputs related to ATL since they are not fully engaged in the process.
- The steering committee should play a key role in guiding the project implementation processes based on agreed guidelines to ensure that outcomes are achieved.

5.3 For the MOES

- Project coordinator should be a full-time member of the team without other obligations in the TIET department. That would also strengthen the role of the department and strengthen the capacity building mechanism.
- There is a need to engage in current policy review, for TIET to ascertain its role and mandate towards colleges which should ensure project effectiveness. TIET should develop teacher and instructor education policy to do this end and also to provide strategic guidance to colleges
- Personnel gaps in both TIET and colleges should be filled as a matter of urgency to strengthen the department's engagement in planning and implementation of project activities.
- MoES and TIET should engage with stakeholders in particular with Kyambogo university and NCDC in starting the process of curriculum review for National teacher training colleges.
- Provide awareness to secondary schools and vocational training colleges to prepare them to support teachers trained in ATL in order to effectively use ATL methodologies in schools and technical colleges.
- Increase budget allocation for colleges and TIET to implement visitation and support supervision.

5.4 For BTC-HQs

- Project coordinator role should be reviewed to avoid duplication of roles with the project co-coordinator. The project coordinator role should be a full time responsibility as originally proposed in TFF. The position TOR has key functions that require undivided attention which cannot be provided on a part time basis. The key ones that are not sufficiently covered are technical guidance on methodology and strategy and organizing, coordinating and supervising implementation of project activities. BTC should provide finances to cover its related costs.

- Carry out an analysis on the project team optimal structure, resources organisation and on the role of experts, as their roles should be spelled out clearly, and intended outcomes should be linked to their skills.
- Current roles of project coordination team members should be reviewed as per original ToR and streamlined according to the needs of the project and according to individual competencies. Gaps that will be identified should be filled appropriately.
- As there are no systematic project quality assurance procedures in place regarding the quality of the outputs that are provided by different experts and consultants we recommend a review of processes of sourcing, hiring and managing consultants and their work and establishing a sound system for the remaining project period.
- There is a gap in supporting pedagogic activities under results 3. Therefore it is needed to review the current implementation approach of ATL vis-a-vis the original approach proposed in the TFF which provided support for supervision at the college level by both advisers and mentors, and its impact on achieving project outcomes and outputs.
- Review the pace at which the ATL is being rolled out and expanded from 4 to 9 colleges and its influence on the quality of intervention.
- Consider reviewing the results framework and their indicators after taking into account possible changes that will follow the mid-term review.
- BTC HQ office should provide regular backstopping visits addressing different aspects of project implementation and provide guidance and advise on necessary changes to the project teams to ensure that the activities implemented will reach the expected results. The backstopping missions should also provide professional support in the areas/activities that existing project do not cover.
- National training coordinator's role should be reviewed in the light of the original TOR and pedagogic support needed at the college level ; taking also into consideration any changes resulting from the midterm review.
- M&E activities should be strengthened to enhance the quality of the project implementation. The comprehensive M&E package, MoreResults, that was developed at the BTC HQ should be used in different projects from the very beginning so to mainstream a common approach to all BTC projects.

5.5 BTC – Skilling Uganda

- The project design should define an inception phase when an inception report will review and revise the TFF if needed and provide comprehensive baseline data for monitoring the project implementation
- A proper management structure should be established and clearly define mandates and roles of the various professional personnel and partner staff involved.
- Capacity building activities should be prioritized and implemented on the basis of the project partner needs and gaps analysis conducted right after the inception phase. This shall secure real project benefits.
- Awareness building should be implemented from the very beginning ensuring that stakeholders are aware of the project existence, its goals, objective and activities.
- The project activities should be designed in such a way that the international team members work closely with the partner staff and enhance their capacity by engaging them in all the aspects of the implementation.
- Enhance the logical link between project components and implementation timing to ensure maximum effectiveness
- Build in a strong M&E component with annual reviews of mix-member teams, including BTC HQ.
- Backstopping team should participate in annual reviews.
- Ensure at the time of designing, that project complexity is manageable in its set lifetime.

5.6 Roadmap for further project implementation

Below is the list of proposed activities that should be carried out for the eventual refocusing of project activities, following the mid-term project review, in the second half of the project,.

- The MTR brought up some issues and provided recommendations. It proposes that a retreat should be organized for the project team, main beneficiaries, steering committee members and other relevant participants. The retreat should be led by BTC.
- Retreat should be ideally organized at the end of February (or early March) giving the project team the time to prepare the analysis that are needed for informed decision taking.
- The retreat should be led by a neutral expert who would guide participants through the process of analysis and re-thinking the current approaches and changes that might be needed. It is important that different opinions are shared ; that the whole team participates in the discussion ; inputs on issues discussed and that these inputs be valued, which might have actually been a weak point till now. The retreat should also be a team building exercise, for the project team to successfully complete its mandate.
- There are two burning issues to be tackled : (i) finalize the infrastructure component (ii) effectively and efficiently implement the ATL in colleges, at least in the four original colleges.
- Focus should be put on ensuring the quality of ATL training and its implementation in colleges. Supervision, visitation, day-to-day support (mentoring and coaching) to lecturers by the national training coordinators and feedback to trainers and national experts should be provided. Discussion on the implementation modalities for Result 3 should take into account the fact that more support was originally planned in the TFF but later watered down when implementation modalities were changed. PCT is under a lot of pressure managing four components. Implementation by another organization/consortium might have helped in the timely development and implementation of Result 3 and ease some pressure from the PCT.

In the table below is a list of activities/documents that should be prepared for the retreat. It is a priority timeframe for acting on recommendations. It is difficult to be handled in one retreat, but key areas for BTC to focus on should be, items 4, 14, 15, 17, 20, 24, 26, 27. BTC can take action on some of this without consultations whereas others need consultation and discussions.

Recommendations from the MTR need also to be taken holistically.

	Activity	Time frame	Responsible
1	Analyse activities implementation: compare planned timeframe, actual implementation and define delays.	10.02.2015	PCT
2	Analyse causes for delays, actions taken and effects on the project implementation.	15.02.2015	PCT
3	Prepare a risk analysis running until the end of the project and provide tools to mitigate them.	20.02.2015	PCT
4	Organise a retreat to brainstorm on the MTR results and bring possible changes in the project implementation.	25.02 – 27.02.2015	BTC
5	Revise monitoring and evaluation documents and define a set of relevant indicator, both quantitative and qualitative, that will be used for quarterly and annual monitoring (using BTC's MoreResults package).	20.02.2015	PCT
6	Prepare an annual M&E strategy for the remaining project	25.02.2015	PCT

	duration.		
7	Identify or revise the list of basic tools and equipment for laboratories and workshops to ensure and facilitate teaching and learning of practical skills for the remaining project period	15.02.2015	PCT
8	Initiate the procurement procedures for tools and equipment	01.03.2015	PCT
9	Follow up with MoES on procurement procedures	Continuous	PCT
10	Launch activities to establish a centre of excellence in NIC Abilono.	01.03.2015	PCT
11	Analyse options for embedding cross-cutting issues in regular activities of the project	01.04.2015	PCT
12	Prepare an action plan to strengthen awareness and communication at the college level (students, lecturers, staff and communities) and on various aspects of project implementation.	01.03.2015	PCT
13	Finalise the plan for the MoES and TIET department capacity building on the basis of the needs analysis conducted in the first place.	20.02.2015	PCT
14	Review the project implementation structure and roles of thematic teams; their contribution and added value.	25.02.2015	PCT
15	Analyse the role of the steering committee in guiding the project implementation processes towards the achievement of project outcomes and on the basis of agreed guidelines.	25.02.2015	BTC and SC
16	Assess thematic teams contribution towards the quality and timely delivery of outputs related to ATL	25.02.2015	PCT and SC
17	Explore the change in the status of project coordinator from a part-time to full-time position with the TIET	15.02.2015	BTC
18	Actively engage in current policy review for TIET to ensure that its role and mandate regarding colleges are clarified to ensure effectiveness of the project.	01.03.2015	PCT
19	Accelerate activities for TIET in developing teacher and instructor education policy document	01.04.2015	PCT
20	Follow filling-up personnel gaps in both TIET and colleges to strengthen the department's commitment to plan, implement and advocate for project activities.	Continuous intervention	PCT and SC
21	Continue advocating in MoES and TIET to engage with stakeholders in initiating the process of curriculum review for National teacher training colleges.	01.04.2015	PCT
22	Provide awareness to secondary schools and vocational training colleges to prepare them to support teachers trained in ATL in order to effectively use ATL methodologies in schools and technical colleges.	01.06.2015	PCT
23	Proposal for increase of budget allocation for colleges and TIET to implement visitation and support supervision.	01.03.2015	PCT
24	Review the roles of project coordinator and co-coordinator focusing on their activities and contribution to project implementation.	20.02.2015	BTC/PCT
25	Review current roles of project coordination team members and compare them with their roles according to the original ToR and map them to the needs of the project	20.02.2015	BTC

26	Carry out an analysis regarding the optimal structure of the project team and role of the experts to optimize use of resources and efficiently implement activities.	20.02.2015	BTC
27	Review the processes of sourcing, hiring and managing consultants and their work as the basis for establishing a sound system for the project period left.	01.03.2015	BTC
28	Review the support to pedagogic activities under results 3 on the level of colleges	01.03.2015	PCT
29	Review the pace at which the ATL is being rolled out and expanded from 4 to 9 colleges and its influence on the quality of intervention.	01.03.2015	PCT
30	Review the results framework and their indicators following the mid-term review.	20.02.2015	PCT
31	Provide regular backstopping visits from BTC HQ office addressing different aspects of project implementation ; provide guidance and advise on necessary changes to the project teams.	quarterly	BTC
32	Review the role and activities of National training coordinators and compare it to the original ToR. Analyse strengths and weaknesses of the present role and propose changes, if needed.	20.02.2015	PCT
33	Start recruitment process for the infrastructure specialist.	01.06.2015	PCT
3	Provide continuous monitoring of the implementation of construction, quality of works and materials used.	Continuous	PCT

6 Lessons learned

Quality improvement in education goes hand in hand with processes of teaching, assessment/examination and certification. Interventions aimed at improving quality should not only support the teaching learning processes but also work to strengthen the systems and processes for assessing and measuring quality of learning to ensure impact at system level.

Capacity building activities should be initiated and implemented as early as possible in the project timeline for the benefits to be realized. There is need for a comprehensive capacity needs assessment and the partner should ensure that the right personnel are available to participate in the relevant capacity building activities to ensure ownership and sustainability.

The design and length of the project should be realistic for all project components. The actual design of the TTE does not allow this. As an example, developing infrastructure takes minimal 2.5 years (6 months till contract with architect, 6 months designing, 6 months till contract with contractor, 12 months building), assuming one could start immediately and assuming there are no delays which are both not realistic. Also, designing without knowing what to design (in other words, without having started ATL and getting a common understanding of new methodologies) would have caused improper designs.

7 ANNEXES

Annex 1 – Terms of References

Terms of reference

MID-TERM REVIEW OF THE INTERVENTION “IMPROVING THE TRAINING OF BTVET TECHNICAL TEACHERS/INSTRUCTORS AND HEALTH TUTORS, AND SECONDARY TEACHERS (TTE)” UGANDA UGA 0902011

NOVEMBER 2014

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Mandate

Pursuant to the commitments made with the partner and the Belgian State, the interventions implemented by the Belgian Development Cooperation are systematically evaluated on two occasions: at mid-term and at the end of the implementation phase. Evaluations are conducted by means of the "review" instrument. This document constitutes the Terms of Reference for proceeding to the Mid-term Review of the intervention "Improving the training of BTVET technical teachers/instructors and health tutors, and secondary teachers"(referred to as TTE) as part of the development cooperation between Belgium and Uganda.

The Terms of Reference (ToRs) are part of the Tender Specifications of the framework contract BXL 1452 (Education).

Intervention

1.1 Indicative Cooperation Programme

ICP	Year 2009 – Year 2012
Partner country	Uganda
Priority sector(s)	Education, Health

1.2 Intervention form

Title of the intervention	"Improving the training of BTVET technical teachers/instructors and health tutors, and secondary teachers"(TTE)
Navision code of the intervention	UGA0902011
Intervention zone	The project is implemented at central level (Kampala) with activities implemented in the following locations: Kaliro (Eastern Uganda - Busoga sub-region) Arua (Northern Uganda - West Nile sub-region) Lira (Northern Uganda, Lango sub-region) Mulago (Central Uganda region)
Total budget	7.1.1 Belgian contribution: 17.504.636€
Partner institution	Ministry of Education (MoES), Uganda
Starting date of the Specific Agreement	06/12/2011
Closing date of the Specific Agreement	05/12/2017
Starting date of intervention – Opening steering committee – JLCB 0	22/03/2012
Duration of the intervention and expected closing date of the intervention	23/03/2017
Impact	To contribute to the increase of quality of and equity in access, to post-primary education & training as part of Universal Post-Primary Education & Training
Outcome	The supported colleges provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service
Outputs	Original outputs from the TFF: Result 1: The teacher education system for secondary and BTVET is strengthened in relation to the colleges in the areas of communication, support supervision and visitation, strategic management and lecturers' qualifications. Result 2: The Colleges' management capacity (HR,

	<p>finances, strategic management, etc.) is strengthened.</p> <p>Result 3: The quality of teaching and learning and students' involvement in the supported colleges is improved.</p> <p>Result 4: The Colleges facilities are rehabilitated, extended and equipped.</p> <p>Reviewed outputs Steering Committee March 2014</p> <p>Result 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project</p> <p>Result 2: Strengthened management of supported colleges by the end of the project</p> <p>Result 3: By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies</p> <p>Result 4: Facilities of the four colleges rehabilitated, extended and equipped</p>
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1.3 Background and implementation strategy of the intervention

Recognizing the importance of ensuring the quality and relevance of education, the Ministry of Education and Sports (MOES) considers “providing teachers capable of delivering education of high quality” as the single most important input in ensuring the successful delivery of the national Universal Post-Primary Education and Training UPPEP program. Therefore, upon initiative of the Government of Uganda, the Belgian Government agreed to support interventions geared towards the improvement of teacher training provided by the National Teachers Colleges (NTCs) as well as other Colleges responsible for training tutors and lecturers for Business, Technical & Vocational Education and Training (BTVEP), including the training of Health Tutors.

The intervention contributes to the UPPEP strategy by increasing the quality of, and equity in access to, post-primary education and training. It aims at increasing the quality, efficiency and effectiveness of the education and training provided by four colleges.

The objective of the project is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) implementation. To reach this objective, the project aims to achieve 4 results:

- **Result 1:** Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project
- **Result 2:** Strengthened management of supported colleges by the end of the project
- **Result 3:** By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies
- **Result 4:** Facilities of the four colleges rehabilitated, extended and equipped

To that effect, the project aims at building capacity at three levels: system (central) level, organizational (college) level and individual level (managers and teachers). The project focuses on central level within MoES, Universities and other relevant national bodies and on four colleges:

- Abilono Community Polytechnic Instructors College (ACPIC)

- Kaliro National Teachers College (Kaliro NTC)
- Muni National Teachers College (Muni NTC)
- Mulago Health Tutors College (MHTC, located within Kampala's national General Hospital)

Project management:

The intervention is co-managed BTC and MoES together.

Project Direction

The Permanent Secretary of the MOES is the Project Director and authorizing officer, and the BTC Resident Representative in Uganda is the Co-Director and co-authorizing officer of the Project.

Project Steering Committee

The Steering Committee is chaired by the MoES permanent secretary and co-chaired by BTC Resident representative. The steering committee steers and provides strategic guidance to the project.

Project Coordination Team

A Project Coordination Team (PCT) is headed by a coordinator (appointed by MoES) and a co-coordinator (ATI Education (pedagogy)) that are together with the rest of the team responsible for the project daily management.

Objectives

The Mid-term and End-term Reviews on the one hand and the monitoring instruments on the other hand form an interdependent and complementary system that ensure the implementation phase of an intervention to progress well. The Reviews differ of the monitoring: as evaluation exercises, they provide independent answers to "how" and "why" questions and are essential for assessing the value of the results achieved and of the whole of the implementation process of an intervention.

Consequently, a Review's function is:

- iv) To support **steering**. On the basis of in-depth analyses, the Reviews offer useful recommendations that are based on data (evidence-based). That way, the Reviews support the strategic and operational decision making, and consequently, the steering of the interventions.
- v) To contribute to **learning**. By analysing the development process, the Review allows us to explain what works, what does not work and why, and to thus draw lessons for other interventions or for the elaboration of new policies, strategies and programmes.
- vi) **Accountability** to the donor, partner and other internal actors by supplying an external assessment of the progress made and the results achieved.

Mid-term Review. The support to steering requires a special focus in order to decide whether yes or no, why and how, any reorientation to the intervention is needed.¶

Evaluation questions

The Review will answer a generic evaluation field pertaining to performance. The Review will also answer one or more evaluation questions targeting the specific needs of the intervention.

1.4 Generic evaluation field

• Assess the performance of the intervention

The evaluation field pertaining to the performance will be evaluated by means of the "Performance" evaluation grid, which is included in Annexe 1 as a reference. The following criteria require specific attention: efficiency, effectiveness and sustainability and the horizontal aspect of monitoring (from baseline to project strategic results-based approach) will also be subject of special attention.

The Performance evaluation grid is used for every review of the bilateral development cooperation, hence its generic nature. The generic approach will allow easier exploitation of the information generated by this question and ensures an efficient follow-up of the

performance of all interventions. The reporting modalities are described in the *Report* model in annexe.

1.5 Specific evaluation questions

5. A specific evaluation question for the MTR concerns the component of improving teaching and learning by introducing Active Teaching and Learning (ATL) as a change process. ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?
6. A second one concerns the setting up of the project coordination team. Is this set up the most appropriate to best reach project results?
Sub-questions are:
 - How is the composition of the human resources of the project affecting (positively or negatively) the ownership by the partner country and daily management of the project?
 - Some international staff are not foreseen for the entire project duration (early departure of the international BTJET and infrastructure expert), what could be the risk analysis of that scenario?
7. Another specific questions concerns more specifically the Infrastructure component of the project and the efficiency of the project approach for its implementation. What would be the main recommendations to best achieve Result 4?
8. BTC is starting to formulate a new project in the field of education in Uganda "Support to the implementation of Skilling Uganda" also targeting the quality of education in BTJET. What would be the main recommendations based on the experience & lesson learned of TTE project having Teachers and Instructors (BTJET) component together as one project?

Methodology

1.6 Fields, evaluability, resource persons

Evaluability

There is a series of important elements/documents that should constitute a basis for the MTR and with which complementarity should be sought while establishing the review methodology:

The project has a validated comprehensive Baseline report.

A reviewed Monitoring Matrix was approved by the steering committee of march 2014.

In Q4 2014, towards the end of the MTR mission , two Backstopping missions from BTC HQ sectorial experts will take place: one in Education and one in infrastructure. The reports of those backstopping will be shared with the review Team. The intention is that those Backstopping findings can nourish the MTR and thus also allowing the MTR team to dispose from recent analyses they can use in their conclusions and recommendations.

An external audit of the project is foreseen at the same time as the MTR mission. The idea is that both missions collaborate to the maximum possible and make sure that their respective findings are shared and used in the recommendations made in their respective reports.

Fields

The whole intervention will be reviewed.

Resource persons

The resource persons listed in Annexe 2 are listed on an indicative basis. The final choice of the people to be met falls under the full responsibility of the evaluation team in function of the needs of the review.

1.7 Approach

The evaluator is asked to submit a "start-up report" that proposes a methodology in function of the objective, evaluation questions and available means. In the methodology a proposal of revision/reformulation of the evaluation's specific questions can be submitted to the reference team.

1.8 Quality management

The products as well as the processes will respect the norms and standards of the OECD's DAC for evaluation as well as BTC's normative framework (MoRe Results guidelines). The contracting party is accountable to the Brussels Operations department for the quality of the products delivered and for the evaluation process.

Any methodological issues that appear during implementation and that have had an effect on the analysis and conclusions will be mentioned in the "methodology" chapter of the report. However, any element that could jeopardize the quality of the review or the principles of independence, transparency or impartiality, must be brought to the attention of the manager of the review during the review implementation process, in order to be able to pro-actively remedy to it and limit its impact on the review's quality.

BTC has an Integrity desk where issues pertaining to independence, impartiality or transparency that can't be resolved by the review manager, can be filed by the contracting party. See <http://www.btcctbintegrity.org>

Users concerned by the review

The review will focus on the users in order to meet their needs. The role of the various users and their interest in the review are included in annexe.

Organisation

1.9 Management and steering of the review

Review manager

Mrs Julie Hertsens, Operations Advisor, is the manager of the review. She ensures all coordination activities and manages the whole of the "review" process. Thus, she will ensure that the planning is complied with, that the expected deliverables are submitted, that a briefing meeting is organised at contract start-up as well as a debriefing meeting before the final report is submitted. He/she will do the necessary for experts to have access to the documents and other relevant sources of information and he/she is the focal point when any difficulties arise during the evaluation process (see Quality management).

As a manager, the Operations Advisor:

- Is the contact person for the "lead expert" evaluator;
- Grants positive advice or negative advice to modification requests pertaining to the ToR of this review;
- Compiles the information received by the various actors about the reports elaborated by the evaluators and forwards them to the evaluation team;
- Is responsible for the quality control of the deliverables submitted.

Reference team

The Operations Advisor will chair a reference team that is composed of the following members:

BTC Head office

- Operations Advisor, Julie Hertsens
- Sector experts in Education, Wendy Braeken, Niels De Block

BTC Field

- Resident Representative, Nebeyu Shone
- Program Officer, Rose Kato

The reference team is to:

- If applicable, validate the evaluation sub-questions and the methodology proposed by the lead expert;

- Provide comments to ToR modification requests, findings, analyses, conclusions, recommendations and lessons learned of the evaluators.

1.10 Evaluation team

The evaluation team consists of the following members:

- a lead expert
- a non-lead expert

Description of the profile and responsibilities of the lead expert

Expert in training of trainers (teachers), training organisation and follow-up with specific expertise in

- Teaching student-centred teaching methodologies (ATL) and their application in the classrooms
- Institutional development of education institutions

The lead expert is responsible for the proper performance of the review and for the deliverables.

Description of the profile of the non-lead expert

Expert in training of trainers (teachers), training organisation and follow-up
(Complementary to the expertise of the lead expert)

1.11 Period, duration, deliverables

This review process will start beginning November 2014 (mission in Uganda starting the week of the 3rd November) and the final report will be submitted at the latest on 15/12/2014. The dates are fixed in common agreement.

Steps	Lead expert	Non-lead expert (for)	Products to be submitted	To whom	Date
Documentary analysis (Home)	2	2			
Briefing at BTC – head office (Brussels)	0.5		<i>MTR start-up report</i>	Operations Advisor	15 October 2014
Briefing in Kampala with BTC Representation	0.5	0.5			3 November 2014
Briefing in Kampala with project coordination team and project partners/stakeholders	5.5	5.5			
Collection and analysis of data in Kampala • Mulago Health Tutors College (MHTC, located within Kampala's national General Hospital)	1	1			
Collection and analysis of data in the Uganda but outside Kampala: • Abilonino Community Polytechnic Instructors College (ACPIC) • Kaliro National Teachers College (Kaliro NTC) • Muni National Teachers College (Muni NTC)	9	9			
Feedback workshop (and its preparation)	1.5	1.5	Aide-Mémoire	Resident Representative Operations Advisor	Before the feedback workshop
Debriefing Representation	0.5	0.5			
Drawing up of report (Home)	5	4	MTR Report – draft version	Operations Advisor	max. 15 days after the end of the field phase.
Debriefing BTC head office (Brussels)	0.5		Presentation MTR Report draft version (Max 30 pages + annexes)	Operations Advisor	max. 15 days after receipt of the draft report.
Finalisation of report (Home)	2	1	MTR report – final version	Operations Advisor	max. 15 days after the debriefing meeting at the head office.
Total number of days					
Brussels	1	0			
Home	9	7			
Partner country (Kampala)	9	9			
Partner country (Outside Kampala)	9	9			

ANNEX 1 - Evaluation field « Performance »

Part A – OECD DAC Evaluation criteria

How to use this grid?

This grid is developed to provide guidance for assessing the performance of an intervention. The 5 OECD-DAC evaluation criteria are the corner stone of the assessment. However, being open to interpretation, the understanding of the definition is clarified by :

- A narrative “interpretation” of the definition of each DAC-criterion (how MoRe Results understands the definition);
- A limited number of sub-criteria, which highlight the aspects of the DAC criterion that are considered important in reviewing interventions;
- Questions that clarify the interpretation of the sub-criteria.

The grid is to be annexed to the Review Report. The analysis and the overall grade are integrated in the main part of the Report. Guidance on how to relate to the grid in the report, is provided in the template of the report.

1. Overall assessment grade for each DAC criterion.

Evaluators need to grade each criterion and include that overall assessment grade in the main part of the Review Report. Given that scores might lead to an over-simplification of a complex reality, with complex problems related to a given context, the grades are to be seen as a synthesis of the answers, and not the vice versa : the analysis is not the justification for the grade given.

2. Analysis of the DAC-criteria.

Each criterion is analysed by the evaluator. In order to highlight the aspects of the criterion that are important to report on, a limited number of sub-criteria are provided. The sub-criteria need to be covered in the analysis of the given DAC-criteria. It is up to the evaluator to decide how he/she will do this : analysing each sub-criteria in a different sub-chapter, or giving preference to a comprehensive narrative. In the main part of the Review Report, the evaluator will NOT provide grades for the sub-criteria. If he/she wishes to do so, sub-criteria are graded in this grid, annexed to the Review Report.

The questions that are provided under each sub-criterion have an indicative meaning: they clarify the meaning of each sub-criterion.

Above all, it is the quality of the analysis that is important. Therefore, the evaluator shall not limit his/her analysis to the sub-criteria raised in the table: if important elements arise, which are not part of these, but do relate to the DAC-criteria in general, the evaluator must report on them. If these elements would have an impact on the score, the evaluator will clearly mention this in this chapter in the report.

1. RELEVANCE: The extent to which a development intervention conforms to the needs and priorities of target groups and the policies of recipient countries and donors. (OECD-DAC)

Interpretation of the DAC-definition

Relevance addresses the needs-question of the intervention. It analyses the intervention in relation to the problems and needs of the beneficiaries, and their priorities. Furthermore, relevance analyses the consistency of the intervention with the policies of the partner and donor country.

Relevance appreciates as such the value and usefulness of the intervention as perceived by the key-stakeholders, the extent to which the “response” of the intervention is technically adequate to meet the needs and priorities, the extent to which the intervention is a response to a real need of the partner-country or rather an adaptation to donor preferences. For innovative interventions that challenge established interests or existing practices, relevance is also about understanding to which degree they are well grounded in effective interests and priorities and will have a potential for replication or policy-influencing, so to what extent the double anchoring approach is relevant.

RELEVANCE overall assessment	A	B	C	D

ANALYSIS SUB-CRITERIA¹⁶

1.1. Response to the beneficiaries' problems, needs and priorities	A	B	C	D
<p>Is the intervention in tune with the problems, needs and priorities of beneficiaries? Is the intervention strategy an adequate answer to the needs and to the reality/living conditions of the beneficiaries?</p> <p>In case of an experimental intervention, is it well grounded in the needs of beneficiaries and in their effective interests and priorities?</p>				
1.2. Consistency with partner priorities and policies	A	B	C	D
<p>Is the intervention in tune with the priorities and development policies the partner government at all levels (national and local), including transversal themes?</p> <p>Is it consistent with an approach that promotes complementarity to relevant other actors working on the same subject?</p> <p>In case of an experimental intervention, are the results likely to be relevant for policy-influence, for changing the existing system or for replication?</p>				
1.3. Consistency with donor priorities and policies ?	A	B	C	D
Is the intervention in tune with the relevant policies of Belgium?				

¹⁶ Grading the subcriteria is not compulsory. It is up to decide to the evaluator to do so.

2. EFFICIENCY: Efficiency measures the results - qualitative and quantitative – in relation to the inputs. It is an economic term which is used to assess the extent to which aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

Interpretation of the DAC-definition

Efficiency mainly looks at the transformation efficiency of the intervention: how are inputs transformed into outputs (delivery of goods and services). Efficiency looks at this ratio as compared to alternatives: with the output as a given, where there alternative approaches that would have required fewer resources without reducing the quality and quantity of the results? Could more of the same result have been produced with the same resources by using an alternative approach? Efficiency also looks at the 'on time' implementation of activities: (Inputs on time?) where activities implemented as planned (on time) and consequently, outputs delivered on time? Efficiency also looks at the delivery and quality of products and services and the partner contribution/involvement.

EFFICIENCY overall assessment	A	B	C	D

ANALYSIS SUB-CRITERIA¹⁷

2.1 Inputs have been managed with reasonable regard for efficiency?	A	B	C	D
With the output as a given, were there alternative approaches that would have required fewer resources without reducing the quality and quantity of the results? The intervention is managed in a cost-efficient way, optimizing the quality and quantity of outputs? The ratio input-output is good?				
2.2 How well are outputs achieved?	A	B	C	D
All outputs delivered or likely to be delivered as scheduled (implying also the on time implementation of activities)? In case of delays, have appropriate measures been taken? On time? Are all outputs of good quality (responding to pre-defined quality criteria whenever possible)? In case of problems with quality, or the follow-up of quality, have corrective measures been taken?				
2.3 How well is the Partner contribution working?	A	B	C	D
Is the partner contributing (financial/material/HR) as planned?				
2.4 Efficiency of execution modalities?	A	B	C	D
Are the execution modalities fostering an efficient use of the means of the intervention? Are the execution modalities organized in such a way that they convert inputs into outputs in an economical way?				

¹⁷ Grading the subcriteria is not compulsory. It is up to decide to the evaluator to do so.

3. EFFECTIVENESS TO DATE: The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.				
Interpretation of the DAC-definition Effectiveness looks at the use of outputs and the likely achievement of the intervention's outcome. The use of outputs is the 'missing middle' between the delivery of products and services (outputs) and the outcome. It not only looks at the achievement of the outcome, but also reviews the relevance of the outputs: are outputs (products and services) being used as planned? Are they contributing to the achievement of the outcome as planned in the intervention strategy (is the intervention delivering the right outputs?)? The evaluation of these aspects gives a more complete idea of the effectiveness of interventions.				
EFFECTIVENESS overall assessment	A	B	C	D

ANALYSIS SUB-CRITERIA¹⁸

3.1 To what extent are outputs being used and do they contribute to the outcome?	A	B	C	D
All target groups have access to the outputs available so far? All target groups are using outputs as planned? Any factors that prevent the use of outputs? The use of the available outputs is contributing to the outcome as planned				
3.2 As presently implemented what is the likelihood of the outcome to be achieved?	A	B	C	D
Achievement in terms of coverage and quality? Intervention adapted its strategy to changes in the context (assumptions and risks) whenever necessary in order to attain the outcome? Negative effects mitigated? Any unplanned positive effects? Contributions of these positive effects to the results of the intervention?				

4. IMPACT: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. (OECD-DAC)				
Interpretation of the DAC-definition Impact has several interpretations. A <i>Review</i> needs to address the likely contribution to the intervention's Impact level (the General objective of the logical framework). The result at impact level is – exceptions might exist - a result of the strategic framework of partner government. Impact in this sense focuses thus on whether the intervention contributes to the strategic result the partner government intends to achieve. It addresses the link between the outcome and impact level of the results framework. This is a first interpretation of impact. A <i>Review</i> needs to address as well a second interpretation of impact, which is the entire range of effects brought about through by the intervention that occur in the longer term. These effects can be foreseen and unforeseen, and might affect people, organisations, societies and the physical environment outside the initially intended group of people or organisations. It differs from the effectiveness criterion in the sense that impact provides a corrective to the "narrow" preoccupation with the realisation of the results as stated in the results framework, and turns to target group and other stakeholders to find out if and how the intervention has affected their situation, positively or negatively. Impact answers as such the question if the intervention "was worth it" – by addressing the contribution to the higher result at the impact level, as well as the significant consequences of an intervention, negative as well as positive, which aren't necessarily related to the "impact level" of				

¹⁸ Grading the subcriteria is not compulsory. It is up to decide to the evaluator to do so.

the results framework.				
IMPACT overall assessment	A	B	C	D

ANALYSIS SUB-CRITERIA¹⁹

4.1 What are the direct prospects of the intervention at the Impact level?	A	B	C	D
<p>Which changes at impact level are apparent or likely to become apparent? To what extent can the changes at impact level be identified and measured and attributed to the intervention? What do beneficiaries and other stakeholders affected by the intervention perceive as effects of the intervention on themselves?</p> <p>Will the intervention contribute to the partner countries objectives, as targeted in the results framework at impact level? Are any external factors likely to jeopardise the contribution to the partner results?</p>				
4.2 Are there/will there be unintended positive or negative effects of the intervention on the intended beneficiaries or on non-intended individuals and groups	A	B	C	D
<p>Have there been/will there be any unplanned positive or negative effects (i.e. environmental, social, cultural, gender and economic) on the intended beneficiaries or on non-intended individuals and groups? How do these affect the intended results at output – outcome and impact level? In case of negative effects, did the intervention take timely measures for mitigating those? What was the result?</p>				

5. SUSTAINABILITY: The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time. (OECD-DAC)				
Interpretation of the DAC-definition <p>In the context of the review process, sustainability is the likelihood that the results and benefits of the intervention will be maintained at appropriate level and during a reasonable time after the closure of the intervention. In the context of the reviews, it is the potential for being sustainable that is assessed, and thus the likelihood that the impact will be lasting.</p> <p>The potential for sustainability is intervention specific. As such, the assessment of the sustainability of results will be done on another basis for post-crisis development interventions, than for interventions that is in a 3rd phase of a long term approach of sector support.</p> <p>Different factors are related to sustainability, like the embedding of the intervention in the strategic framework of the partner country, partner ownership and participation in the formulation and implementation, the integration of the intervention in the institutional and cultural context, the appropriateness of technologies regarding the specificities of the partner country, the influence of environmental factors on the intervention and the impact of the intervention on the environment, the partner country's capacities to maintain the results financially, the governance of the partner institution, the appropriateness of the exit strategy. This list is not exhaustive. It is important that the evaluator analyses this criterion from a large perspective, according to the specificities of the intervention.</p>				
SUSTAINABILITY overall assessment	A	B	C	D

ANALYSIS SUB-CRITERIA²⁰

¹⁹ Grading the subcriteria is not compulsory. It is up to decide to the evaluator to do so.

5.1 Financial / economic viability?	A	B	C	D
<p>Do partners have the financial capacity to maintain the benefits from the intervention when donor support has been withdrawn? Is there a financial/economic phase-out strategy, that if so, is likely to be implemented?</p> <p>Are beneficiaries/partner institution able to afford maintenance or replacement of the services /goods/infrastructure introduced by the intervention? Are the results/benefits affordable for the beneficiaries at the end of the intervention?</p>				
5.2 Are requirements of local ownership satisfied and will it continue after the end of the intervention?	A	B	C	D
<p>Have partner and local stakeholders been involved in the planning and implementation process? To what extent are beneficiaries involved in decision making regarding the benefits of the intervention? Is the intervention consistent with an approach that supports partner government ownership ?</p> <p>What is the likelihood that beneficiaries will continue to make use of outputs and outcomes? Do the beneficiaries have plans to continue delivering the stream of benefits and if so, are they likely to materialize?</p>				

²⁰ Grading the subcriteria is not compulsory. It is up to decide to the evaluator to do so.

5.3 What is the level of sustainable policy support provided?	A	B	C	D
<p>What support has been provided from the relevant national, sectorial (and eventually local) policies, as well as from budgetary policies? How far is this influencing positively or negatively the intervention? Are the current policies likely to continue after the intervention has finished? If relevant, what input is the intervention able to give at policy level? To what extent do experiences and lessons learned on the ground feed into the policy agenda? Do changes in policies and priorities affect the intervention? How well is the intervention adapting to these changes?</p>				
5.4 Is governance supporting the potential sustainability of benefits and outcomes?	A	B	C	D
<p>How well is the intervention embedded in institutional structures that are likely to survive beyond the lifespan of the intervention? Is the institutional anchorage contributing to the sustainability of the intervention? Is the mandate of the implementing organization compatible with the role that it is expected to play?</p> <p>Are the relevant partner institution(s) characterized by governance capacities, including effective management and organization, that enable sustainability of the benefits and outcome?</p> <p>If a new institution had to be created, how far have good relationships with existing institutions been established? How likely is it that it will be capable of continuing the flow of benefits after the end of the intervention?</p>				
5.5 To what extent are conditions met for capacity development be able to contribute to sustainable development results?	A	B	C	D
<p>Did an assessment of the capacities take place at the start of the implementation? Are partner institutions being properly supported in their development and in their task to continue to deliver the intervention's benefits and outcomes after the end of the intervention? Are other relevant stakeholders supported in their development in order to continue to deliver the intervention's benefits and outcomes after the end of the intervention?</p> <p>Will adequate levels of suitable and qualified HR be available to continue the intervention's benefits and outcomes after the end of the intervention's implementation phase?</p> <p>Is the capacity development approach of the intervention carried out in a way that prepares the partner institutions and beneficiaries to maintain the benefits and results of the intervention after the closure of the intervention? Have they properly been prepared for taking over, technically, financially and managerially?</p>				
5.6 Socio-cultural sustainability	A	B	C	D
<p>Is the intervention in tune with local perceptions of needs and of ways of producing and sharing benefits?</p> <p>If the intervention sought to bring changes in respect with local power-structures, beliefs, status systems, how well is the intervention strategy based on an analysis of such factors, including beneficiary participation in implementation? How well is the quality of relations between the intervention team and the local communities?</p>				

Part B – Transversal themes and horizontal aspects

Transversal themes - How to use the grid?

Explain the answers to the questions relevant to the intervention. Comment on lessons learnt if any.

GENDER

1. Were practical and strategic gender interests adequately considered in the intervention strategy? And did gender receive substantial attention in the planning of the intervention?
2. Has gender been mainstreamed during the implementation? Are results being delivered in a gender-equitable manner as planned, and have adjustments been made in the case this was needed? Is data collected disaggregated by sex, and has action been taken to address inequalities and shortfalls?
3. Is capacity being built within the intervention structure and among stakeholders to ensure gender equality achievements can be maintained after the end of the intervention?
4. Is gender budget scan being effectively used?

ENVIRONMENT

1. Have environmental constraints and opportunities been considered adequately in the intervention strategy? Did environmental mainstreaming receive substantial attention in the planning of the intervention?
2. Are good environmental practices followed in the intervention ? Does the intervention respect traditional, successful environmental practices?
3. Has environmental damage been caused or likely be caused by the intervention? What kind of environmental impact mitigation measures have been taken?
4. Is the achievement of the intervention's results likely to generate increased pressure on fragile ecosystems and scarce natural resources?

HIV/AIDS

5.

Horizontal aspects – How to use the grid?

Explain the answers to the questions relevant to the intervention. Comment on lessons learnt if any.

RESULTS ORIENTED STEERING

1. Is the intervention analysing its progress towards the outcome and its likely contribution to the impact level at least annually?
2. Is the intervention making use of the recommendations of backstopping missions ?
3. Is the intervention using progress information to report to the steering committee and to propose decisions needed to re-orient the intervention at strategic level, in case needed?
4. Is the steering committee steering the intervention on strategic level?
5. Is the intervention implementing decisions taken by the steering committee?

MONITORING

1. Is the baseline report complete and are monitoring data collected as foreseen?
2. Is the intervention results framework of good quality? Are the results levels clear and in harmony with MoRe Results guidelines? Is the outcome achievable at the end of the intervention?

3. Is the operational monitoring tool up to date?
4. Is the intervention regularly meeting with the RR on the progress of the intervention? Is reporting upwards done following the “management by exception” principle?
5. In case needed, has the results framework been adapted after the annual results reporting exercises? If this has been the case, does the report clearly sets out why modifications were needed? And do the minutes of the steering committee confirms the decision for modification?
6. Is the results framework reflecting the intervention strategy and is it able to measure the progress towards the results, as well as the results achievement on outcome level? And the achievement of the results at output level? Is there a need to change aspects of the results framework at this stage?

Annexe 2 – Key resource persons

Name	Organisation and function	Contact details
Members of the Steering Committee		
Mrs Gabona	MOES Director HTVET standing in for Permanent Secretary MoES/ Project Director	
Nebeyu Shone	BTC Resident Representative Co-Director	
Geoffrey Turyamuhika	MoFPED (Finance, Planning & Economic Development)	
Dr. Birabwa-Male Doreen	Mulago Hospital Complex , Deputy Director	
Margaret Nsereko	Commissioner TIET	
Godfrey Dhatemwa	MoES, Commissioner EPPA	
Crescent K. Muhumuza	MoES, Assistant Commissioner PDU	
Doreen Matovu	MoES ,Assistant commissioner construction management unit (CMU)	
Sarah Namuli	MoES, Acting Commissioner BTVET	
See below	Principals of the four colleges	
BTC Uganda		
Nebeyu Shone	BTC Resident Representative Project Co-Director	
Rose Kato	BTC Program Officer	
Project Staff-BTC employee		
Barbara Radelli	Project co-coordinator	
Hannes Decraene	Financial and administrative responsible	
Hannah Nayoga	Project Management Assistant	
Marten Treffers	Infrastructure sector advisor	
Ralph Rothe	BTVET sector advisor	
Denis Galabuzi	National infrastructure facilities coordinator	
Robert Kisalama	Training coordinators at	

Bennedy Alwodo Leah Sikoyo Walter Erimah	college level	
Project Staff- seconded by MoES		
Abdul Kibedi	TIET/Project Coordinator	
Drake Wasswa	PDU/Procurement officer	
Ms Aida Kahala Robert Kato	CMU/engineers	
Mr Cedric	senior accountant	
MoES-TIET staff		
Dr. Jane Okou	Assistant commissioner, TIET	
Ndyabahika Web	Assistant commissioner, TIET	
Harriet Kagezi Moses Bateganya Andrew Tabura	Other TIET staff	
Colleges & Universities		
	College principals Some college teaching staff College Governing Council members College student representatives	
	Kyambogo University and Makerere University	
Others		
Marie-Goretti Nyirarukundo	Belgian embassy, Attaché	
	EDPs- related to teacher education and BTNET instructors/health tutors	
	Solicitor General	
	Team of external auditors "Moore Stephens"	

Annexe 3 – List of users

User	Role	Interest in the review	Communication and feedback mechanisms
Steering committee	Steer the intervention towards the achievement of development results (outcome) by taking strategic decisions based on sound data (<i>evidence-based decision making</i>). Collect lessons learned that can be used for policies and strategies.	Steering, learning, accountability Clear conclusions on the progress made, the results achieved and the challenges of the intervention. Clear and realistic recommendations that are based on a solid analysis of the intervention. Ensure that the measures proposed will have a positive impact on the performance of the intervention and on	The steering committee provides input for the Terms of Reference, accepts or rejects each of the recommendations and gives its final approval for the implementation of the actions proposed for each of the recommendations addressed to the intervention that was withheld. Committee members are invited to the briefing and debriefing

User	Role	Interest in the review	Communication and feedback mechanisms
		the contribution of the intervention to the sector results (impact level). Relevant lessons learned for the policies and strategies.	that will take place in the field and they will provide comments about the aide-mémoire and the draft version of the report.
Intervention team	Responsible for the implementation. Take operational decisions and implement the strategic decisions taken by the steering committee. Be accountable for progress made and for the results achieved (accountability to BTC's head office).	Steering, learning, accountability Clear and realistic recommendations that can be made operational. Relevant lessons learned to support the sector strategies.	<i>Idem Steering committee</i>
BTC head office and Representation	Responsible for the follow-up of implementation (RR), support to implementation. The head office is accountable to the donor for the implementation and the results achieved.	Steering, learning, accountability Clear conclusions about performance. Clear and realistic recommendations that can be made operational. Relevant lessons learned for the next ICP or upcoming formulations of interventions. Identify additional support measures.	The BTC head office organises the elaboration of the ToR (OPS) and ensures that the various internal and external stakeholders provide input. The Representation organises the briefing and debriefing in the field, participates to it and gives comments on the aide-mémoire and the draft version of the report.
Donor	Follow up the implementation of the indicative cooperation programme (ICP) and its contribution to the partner's national strategies, ensure the policy dialogue, prepare a new ICP.	Accountability, steering, learning Conclusions and lessons learned can influence the content of the policy dialogue as well as the elaboration of a new ICP. Conclusions can help following up the potential contribution of the intervention to the results of the partner's sector strategy.	The Attaché and the head office of DGD receive the final versions of the review report.
Beneficiaries	Follow the changes made/supported by the intervention.	Accountability Information about the results achieved.	The summary of the report will be used for communication with

User	Role	Interest in the review	Communication and feedback mechanisms
			the beneficiaries.

Annexe 4 – List of the intervention's key documents supplied

- Convention de Mise en Œuvre entre la DGD et la CTB
- Technical and Financial File
- Project Annual Result reports
- Project Quarterly Reports (MONOP: Operational Monitoring)
- Steering Committees reports
- Baseline Report
- Reviewed Monitoring Matrix
- ToR Audit
- Last Backstopping reports (2014 BS Education and Infrastructure will be communicated when ready)

Annexe 5 – List of models to be used and of reference documents pertaining to the normative framework

- Review report Template
- Guide MoRe Results

Annex 2 – Evaluation questions, sub-questions, methodology and planning

Questions	Instruments
Q1 – Response to the beneficiaries' problems, needs and priorities? (R)	Desk research Analysis of policy documents Analysis of project reports Interviews with stakeholders from MoE Discussion with the focus groups (beneficiaries) Interviews with the SC members Visits to the colleges
Q 2 - Consistency with partner priorities and policies? (R)	Desk research Analysis of policy documents Interviews with stakeholders from MoE
Q3 - Consistency with donor priorities and policies? (R)	Interviews with donors
Q4 - Have been inputs managed with reasonable regard for efficiency? (E)	Desk research Analysis of project reports Interviews with the project tem Interviews with the SC members
Q5 - How well are outputs achieved? (E)	Desk research Analysis of project reports Interviews with the project team Interviews with the SC members
Q6 - How well is the Partner contribution working? (E)	Desk research Analysis of project reports Interviews with the project team Interviews with the SC members Interviews with stakeholders from MoE
Q7 - Efficiency of execution modalities? (E)	Analysis of project reports Interviews with the project team Interviews with the SC members
Q8 - To what extent are outputs being used and do they contribute to the outcome? (Ef)	Desk research Analysis of project reports Visits to colleges Focus group discussions Classroom observations
Q9 - As presently implemented what is the likelihood of the outcome to be achieved? (Ef)	Analysis of project reports Interviews with the project team Interviews with the SC members
Q10 - What are the direct prospects of the intervention at the Impact level? (I)	Analysis of project reports Interviews with the project team Interviews with the SC members Visits to colleges Focus group discussions Interviews with stakeholders from MoE
Q11 - Are there/will there be unintended positive or negative effects of the intervention on the intended beneficiaries or on non-intended individuals and groups? (I)	Desk research Analysis of project reports Interviews with the project team
Q12 - What is financial / economic viability? (S)	Analysis of project reports Interviews with the project team Focus group discussions with beneficiaries

Questions	Instruments
	Interviews with stakeholders from MoE
Q13 - Are requirements of local ownership satisfied and will it continue after the end of the intervention? (S)	Analysis of project reports Interviews with the project team Focus group discussions with beneficiaries at local level Interviews with stakeholders from MoE
Q14 - What is the level of sustainable policy support provided? (S)	Analysis of project reports Interviews with the project team Interviews with stakeholders from MoE
Q15 - Is governance supporting the potential sustainability of benefits and outcomes? (S)	Analysis of project reports Interviews with the project team Interviews with stakeholders from MoE Focus group discussions in colleges
Q16 - To what extent are conditions met for capacity development be able to contribute to sustainable development results? (S)	Analysis of project reports Focus group discussions Observations
Q17- What is the socio-cultural sustainability? (S)	Analysis of project reports Interviews with the project team Focus group discussions
Q18 - Transversal themes – Gender	Analysis of project reports Interviews with the project team Focus group discussions Observations in colleges
Q19 - Transversal themes – Environment	Analysis of project reports Interviews with the project team Focus group discussions Observations in colleges
Q20 - Transversal themes – HIV/AIDS	Analysis of project documents and reports Interviews with the project team Focus group discussions Observations in colleges
Q21 - Horizontal aspects – Results oriented steering	Analysis of project documents and reports Interviews with the project team Interviews with the SC members
Q22 - Horizontal aspects – Monitoring	Analysis of project documents and reports Interviews with the project team
Q23 - ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?	Analysis of project documents and reports Interviews with the project team Interviews with colleges Focus group discussions
Q24 - Is the set up of the project coordination team the most appropriate to best reach project results?	Analysis of project documents and reports Interviews with the project team Interviews with long term experts Interviews with local counterparts
Q25 - What would be the main recommendations to best achieve Result 4?	Analysis of project documents and reports Visits to colleges Focus group discussions Interviews with the project team
Q26 - What would be the main recommendations for the new project in the field of education in Uganda “Support to the implementation of Skilling Uganda”?	Analysis of project documents and reports Visits to colleges Focus group discussions Interviews with the project team

Questions for the team

- Could you please explain your position and role in the project?
- How well does the project address beneficiaries' problems, needs and priorities?
- How well did the original project design address the needs of the beneficiaries?
- Were there any changes in beneficiaries' problems, needs and priorities after the start of the implementation of the project?
- How well was the project originally designed? What were the main issues that needed to be addressed during the inception period?
- How well was the baseline study prepared? Were there any issues with its design and/or implementation? If yes, what were they?
- What were the main challenges that project faced? By results.
- How efficient is the cooperation with the MoES?
- How efficient is the cooperation with the colleges involved?
- Is there any coordination or exchange of information with other donors and stakeholders?
- What are the links/synergies with other project e.g. Secondary teacher development management system STDMS, if any?
- How is the project (ATL) addressing the issue of TTC curricula? How can the project influence the development of new curricula?
- Why Makerere University is not involved in the project (officially) except for the tutors college?
- Are you aware of any other support that colleges might get from other projects?
- Why you invited other colleges to ATL training? What was the reason? Why those?
- How efficient are procurement procedures?
- What would be the added value of PPP to the project?
- What is working well and what is working not so well?
- Is the set up of the project coordination team the most appropriate to best reach project results?
- How appropriate and sustainable is the pilot approach of ATL development and implementation?
- What could the new project in the field of education in Uganda "Support to the implementation of Skilling Uganda" learn from the experience of this project?

Questions for TIET

- Could you please explain the position and role of TIET Department the project?
- How well does the project address beneficiaries' problems, needs and priorities?
- How well did the original project design address the needs of the beneficiaries?
- Were there any changes in beneficiaries' problems, needs and priorities after the start of the implementation of the project?

- How well was the project originally designed? What were the main issues that needed to be addressed during the inception period?
- How well was the baseline study prepared (in terms of process and results)?
- What were the main challenges that project faced? By results.
- How efficient is the cooperation between the project team, TIET Department and other departments in MoES?
- Is there any coordination or exchange of information with other donors and stakeholders working with MoES?
- What are the links/synergies with other project e.g. Lower Secondary curriculum review, Secondary teacher development management system STDMS, if any?
- How is the project (ATL) addressing the issue of NTC curricula? How can the project influence the development of new curricula?
- Are you aware of any other support that TT colleges is getting or might get from other projects?
- Why were other colleges invited to join ATL training? What were the key reason?
- How efficient are the project procurement procedures? Which aspects of procurement processes need to be strengthened?
- What would be the added value of PPP to the project?
- What is working well and what aspects of the project is NOT working so well?
- Is the set up of the project coordination team the most appropriate to best reach project results?
- How appropriate is the pilot approach of ATL development and implementation?
- How sustainable is the implementation of ATL approach/methodology?
- What in your view could the new project “Support to the implementation of Skilling Uganda” learn from the experience of this project?

List of activities during the field visit

Date	Place	Activity
3.11.2014	Kampala	Meeting with BTC Res. Representative Drafting tools and planning
4.11.2014	Kampala	Meeting with Project Coordinator 8 SWOT with TTE Project team
5.11.2014	Kampala	Mulago HTC: Meeting with TTE staff Site visit Focus group discussion with students Meeting in Belgian embassy
6.11.2014	Kaliro	Travel to Kaliro Kaliro NTC: Meeting with Training Coordinator Meeting with management team

		Meeting with lecturers Meeting with students
7.11.2014	Kaliro	Kaliro NTC: Meeting Governing Council Lesson observation Observation / tour of campus Meeting with Training Coordinator
10.11.2014	Arua Muni	Travel to Arua Muni NTC
11.11.2014	Arua Muni	Arua Muni NTC: Meeting with management team Focus group discussion with lecturers Focus group discussion with students
12.11.2014	Arua Muni	Arua Muni NTC: Lesson observation Meeting Board of Governors Meeting with national experts Observation / tour of campus
13.11.2014	Abilonino	NICA: Meeting with Training Coordinator Meeting with management team Meeting with lecturers Focus Group discussion with students
14.11.2014	Abilonino	NICA: Meeting governing council Observation / tour of campus
17.11.2014	Kampala	Interview with A/C Commissioner BTNET Meeting auditors Interview with Training Coordinator HTC Mulago INTERVIEW WITH Programme Management Assistant
18.11.2014	Kampala	Interview with Director HTVET Interview with A/C PDU Interview with A/C CMU Interview with ISE infrastructure
19.11.2014	Kampala	Focus group discussion TIET team Interview with A/C EPPA Interview with JA CCI TTE Project Focus group discussion with national experts

		Interview with ISE Mulago & Abilonino National facilities and Infrastructure coordinator
20.11.2014	Kampala	Interview with UNESCO ISE Finance and Contracting Briefing Residential Representative of BTC Interview with Coordinator Interview with Permanent Secretary
21.11.2014	Kampala	Interview M&E – TTE Project Interview with A/C Aid Liaison Unit MoFPED
24.11.2014	Kampala	Restitution Workshop Draft Report preparation
25.11.2014	Kampala	Draft Report preparations Drafting Aide Memoire
26.11.2014	Kampala	Input in Aide Memoire Debriefing Residential Representative of BTC Draft Report preparation

Annex 3 – List of consulted documents and information sources

- 12 Lessons to be drawn based on 2013 Monitoring results.
- 1st Steering Committee Meeting for the project held on 23rd March 2012.
- 1th Steering Committee Meeting for the project Improving the Training of BTVET Technical Teachers/Instructors and Health Tutors, and Secondary Teachers in Uganda; 23th March 2012.
- ABILONINO CPIC – Self-assessment Report 2014.
- ABILONINO CPIC report – Self-assessment of organisational capacities; Strategic planning workshop; September 2014.
- Aide Memoire 2014 - 1st October Revised
- Androit Consult Int.; Report presentation: Strengthening Internal and External Support Supervision and Visitation Systems in TIET Tertiary Institutions at Lower Secondary and BTVET Levels.
- Androit Consult Int.; Strengthening Internal and External Support Supervision and Visitation Systems in TIET Tertiary Institutions at Lower Secondary and BTVET Levels; November 2014.
- Annex 1 – Evaluation field »performance«.
- Barbara Radelli, Marten Treffers, Shelley Heugen: Changing behaviour in an Education system; October 22, 2014.
- Barbara Radelli; Loose minute; Presents the current status of each of the CCIS and the strategy to properly bring them forward.
- Baseline Survey Report; Improving the training of BTVET; December 2012.
- Baseline Survey; Restitution Workshop; December 2012.
- Benoit Legrand; Aide memoir; Backstiooing mission for the construction component of the Teacher training Education project; June 2012.
- Budget allocation for infrastructure interventions at the colleges. (ACPIC, MULAGO HTC,NTC MUNI, NTC.
- Budget allocation infrastructure Annexes II – III – IV (ACPIC, MULAGO HTC,NTC MUNI, NTC.
- Budget allocation pedagogy Annex I (ACPIC, MULAGO HTC,NTC MUNI, NTC KALIRO).
- Budget Modification Proposition January 2013.
- Capitalisation of Monitoring and Evaluation; August 2014.
- Results report 2012; Project Improving the Training of BTVET Technical Teachers/Instructors and Health Tutors, and Secondary Teachers in Uganda; March 2013.
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Annex 4 – List of persons consulted


	Category	Names	No. particip (female)	Remarks
1	Belgian Embassy in Uganda	Marie-Goretti Nyirarukundo	1 (f)	Consultation Meeting
2	BTC Representation in Uganda	Nebeyu Shone Rose Nassali Lukwago	2 (1f)	Consultation Meeting
3	BTC project Coordination Team	Barbara Radelli Barret Nyamutale/ Shelly Heugen Kibedi A Nkuutu Hannes Decraene Jolly Kabaganda/ Hannah Nagoya Rothe Ralph Glabuzi Denis Lien Van Mellaert Marten Treffers	11 (6 f)	SWOT Analysis
4	UNESCO	Charles Obiero	1	Key Informant Interview
5	Management Kaliro NTC	Iraalya Bakamya GM Opio Richard Okok Kisalama Robert Nyakito Charles Basadha David	5 (m)	Consultation Meeting
6	Management Muni NTC	Alija Alfred Nancy D. Moro Ipeaju Dennis Ceaser Besigya Asaph Silas Oyo Buga Kana Adrapi Francis	7 (1f)	Consultation Meeting
7	Management Abilonino NTC	Atia Sam Wilson Muhangura Obed Tinye Daniel Ekuka Tom Tukwassibwe William	5	Consultation Meeting
8	Lecturers Kaliro NTC	Mabonga Deo W. Kirunda Muguwa Egonu Deborah Asio Otai Francis Oparo James Awuyo E. Simon Okumu Benjamin Isingoma Sunny Otikori Stephen Kauma Rachel Dumba Teddy Lameca Ndiwalana Oba Richard Okello Yuventino	14 (3f)	Focus Group Discussions
9	Lecturers Muni NTC	Lwasa Mike Edimu John Bona I. Maandera Angualula Jacob Matuga AD Johnson Yuma Baba Wilson	14 (4f)	Focus Group Discussions


		Kalisa Yoar Ozitino Irene Alezuayo Asnatha Anguparu Mary Andiro Butele Alice Dribareo Bridget Buni Angio Adrian		
10	Lecturers NICA	Ddumba Robert Tukundane Glorious Abolla Francis Opoka George Kisitu Deo Tiniye Daniel Bagumisiriza Robert Wasilwa Jim Erimu Erigu James Akongo Dorcas J. Abigaba Julius Ikurat Moses Mwanamuiza Richard	14 (2f)	Focus Group Discussions
11	Students Kaliro NTC	Kiribaki Joseph Arinitwe Oliva Achar Esther Jessa Nabimanya Silva Owor George Otim Emmanuel Ssembuze Zephaniah Victor Namanya Nicholas Namuge Phiona	9 (4f)	Focus Group Discussions
12	Students Muni NTC	Amutos Teddy Mindrea Justine Maganda Milton Ssessazi Wilington Kasule John Kigundu Eric Nabyonga Edith Obalim Jimmy Moses Nyakato Dorcus Ssewankambo Nasifu Turyatamba Johnson Nakanwagi Rose Otim James Nalubwama Christine Lutaaya Jafali	15 (6f)	Focus Group Discussions
13	Students NICA	Auma Gloria Okello Jude Odeke Andrew Adoi Isabella Aping Annet Jeniffer Katusiime Evaline Azairwe Fortunate Wangaba R Wefafa Can Kwaro Issac Alema Boscok Eguma Stephen Ledra Odongo Thomas Achiro Franciska Maneno Zakiya	16 (7)	Focus Group Discussions

		Okurut David Angom betty		
14	Students Mulago Health Tutor's College	Avoko Jolly Dezu Kaboggoza Johnson Jr. Kahinza Susan Namaganda Sarah Okera Moses Atim Grace Sr. Nakaselya Juliet Enzama Bernard Oryema Victor Edwin Chelimo Justine Nabimanya Atanasio	11 (6f)	Focus Group Discussions
15	Governing Council Kaliro NTC	Peter Mwanje James Naita Eriwala G. Peter	3	Consultation Meeting
16	Governing Council Muni NTC	Drani S.K	1	Consultation Meeting
17	Governing Council NICA		1	Consultation Meeting
18	Training Coordinator Kaliro NTC	Robert Kisalama	1	Key Informant Interview
19	Training Coordinator Muni NTC	Walter Erimah	1	Key Informant Interview
20	Training Coordinator NICA	Bennedy Alwodo	1	Key Informant Interview
21	Training Coordinator Mulago HTC	Leah Sikoyo	1 (f)	Key Informant Interview
22	MoE/TIET Staff	Jane Egau (Ph.D) A/C TIET Sarah Namuli (Ag. Comm. BTVET) Crescent Muhumuza (A/C PDU) Robert Kato (AEO/CMU) Kahala Aida (AEO/CMU) Andrew Elisabeth Kikyase	11 (6f)	Key Informant Interview
23	Project Staff	Barbara Radelli Shelly Heugen Kibedi A Nkuutu Hannes Decraene Hannah Nagoya Rot he Ralph Glabuzi Denis Lien Van Mellaert Marten Treffers	9 (6f)	Key Informant Interview
24	MoFPED		1	Key Informant Interview
25	Audit Team	Henry Banda Valerian Chuw	2	Consultation Meeting
26	National Experts	Ali Kyakulumbye Solome Katasi Bernadette Busingye Michael Giruli Tito Mujuni Kalinaki Hajj Samuel Balamaga M.	6 (2f)	FGD
			164 (51f)	

Annex 5 – Synthetic presentation used for the debriefing

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“Improving the training of BTVET Technical Teachers/instructors and health tutors, and secondary teachers (TTE)”
Mid-Term Review


Presentation of Preliminary Results
International Expert: Dr Sergij Gabršček
National Expert: George Gena

24 November 2014
Kampala

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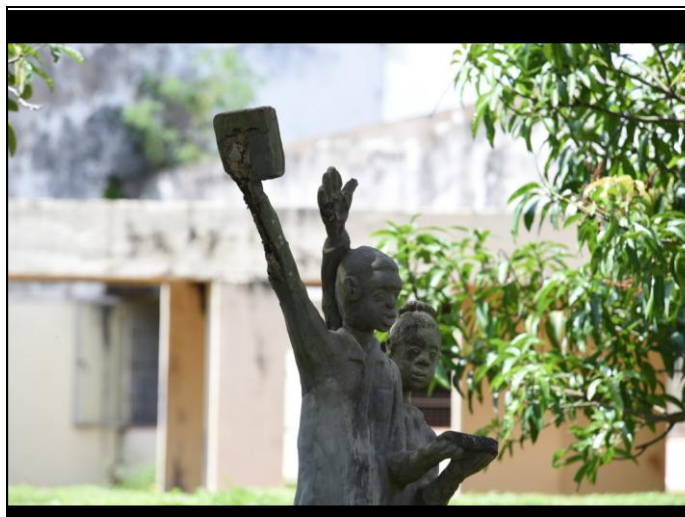
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Relevance


- The project is largely relevant, both in its objectives and in the revised results it aimed to achieve, which include:
 1. Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project
 2. Strengthened management of supported colleges by the end of the project
 3. By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies
 4. Facilities of the four colleges rehabilitated, extended and equipped

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Relevance


- Intervention is in line with problems, needs and priorities of the country although the sector's activities are not supporting or running in parallel with project activities (e.g. curriculum, assessment, examinations, link of the TT curriculum with the school curriculum)
- Project is consistent with priorities and policies and in some areas also ahead of the actual sector development

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Efficiency


- Efficiency was not very high in the first year of the project, with slow start/implementation
- Long period for baseline study preparation, quality of the study, unclear purpose, list indicators, different interpretation of results, formal approval or rejection, translation of its results into project activities or redesign of the project
- Turnover of project coordinators, challenges of management/co-management of the project
- involvement of TIET department, staff availability

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Efficiency


- Location of the project team
- Slow procurement procedures
- Staffing of the colleges
- Weak M&E procedures at the beginning, lack of monitoring framework
- Flexibility of the team

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Efficiency


- A number of activities were rolled out, in particular in the third year
- Main project partner is actively participating in project activities although its capacity was not built yet
- Number and quality of consultants involved in activities – the most efficient way?
- Planning and timing of activities

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Effectiveness


Results achieved:


- Strategic plans – strategic thinking, awareness of the issues, improving management and planning, staffing, maintenance, HR management, involving students, management of students affairs
- Mentor teachers are being trained, providing ongoing support to peers
- Master plan for infrastructure, construction started in Mulago
- Pedagogical projects
- Awareness building of some cross-cutting issues
- Building relationship with the local community
- Students were picking some benefits from pedagogical projects and ATL
- Igniting better communication of students with college management

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Effectiveness (2)


Likelihood for outcome to be achieved


- It could be only achieved with the active participation of TIET
- Developing and implementing a relevant TT curriculum
- Conducive environment in colleges, with open communication among students, lecturers and college management
- Attitude change in lecturers and college management
- Building the competences of lecturers including practical skills
- Lack of facilities undermines the level of outcomes and in particular the quality of training (not all techniques can be used)
- Mandate and role of TIET should be defined in particular regarding visitation and supervision support

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Impact


It is still premature to decide on the impact the project has or will achieved. However:


- With improvement of infrastructures more students could enroll
- Equity is not likely to be improved unless conditions in the college improve, requirement for college entry, attractive courses for girls

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Impact (2)


Unintended positive effects of the intervention on the intended beneficiaries or on non-intended individuals and groups :


- Involvement of 5 other colleges, inclusion of private providers
- National experts are using ATL in their courses
- Students use some of the knowledge in skills at home
- Local community is taking courses in ICT, art&design
- Micro project has improved farming practices

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Sustainability


- Financial / economic viability is weak at the moment, there are no financial resources in the MoE and in colleges (challenges in implementing supervision as there is no transport)
- Colleges should prioritize additional resources they are getting (i.e. income generating activities)
- Thinking in the college that all will be done by BTC
- There should be a budget earmarked for the activities at the MoE

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Sustainability


- Local ownerships is formal, but limited engagement in practical implementation in the project
- Staffing gaps in colleges
- Local ownership is felt partially through the coordinator in the MoE, but TIET still doesn't feel it completely as capacity is not there yet
- Colleges: attitude didn't change yet, they did not internalise the project itself
- University teachers are using ATL in their teaching, showing ownership

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Sustainability


Level of sustainable policy support provided


- BTVET strategy Skilling Uganda provides good framework
- No clear policy guideline for TIET
- Coherence of interventions with curriculum, review of secondary curriculum, teacher profiles
- Difficult to understand the mandate and role of TIET which is instrumental to sustainability and results implementation

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Sustainability


Conditions that affect sustainable development results


- Approach for TIET strategy development, needs analysis , not done in the right time, poor
- College level: lecturer's qualifications, infrastructure is poor, it should be in place before the ATL was introduced, at least partially
- Awareness building
- TFF foresees many activities that were not done. Look at the logic of it and compare to project implementation
- ATL introduction didn't take into account examinations
- Pace of rolling out is too fast contributing to low internalization
- The original TFF foresees colleges as centres of excellence which was left out but should re-instated and reinforced

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Gender Equality


- Attitudinal changes towards female minimal regarding all aspects in the college
- Provision of dormitories, hygiene, water
- Encouraging admissions for female students
- Range of courses attractive for them
- Encouraging female students to take courses which are seen as »male« - using role model
- Small number of female lecturers
- Lack of reproductive health services (family planning, counseling)
- Issues of safety and security
- Gender based violence (teachers- marks and local communities)
- Provision of safety in residences for female students
- Action research

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Environment


- Incorporated in infrastructure
- Pedagogical projects: involving more departments and combining different aspects
- Linking different aspects of waste management in pedagogical projects
- Safety
- Recycling
- Tree planting, but still using wood
- What provisions were taken for other aspects of environment (hygiene, waste management, sewage, using of water etc)
- Linking with the community

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HIV/AIDS


- Some efforts, focusing mainly on clubs
- Limited outreach
- Outreach to the community? A lot of opportunities.
- College is a high risk environment
- HIV/AIDS competition, this could be done across all cross-cutting issues, using different method
- Kaliro organized screening
- Minimal guidance and counseling

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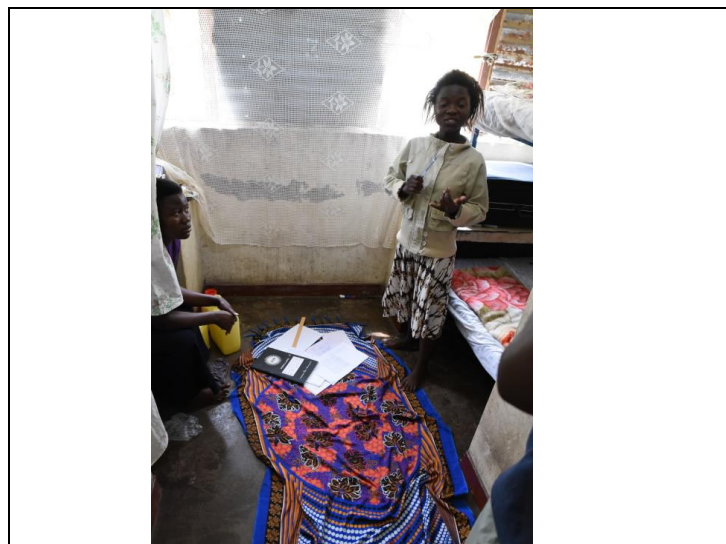
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Horizontal issues


- Indicators are not clear
- M&E should be strengthened, done quarterly
- Indicators should be refined
- Indicators for the college levels
- Backstopping team should participate in annual reviews.

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Additional evaluation questions


ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?


- Further implementation before evaluation of the initial implementation
- Expansion of the approach to all NTCs
- The pace of the roll-out might not make it sustainable
- Links with the existing curriculum do not exist
- Infrastructure
- Relevant materials and information
- Preparation of the college
- Preparation of students/awareness building

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Additional evaluation questions


Is the set up of the project coordination team the most appropriate to best reach project results?


- Project coordinator is not full time
- Define role of the Projects coordinator
- There is a need for the project manager
- Project team: Gaps in pedagogical aspects (should be strengthened)
- Roles of international experts are not very clear, mixed responsibilities and interventions,

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Additional evaluation questions (2)


Is the set up of the project coordination team the most appropriate to best reach project results?


- Quality and outputs of short term expert
- Limited input by the partner (TIET) in planning and implementation activities
- Matching required competences in ToR to actual competences
- Review of all ToRs as tasks have changed
- Existing set-up is not the same as it was planned in TFF
- Review the communication process strenghtening participation with the view of coordiantion among team members

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Provisional Recommendations

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Provisional Recommendations for BTC

- Roles of project coordination team members should be reviewed as per original ToR and streamlined according to the needs of the project and according to individual competencies. Gaps that will be identified should be filled appropriately.
- Project coordinator role should be reviewed to avoid duplication of roles with the project co-coordinator. The project coordinator role should be a full time responsibility as originally proposes in TFF.
- National training coordinator's role should be restored to the original proposed TOR and closely linked to pedagogic support at college level.

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Provisional Recommendations for BTC


- There is a gap in support to pedagogic activities under results 3 and therefore it's a need to review the current implementation approach of ATL vis-a-vis the original approach proposed in the TFF which provided more technical backstopping at the college level by both for advisers and mentors.
- As there are no project quality assurance procedures in place regarding the quality of the outputs that are provided by different experts and consultants we recommend a review of processes of sourcing, hiring and managing consultants and their work and establishing a sound system for the remaining project period.
- BTC HQ office should provide regular backstopping visits addressing different aspects of the project implementation.

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Provisional Recommendations for BTC


- Consider reviewing the results framework and their indicators after taking into account possible changes that will follow mid-term review.
- Review the change of result area 1 and its implication for achievement of project outcome and outputs.
- Review the pace at which the ATL is being roll out and its expansion from 4 to 9 colleges and its influence on the quality of intervention.

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Provisional Recommendations for MoES

- MoE and TIET should engage with stakeholders in particular with Kyambogo university and NCDC in starting the process of curriculum review for National teacher training colleges.
- TIET should develop teacher and instructor education policy in order to strengthen its role and mandate in to provide strategic guidance to colleges
- Personal gaps in both TIET and colleges should be filled as a matter of urgency to strengthen the department's engagement in planning and implementation of project activities.
- Provide awareness to secondary schools and vocational training colleges to prepare them to support teachers trained in ATL in order to effectively use ATL methodologies in schools and technical colleges.
- increase budget allocation for colleges and TIET to implement visitation and support supervision

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Provisional Recommendations for Project Steering Committee


- Structure and roles of thematic teams should be reviewed as they appeared to replace the active role of TIET in planning and implementation of activities. There is also need to assess their contribution towards the quality and timely delivery of outputs.
- Capacity building of MoE and TIET department in particular should be prioritized based on identified needs.
- The steering committee should play the key role in guiding the project towards achievements and project outputs leading to the project outcome.

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Provisional Recommendations for Project Coordination Team


- M&E activities should be strengthened to enhance quality of the implementation and learning.
- Project should follow up with MoE on procurement procedures and with MoFPED regarding VAT refund.
- Ensure coherence of project activities throughout different phases of the project to avoid the situations as the present one when infrastructure doesn't follow the needs of ATL activities.
- Project should provide basic tools and equipment in particular for vocational courses to facilitate teaching and learning of practical skills even if the infrastructure is not in place yet.

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Provisional Recommendations for Project Coordination Team


- Income-generating activities should be developed in an business model ensure both financial viability and sustainability
- The original design TFF foresees establishment of a centre of excellence and it should be implemented.
- All crosscutting issues and activities should not be implemented as stand- alone activities but embedded in all activities
- Gender aspects indicators should be closely monitored and, analysed and reported for to ensure compliance to project requirements

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Provisional Recommendations for Project Coordination Team


- HIV/AIDS awareness needs to be scaled up in all colleges and effort should be made to link all colleges to other HIV/AIDS services.
- Environment issues should not be looked at exclusively from the infrastructural aspect but maybe other environment protection measures like solid and liquid waste management, occupational and health safety can be integrated in practical courses like agriculture, metal fabrication and medical waste for health professions.
- The M&E activities should be implemented quarterly according to the M&E annual plans and monitoring both quantitative and qualitative data.

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Provisional Recommendations for Project Coordination Team – Result 4

- Provide monitoring for the timely implementation of activities
- Speed up procurement process for Abilonino
- Monitor the quality of works to ensure compliance to standards
- Procurement procedures for equipment and materials should be started on time
- Carry out consultancy with the developers of new SS and NTC curricula regarding equipment needed

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Provisional Recommendations for BTC – Skilling Uganda


- The Project design should build in an inception phase with inception report that would review and revise if needed the TFF and provide comprehensive baseline data for monitoring of the project implementation
- Capacity building activities should be prioritized and implemented based on the needs analysis of gaps in the project partner immediately following the inceptions phase in order to realize real benefits for the project
- Proper management structure should be established with a clear mandates and roles of the various professional personnel and partner staff.

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**BTC** BELGIAN DEVELOPMENT AGENCY

TRANSTEC

Provisional Recommendations for BTC – Skilling Uganda

- The design of the project activities should be in such a way that the international team members work closely with the partner staff to enhance their capacity by engaging them in all aspects of implementation of activities
- Awareness building should be implemented from the very beginning of the project ensuring that stakeholders are aware of the project, its goals, objective and activities
- Build in a strong M&E component with annual reviews of mix-member teams including BTC HQ
- Backstopping team should participate in annual reviews.
- Enhance the logical link between project components and implementation timing to ensure maximum effectiveness

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Annex 6 – Inception report (or equivalent)

Slide 1

**MID-TERM REVIEW OF THE INTERVENTION
“IMPROVING THE TRAINING OF BTJET TECHNICAL
TEACHERS/INSTRUCTORS AND HEALTH TUTORS,
AND SECONDARY TEACHERS (TTE)”**

Uganda, November 2014

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The project is implemented at central level (Kampala) with activities implemented in the following locations:

- Abilonino Community Polytechnic Instructors College (ACPIC)
- Kaliro National Teachers College (Kaliro NTC)
- Muni National Teachers College (Muni NTC)
- Mulago Health Tutors College (MHTC, located within Kampala’s National Referral Hospital)

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Impact

- To contribute to the increase of quality of and equity in access, to post-primary education & training as part of Universal Post-Primary Education & Training

Outcome

- The supported colleges provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service

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Reviewed outputs Steering Committee March 2014

- **Result 1:** Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project
- **Result 2:** Strengthened management of supported colleges by the end of the project
- **Result 3:** By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies
- **Result 4:** Facilities of the four colleges rehabilitated, extended and equipped

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1. RELEVANCE

Response to the beneficiaries' problems, needs and priorities?

- Does the intervention address problems, needs and priorities of beneficiaries?
- Is the intervention strategy an adequate answer to the needs and to the reality of the beneficiaries?
- Is it (still) well grounded in the needs of beneficiaries and in their effective interests and priorities?

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1. RELEVANCE

Consistency with partner priorities and policies?

- Is the intervention in tune with the priorities and development policies the partner government at all levels (national and local), including transversal themes?
- Is it consistent with an approach that promotes complementarity to relevant other actors working on the same subject?
- Are the results likely to be relevant for policy-influence, for changing the existing system or for replication?

Consistency with donor priorities and policies ?

- Is the intervention in tune with the relevant policies of Belgium?

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2. EFFICIENCY

Have been inputs managed with reasonable regard for efficiency?

- With the output as a given, were there alternative approaches that would have required fewer resources without reducing the quality and quantity of the results?
- The intervention is managed in a cost-efficient way, optimizing the quality and quantity of outputs?
- The ratio input-output is good?

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2. EFFICIENCY

How well are outputs achieved?

- Are all outputs delivered or likely to be delivered as scheduled?
- Have appropriate measures been taken in case of delays? On time?
- Are all outputs of good quality?
- Have corrective measures been taken in case of problems with quality, or the follow-up of quality?

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2. EFFICIENCY

How well is the Partner contribution working?

- Is the partner contributing (financial/material/HR) as planned?

Efficiency of execution modalities?

- Are the execution modalities fostering an efficient use of the means of the intervention?
- Are the execution modalities organized in such a way that they convert inputs into outputs in an economical way?

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3. EFFECTIVENESS TO DATE

To what extent are outputs being used and do they contribute to the outcome?

- Have all target groups have access to the outputs available so far?
- Are all target groups using outputs as planned?
- Any factors that prevent the use of outputs? Is the use of the available outputs contributing to the outcome as planned?

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3. EFFECTIVENESS TO DATE

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

- What is the achievement in terms of coverage and quality?
- Did intervention adapt its strategy to changes in the context (taking into account assumptions and risks) whenever necessary in order to attain the outcome?
- Were negative effects mitigated? Were there any unplanned positive effects? What are contributions of these positive effects to the results of the intervention?

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4. IMPACT

What are the direct prospects of the intervention at the Impact level?

- Which changes at impact level are apparent or likely to become apparent?
- To what extent can the changes at impact level be identified and measured and attributed to the intervention?
- What do beneficiaries and other stakeholders perceive as effects of the intervention on themselves?
- Will the intervention contribute to the partner countries objectives, as targeted in the results framework at impact level?
- Are any external factors likely to jeopardise the contribution to the partner results?

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4. IMPACT

Are there/will there be unintended positive or negative effects of the intervention on the intended beneficiaries or on non-intended individuals and groups?

- Have there been/will there be any unplanned positive or negative effects (i.e. environmental, social, cultural, gender and economic) on the intended beneficiaries or on non-intended individuals and groups?
- How do these affect the intended results at output – outcome and impact level?
- In case of negative effects, did the intervention take timely measures for mitigating those? What was the result?

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5. SUSTAINABILITY

What is financial / economic viability?

- Do partners have the financial capacity to maintain the benefits from the intervention when donor support has been withdrawn?
- Is there a financial/economic phase-out strategy, that if so, is likely to be implemented?
- Are beneficiaries/partner institution able to afford maintenance or replacement of the services /goods/infrastructure introduced by the intervention?
- Are the results/benefits affordable for the beneficiaries at the end of the intervention?

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5. SUSTAINABILITY

Are requirements of local ownership satisfied and will it continue after the end of the intervention?

- Have partner and local stakeholders been involved in the planning and implementation process?
- To what extent are beneficiaries involved in decision making regarding the benefits of the intervention?
- Is the intervention consistent with an approach that supports partner government ownership ?
- What is the likelihood that beneficiaries will continue to make use of outputs and outcomes?
- Do the beneficiaries have plans to continue delivering the stream of benefits and if so, are they likely to materialize?

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5. SUSTAINABILITY

What is the level of sustainable policy support provided?

- What support has been provided from the relevant national, sectorial (and eventually local) policies, as well as from budgetary policies?
- How far is this influencing positively or negatively the intervention?
- Are the current policies likely to continue after the intervention has finished?
- If relevant, what input is the intervention able to give at policy level?
- To what extent do experiences and lessons learned on the ground feed into the policy agenda?
- Do changes in policies and priorities affect the intervention?
- How well is the intervention adapting to these changes?

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5. SUSTAINABILITY

Is governance supporting the potential sustainability of benefits and outcomes?

- How well is the intervention embedded in institutional structures that are likely to survive beyond the lifespan of the intervention?
- Is the institutional anchorage contributing to the sustainability of the intervention?
- Is the mandate of the implementing organization compatible with the role that it is expected to play?
- Are the relevant partner institution(s) characterized by governance capacities, including effective management and organization, that enable sustainability of the benefits and outcome?

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5. SUSTAINABILITY

To what extent are conditions met for capacity development be able to contribute to sustainable development results?

- Did an assessment of the capacities take place at the start of the implementation?
- Are partner institutions being properly supported in their development and in their task to continue to deliver the intervention's benefits and outcomes after the end of the intervention?
- Are other relevant stakeholders supported in their development in order to continue to deliver the intervention's benefits and outcomes after the end of the intervention?

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5. SUSTAINABILITY

To what extent are conditions met for capacity development be able to contribute to sustainable development results? (2)

- Will adequate levels of suitable and qualified HR be available to continue the intervention's benefits and outcomes after the end of the intervention's implementation phase?
- Is the capacity development approach of the intervention carried out in a way that prepares the partner institutions and beneficiaries to maintain the benefits and results of the intervention after the closure of the intervention?
- Have they properly been prepared for taking over, technically, financially and managerially?

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5. SUSTAINABILITY

What is the socio-cultural sustainability?

- Is the intervention in tune with local perceptions of needs and of ways of producing and sharing benefits?
- If the intervention sought to bring changes in respect with local power-structures, beliefs, status systems, how well is the intervention strategy based on an analysis of such factors, including beneficiary participation in implementation?
- How well is the quality of relations between the intervention team and the local communities?

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Transversal themes

Gender

- Were practical and strategic gender interests adequately considered in the intervention strategy? And did gender receive substantial attention in the planning of the intervention?
- Has gender been mainstreamed during the implementation? Are results being delivered in a gender-equitable manner as planned, and have adjustments been made in the case this was needed? Is data collected disaggregated by sex, and has action been taken to address inequalities and shortfalls?
- Is capacity being built within the intervention structure and among stakeholders to ensure gender equality achievements can be maintained after the end of the intervention?
- Is gender budget scan being effectively used?

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Transversal themes

ENVIRONMENT

- Have environmental constraints and opportunities been considered adequately in the intervention strategy?
- Did environmental mainstreaming receive substantial attention in the planning of the intervention?
- Are good environmental practices followed in the intervention ?
- Does the intervention respect traditional, successful environmental practices?
- Has environmental damage been caused or likely be caused by the intervention? What kind of environmental impact mitigation measures have been taken?
- Is the achievement of the intervention's results likely to generate increased pressure on fragile ecosystems and scarce natural resources?

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Transversal themes

HIV/AIDS

- Were practical and strategic HIV/AIDS interests adequately considered in the intervention strategy? And did HIV/AIDS receive substantial attention in the planning of the intervention?
- Has HIV/AIDS been mainstreamed during the implementation?

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Horizontal aspects

RESULTS ORIENTED STEERING

- Is the intervention analysing its progress towards the outcome and its likely contribution to the impact level at least annually?
- Is the intervention making use of the recommendations of backstopping missions ?
- Is the intervention using progress information to report to the steering committee and to propose decisions needed to re-orient the intervention at strategic level, in case needed?
- Is the steering committee steering the intervention on strategic level?
- Is the intervention implementing decisions taken by the steering committee?

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Horizontal aspects

MONITORING

- Is the baseline report complete and are monitoring data collected as foreseen?
- Is the intervention results framework of good quality? Are the results levels clear and in harmony with MoRe Results guidelines? Is the outcome achievable at the end of the intervention?
- Is the operational monitoring tool up to date?
- Is the intervention regularly meeting with the RR on the progress of the intervention? Is reporting upwards done following the “management by exception” principle?

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Horizontal aspects

MONITORING

- In case needed, has the results framework been adapted after the annual results reporting exercises? If this has been the case, does the report clearly sets out why modifications were needed? And do the minutes of the steering committee confirms the decision for modification?
- Is the results framework reflecting the intervention strategy and is it able to measure the progress towards the results, as well as the results achievement on outcome level? And the achievement of the results at output level? Is there a need to change aspects of the results framework at this stage?

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Specific evaluation questions

- ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?
- Is the set up of the project coordination team the most appropriate to best reach project results?
 - How is the composition of the human resources of the project affecting (positively or negatively) the ownership by the partner country and daily management of the project?
 - Some international staff are not foreseen for the entire project duration (early departure of the international BTVET and infrastructure expert), what could be the risk analysis of that scenario?

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Specific evaluation questions (2)

- What would be the main recommendations to best achieve Result 4 - the Infrastructure component of the project and the efficiency of the project approach for its implementation?
- What would be the main recommendations for the new project in the field of education in Uganda “Support to the implementation of Skilling Uganda” that is also targeting the quality of education in BTVET based on the experience & lesson learned of TTE project having Teachers and Instructors (BTVET) component together as one?

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Methodology/means

Questions	Instruments
Q1 – Response to the beneficiaries' problems, needs and priorities? (R)	Desk research Analysis of policy documents Analysis of project reports Interviews with stakeholders from MoE Discussion with the focus groups (beneficiaries) Interviews with the SC members Visits to the colleges
Q2 - Consistency with partner priorities and policies? (R)	Desk research Analysis of policy documents Interviews with stakeholders from MoE
Q3 - Consistency with donor priorities and policies? (R)	Interviews with donors
Q4 - Have been inputs managed with reasonable regard for efficiency? (E)	Desk research Analysis of project reports Interviews with the project team Interviews with the SC members

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Methodology/means (2)

Questions	Instruments
Q5 - How well are outputs achieved? (E)	Desk research Analysis of project reports Interviews with the project team Interviews with the SC members
Q6 - How well is the Partner contribution working? (E)	Desk research Analysis of project reports Interviews with the project team Interviews with the SC members Interviews with stakeholders from MoE
Q7 - Efficiency of execution modalities? (E)	Analysis of project reports Interviews with the project team Interviews with the SC members
Q8 - To what extent are outputs being used and do they contribute to the outcome? (Ef)	Desk research Analysis of project reports Visits to colleges Focus group discussions Classroom observations

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Methodology/means (3)

Questions	Instruments
Q9 - As presently implemented what is the likelihood of the outcome to be achieved? (Ef)	Analysis of project reports Interviews with the project team Interviews with the SC members
Q10 - What are the direct prospects of the intervention at the Impact level? (I)	Analysis of project reports Interviews with the project team Interviews with the SC members Visits to colleges Focus group discussions Interviews with stakeholders from MoE
Q11 - Are there/will there be unintended positive or negative effects of the intervention on the intended beneficiaries or on non-intended individuals and groups? (I)	Desk research Analysis of project reports Interviews with the project team
Q12 - What is financial / economic viability? (S)	Analysis of project reports Interviews with the project team Focus group discussions with beneficiaries Interviews with stakeholders from MoE

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Methodology/means (4)

Questions	Instruments
Q13 - Are requirements of local ownership satisfied and will it continue after the end of the intervention? (S)	Analysis of project reports Interviews with the project team Focus group discussions with beneficiaries at local level Interviews with stakeholders from MoE
Q14 - What is the level of sustainable policy support provided? (S)	Analysis of project reports Interviews with the project team Interviews with stakeholders from MoE
Q15 - Is governance supporting the potential sustainability of benefits and outcomes? (S)	Analysis of project reports Interviews with the project team Interviews with stakeholders from MoE Focus group discussions in colleges
Q16 - To what extent are conditions met for capacity development be able to contribute to sustainable development results? (S)	Analysis of project reports Focus group discussions Observations

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Methodology/means (5)

Questions	Instruments
Q17- What is the socio-cultural sustainability? (S)	Analysis of project reports Interviews with the project team Focus group discussions
Q18 - Transversal themes – Gender	Analysis of project reports Interviews with the project team Focus group discussions Observations in colleges
Q19 - Transversal themes – Environment	Analysis of project reports Interviews with the project team Focus group discussions Observations in colleges
Q20 - Transversal themes – HIV/AIDS	Analysis of project documents and reports Interviews with the project team Focus group discussions Observations in colleges

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Methodology/means (6)

Questions	Instruments
Q21 - Horizontal aspects – Results oriented steering	Analysis of project documents and reports Interviews with the project team Interviews with the SC members
Q22 - Horizontal aspects – Monitoring	Analysis of project documents and reports Interviews with the project team
Q23 - ATL being a new concept in Uganda, how appropriate and sustainable is the pilot approach of the project?	Analysis of project documents and reports Interviews with the project team Interviews with colleges Focus group discussions

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Methodology/means (7)

Questions	Instruments
Q24 - Is the set up of the project coordination team the most appropriate to best reach project results?	Analysis of project documents and reports Interviews with the project team Interviews with long term experts Interviews with local counterparts
Q25 - What would be the main recommendations to best achieve Result 4?	Analysis of project documents and reports Visits to colleges Focus group discussions Interviews with the project team
Q26 - What would be the main recommendations for the new project in the field of education in Uganda "Support to the implementation of Skilling Uganda"?	Analysis of project documents and reports Visits to colleges Focus group discussions Interviews with the project team

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Key resource persons

BTC Brussels

- Niels De Block, sector specialist
- Damien Jonckers, Ops Adviser

BTC Uganda

- Nebeyu Shone, BTC Resident Representative
Project Co-Director
- Rose Kato, BTC Program Officer

Embassy of the Kingdom of Belgium in Uganda

- Marie-Goretti Nyirarukundo, First Secretary for Development Cooperation

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Key resource persons

Members of the Steering Committee:

- Dr. Rose Nassali Lukwago, Permanent Secretary MoES
- Mrs Gabona, MOES Director HTVET standing in for Permanent Secretary MoES/ Project Director
- Geoffrey Turyamuhika, MoFPED (Finance, Planning & Economic Development)
- Dr. Birabwa-Male Doreen, Mulago Hospital Complex , Deputy Director
- Godfrey Dhatemwa, MoES, Commissioner EPPA
- Crescent K. Muhumuza, MoES, Assistant Commissioner PDU
- Doreen Matovu, MoES ,Assistant commissioner construction management unit (CMU)
- Sarah Namuli, MoES, Acting Commissioner BTVET

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Key resource persons

Project Staff- seconded by MoES

- Abdul Kibedi, TIET/Project Coordinator
- Drake Wasswa, PDU/Procurement officer
- Ms Aida Kahala, CMU/engineers
- Robert Kato, CMU/engineers
- Mr Cedric, senior accountant

MoES-TIET staff

- Margaret Nsereko, Commissioner TIET
- Dr. Jane Okou, Assistant commissioner, TIET
- Ndyabahika Web, Assistant commissioner, TIET

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Key resource persons

Project Staff-BTC employee

- Barbara Radelli, Project co-coordinator
- Hannes Decraene, Financial and administrative responsible
- Hannah Nayoga, Project Management Assistant
- Marten Treffers, Infrastructure sector advisor
- Ralph Rothe, BTVET sector advisor
- Denis Galabuzi, National infrastructure facilities coordinator

Training coordinators at college level

- Robert Kisalama
- Bennedy Alwodo
- Leah Sikoyo
- Walter Erimah
- Ndyabahika Web, Assistant commissioner, TIET

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Key resource persons

Colleges & Universities

- College principals
- Some college teaching staff
- College Governing Council members
- College student representatives

Representatives:

- Kyambogo University
- Makerere University

Bilateral donors

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Tentative schedule

Sun	2-Nov	Arrival	KLA
Mon	3-Nov	Briefing at BTC (am) + meeting with project team (pm)	KLA
Tue	4-Nov	Briefing with PCT	KLA
Wed	5-Nov	Mulago HTC - 9:00	KLA
Thu	6-Nov	Travel to Kaliro (3 hrs) + meetings in Kaliro	KALIRO
Fri	7-Nov	Work in Kaliro	KALIRO
Sat	8-Nov	Trip Kaliro-Kampala	KALIRO
Sun	9-Nov	Sunday in Kampala - 9:00 @ Urban Blu	KLA
Mon	10-Nov	Trip Kampala-Muni (8 hrs)	MUNI
Tue	11-Nov	Work in Muni	MUNI
Wed	12-Nov	Work in Muni & travel to NICA (5 hrs)	MUNI
Thu	13-Nov	Work in Abilonino	NICA
Fri	14-Nov	Work in Abilonino	NICA
Sat	15-Nov	Travel back to Kampala	NICA

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Tentative schedule

Sun	16-Nov	Sunday in Kampala	KLA
Mon	17-Nov	Meetings/work in Kampala	KLA
Tue	18-Nov	Meetings/work in Kampala	KLA
Wed	19-Nov	Meetings/work in Kampala (Mubende)	KLA
Thu	20-Nov	Meetings/work in Kampala	KLA
Fri	21-Nov	Meetings/work in Kampala	KLA
Sat	22-Nov	Meetings/work in Kampala	KLA
Sun		41966 Work in Kampala	KLA
Mon	24-Nov	Restitution workshop in Kampala (am)	KLA
Tue	25-Nov	Meetings/work in Kampala	KLA
Wed	26-Nov	Debriefing BTC RR + end of mission in Uganda	KLA