TECHNICAL & FINANCIAL FILE

IMPROVE TEACHER TRAINING IN NATIONAL TEACHERS' COLLEGE KALIRO

UGANDA

DGD CODE : NN 3016604

NAVISION CODE : UGA 15 030 11

Table of Contents

Abbreviations

ATL	Active Teaching and Learning
BREEAM	Building Research Establishment Environmental Assessment Methodology
BTC	Belgian Technical Cooperation
(B)TVET	(Business,) Technical and Vocational Education and Training
CapEFA	Capacity Development for Education for All
CMU	Construction Management Unit
CPD	Continuous Professional Development
CURASSE	Curriculum, Assessment and Examination Reform Programme
DEO	District Education Office(r)
DEP	Diploma in Education Primary
DES	Diploma in Education Secondary
DES	Directorate of Educational Standards
DGD	Directorate General for Development Cooperation and Humanitarian Aid
DIT	Directorate of Industrial Training
ECD	Early Childhood Development
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FY	Fiscal Year
GDP	Gross Domestic Product
GoU	Government of Uganda
HRM	Human Resource Management
HQ	Headquarters
ICT	Information Communication and Technology
ID	Institutional Development
IDB	Islamic Development Bank
ITA	International Technical Assistant
JICA	Japanese International Cooperation Agency
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
MoESTS	Ministry of Education, Science, Technology and Sports
MoFPED	Ministry of Finance and Planning
MoPS	Ministry of Public Service
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGO	Non-governmental organisation
NTA	National Technical Assistant
NTC	National Teacher College

OA	Organisational Assessment
OAG	Office of the Auditor General
PDU	Procurement and Disposal Unit
PC	Project Coordinator
PDIA	Problem Driven Iterative Adaption
PFM	Public Finance Management
PM	Programme Manager
PMC	Programme Management Committee
PMT	Project Management Team
PPDA	Public procurement and Disposal of Assets
ProjectM	Project Manager
PTC	Primary Teachers College
PS	Permanent Secretary
PSC	Programme Steering Committee
TFF	Technical and Financial File
RAFI	International Contracting and Financial Expert
SDHR	Support to Development of Human Resources
SESEMAT	Secondary Science and Mathematics Teachers Programme
SLA	Service Level Agreement
STDMP	Secondary Teacher Development Management Plan
STDMS	Secondary teacher Development Management System
SU	Skilling Uganda
SWAP	Sector Wide Approach
TFF	Technical and Financial File
TIET	Teacher and Instructor Education and Training
TISSA	Teachers Initiative in Sub-Saharan Africa
Tor	Terms of Reference
ToT	Training of Trainers
TTE	Teacher Training and Education (project)
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education Scientific and Cultural Organisation
UPE	Universal Primary Education
UPPET	Universal Post-Primary Education and Training
USE	Universal Secondary Education
WB	World Bank

EXECUTIVE SUMMARY

Teacher education is one of the key strategic priorities of the Education Sector in Uganda. Secondary school teachers are trained in the 5 National Teacher Colleges (NTC). Belgium has provided support to Teacher Education since 2011 through the Teacher Training and Education (TTE) Project. The new intervention will build on the achievements of the Government of Uganda and its stakeholders in the sub sector. Significant lessons related to pedagogy, infrastructure, academic and strategic management have been learned from the TTE project and guide the implementation strategy of the new intervention.

This intervention, anchored at the Ministry of Education, Science, Technology and Sports (MoESTS), will be jointly implemented with a complementary project in Muni NTC. Both projects will focus on strengthening policy development and strategic planning within the sub sector and will support the Ministry to strengthen the capacities of the targeted NTCs.

Close collaboration with the sector interventions of the Belgian Development Cooperation and other stakeholders, is an important aspect of the projects implementation strategy. Coordination will take place through the education sector coordination structure and technical working groups. A programme approach will be adopted, meaning that all interventions of the Belgian Development Cooperation within the education sector work together in a complementary and synergetic manner.

The intervention is aligned to relevant strategic plans of the Government of Uganda at the national/sector and NTC levels. It will focus on supporting 3 inter-related fields of intervention:

- organisational support to NTC, the TIET department and other critical stakeholders such as PDU and CMU;
- consolidate the implementation of newly developed pedagogical approaches – ATL – in the NTC;
- support the implementation and regular review of the NTC's Master Plan for the sustainable development of its infrastructure and associated services;

The promotion of environmentally friendly and sustainable infrastructure and the integration of cross cutting themes (environment, gender & HIV and AIDS) are also key strategic orientations of the intervention.

The specific objective of the intervention is 'Improved teaching and practice orientated learning facilities sustained by strengthened management'. To reach this objective, the project has defined a strategy that addresses three areas: the organisational and financial management capacity of the NTC (result 1); increased access to quality training and learning facilities (result 2); and the institutional capacity of the Teacher and Instructor Education and Training (TIET) Department (result 3).

The NTC has recently developed a strategic management plan. However, the capacity of the college remains limited in areas related to strategic, financial, human resource and academic management. Therefore the capacities of organisational and financial management of the NTCs will be an important focus of this intervention. In addition, the project will support the capacity of the MoESTS to develop effective sub sector strategies and improve the quality of their support to all the NTCs. As this is complementary to the specific focus of the Muni NTC project, where the organisational capacity of the procurement and construction management units of the MoESTS, will be strengthened. As the intervention supports institutions at central and local level, it provides the opportunity to improve the feedback mechanism between both levels.

ANALYTICAL RECORD OF THE INTERVENTION

Title of the intervention	Improve Teachers Secondary Education in the National Teachers' College Kaliro
Intervention number	NN 3016604
Navision Code BTC	UGA 15 030 11
Partner Institution	The Ministry of Education Science Technology and Sports (MoESTS), in particular the Department of Teacher Instructor Education Training (TIET) of MoES, responsible for its preparation and implementation.
Length of the intervention	48 months (60 months specific agreement)
Date of the intervention	2016
Belgian Contribution	7,500,000 Euro
Contribution of the Government of Uganda	750,000 Euro
Sector (CAD codes)	11130 - Education – Teacher Training
Brief description of the intervention	The project will improve the training of secondary teacher trainers in National Teachers' College Kaliro, focusing both on infrastructure and institutional development. In order to obtain structural change at college level, the TIET department will also be strengthened
Global Objective	Increased access to quality post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET).
Specific Objective	Improved teaching and practice-oriented learning facilities sustained by strengthened management.
Results	1: The organisational and financial management capacity of NTC Kaliro to deliver its strategic priorities is strengthened. 2: Access to quality training and learning facilities in NTC Kaliro is increased. 3: The institutional and organisational capacity of the TIET Department is strengthened

1 Situation Analysis

1.1 Overall context

1.1.1 Socio-Economic Context

Uganda is undergoing relatively strong economic growth, but the education sector is not benefiting from it. Since 2001, real Gross Domestic Product (GDP) and real GDP per capita have grown at respectively 7.4% and 3.9% on average per year. Despite this economic growth, the government is facing challenges in revenue generation as domestic revenues, despite an improvement over 2001-13, remain low[1]. Over the period, external support in the form of grants has decreased from 7.6% of GDP in 2001 to 2.3%. Public external debt grew sharply in FY 2012/13 from 16.3% of GDP to 23.0%[2] but seems to be sustainable[3].

Public recurrent education expenditure has deteriorated as a share of GDP from 4.2% to 3.3%, a level below that observed in other Least Developed Countries (3.9 % on average). Furthermore, demographic pressure is a major challenge to the achievement of education objectives. The school-aged population (6 to 18 years) is growing at a very high rate. In 2010 it stood at 10.9 million; it is expected to reach 20.6 million by 2025. This implies that the education system will have to double its current intake capacity to achieve the universal primary education (UPE) and the universal secondary education (USE/ UPPET) objectives by 2025.

1.1.2 Education Sector policy

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, Science, Technology and Sports (MoESTS) has developed sound strategies for the sub-sectors including for primary, secondary and tertiary education. In addition a sound strategy is developed for the Business, Technical and Vocational Education and Training (BTVET) sub-sector, also called 'Skilling Uganda'.

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 MoESTS 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 education policy continues to prioritise access, equity, quality, relevance and efficiency of education service delivery in Uganda.

The launch of the Sector Wide Approach (SWAp) in 1997 provided the basis for the Universal Primary Education (UPE) policy that was introduced in 1997. To ensure sustainability of the gains realised from the UPE programme, the GoU launched in February 2007 the Universal Post-Primary Education and Training (UPPET) strategy. UPPET aims to provide quality options for the increasing numbers of pupils completing primary education and entering secondary education. The introduction of Universal Secondary Education (USE) in 2007 led to an instant increase of 17.2% in enrolment figures. The MoESTS Policy

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[1] 13.2% of GDP in 2012/13, compared to an average of 17 % for sub-Saharan Africa (World Bank, Uganda Economic Update: Bridges across Borders Unleashing Uganda's Regional Trade Potential, 2013)
[2] IMF, 1st PSI Review, December 2013.
[3] joint World Bank-IMF debt sustainability analysis

Statement FY 2014/15 reports that secondary education enrolment is currently increasing at a rate of 7% per annum from 754,017 students (2012) to 806,992 students (2013).

The sub-sector of secondary education has three types of schools (i.e. government-owned, private sector-owned and community-owned). In 2009, there were 914 government-owned secondary schools (30%); 1602 private schools (54%) and 504 community schools (15%). However, not all of these schools fall under the USE programme. The number of USE schools has increased from 1,788 (2012) to 1,819 (2013) for both government and private schools.

While 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. With increased enrolments, measures to improve efficiency are needed and significant additional resources are required. The level of existing constraints has necessitated the introduction of a number of policy reforms in secondary education. These include:

- introduction of double-shifts in schools;
- curriculum review to reduce subjects offered by schools;
- introduction of Active Teaching and Learning (ATL) approaches;
- 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; and
- management and governance of secondary schools is being enhanced at school level through provision of basic training in core functions for head teachers and other key personnel at the school level.

1.1.3 Institutional Setting

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

Uganda has decentralized its service delivery to a large extent to local governments[4], which now have extensive service delivery responsibilities, especially concerning primary education. The MoESTS remains largely responsible for secondary and tertiary education. However its responsibility for policy formulation and maintenance of standards through teacher training, teacher recruitment, inspection and support supervision, curriculum development and examinations remains extended to the whole sector.

In terms of leadership, the Minister for Education, Science Technology and Sports is assisted by 3 State Ministers who are responsible for Primary, Higher and Physical Education and Sports.

The overall administration (see organogram in Annexe 7.4) of the day-to-day affairs of the sector lies in the hands of the Permanent Secretary (PS), who is the Chief Accounting Officer and overall administrator of the education sector. The MoESTS has ten technical departments headed by Commissioners. In addition, there are semi-autonomous institutions under the Ministry like National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Directorate of Industrial Training (DIT), and public universities. The Directorate of Educational

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[4] Districts are the highest level of local government in Uganda

Standards (DES) monitors performance of the sector at secondary school level, using a common inspection framework and instruments.

Understaffing at the central Ministry of Education and the Districts is high. Even though MoESTS has filled in many vacant positions in recent years, the MoESTS vacancy rate is still estimated at about 24 % (OAG report FY 2011/12).

1.1.4 Education Sector Budget: Major trends & sustainability

A. Share of education within the national budget

Education has traditionally occupied a high place in Uganda's development strategy. In the past ten years, however, trends in the education sector's share of the national budget have attested of a gradual shift in Government priorities from social to productive sectors. In nominal terms, public investments in the education sector have continued to rise steadily over the period, but the percentage of the national budget allocated to the sector has gradually declined. This trend is fairly constant whether including or excluding external financing, from 17.5% in 2009/10 to 14.5% in 2014/15 excluding external financing; and from 16.2% to 13.7% including external financing over the same period. In a context of high population growth (3.2%), the trend has resulted in declining per capita expenditures on education in real terms.
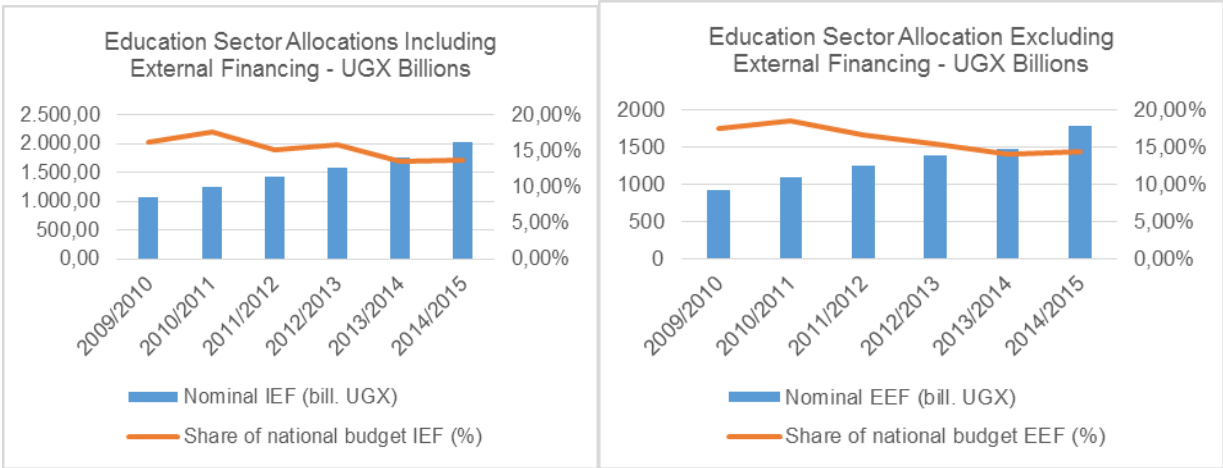
Figure 1: Trends in Education Sector Budget Allocations: Including Vs. Excluding External Financing. Computation based on GoU's annual approved estimates of revenue and expenditure – 2009/10 to 2014/15

B. Sub-sector resource allocations within the education budget

Trends in allocations to sub-sectors show that the proportion of education expenditure going to primary education has been declining, while the proportion allocated to BTVET and Tertiary education have increased slightly, as shown in Figure 1.2 below.

Despite the rapid expansion in secondary education, its share of the total budget has remained relatively stable. This is partly explained by the significant contribution of the private contributions to secondary education.

Figure 2. Trends in subsector allocations within Education Source: Education Sector Budget Analysis, BTC Uganda – ESBS (conducted by I&D), December 2012

Budget allocations for Skills Development have gradually increased in nominal and relative terms in recent years from a low 4% on average over the period 2006/07 to 2009/10, and reaching about 7.5% on average over the period 2011/12 to 2014/15. In the past 4 years, donor funding has constituted an increasing proportion of investments on Skills Development, while Government's allocations have stagnated at around 7%.
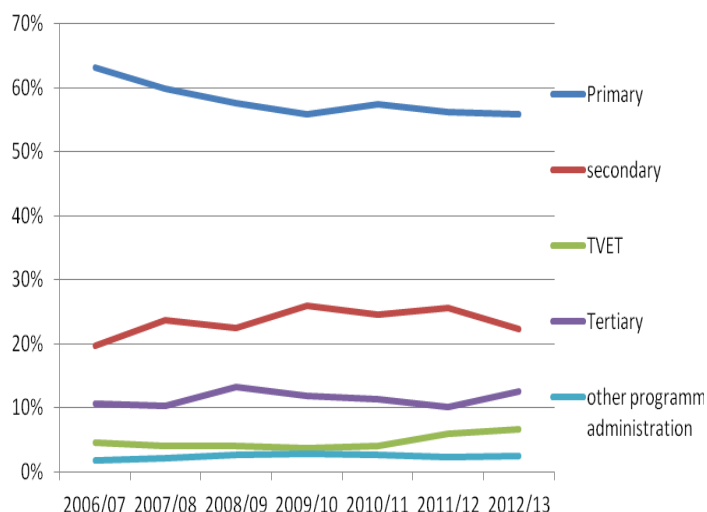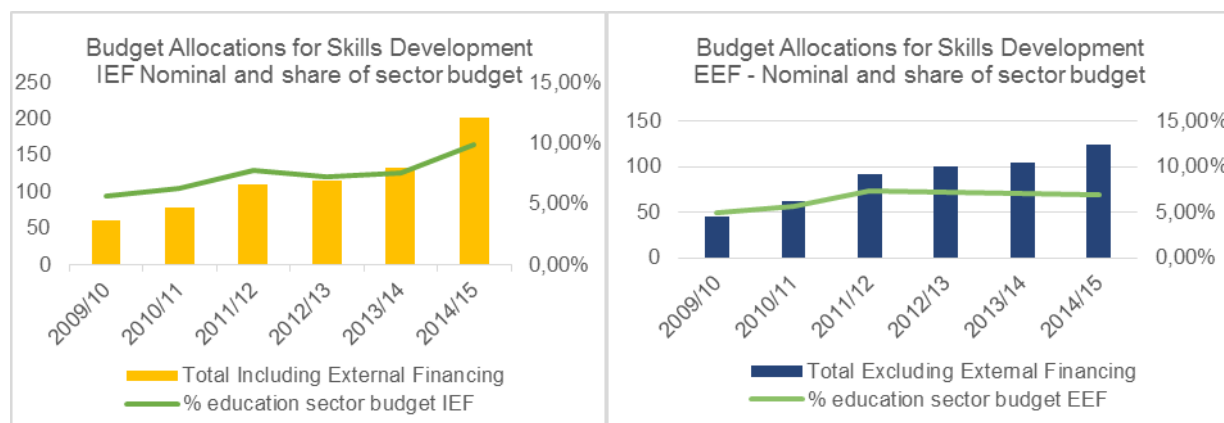

Figure 3: Trends in Budget Allocations for Skills Development: Including Vs. Excluding External Financing. Computation based on GoU's annual approved estimates of revenue and expenditure – 2009/10 to 2014/15.

C. Patterns in resource allocation by nature of expenditures

The allocation of Government resources by nature of expenditures was characterized by a relative increase in allocations for wages in relation to non-wage and development expenditures, from 62.5 to 67.5% over the period 2009/10 to 2014/15. This trend supported Government's efforts to increase the sector's staff occupancy rate and reduce teacher absenteeism. The relative share of development expenditures decreased slightly over the period from 11.15% to 8.4%. This appears logical in a context of depressed education budgets. Allocations for non-wage recurrent expenditures declined in relative terms from 26.2 to 24% over the period. Non-wage recurrent costs remain largely and structurally underfunded in particular at service delivery level. The shortfall is impacting negatively on infrastructure maintenance, school operations and management, as well as inspection services from Local Governments.
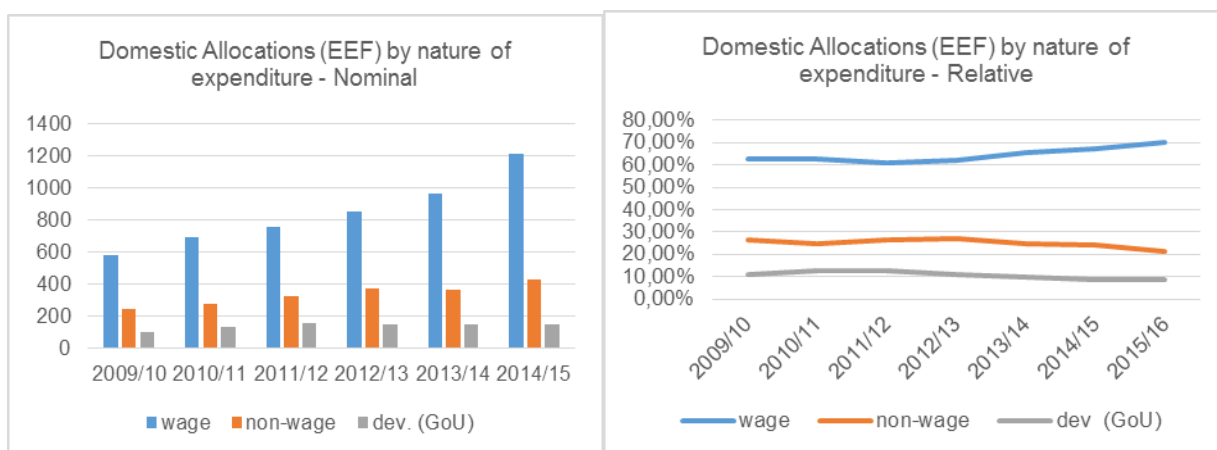
Figure 4: Trends in Budget Allocations by nature of expenditures – Nominal and relative. Computation based on GoU's annual approved estimates of revenue and expenditure – 2009/10 to 2014/15.

D. Financial sustainability of education policies

Overall, the education system is under pressure with policy objectives that are financially under-sustained. Current budgets seem poorly aligned to policies and the policies are unlikely to be sustainable without significant and difficult decisions. The overall sustainability of the sector plan ESSP and sub-sector/thematic policies for education needs to be reassessed in light of actual budget trends. In particular, the accumulated policy choices on Universal Primary Education (UPE), Universal Secondary Education, Universal Post-Primary Education and Training (UPPET), Universal Post O-level Education and Training (UPOLET) and Skills Development seem difficult to sustain.

1.1.5 The Education Sector Performance

Over the past 15 years, the education sector in Uganda achieved considerable success in increasing access to education and gender parity. Whilst increasing access was a logical and appropriate starting point in keeping with Education for All and the Millennium Development Goals, there is growing concern about the quality of education. Since 2 years, indicators on the quality of education point at declining learning outcomes at all education levels. In contrast to previous years, the sector is underperforming against sector outcome targets set in the sector performance frameworks (JPP and JAF). This negative trend is the result of declining public spending on education (per capita, and as a share to the total government budget).   .

A. Coverage

Uganda has made great progress in expanding access to education over the past decade. The introduction of Universal Primary Education (UPE) in 1997[5] and Universal Secondary Education (USE) in 2007 resulted in an impressive expansion of primary education, and to a lesser extent of secondary education.

In primary education, enrolments increased from about 3 million students in 1998 to 8.54 million in 2014 – achieving full gender parity.

There was an expansion of secondary education over the last 10 years with enrolments rising from 539,000 students in 2001/02 to 1.3725 million in 2013/14. Nonetheless the net enrolment rate is still low at 25(14.7% in 2013/14). The share of girls in secondary was 53.5% in 2013/14. Given the low budget increase for secondary education, quality has clearly decreased.

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[5] Prior to the MDG's and as one of the first countries in Africa.

Enrolment in Business, Technical, Vocational Education and Training (BTVET) programmes is very low, reaching only 39,712 students in 2013/14. In 2011/12, the Net Enrollment Rate for BTVET was as low as 2.3%. Gender inbalances are striking in this sub sector, with the share f girls representing only 35.8% of the total.
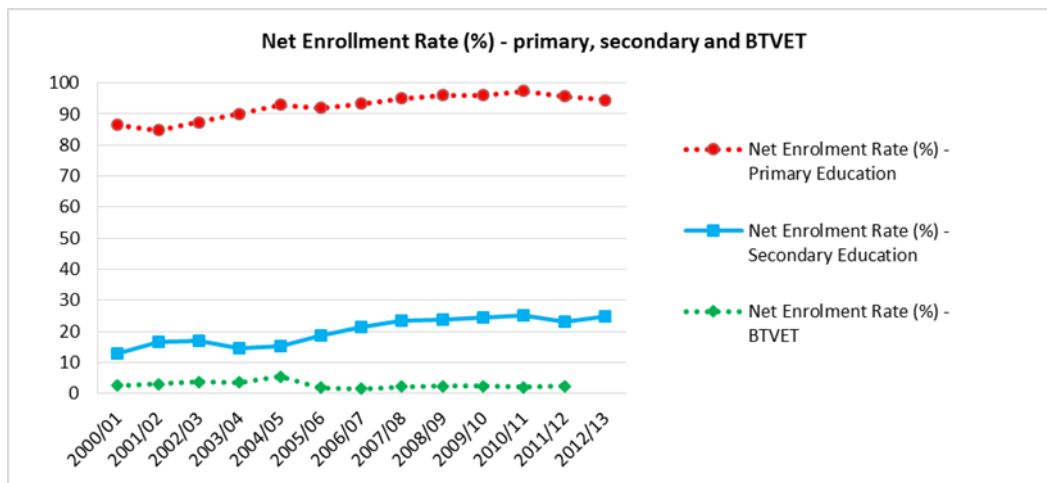
Figure 5: net enrolment rates: Source: Education and Sports Annual Performance Report (ESSAPR) – FY 2012/13, MoESTS

B. Quality

The major focus on coverage and access has been at the detriment of quality. There are serious quality concerns at all education levels. Literacy and numeracy proficiency in Primary 6 of public primary schools has reached very low levels in 2013/14 (39.4% and 38.3% respectively).

In secondary education, the quality of education is under pressure with declining learning outcomes in English, Biology and Mathematics. In 2013/14the percentage of students reaching defined level of competence in Senior 2 continued to decline, except for mathematics (English: 43.1%, Biology: 14.5%, Mathematics: 46.9%).
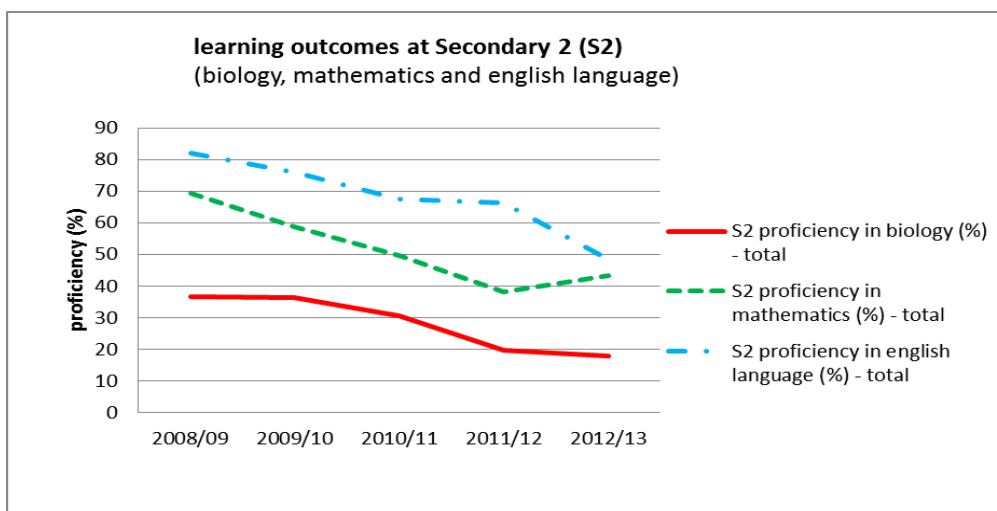
Figure 6: Learning outcomes. Source: UNEB. National Assessments of Progress in Education (NAPE), 2011 and 2012

The sector has invested heavily in infrastructure development and equipment of secondary education, as most schools lacked functional libraries, laboratories and workshops. Nevertheless, there is a need to

focus more on the 'soft' aspects of learning.

According to recent studies, poor classical teaching methodologies, leading to theoretical teaching and rote learning, with little meaningful teacher-student interaction, is the current practice (at all levels). Active teaching and learning, and learner-centred approaches are generally lacking and the teaching method is often memorization from notes. With external support, Uganda has started the introduction of Active Teaching and Learning (ATL) methodologies in primary schools and in the National Training Colleges (NTC), although this policy is yet to be rolled out in the secondary schools.

C. Efficiency

Besides the decline in quality (learning outcomes), the internal efficiency of the education system is low because of high repetition, low completion and worrying survival[6] rates. The repetition rates in primary are high at about 10-12%. The survival rate to Primary 7 is currently at an extremely low 32.30% in 2013/14. It is estimated that 57 percent of resources devoted to primary education are inefficiently spent on repetition and dropout. At secondary level, the picture is comparatively better. While the survival rate of boys has improved in recent years, it is notable that the survival rate of girls has hardly improved in the same period as reported above.

In 2012, there was a major clean-up of the teachers' pay-roll with about 5000 ghost teachers being deleted from the pay-roll. Nevertheless, teacher and head teacher absenteeism remains a major concern. It is a systemic problem that needs joint efforts as it cannot be solved at sector level only.

D. Conclusion on sector performance

In conclusion, the education sector has achieved successes in terms of increasing coverage in education and gender parity. However, the quality of education in Uganda is declining and more efforts are needed to address declining learning outcomes at all levels. The sector is aware of the challenges and is willing to tackle the causes. However, with the existing human and financial resources, it is a real challenge to run a rapidly expanding sector that is going through major reforms and complex change processes. In a context of declining per student education expenditures in real terms, it will be a challenge for policy makers to find adequate and affordable responses.

The MoESTS with UNESCO (2014)[7] have analysed two scenarios for the expansion of the education sector. The first assumes an improvement of key education indicators according to the trends observed between 2006 and 2010; the second assumes the achievement of UPE and USE/UPPET policy goals by 2025. The first scenario shows that if the government continues to recruit teachers according to recent trends, education system indicators will not meet the levels expected in the Education Sector Strategic Plan. The second scenario, which is more in line with MoESTS objectives, underlines the need to significantly expand the number of teachers. For the second scenario, average annual growth in government teaching staff numbers will have to increase from 7.6 % to 12.0 %. These two scenarios demonstrate the gap between the policy intention of the MoESTS for teacher recruitment (12%) and the current trend in policy implementation (7.6%).

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[6] A survival rate indicates the percentage of pupils that reach the end of the study which they started
[7] Teacher Issues in Uganda: A shared vision for an effective teachers policy (2014)

1.2 An overview of the TIET Sub-Sector

1.2.1 Teacher Education and Training

Teachers[8] in Uganda are trained in Primary Teachers' Colleges (PTCs), National Teachers' Colleges (NTCs) and Universities. This training is complemented by continuous teacher development programmes that are run for primary and secondary teachers. Currently, there are five government-owned NTCs in Uganda. The present facilities of Muni, Kaliro, Unyama, Kabale and Mubende Colleges are only adequate to meet about 40% (3,800 students) of the required training needs. The existing intake capacity of the public universities is about 1,000 students annually. The 2 private NTC's (Masindi and Nkosi) have a capacity of 1,700 students annually; though there are fewer students enrolled. In addition, there is also one private University offering a Diploma in Education Secondary (Kabale). Kyambogo University deals with all university trainings.

A study commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) -commonly referred to as the TTISA study- identified a number of challenges facing teacher management in Uganda (MoESTS, 2013). The report reveals that Uganda faces two major problems of teacher quality and quantity. The first problem is how to address teacher quality including: teacher development and professionalization (pre-service and in-service) and quality assurance and standards (teacher performance standards, teacher evaluation appraisal performance and school assessment). The second problem is how to address teacher quantity in terms of teacher management (licensing, registration, code of conduct, terms and conditions of teachers, recruitment and deployment) and teacher utilization (teacher projection in view of access, efficiency and effectiveness). As response to these challenges, the report recommended that the government will:

- Create an environment and develop strategies to attract good candidates to the teaching profession, especially in science related subjects, to guarantee that the number of candidates will be sufficient to fill all vacancies in the future;

- Deploy teachers according the needs of the schools. The appropriateness of current rules needs to be reviewed. Clearer rules that set the conditions for the creation of new streams need to be defined.

- Strengthen the in-service training system to offer teachers real opportunities for continuous professional development throughout their careers. This entails tackling major challenges facing coordinating centre tutors;

- Improve promotion opportunities for teachers. While the scheme of service aims to offer teachers greater career opportunities, its implementation has been limited following funding restrictions;

- Discuss teacher wages in the context of global education policy where trade-offs are analysed based on financially simulated options. This is necessary to reach sustainable and efficient options that favour both teaching quality and equity;

- Create a permanent structure for social dialogue between the government and teachers;

- Improve the current data collection system (EMIS). Due to the lack of data, some aspects of teacher education can't be analysed at the current time, such as issues related to private schools and enrolment in teacher training institutions.

The TISSA report (2014) concluded "*pre-service training must be strengthened to equip a sufficient number of teachers with the adequate qualifications".* Despite MoESTS regulations that no unqualified candidates should be recruited as teachers, 2010 EMIS data reveals that 12.7 percent of primary

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[8] The overall term 'Teacher' is used to cover 'teachers, instructors and tutors.

teachers and 16.1 percent of secondary teachers were underqualified, most of them (85 percent) in private schools.

The TISSA report has provided the MoESTS and its partners with useful information to support the development of a comprehensive teacher policy. Going forward the TISSA report concludes *"the challenge now remains for the ministry and education stakeholders to translate all this information into teacher policy levers via the development of coherent and comprehensive strategies and interventions that will ultimately allow the improvement of teachers' working conditions and ultimately education quality".*

1.2.2 Teacher/Tutor, Instructor Education and Training (TIET) Department

The TIET Department was created following the expansion of the Teacher Education Department, for purposes of including Instructor Education in the expanded departmental structure. This arose out of the need to give appropriate attention to instructor education and to achieve a holistic approach to enhance human resource capacity for both formal education and technical institutions.

The TIET department on its part falls under the third Directorate of Higher, Technical and Vocational Education and Training. The department is headed by a Commissioner and has a staff establishment of 15 persons including 3 Assistant Commissioners and 4 Principal Education Officers. Only 60 % of the foreseen positions have been filled. The TIET department has three divisions;

- Pre-primary and Primary Teacher Education;
- Secondary Teacher Education;
- Instructor and Tutor.

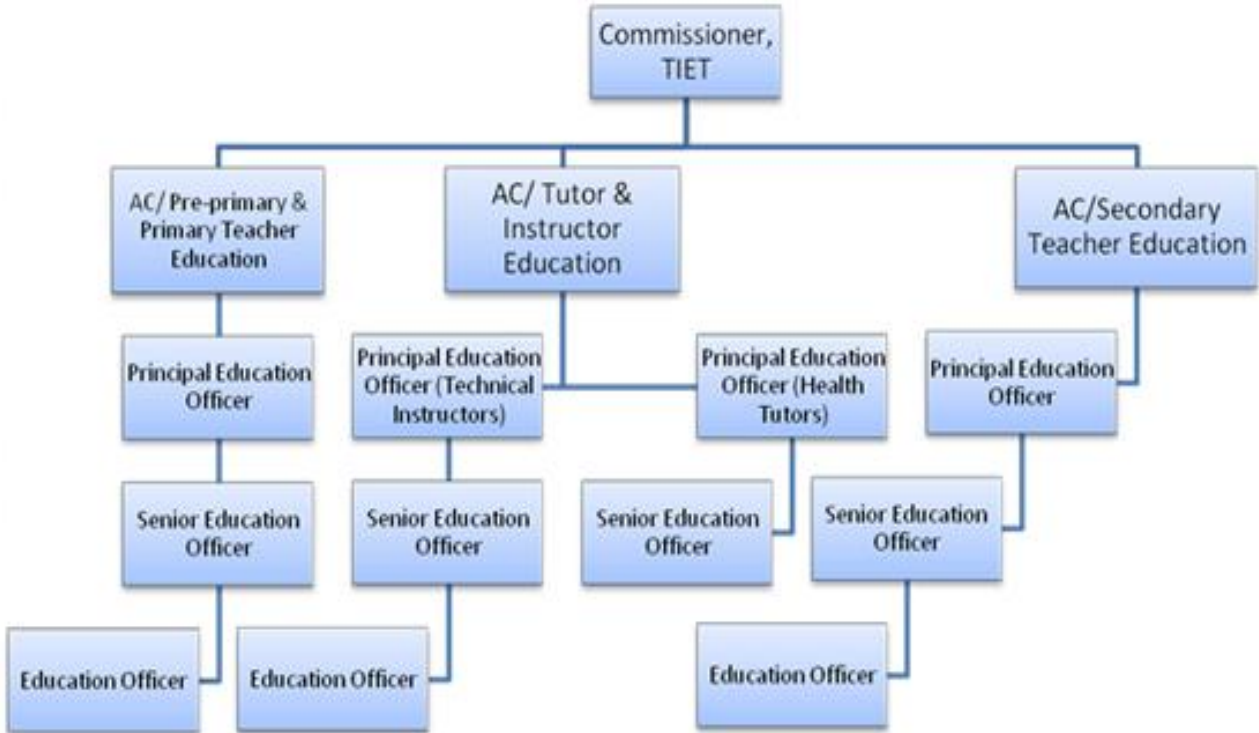The structure of the department is shown in Fig 7 below.

Figure 7: TIET Department Structure

The department of Teacher/Instructor Education and Training (TIET) is responsible for training of:

1. Teachers of Primary and Secondary Schools;

2. Tutors for Primary Teachers' Colleges and Health Training Institutions;

3. Instructors of technical Training Institutions;

4. Lecturers for specialized training institutions including National Teachers Colleges; and

5. College of Commerce, Technical Colleges among others.

The mission of the Department is: "to provide support, guide, coordinate, regulate and promote quality teacher, tutor and instructor education for the production of adequate, competent, and ethical teachers, tutors and instructors".

The TIET department is responsible for policy, control and maintenance of standards through control of teacher education curricula programme activities and examinations. The key mandate of the TIET department is to plan, formulate, analyse and monitor policies and provide technical support and guidance for teacher, tutor and instructor education programmes.

The specific objectives of the TIET Department include the following:

• making teacher/tutor, instructor education and training responsive to the needs of the education sector by ensuring that teachers/tutors and instructors are available in adequate numbers and of the right calibre and quality;

• making the teacher/tutor, instructor preparation environment conducive to promote quality, efficiency and effectiveness;

• developing teachers, tutors and instructors attitude and qualities needed for participation in techno-cultural environment; to teach, instruct and educate others; to enhance awareness of the principles that govern orderly human relations within and across national boundaries; exhibiting a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress; and by acquisition through training skills relevant to the provision of an enabling learning environment for pupils/students/trainees.

• improve the quality of the staff for the TIET sub-sector;

• strengthen the TIET colleges' staff, primary, secondary and technical school teachers and head teachers, instructors and head instructors, health tutors and Principals of Health training schools, Governing Councils, School Management Committees and Boards of Governors support system.

Policy documentation emphasizes 4 key outputs from the TIET department and these include:

1. appropriate policies, plans and guidelines in respect of Teacher/Tutor and Instructor education;

2. adequate and well trained Teachers/Tutors and Instructors;

3. effective and efficient organisation and management of teacher education institutions and training colleges;

4. timely advice on resource requirements for Teacher, Tutor and Instructor education.

TIET's revised mandate obliges it to undertake training of a broad range of trainers (teachers, tutors, instructors and lecturers) in a myriad of un-related professional areas, some of which have unique technical features that relate them professionally more to other sectors like health, works and transport and industry. This presents challenges of formulation of responsive strategies, constitution of an appropriate structure and having in place an appropriate staffing to give equitable attention to all the training areas under its mandate.

The specific number of TIET institutions under the TIET department's policy and supervisory guidance are summarised in Table 1 below.

Categories of Institutions	Public	Private	Total
Early Childhood Development (ECD) Teacher Education,		92	92
Primary Teacher Education (PTE),	45	9	54
Secondary Teacher Education (STE)	5	2	7
Instructor and Tutor Education (ITE)	3	1	4
Health Tutor College	1		1
Total	**54**	**104**	**158**

Table 1: Institutions under TIET Department's Policy and Supervisory Guidance

1.2.3 National Training Colleges

In accordance with the Secondary Teacher Education and Training Policy, secondary school teachers in Uganda are trained in two levels of institutions, the public NTCs and the public and private universities. Student teachers at NTCs study for two full-time years to obtain a Diploma in Education Secondary (DES) and are registered as Grade V teachers (teaching at lower secondary) by the MoESTS. University students take a three-year degree programme, graduating with a Bachelor's Degree in Education, and are registered as graduate teachers qualified to teach at upper secondary level.

The NTC students are S6 leavers with at least two principal passes in arts subjects or at least one principal pass in science subjects and two subsidiary passes obtained at the same sitting. Universities with faculties of education admit students in arts, science and vocational subjects for a Bachelor's degree in Education. Minimum qualifications are two principal passes in any of the arts, science and vocational subjects.

Improving the quality of training and learning in NTCs is as MoESTS priority. The following strategies having been designed: development of a teacher development management system for secondary (TDMS), review of the secondary teacher education curriculum to harmonize it with the secondary curriculum, rehabilitation and construction of new infrastructure, equipment of college facilities and strengthening of the communication strategy to better support supervision and visitation.

1.2.4 Sub-Sector reforms and challenges in Teacher Education

A. Teacher training methods and approaches

The ESSP 2010 – 2015 and TISSA (2014) report makes it clear that there is a need to strengthen pre-service training and in-service support for teachers in order to improve the quality of teaching and learning in Uganda.

At present, teacher education programmes are *'front-end-loaded'* with a relatively small amount (by international standards) school practice and a short post-training probationary period. The current reality is that teacher training is treated as a once-off process with only minimal support being provided for continuous professional development (CPD). Teaching methods are almost exclusively based on rote learning (i.e. memorization), which is often referred to as *'chalk-and-talk',* with little meaningful teacher-student interaction or other student activity.

According to a study on teacher education, commissioned by MoESTS and the World Bank[9], "Teacher quality is hampered by the poor quality of student teachers entering Teacher Education (TE) programmes, weak pedagogical training in TE institutions, poor motivation, and lack of professional development. It results in poor planning, under-utilization of instructional time, dominant teachers, use of inappropriate methodology, lack of focus on active learning and practical work".

The MoESTS/UNESCO also concluded that analyses have shown that PTCs (and NTCs) do not provide teacher trainees with the required skills. P/NTCs have virtually no impact on final trainee performance (those P/NTCs that outperform do so because their trainees initially had good skills). Also, evidence suggests that tutors face great difficulty in transmitting their higher knowledge to their trainees in class, which is apparently not related to tutors' subject knowledge or mastery of content, generally believed to be decent. The fact that many student trainees fall below standards in certain subjects (oral reading and, to a lesser extent, math) points more towards weak training of tutors in terms of pedagogy.

To address issues in teacher education efficiency, the MoESTS together with stakeholders (UNESCO, Belgium etc.) have started to develop and pilot the introduction of Active Teacher and Learning (ATL) methodologies. ATL places the student at the centre of the teaching and learning process. It focuses on students' needs, abilities, backgrounds and interests, with the teacher serving primarily as a guide and facilitator for learning. The implementation of ATL is currently being rolled out to the 5 TTE partner colleges (including Muni and Kaliro NTCs) in stages. Besides the development and validation of the pedagogical approach, support materials and tools were developed, master teachers were trained and provided with pedagogic support when the approach was applied in their own colleges/classrooms.

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, several challenges remain such as

- on-site support is still needed for lecturers. This support will be provided by national training coordinators:

- the introduction of ATL didn't take the examinations process into account, which students see as the main drawback;

- the development and implementation of ATL methodologies is not yet part of the curriculum and pedagogical methodologies in secondary schools;

- there is a need to review the teacher training curriculum;

- schools need to be prepared for new teachers by providing orientation of schools and institutions where students are going to teach;

- schools do not have the facilities and equipment that can maximize the impact of ATL methods and coping strategies need to be developed.

Likewise, the Secondary Science and Mathematics Teachers (SESEMAT) programme provides training for science and math teachers. As of 2011, about 5000 teachers benefited from the programme which suffers from a major weakness: it does not sufficiently take into account the current situation regarding resource scarcity in schools, limiting its effectiveness.

To date, courses intended for school managers are limited. Head teachers are selected on the basis of their classroom experience and therefore generally lack leadership and managerial skills.

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[9] Uganda Secondary Education & Training – Curriculum, Assessment & Examination (CURASSE), a Roadmap for Reform. (2007), Andrew Clegg, Jacob Bregman, Wout Ottevanger (consultancy for MoES & World Bank)

B. Infrastructure

The increase in demand for teachers is putting all of the NTCs under pressure. In spite of the fact that the NTCs are currently fully occupied or even over-occupied, it can be expected that the average enrolment at each NTC will rise quite considerably over the coming years.

In addition, teacher training colleges lack adequate instructional materials and facilities in terms of laboratories, library and ICT facilities.

C. Availability of qualified teachers

Despite an increase in the number of teachers graduating from colleges and universities, the output is still short of the required numbers. The analysis by the MoESTS[10] suggests that the rate of additional annual secondary teacher recruitment would have to increase from 7.6% to 12% in order to meet this demand. The shortage of teachers is not uniform across all subject areas. Uganda is currently over-supplied with secondary school teachers in some areas of the curriculum (e.g. arts), whereas there is under supply in others, particularly the sciences and mathematics. The current EMIS system does not allow stakeholders to make a breakdown of teacher needs by subject. Close monitoring of some education indicators is also needed on teacher workload and the student repetition rate. Secondary teachers are expected to be able to teach two subjects, however secondary teachers actually teach 4 hours a week less on average than they are supposed to do. In order to promote more effective learning and to address the social, economic and student's needs in a better and more flexible way, the MoESTS revised the existing curriculum to slim down the subjects. A similar inflation of the number of required teachers is due to the high rate of repeaters. Teacher deployment is still a challenge. Although procedures for identification of needs and the posting of teachers are clearly defined, teacher allocations are conducted differently. Further analysis is required to understand the difficulties education authorities face when trying to implement the teacher allocation process.

Although the proportion of unqualified teachers has decreased over the years, in particular among teachers in government schools, the number of unqualified teachers in 2010 stood at 13,021 in secondary schools, which is 16 % of the total number of teachers.

Furthermore, repeated joint monitoring reviews have shown that 17% to 30% of the teachers are absent from work. In addition, not all those who are present actually give lessons. An in-depth study to understand the causes of absenteeism is needed.

D. Financing

Government continues to implement the policy of 80% government sponsorship for students joining NTCs. The level of capitation grants[11] is indicated by stakeholders as being too low (UGX 1,800 per student per day[12],) to adequately run teacher colleges, considering the real costs related to education, accommodation, food and other basic welfare requirements. Currently, NTCs raise approximately 50% of their revenues from other sources, mainly through additional student fees of approximately UGX 500,000 per annum for GoU sponsored students and fees of UGX 1,200,000 per annum for private students.

The actual unit costs (i.e. the unit expenditure) per student are therefore partially dependent on the college's ability to raise these additional funds. However, the efficiently of the NTC in academic management including the management and allocation of teachers, is also an important factor in achieving economies of scale and driving efficiencies in unit costs.

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[10] referred to in section 1.1.5 D

[11] Is the budget that the college receives form the central government based on the number of recognised pupils enrolled and is intended to be spent on the day-to-day running costs of the school, for example: cleaning, lighting, maintenance of school premises and grounds and the provision of teaching materials and resources.

[12] equivalent to= 0.50€

E. Support supervision

Monitoring and Evaluation (M&E) is a critical aspect of the education quality assurance. The following are the monitoring and evaluation systems in the education sector.

At MoES headquarters, the Education Management Information System (EMIS) was established in 1999 to capture data on all levels of education throughout the country.

The National Council for Higher Education (NCHE), established by an Act of Parliament in 2001, also has designed quality indicators which are used:

- To assess the application for higher education institutions that wish to be considered for

- The grading of Provisional Licenses, Charters and Certificates of Classification;

- Monitoring of the progress being made by universities and other tertiary institutions in providing quality education.

The Directorate of Education Standards (DES) in its inspection hand book has outlined the types of inspections often undertaken by the Directorate. The goal in these inspections is to gather relevant data required for making judgment on the quality of education.

School-based support supervision, mentoring and monitoring: The head teacher and other administrators are well placed to carry out more effective monitoring especially if they are supported with well-developed tools of assessment.

Kyambogo University is the examining body for the college programmes, and it is responsible for external examination, release of results, and certification.

The role of TIET is to ensure that the activity takes place as per MoESTS policies and standards. In reality support supervision by MoESTS staff is limited due to lack of personnel, the limited funding and the confusion of roles of the different stakeholders.

For the support supervision of ATL practices, a particular system has been put in place by the TIET department :

- at central level, involving national experts and TIET department, based on pre-visit preparation workshops, support supervision visits and post-visits analysis workshops

- at colleges level involving college-based mentor teachers based on peer-tutoring and microteaching activities.

Both systems complement each other to ensure that all teachers receive the amount of pedagogic support needed for them to put into application the lessons learned during the ATL training. This system is currently being tested and the possiblity to include it in the overall guidelines and policies is under examination.

F. Secondary Teacher Development Management System (STDMS)

The MoESTS has developed the Secondary Teacher Development Management System (STDMS) within the existing Secondary Teacher Development Management Plan (STDMP). The STDMS is being designed to address the challenges of secondary school teachers. Under the World Bank support to secondary education, the implementation plan of STDMS and its budget was approved by the Education Sector M&E WG in April 2014. The estimated medium term cost of STDMS is UGX 97 Billion (approximately € 30 Million).

The Permanent Secretary of the MoESTS (2014) reported "the ongoing development of the STDMS has a long way in addressing the weakness in the opportunities for upgrading the skills of the teachers" and all stakeholders should engage in constructive dialogue to address the critical barriers and bottlenecks. The FY 2013/14 annual performance review for the Education Sector stated "the operationalization of the

STDMS remains an unfunded priority", implying that the education sector has not allocated budget to this activity from its available resources. However, the lack of government allocation to the financing of the STDMS raises questions to the sustainability of the system.

G. Competency profiles for secondary teachers

One of the recommendations of the TISSA study (2014) was the harmonization of teacher education, including developing a framework for continuous professional development in order to improve teacher outcomes. The first phase of the harmonization effort was to conduct a situational analysis in order to identify competency gaps among teachers, tutors and instructors. The second phase focused on the development of occupational profiles of teachers, tutors and instructors. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform. This document is sometimes referred to as the 'comprehensive framework'.

To date, draft occupational profiles have been developed for secondary school teachers and BTVET instructors addressing areas such as professional practice, leadership and management and personal effectiveness. It is foreseen that profiles can also be developed for mentor teachers and national experts, who are key personnel in the teacher education process.

H. Secondary education curriculum review

The MoESTS in 2008, decided to undertake a thorough reform of the lower secondary education curriculum. The Lower Secondary Curriculum, Assessment and Examination Reform Programme (CURASSE) aimed at shifting from an old tried and trusted model of secondary education to a broader and more inclusive curriculum that can satisfy needs of students with different abilities. The curriculum has eight learning areas, namely: Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies and Technology and Enterprise.

Key learning outcomes have been formulated, which describe what learners in all learning areas should know, understand, value and be able to do as a result of learning. In addition, the CURASSE programme also emphasizes generic skills including: communication, social and interpersonal skills, creativity and innovation, critical thinking and problem solving, learning to learn, workplace behaviour and information and technology.

These are skills that will help individuals and groups to live and work successfully in the 21st century and beyond. These reforms will need attendant reforms in TE institutions on how to handle the new curriculum.

This report outlined the process of developing these resources and further outlines potential implementation challenges and issues. It states urgent actions required and consequences of inaction. There is still a large amount of work to be done up to February 2017 - the date when schools are scheduled to begin working with the new curriculum. Currently, the most pressing challenge is that this critical work is not included into the 2015/16 budget. Without funding, textbooks cannot be procured from publishers, and teachers cannot be trained to apply the new curriculum.

1.2.5 TIET Department Challenges

At the beginning of 2015 a diagnostic study of the Teacher and Instructor Education and Training (TIET) Department has been undertaken. Recommendations from this report have informed the development of a Strategic Management Plan for the Department. A participatory process was used to identify and document factors hindering the proper functioning of the TIET Department. The main challenges identified by the diagnostic study are summarized below.

A. Manual registration of teachers

Manual registration of teachers results in time being wasted in analysing the current situation in teacher registration, training and skills development. It also makes it difficult for the department to monitor teacher performance. As teachers often have to travel to the MoESTS to follow up on their performance and training issues, this results in reduced teaching time. It also contributes to a poorer working environment for the TIET department due to the large volumes of teachers passing through the department. Finally, the use of manual records has contributed to inconsistencies in data capture and incidences of forgeries of teacher education certificates.

B. The budget allocation for TIET institutions

The current level of the capitation grant for NTCs and other TIET training institutions has proven to be inadequate, resulting in a significant shortage of materials and equipment for training. The current NTC capitation grant of UGX 1,800 for GoU-sponsored students currently has to be supplemented by additional fees charged to the students. Achieving an increase in this grant is a major focus for budget advocacy by the TIET department supported by sub-sector stakeholders.

C. Insecure offices and poor storage

The TIET department offices are insecure and there is a shortage of equipment for storage of teachers' records e.g. lack of storage cabinets, no office partitions, offices are not lockable etc. This has resulted in the loss of teacher's records and delays in processing teacher applications and files. Measures are required to establish internet and intranet connectivity, digitize and archive records and documents and establish registration databases. An equipment needs assessment is required to determine the optimal requirements and technical specifications of the required equipment and management and maintenance arrangements to be put in place.

D. Lack of transport and facilitation resources for TIET

One of the key roles of the TIET department is to support the teacher training institutions on the ground; however, the department has insufficient transport facilities and financial resources to delivery their mandate in this regard. An assessment of the equipment and resources required to support TIET in the implementation of their field supervision role is required to assist the department to determine the most efficient means of utilising the monitoring and supervision resources available to them.

The diagnostic studies analysis, which has a significant focus on the administrative bottlenecks of the department, is complementary to the sector performance report which noted the following performance challenges for TIET:

- under-staffing, in all TIET Institutions. This is mainly due to limited labour supply in the market considering the opportunity cost of teaching over other careers perceived as more lucrative;

- fragmented teacher policies and guidelines for Teacher Instructor and Tutors by various legal entities e.g. Kyambogo University handles Grade III and NCHE handles curriculum for tertiary institution;

- lack of a one-stop centre for teacher information management system, and manually operating a teacher registration and licensing process, which is liable to many errors or even abuse;

- no formal course designated for ICT in teacher education curricula; and,

- the operationalization of STDMS has remained an unfunded priority.

Based on the analysis, the TIET Department's medium term strategic activity programmes have been defined for implementation over a 5-year period. The following priorities have been proposed:

- rationalize the TIET policy framework on development and management of the sub-sector and develop and disseminate TIET policies, plans and guidelines;

- strengthen TIET Department Systems for effective and efficient organisation and management of TIET institutions;

- enhance the oversight and supervisory capacity of TIET Department staff, including improvement of the staff performance management system, capacity building processes and skills development of staff;

- strengthen oversight and supervisory institutional capacity (systems, facilities, tools, equipment and processes) of the TIET Department;

- improve coordination between TIET Department and its stakeholders to enhance its service delivery mandate.

1.3 Situation of Kaliro NTC

1.3.1 NTC Kaliro Background

Kaliro NTC is located near Kaliro town in Kaliro district, approximately 40 km (25 miles) to the north of Iganga Town and 153 km to the north-east of Kampala. The NTC occupies approximately 80 hectares (198 acres) of land. The College started in the 1970s and upgraded it status several times to its present status of a Teachers' College.

1.3.2 NTC Kaliro Institutional Analysis

A. Organisational structure and staffing

Annex 1 shows the NTC Organogram. The Governing Council (GC) is the top decision making organ in the College. Its membership comprises of representatives of the MoESTS, local government, Kyambogo University, prominent local educationalists and distinguished persons, representative of other local tertiary institutions, alumni, academic and non-academic staff, the school principal and 3 student representatives. The GC is composed of the following committees:

- Finance, Planning and Development Committee;

- Staff and Students Welfare Committee;

- Appointments and Disciplinary Committee.

The role of the GC is to provide policy direction, raise the funds and other resources required to effectively run college operations as well as overseeing the planning, monitoring and evaluation of the strategic plan.

The second level of management is the college management team, which runs the day to day business of the NTC. The management team headed by the principal, deputy principal and a college secretary. The finance and administration department is headed by the college bursar who reports directly to the college secretary. Similarly, the senior registrar also reports to the college secretary. The heads of department report to the deputy principal.

The third level on the organogram is that of the college staff comprising both academic and non-academic staff. The academic staff comprise of four departments: professional studies department; science department; arts department and the vocational studies department. Each of the 4 departments is led by a head of department. Furthermore, there are 'head of subjects', who are responsible for the supervision of college lecturers and who report to the head of department. There are 44 senior lecturers and lecturers

employed as academic staff. The total number of lecturers for each department is shown in Table 1.2 below.

There are 48 Non-Academic staff on the payroll, ranging from estates, accounts, procurement, secretaries, clerks, stores, catering etc. These include:

- 28 non-academic staff on government payroll;

- 20 non-academic staff who are paid from the NTCs own source revenues.

The non-academic skilled staff includes librarians, laboratory assistants, electricians, farms managers, computer technicians. The support staff include office attendants, security guards, cleaners, drivers, farm attendants.

Students also participate in college management through the elected student guild which reports to the dean of students. The student guilds receive an annual allocation from the college budget to run their affairs.

The NTC currently has 350 female and 600 male students enrolled in the full-time DES programme. It has a target of enrolling 2000 students by 2020. All the current students are GoU-sponsored. While a number of private students were enrolled at the start of the 2015 academic year, these students were put under GoU sponsorship when a similar number (126) of GoU-students decided not to take up the courses offered to them. This reduces NTC performance in terms of the number of qualified new teachers graduating from the NTC. The NTC partially attributes the shortfall in the number of students to a lack of willingness to pay NTC fees, to poor economic conditions in Kaliro compared to other areas, and to difficulties to obtain jobs after graduation.

B. Programmes offered

The College offers two programmes: one to obtain the Diploma in Education Secondary (DES) and one to achieve a Diploma in Education Primary (DEP). The DES is a two-year pre-service programme leading to the award of Diploma in Education Secondary from Kyambogo University. The DEP is a three-year in-service programme leading to the award of a Diploma in Education Primary, also from Kyambogo University.

Table 2 below shows details of programmes offered for the DES, the number of staff and students and performance in terms of the number of students receiving 1st class higher in 2014. Only 1 student in the NTC, from the vocational studies department, received first class honours diplomas.

Department	Subject Combination	Nr of Lecturers	Nr of Students	Nr 1st class diplomas
Professional Studies (taken by all students)	Education/Educational Psychology/Development studies	5	591(NTC students do this course)	
Arts	English	04	43	
Arts	Geography	01	142	

Arts	History	02	231	
Arts	Religious studies	02	197	
Arts	Music	04	05	
Science	Biology	03	36	
Science	Chemistry	03	56	
Science	Mathematics	03	115	
Science	Physics	02	87	
Science	Sports Science	03	17	
Vocational	Agriculture	03	60	1
Vocational	Art and Design	02	40	
Vocational	Technology	02	02	

Table 2: Kaliro NTC Academic Performance DES 2014

1.3.3 Kaliro NTCs Strategic Plan

The Kaliro NTC Strategic Plan 2015-2024 provides direction in the delivery of its mandates over the next 10 years. The plan will assist the College to focus towards consolidating the successes achieved to date and building further on its mandate of providing quality teacher training.

The plan includes the Vision and Mission of the NTC to guide its direction over the 10 year period. The Vision is: *"A centre of excellence in academic, skill-oriented and professional teacher education."* The Mission is stated as: *"*To offer competitive teacher education responsive to local, national and international needs".

The plan is built around four strategic pillars:

- Pillar 1: Teaching and Learning
- Pillar 2: Organisation and Management
- Pillar 3: Financial Management and Sustainability
- Pillar 4: Partnerships and Collaboration

The NTC will pursue the following five Strategic Objectives (SOs) in order to attain excellence in professional teacher training.

- SO 1: To offer competitive teaching and learning responsive to local, national and international needs

- SO 2: To promote professional and skill-oriented competencies to meet the dynamic needs of teacher education

- SO 3: To strengthen the institutional capacity of the College to deliver its mandate

- SO 4: To broaden the financial base of the College for sustainable operations and growth

- SO 5: To improve our coordination, networking and collaboration with local, national and international key stakeholder

The NTC's 10 year implementation plan and the results framework provide a pathway to the delivery of the strategic objectives. A list of actions and targets has been identified through a participatory planning process. There is scope to add further definition to the actions and targets within the plan through further analysis of the past performance of Kaliro NTC (technical, financial, administrative etc.), which will complement the current consultative report on which the strategic plan is based. Mainstreaming gender and cross-cutting issues is one of the identified strategies.

1.3.4 Analysis of Kaliro NTCs Strengths and Challenges

A. Management performance

Management of the College is done in a participatory manner. However, the formal planning and budgeting processes are weak and this results in ad-hoc management decisions based on the resources available at any point in time. Most day to day decisions are reliant on the judgment of the principal and other management team members.

The College maintains an organogram (see annex 1), which portrays the hierarchy of staff. It was observed that not all staff are aware of the existence of this organisational structure. There are a number of positions that are not filled, although some improvement has been registered in FY2014/15 when the Ministry of Public Service lifted a recruitment ban. From an official staff structure of 65 management, academic and non-academic staff, Kaliro NTC currently has 55 staff in place. This represents a significant improvement compared to FY 2013/14 when only 42 staff from the formal structure were in place.

In addition Kaliro NTC employs staff who are not formally in the staff structure approved by the MoESTS and the MoPS. These staff are paid from own sourced revenues (mainly student fees). An annual staff appraisal process is in place, however not all staff are appraised and there is limited analysis of the appraisal results.

Planning for human resource management and capacity is weak: there are no clear plans to recruit replacement staff when lecturers are due to retire. The NTC neither has a medium-term capacity building plan. The only document related to staff training available is a list of staff who are on self-financed study leave. The new strategic plan does contain an annual action plan for 2015, including capacity building activities. The TTE project is currently supporting the implementation of this plan.

Asset management in the college is limited. There is no evidence that the NTC conducts a Board of Survey as part of its annual planning and budgeting process, hence the college does not have information on the value of its assets, the condition of the assets or the level of depreciation.

B. Financial performance

The financial performance of the college in terms of management of revenue and expenditure is weak. The college generally raises approximately 80% of annual budgeted revenues, with revenues from central government sources (capitation, school practice) being more reliable than own sourced revenues (DES and DEP fees) as shown in Table 3 below.

Vote	Item	Estimate (Millions)	Actual (Millions)	%
1	Capitation Grant	326,700,000	326,700,000	100%
2	School Practice Grant	148,852,226	132,000,000	113%
3	Games and Sports Grants	0	1,000,000	0%
4	ICT Donation from UK	0	500	0%
5	Graduation	43,165,000	42,000,000	103%
6	Farm	3,010,000	2,500,000	120%
7	DES and DEP	725,188,726	1,022,510,000	71%
	Total	1,246,915,952	1,526,710,500	82%

Table 3: Revenue Budget Performance FY 2012/13

However, central revenues are often sent late to the NTC and their unreliability is mainly linked to lower than estimated student admissions, caused by weak student admission processes. There are no reserve lists when students do not take up the offer of places or drop out at the beginning of the academic year. Dropout rates can be high, for example, when students receive more attractive offers from other educational institutions.

In addition, the MoESTS does not provide formal budget estimates to the NTC at the start of the FY. The NTC budget estimates are based on a capitation rate of UGX 1,800 per pupil. Kaliro NTC and the TIET department are of the view that this sum is inadequate to meet the non-wage recurrent costs (academic, management, accommodation, student/staff welfare etc.). While staff report that wages and salaries from central government sources are reliable, the government has not yet made budgetary provision to pay top-up salaries to science lecturers as part of the GoU's strategy.

There is a lack of a coherent policy on fee collection. The policy on fees is set by the Governing Council which recognizes this weakness.

On the expenditure side, there is a lack of proper planning and budgeting. The relationship between estimated expenditures and actual expenditures by Vote is weak and the availability of funds for activities is unpredictable as it is highly dependent on the collection of DEP and DES fees. It is also noted that the Vote codes used by the NTC are not compliant with the GoUs Chart of Accounts. There is only been one external audit conducted in the last 3 fiscal years, which means that financial weaknesses are not regularly identified and corrected.

C. Procurement performance

The NTC procurement process is based on the Public Procurement and Disposal and Assets (PPDA) Guidelines for Schools 2005 and *"this lays down procurement and disposal rules and regulations for goods, works and services".* It customises the PPDA Act and Regulations (2003) to the school setting, but it does not replace the Act or the Regulations.

The NTCs procurement process has never been audited or reviewed, hence there is no data available on procurement compliance or value for money. A review of the procurement documents demonstrated weakness in terms of compliance with the guidelines, regulations and act.

Post-primary institutions including the NTCs are described by the PPDA Authority as Procurement and Disposal Entities (PDE) at the "far ends of the MoESTS".

While the NTC is a user unit of the MoESTS in one way and therefore has a relationship with the MoESTS Procurement and Disposal Unit (PDU), in another way they are semi-autonomous public institutions entrusted with public funds.

It is the Accounting Officer who is responsible for procurement in the NTC.

The NTC Kaliro procurement process has never been audited or reviewed, hence there is no data available on procurement compliance or value for money. A review of the procurement documents demonstrated weakness in terms of compliance with the guidelines, regulations and act.

D. Delivery of teaching and learning programmemes

There are job roles for each of the college administrators on academic management. The principal is responsible for curriculum implementation, allocation of duties to staff, staff appraisal and for maintaining academic standards. He is assisted in his roles by the acting Deputy Principal. The academic registrar is responsible for student admissions, management of examinations and issuance of results and also links the college to the awarding institutions. Communication with and support supervision from KYU, TIET department and NCHE to the College is limited.

Students acknowledge that 90% of college lecturers deliver their work in a professional manner. However part-time staff are often irregular which undermines mentoring processes. Staff attendance is tracked through an attendance book/lists which are handled by delegated officers on daily basis. Class leaders (students) report regularly on staff attendance. Despite some staff were reported to be away for as long as an entire term, no record of feedback and sanctions for errant staff was seen. Student attendance lists are maintained and it was reported that feedback is given during assemblies and individual conferencing. However no evidence of enforcement of this regulation was found since attendance lists are not analysed.

School practice is coordinated by the school practice coordinator assisted by heads of department. Before proceeding to school practice, the staff conducts micro-teaching sessions to orient the students. Support supervision records on school practice are kept in duplicate supervision books and are used for final assessment of students. During placement internal and external support supervision is expected from the college, Ministry of Education, Kyambogo University and hosting institutions. However, external support supervision by KYU is very minimal and sometimes absent. School practice lasts 42 days (six weeks) and is usually conducted between June and July of every year.

The NTC has started teacher training using ATL methods with support from the TTE project. The introduction of ATL has registered a number of challenges. However, college stakeholders are largely positive regarding its benefits in terms of the quality of teacher training. Despite some concerns among the students regarding the use of the new ATL methods, mainly linked to challenges in completing the syllabus on time and examination, most students view ATL as a progressive pedagogical approach.

Kaliro NTC has a master timetable which is displayed in the principal's office and departmental timetables are displayed on all notice boards. The master timetable clearly indicated subject, lecturer and venue with the lecture times. Adherence to the planned activities is enforced by the deputy principal and heads of department. However there are imbalances in the time allocations to subjects. For example, in Kaliro,

agriculture has 20 hours per week, 8 hours per week for physics, and 8 hours for maths.

Student assessments are continuously done through take-home assignments and end of unit tests, and the results are placed on notice boards. There was no evidence of continuous assessment of practical teaching skills. Students also reported difficulty in accessing the colleges ICT resources. When accessing internet, the time allocated is often insufficient to properly research the issues related to the student's assignments; students feel that this is particularly important when learning how to apply ATL methods. Students also stated that many of the library books were out of date and not related to their training.

Some of the teachers of the NTC are using teaching aids to support their lessons, but often it is in an improvised manner. Although very useful, those aids are often made for the purpose by the teacher and used only once. Laboratories and workshops are lacking adequate tools and materials or have broken or incomplete items that cannot be used adequately. As a result, many practical lessons merely become theoretical classes. In addition, ICT equipment as a tool for teaching has only started to be used recently through the support from the TTE project. Most of the above are being addressed by the TTE project by the supplies of tools and equipment.

E. Communication with stakeholders

Communication within the College has shown improvement in recent years according to staff and students but it is not effective in terms of clear reporting lines and standards. There is low awareness of the college organogram.

Communication with external stakeholders (districts, consultants employed by development partners) was assessed to be poor as "it is often late or delayed with unclear and with unrealistic requirements". The consultative report for developing Kaliro's strategic plan found that current NTC procedures do not provide sufficient guidance on how communications should be accessed and transferred to external stakeholders. In 2015, TTE will support the College to overcome some of the identified weaknesses on communication. The NTC has a close relationship with the surrounding communities, especially in terms of the provisions of services to the NTC by community members. Indeed the NTC represents the most significant economic opportunity for many of the citizens in this very rural area. Nonetheless, the continued importance of building relationships with communities will have clear benefits in terms of enhancing the quality of services available and maintaining the security of the college and its staff and students.

F. External coordination

The analysis in the development of the strategic plan found that the College is '*in close touch'* with the Central Government such as Kyambogo University and the TIET department as they have a desk officer responsible for coordination with the NTCs. Interaction with the Education Service Commission is also assessed as good as they are on the ground to interview the trainees who complete their course and recruit them.

The NTC also has close links with the District, especially through the Governing Council where the district council representative is an active member, but also through the District Education Office to a lesser extent. The importance of the NTC to the District's socio-economic development is very clear; indeed the NTC is the third largest employer in the District after the local government and a large sugar factory. The District Education Office through the Office of the Inspector of schools is mandated to supervise overall conduct of business at the College, however the District has many competing tasks to implement from its limited resources and its main responsibilities is in the area of primary education.

G. Facilites of NTC Kaliro

The facilities of NTC Kaliro have not seen much maintenance or improvements since the construction in

the early 1970s. Repairs were done in most cases, but in general the conditions are deplorable due to the lack of maintenance. This is the case for the pedagogic sections, the administration facilities, the accommodation for students and staff and the utilities. The lack of maintenance is partially the result of limited or no maintenance funds and of other priorities by management. The unsafe and unhealthy circumstances, the difficulties of delivering quality education caused by poor facilities and the general negative impact of working and living conditions have all influenced the functioning of the college. Availability of sufficient water has been a problem in the NTC due to the failing municipal water supply system.

The TTE project has developed a Master Plan for NTC Kaliro indicating the planned facilities for the short-medium-long term. This Master Plan includes pedagogic facilities, administration and accommodation for all college users and addresses the above mentioned water supply. The planned facilities foresee a growing student population from presently 900 to approximately 2,000 students in 20 years' time. Besides water, also other related facilities like energy and external works are included in the Master Plan, in a way that any future activity can be allocated within that framework.

Phase I of the works covers the design and construction of a number of facilities. Priority was given to pedagogical and supporting facilities and to lower operational costs in terms of energy consumption. Therefore rehabilitation of the existing pedagogical block, science laboratory block, administration block and multi-purpose hall and building of the resource centre, two additional classroom blocks, kitchen facilities and sanitary facilities are ongoing. In addition, provision of renewable energy facilities (biogas, thermal water heaters, solar panels) and water and electricity in general are foreseen.

The outstanding needs for NTC Kaliro are mainly in the area of accommodation (both rehabilitation and new construction, for students, especially for girls, but also for staff), some additional capacity of pedagogical and sports facilities to cater for the growing number of students, rehabilitation of the dispensary and providing fencing to secure some of the more vulnerable locations on the campus. The living conditions for students and staff members are unhealthy and unsafe, due to the general quality conditions of the facilities, asbestos roofs that are often leaking, loose and insufficient electrical wiring and broken windows and doors.

The following is a summary of the housing facilities:

Facility	Quantity	Area	Approximate area per user
Senior staff quarters	19 units/families	1,997 m2	105 m2/family
Principal's house	1 unit	146 m2	146 m2/family
Junior staff quarters	7 units	396 m2	57 m2/family
Male students halls	12 blocks	2,985 m2	5.1 m2/person
Female students halls	5 blocks	1,150 m2	2.9 m2/person

Table 4: Housing facilities at NTC Kaliro

The college population is predicted to grow in the coming years to around 2,000 students. The number of staff must increase accordingly. From literature, a standard of 10 m²/student is found, but 4 m²/student in the Ugandan context seems to be acceptable, provided that the quality is good. That means a total of 3,135 m² of student halls must be rehabilitated and an additional 4,865 m² must be constructed.

1.4 Support from Development Partners to TIET

1.4.1 Interventions supported by the Belgian Development Cooperation

A. TTE project (EUR 17,504,636; 2011-2016)

The specific objective of the Belgian TTE project is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) service. The intervention focuses mainly on four selected colleges: National Teacher's Colleges in Kaliro and Muni, Community Polytechnic Instructor's College Abilonino, Mulago Health Tutor's College. For the pedagogical part also the 3 other NTCs and Nakawa Vocational Training Institute are supported. To reach the specific objective, the project has defined a strategy that addresses four areas:

- Strengthening the teacher education system in relation to the colleges in the areas of communication, support supervision and visitation, strategic management and lecturers' qualifications (Result 1);

- Strengthening the management capacity of the supported colleges (Result 2);

- Improving the quality of teaching and learning in the supported colleges (Result 3);

- Rehabilitating, extending and equipping the college facilities, including a sustainable and effective maintenance of the facilities (Result 4).

These results will be achieved through capacity building at system (central) level, organisational (college) level and individual level (managers and teachers).

A number of the TTEs achievements to date have a specific relationship with this intervention. This includes the development of strategic plans for the TIET department and the NTCs. The TTE project has also completed the NTCs Master Plan and commenced support to the plan through the construction of education facilities.

In the area of pedagogy, the TTE has trained mentor teachers, strengthened peer to peer support and initiated pedagogical projects in the NTC partner institutions. Students have already started to pick benefits from the pedagogical project and ATL in terms of learning how to apply new teaching approaches. Other details on progress in pedagogy are detailed in section 1.2.4(A).

The TTE project has also strengthened awareness about cross cutting issues in TIET and the NTCs. Achievements to date include:

- follow-up on HIV/AIDS workplace policy by designing a monitoring system and visiting the Teacher Training Institutions to follow up their progress and advise them on their annual HIV/AIDS work plan;

- the launch of an action research on gender in teacher training institutions aligned to the ATL approach;

- behavioural change workshops on renewable energy where he colleges have been requested to develop proposals for the green environment projects.

Finally the project has started to assist the NTCs in building relationships with the TIET department colleges and the local community. The TTE will also support the NTCs to develop communication strategies which will address internal and external communication between the NTC and its stakeholders.

The TTE project completed its mid-term review at the end of 2014. It plans to support a number of strategic areas where coordination with the NTC interventions will be very critical. In terms of

strengthening teacher education systems (result 1), the TTE will support the completion of the diagnostic of internal and external support supervision/visitation. It will also support the implementation of the TIET department Strategic Management Plan.

For result 2 (support to management capacity of teacher education colleges), the TTE will continue to support the implementation of the NTCs strategic plan. TTE will collaborate with UNESCO on teacher competency profiles and follow up with the MoESTS on approval of academic management software installation & training plans. The project will also continue to support income generating and pedagogical projects in the NTC. Aligned to the TTE's focus on NTC infrastructure, the capacity of the NTC to manage the maintenance of the infrastructure will remain an important priority.

For result 3, the TTE will continue to roll out the ATL units that have been developed together with the TIET department and other stakeholders. The project will support the integration of curriculum and ATL into the pedagogical projects and development guidelines to support this process. There will be a continued focus on action research related to gender and the development of good practices and lessons learned. Supporting scholarships for NTC academic staff and developing capacity in library management have also been identified as key priority areas.

Finally, related to result 4, the TTE will complete the implementation of phase 1 of the master plan which has a large focus on education facilities (classrooms, libraries etc.). The new infrastructure will be complemented by the provision of the tools and equipment required to enhance the quality of teacher education in these new facilities.

B. Skilling Uganda (EUR 16,000,000; 2015-2020)

The Skilling Uganda project will focus on institutional support to the BTVET sub-sector with a strong emphasis on demand driven skills development. It will also support the development of funding for skills development and will improve the quality of BTVET training and qualification process and access to BTVET. Consequently the TIET department will be involved too.

The institutional support component of Skilling Uganda will strengthen the stakeholders' capacity to guide and implement reform(s) related to the "Skilling Uganda" strategic plan 2011 - 2020. This will include:

- Supporting the further development and implementation of sector policies and reforms;

- Strengthening statistical and M&E systems of the whole BTVET sector;

- Ensuring that relevant institutions at central and decentralised levels are empowered to implement their mandates;

- Supporting the quality of assessment and examination systems, and

- Supporting BTVET coordination mechanisms.

On skills development funding, the project will support a competitive Pilot Skills Development Fund (pSDF), which will operate in the project area, the two regions Albertine and Rwenzori in Western Uganda and the design of policies for the creation of the National Skills Development Fund and its implementation.

To improve the quality of BTVET training and qualification process and access to BTVET, the project will concentrate its support to selected public and private BTVET service providers and their core partners in the project focus areas. The support will be based on BTVET service provider's potential of providing high quality trainees to the labour market, while at the same time contributing to the achievement of project (and "Skilling Uganda" strategy) objectives by piloting new initiatives, sharing lessons learned from their practical experiences and developing solutions to the problems and challenges identified. The practical experiences from the pilot initiatives and the lessons learned will be fed back to the policy level.

It is foreseen that implementation will start at beginning of 2016.

C. Support to beneficiary institutions for the skills development of their human resources (EUR 6,482,598 ; 2014-2019)

The NTCs as well as the PDU and CMU of MoESTS are selected as beneficiary organisations for the Support to Development of Human Resources (SDHR) project. Along with other selected organizations in the education sector, they will enter in an application process to participate in this project.

Applications for support (phase 1) will be assessed and appraised by the Education Sectorial Technical Committee and based on the appraisal each organization will:

- receive support to apply; or,
- receive support to improve the organisational development information they have submitted; or,
- receive approval and enter the next phase of support to develop the HRD-and training planning

After developing the HRD-and training planning (phase 2), The SDHR project will start funding HDR initiatives and training for the organizations (phase 3). The project plans to enter this phase of funding training in the latter part of 2015. It is therefore important that the NTC project coordinates its capacity development activities with the SDHR project to ensure that activities are complementary and supportive of the objectives and results of the respective projects.

D. Belgo-Ugandan Study and Consultancy Fund

MoESTS has accessed fund through Belgo-Ugandan Study and Consultancy Fund to finance the harmonization of the National Teachers Colleges' (NTCs) curriculum with the newly revised lower Secondary Schools curriculum. The changes in the National Teachers' College curriculum are necessitated by the review of Lower Secondary School Curriculum by the National Curriculum Development Centre in conjunction with MoESTS and supported by World Bank. The revised CURASSE curriculum has eight compulsory learning areas. The learning associated with each Learning Area is part of a broad, general education and lays a foundation for a productive life and also for specialization. However, in order to implement this curriculum, it is necessary to re-align the curriculum currently in use in National Teachers' Colleges (NTCs) with the revised lower secondary school curriculum.

Through this study, a road map/ framework for the harmonization of the curricula of the National Teachers' Colleges and the Lower Secondary Schools in Uganda will be developed; secondly, content outlines of materials for each learning area will be developed. Government of Uganda is yet to access funds for development of the materials (text books, lecturers' guides etc.) and roll out phases.

1.4.2 Interventions of other Education Development Partners in the TIET sector.

A. UNESCO

UNESCO has been an important partner to TIET teacher training. Between 2011 and 2013, the MoESTS conducted with support of UNESCO a comprehensive diagnostics TISSA study which revealed a number of challenges facing teacher management in Uganda. In order to address some of the identified weaknesses of the Ugandan Education system, the CapEFA project was born. It is implementing four components, namely: (1) Strengthening of a teacher management information system (TMIS) and strengthening of EMIS; (2) Harmonization of teacher training programmes and development of a Continuous Professional Development framework; (3) Updating and consolidating the various teacher issue documents into one comprehensive teacher policy document; and (4) Setting up of a social dialogue platform for the discussion of teachers status. For component 2 and 4 draft documents are produced which will be finalized in the coming months.

In addition, UNESCO is implementing a project with funds of Chinese Trust Foundation, to create awareness among teacher educators on integration of ICT in teaching and learning and to use ICT as a pedagogical tool. The project has three main components: A. Institutional capacity development (infrastructure); B. Institutional capacity development (human resources) and C. networking and partnerships to support school-based continuous professional development. In the latest component, focus will be on the development and utilization of a Learning Management System (LMS) for teacher educators. It will use material of existing interventions (among TTE) and will be piloted in Shimoni Core Primary Teachers' College, Nakawa Vocational Training Institute and Kyambogo University.

B. World Bank

The World Bank has provided support to the GoU for the implementation of the Uganda Post-Primary Education and Training Project (UPPET) since 2007, including financing the rehabilitation and expansion of the National Teachers' Colleges (NTCs) with the aim of increasing their training capacity. This included undertaking needs assessment of Kabale, and, Mubende NTCs, which will be rehabilitated in the next phase.

The World Bank has also provided extended support to CURASSE, the curriculum review of lower Secondary Education. (see section 1.2.4 H)

With support from World Bank, the TIET Department is in the process of developing the Secondary Teacher Development Management System (STDMS). This is meant to serve as a vehicle for:

- Increasing the availability of well-trained secondary school teachers.

- Institutionalizing in-service training of serving teachers, Head teachers and Education managers.

- Enhancing support to education managers, school managers and administrators; and,

- Enhancing community participation in school activities.

Implementation of the STDMS is underway, as soon as funds are made available and will be part of the second phase of the World Bank Programme

C. Islamic Development Bank (IDB)

The IDB plans to support several Technical Colleges in Uganda including the National Teachers' College (NTC) Unyama. This support will mainly focus on the development of the colleges' infrastructure and the provision of equipment.

D. JICA

The Japanese International Cooperation Agency (JICA) has supported the TIET department in the development of Science & Mathematics Teachers (SESEMAT) programme. The objectives of this programme include:

- established an in-service training system;

- strengthened in-service training for science and mathematics teachers;

- capacity development for policy making and teaching methods.

The SESEMAT Programme has been rolled out to the five NTCs. This was done to strengthen the relationship between the Pre-service and the In-service training.

JICA also provides significant support to the TVET sub-sector in Uganda. This support includes the development of a harmonised curriculum for instructor training in partnership with Kyambogo University and the procurement of pedagogical equipment.

2 Strategic orientations

2.1 Intervention Principles

The following principles will apply to the intervention:

(1) <u>Alignment:</u> project aligns with the strategies, plans and policies of MoESTS at central and local level;

(2) <u>A holistic and systems-based approach</u> including the principle of consolidating on previous achievements and institutionalizing good practices of TIET and the TTE project;

(3) <u>A programme approach:</u> The project will link with other projects of Belgian Development Cooperation in the education sector in particular with the Muni Project which is built upon the same intervention principles

(4) Environmental friendly construction

(5) Mainstreaming cross-cutting issues

(6) Focus on capacity development

2.2 Alignment

The project will align to the national policy framework of the education sector in Uganda, notably the revised Education Sector Strategic Plan (ESSP) 2010-2015, with a specific emphasis on sections 2.5.6 to 2.5.8 on TE. This includes supporting the GoU and the education sector in:

- the recognition of the importance of teachers as the backbone of education;

- pre and in-service training programmes to equip teachers to effectively deliver quality work in the classroom;

- the reformed curriculum which also emphasizes pedagogy among other themes to enhance teacher competencies;

- the need to develop incentives to attract not only better candidates for teacher training, particularly in key areas of maths and science, but also greater numbers to meet increasing demand;

- supporting teacher training colleges to have adequate instructional materials, infrastructure and facilities in terms of laboratories, library and ICT facilities.

The project will align to and support the implementation of the Harmonised Framework for Teacher Education in Uganda (2014), the TIET Department Strategic Management Plan and the Secondary Teacher Development and Management Plan (2008).

At NTC level, the project will align to the implementation framework of the aforementioned policy. In addition, the project will support the NTCs Strategic Plan which has been developed with support from the TTE project.

For institutional development, the project will align its capacity development activities to:

- The Public Finance and Accountability Regulations 2007;

- The PPDA Regulations and in particular the PPDA Guidelines for Schools 2005;

- The various standing orders and public sector management policy of the Ministry of Public Service;

- Other policies, regulations and guidelines of the GoU that may be relevant to the projects activities.

2.3 Holistic and systems approach

2.3.1 Systems approach : Support to Central and Local Levels

A system strengthening approach means that the overall objective of the intervention of the Belgian-Ugandan cooperation is to reinforce the performance of the entire Ugandan system, not just to solve local problems. The Belgian-Ugandan cooperation interventions aim for structural change in the education system, in such a way that the colleges and support services of MoESTS like CMU, PDU and TIET work more effectively together and that each internal organisation is significantly improved.

This means that the intervention aims at strengthening strategic organisations at different levels of the sector. Although it is impossible to cover the whole country geographically, it is feasible to strengthen the teacher training system by improving crucial national structures (like the TIET) and through lessons learned that are taken up for further dissemination over the country.

The project will support implementation of the Strategic Plan of teacher institutes at central and NTC levels. At central level, the primary focus will be on implementing key aspects of TIETs strategic plan. The specific aspects of the *TIET* strategic plan to be supported by the project will be decided on a regular basis in line with the GoU planning and budgeting process. It is expected that the project will support areas of the strategic plan that can have a measureable impact on the quality of teacher education in the NTCs. Support to the TIET strategic plans will also create an opportunity to extend the sphere of influence of the project to other teacher training institutions. When feasible, the project in coordination with TIET may decide to invite representatives from other NTCs to attend training and other capacity building activities.

2.3.2 Holistic Approach

This specific intervention (together with the complimentary intervention supporting Muni NTC) will complement Belgium's current approach to TE by focusing its support to 3 inter-related fields of intervention:

- organisational support to NTC, the TIET department;
- consolidate the implementation of newly developed pedagogical approaches – ATL – in the NTC;
- support the implementation and regular review of NTCs Master Plan for the sustainable development of its infrastructure and associated services;

(1) Strengthening Organisation and Management Capacity

Strong institutions are required to deliver quality teacher education. While the MoESTS is the key policy maker in relation to teacher education, the project will also coordinate with other key institutions including the Ministry of Public Service (MoPS) on performance management and HRM issues, and the MoFPED on issues related to planning and financial management. For example, the introduction of new financial management and accounting software will require liaison and the approval of the Accountant Generals Office within the MoFPED.

(2) Support to Teaching and Learning in the NTC

This invention will consolidate the approaches applied in the TTE by supporting some specific interventions related to pedagogy including the newly developed Active Teaching and Learning (ATL) approach. As the project is anchored at both the national level (TIET) and implementation level (NTC), it provides an opportunity to test new policy initiatives and provide feedback on the relevance and effectiveness of these initiatives from the implementers and beneficiaries' perspectives.

(3) Support to Infrastructure Development in the NTC

The NTC has developed a master plan for infrastructure development along with its strategic plan. The master plan represents the strategic infrastructure priorities that will enable the NTC to deliver its strategic objectives. This intervention will complement and build upon the progress by the TTE project in the implementation of the NTCs master plan. While construction of education facilities is an important component of the project with the objective of increasing access to teacher education, the projects strategic focus is to ensure that the NTCs develop sustainable infrastructure taking consideration of lifecycle costs, operation and maintenance and respect for the environment. (See section 2.3 for further information)

2.4 Programme Approach

A programme approach means that all interventions of the Belgian-Ugandan cooperation within a given development sector work together in a complementary and synergetic manner. In this case, the efforts are centred on the common general objective of strengthening the national education system. Projects are no longer considered as independent interventions, but rather as different entry points in the same overall national system.

Besides the TTE project, described in chapter 1, the Belgian Development Cooperation supports 2 other interventions namely 'Skilling Uganda' and the 'Support to Beneficiary Institutes for the Skills Development of their Human Resources[13].

In order to make use at a more efficiently manner of the different resources, the intervention will build further on the achievements and dynamics of the TTE project. Furthermore, as the two NTC projects (Muni and Kaliro) will be implemented in the same period and as they will co-exists for about 1 year with TTE, the activities will be developed and implemented in close partnership. In order to maximize potential synergies and complementary functions with SDRH and the Skilling Uganda project, technical coordination will be organized and available technical competences will be shared. Team members will be responsible for overall achievements of the programme. Joint programming and regular coordination meetings with all interventions in the education sector will be put in place, to strive towards a common vision and a shared technical dialogue (including technical support to the policy dialogue though the Embassy of Belgium). Whenever possible, evaluations of the 2 NTC projects, TTE and even Skilling Uganda will be coordinated and integrated in one single exercise.

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[13] See 1.8.1 for more information

2.5 Environmental Friendly and Sustainable Infrastructure

The project has a large infrastructure component. The goal of the project in terms of infrastructure is to design, build and make use of sustainable infrastructure, and to do so in a sustainable manner.

In the schedule below, some aspects are shown that can be taken into account when aiming for sustainable infrastructure. This list is not limitative.
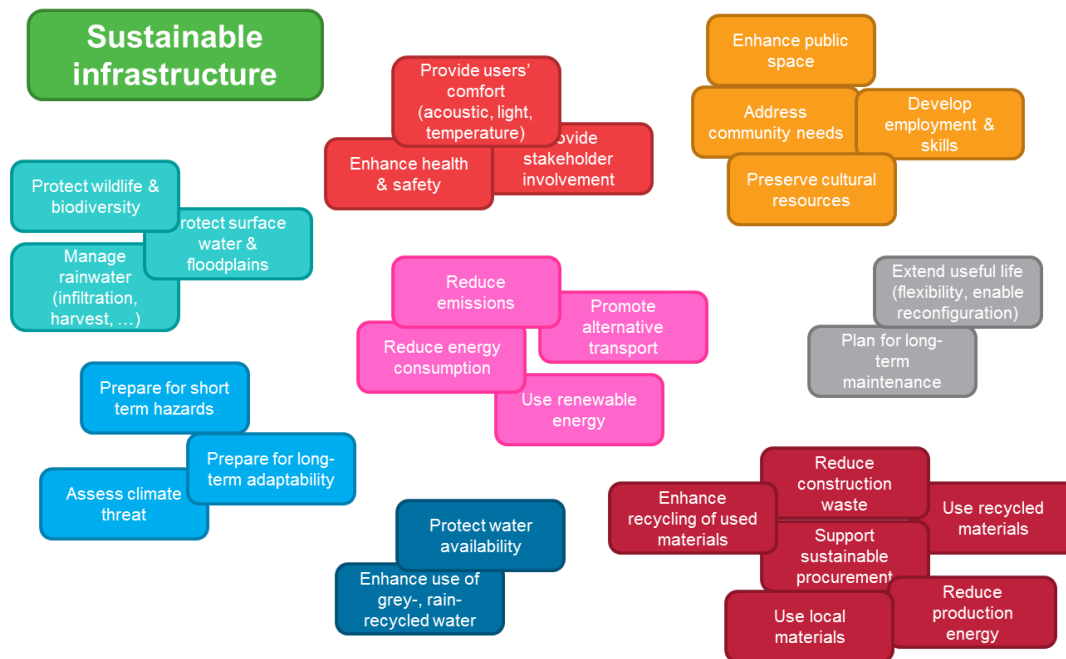
Sustainable infrastructure, as considered in the project, will at least cover following concepts:

2.5.1 In relation with the environment:

Reduce the environmental impact of the material use

When designing for buildings and other infrastructure, the project will aim at reducing the environmental impact of the materials used through:

- Use of local materials to reduce transport cost and transport emissions,
- Use of recycled materials to reduce the amount of waste disposal during construction
- Procure materials that are environmental-friendly produced

The project's design team will also look at possible reuse of materials when the buildings' lifetime is completed. The whole life cycle of the materials and their environmental impact will therefore be taken into account, from production till disposal.

Enhance the green environment

The college grounds will be designed and maintained in a way that it will protect and preserve the local biodiversity, land and water.

One of the key elements is to promote the use of greywater[14] and rainwater, in order to preserve the surface water. Another element will be to prevent pesticide use and to control the use of invasive fauna and flora.

Reduce emissions & promote renewable energy

Emissions will be reduced in several ways, such as:

- promote alternative transport methods if possible, for example use of public transport or bicycles;
- reduce energy consumption, for example through smart design and adapted behavioural use.

The project will also promote renewable energy methods towards the users, and implement renewable energy systems on the campus such as solar panels and biogas systems.

Manage waste disposal

The project will look at minimising the volume of waste. This can be achieved through actions such as sorting and recycling waste (by changing and adapting the attitude of users), or to promote disposal materials as raw materials for production of energy or new materials.

2.5.2 In relation with the people

Enhance health and safety

The infrastructure project will enhance health and safety for people involved in all phases of the lifecycle of the buildings:

- promote safety on site and decent work for all during construction phase;
- ensure buildings are designed to act as safe places in case of harassments or incidents;
- avoid materials that have a negative impact on people's health;
- ensure possibilities to provide first aid in case of need;
- design the compound to be safe for users.

Provide comfort and wellbeing

Sustainable infrastructure aims to provide the users a comfortable environment. This means that the infrastructure will be designed as such to create luminous and ventilated space, with good acoustic and thermal conditions. The infrastructure will enhance comfort not only for the users, but also the local environment in terms of reducing noise pollution and excessive light and ensuring that temperature in and around the buildings is maintained at the comfortable level.

Involve stakeholders at all levels

The college construction project will have an impact on several different types of stakeholders, among them the users (students and staff) but also the local community. Therefore, in the decision making process, the project will aim at involving all stakeholders where possible.

Involvement of direct beneficiaries will mean not only involving them in the high level decision making process, but also adjusting the design for their specific needs. In the case of the college, for example, this will mean taking into account the learning and teaching methods.

The project will also aim for a net improvement for the direct beneficiaries as well as for the local community. One of the opportunities for the local community will be the positive economic impact, and the goal will be to promote decent work and possibilities to develop skills and knowledge for local employees.

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[14] is all wastewater generated in households or office buildings from streams without faecal contamination

Promote social inclusion

Social inclusion can be achieved at several levels, and will be a point of attention during all phases of the construction project. In order to integrate this matter in the phases of construction and exploitation, social inclusion must be taken into account in the design period.

Social inclusion demands special attention for, among others:

- gender-related issues: such as equal work and safety issues for female students as female students are mostly the victims of harassment;

- accessibility for persons with disabilities: design of the infrastructure includes accessibility for wheelchairs;

- attention for stigmatised and discriminated people such as orphans and vulnerable children (OVC), including people living with HIV (PLHIV).

Control aesthetic impact

New infrastructure does not only have an impact on the green environment, but also on the human and built environment. Therefore, new construction will be integrated within the local community, respecting or enhancing the use of public spaces.

The aesthetics of the school buildings is not always considered as a means to enhance students' attention and consideration towards their working environment, but it is an important factor to be considered. A pleasing environment is conducive to good learning. This is not a call for any kind of flashy and expensive formalism, but rather for the development of a simple but pleasant architecture that plays with appropriate proportions, materials contrast, opening, natural lighting…

2.5.3 In terms of management

Plan for long-term maintenance

Sustainable infrastructure also means planning for maintenance during the buildings life-cycle. This will be already addressed during the design period. Buildings will be designed in such a way that they can last for long, without expensive and very frequent maintenance. Maintenance will be planned for, in terms of technical, organisational and financial aspects.

Search for innovative technical solutions

The project will offer the opportunity to search for innovative technical solutions, preferably solutions that can offer possibilities for future infrastructure as well. These solutions should address sustainability issues such as using local materials or looking for possibilities to reduce the impact on surface water. Useful, sustainable and standardised designs will have a positive impact on future infrastructure.

2.6 Mainstreaming of Cross-Cutting Issues

The intervention has identified environment, gender & HIV and AIDS as the cross cutting issues to be taken systematically into account for each of the activities undertaken by the project as part of a commitment to promote a rights-based approach to education. In addition to addressing gender at the NTC level, it is important that the project management team develops an attitude to systematically ask how the activities can contribute to the implementation of national and sectoral policies and legislation on gender, HIV/AIDS, … Therefore, the intervention will work in close collaboration with the gender and the HIV focal points at the MoESTS as well as with the technical expert on sexual and gender-based violence and focal point persons in the NTCs. The NTC project will furthermore build upon the lessons learned and

the good practices of the TTE programme, which has developed interesting tools in this respect. It is important that the approach to the cross-cutting issues is properly monitored and documented and that initiatives are taken to capitalise on the lessons learned and the good practices. The focus on sustainable infrastructure will be complemented by a focus on targeting equality in access to teacher education. It will be ensured that appropriate and gender sensitive sanitary and other facilities such as boarding rooms are provided. In terms of infrastructure, the project will utilize materials and techniques that are most efficient in terms of lifecycle costs. There will be a strong focus on materials reuse and reduction of the carbon footprint of the buildings.

2.7 Focus on ICT

In the on-going Teacher Training Education project the colleges were provided with ICT equipment and ICT tools for management staff, teachers and even for students (ICT libraries, moodle[15] platform, …). This NTC project will build upon the lessons learned and the good practices of the TTE programme. New tools and software packages related to Human Resource management, Financial management, academic management, asset management, M&E will be tested, adapted to the particular context, and staff and students will be trained to use them frequently. A similar approach will be applied at the departments at central level where tools and software packages will be developed and purchased to facilitate knowledge management, asset management, archiving, work organization,… . There were needed, training of staff will be provided.

2.8 Focus on capacity development

Capacity development can be defined at different levels. The most relevant of these are:

- the individual level referring to competencies and performance of individuals;
- the organisational and institutional level, which refers to the resources (human, intellectual, financial, physical, infrastructural, etc.) and other characteristics (structure, mandate, management, leadership, relations to other organisations and systems, etc.) within an individual institution or organization.

2.8.1 Capacity development at individual level

Although organisational capacity depends to a high degree on the individual capacity of those working within it, the sum of all the individual capacities is not automatically equal to the capacity of an organisation. Individual capacity gaps can exist at various levels and in different aspects of the functioning of an individual and/or an organisation. These include:

- poor basic training;
- lack of practical skills to put theoretical knowledge into practice;
- weak management skills;
- difficult working environment.

Therefore, it is important that capacity development at the level of the individual should not be confused as being simply one and the same thing as training. For this reason, the project will identify the individual capacity-needs through the process of organisational capacity assessment, which should naturally lead to

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[15] **Moodle** is a free and open-source software learning management system. Developed on pedagogical principles, Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors

identifying measures that need to be taken simultaneously e.g. in relation to the working environment and the training needs for the existing personnel.

2.8.2 Capacity development at organisational and institutional level

This project will focus on developing institutional capacity in the MoESTS (TIET, CMU and PDU) at the national level and the NTC and the local/service provision level. Key aspects to be addressed at the national level include reform to the role of the CMU and developing capacities related to the current institutional and regulatory framework of the PDU and TIET. At the NTC level, the project will support the NTC to link its institutional performance targets to TIET sub-sector targets in order to enhance its capacity to monitor and analyse its performance against its own targets.

As a similar way of working is introduced in the SDRH project, joint analysis and programming between the different interventions is necessary.

3 Intervention framework

3.1 General objective

Increased access to quality post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET).

3.2 Specific objective

Improved teaching and practice orientated learning facilities sustained by strengthened management.

3.3 Expected results

Result 1: The organisational and financial management capacity of NTC Kaliro to deliver their strategic priorities is strengthened.

Result 2: Access to quality training and learning facilities in NTC Kaliro is increased.

Result 3: The institutional and organisational capacity of the TIET Department is strengthened

3.4 Activities

To date, the NTCs are supported on 3 interrelated fields: organisational support, pedagogical approaches and infrastructure. This intervention will consolidate on and complement the achievements of the NTC to date. This includes the completion of the NTCs Strategic Plan (2015-2024), consolidation of the pedagogical approach in the college's way of working and further completion of the master plan. As TTE is still ongoing, a flexible approach will be adopted, to maximize the benefits of this support to the NTC. Several similar activities will be implemented in both the Muni NTC project creating opportunities for joint activities and learning. When feasible, activities will be expanded to all 5 NTC.

As all NTCs, TIET department, CMU and PDU are selected as Beneficiary Institutes of the SDHR project, activities related to capacity development on different topics will be coordinated between the Muni and Kaliro intervention and TTE on one hand and SDHR project on the other hand.

3.4.1 Result 1: The organisational and financial management capacity of NTC Kaliro to deliver its strategic priorities is strengthened

A. Activity 1.1: Consolidate and strengthen NTC strategic management capacities

Strengthen strategic planning and analytical capacities:

This activity will appraise the Organisational Assessment (OA) of the NTC, done by TTE, which resulted in the college strategic plan. The focus will be on its capacity to deliver its mandated roles and responsibilities in line with education sector policy, the public service policy and relevant regulatory frameworks. After the assessment, the project will support the NTC in the implementation of key recommendations of the organisational assessment.

In order to support NTC to address those recommendations, the analytical and strategic planning capacity of NTC management (including the Governing Council, heads of departments and student representatives) will be supported through technical assistance and complemented with training where needed. The outcomes of this capacity building process will include the development of performance measures and targets aligned to National TIET strategies on which the NTCs can focus their resources. It will enhance the NTCs capacity to:

1. develop and implement their annual plans;

2. improve communication with internal and external stakeholders

3. review and update regularly (every 3 years) the overall strategic plan;

4. to analyse different reports e.g. performance reports, results of exams of students, financial analysis etc.;

5. align their plans better with the plans of TIET/ MoESTS;

6. analyse the performance of college graduates and develop strategies on how NTCs can strengthen the employability of their graduates. The project will support Muni NTC (jointly with Kaliro NTC) to conduct a sample survey of graduates from recent years to gather information of their successes and challenges in gaining employment.

Special attention will be given to the further development and implementation of the existing workplace policies on HIV/Aids and gender. Where needed and appropriate, ICT equipment, software packages and tools will be provided and staff will be trained to use them properly.

Development of an action plan for increasing student enrolment and graduation

The project will support the NTC to develop an action plan to increase student enrolment. This will require the development of balanced strategies addressing identified bottlenecks related to infrastructure, availability of lecturers and support staff, student admissions strategies and making NTCs an attractive option of secondary school graduates. In addition, the possibility to introduce alternative ways of providing student accommodation will be examined in close consultation with all stakeholders.

Improve downward accountability

The capacity of the NTC to demand accountability for performance by upstream service providers of their support organisations (TIET, Kyambogo, PDU, CMU etc.) is an area for development. It is important that the NTCs view themselves as a leading institution in the development of teacher training in Uganda and not a subordinate of higher authority.

The NTC requires capacity in gaining access to the relevant annual plans of each of their support organizations (TIET, Kyambogo, PDU, CMU etc.) and in monitoring the quality of the services provided. The current process of the NTCs and Kyambogo sharing plans for pedagogical support can be built upon. Both the governing council and management will play a role in this transformative process. In the same light, the NTC will have to be more accountable to its clients, the trainee teachers, in the delivery of services for which they are paid (by clients and taxpayers) to deliver. This will involve

- participation of students representatives in annual planning and budgeting process, firstly through student representatives in the Governing Council;

- posting of financial transfers from the central government and progress on collection of other revenues on accessible notice boards;

- availability of in-year budget execution reports to college stakeholders on request;

- posting results of annual external audits on accessible notice boards;

Strengthen monitoring and evaluation systems

The NTCs strategic plan includes an M&E framework at output and outcome level. However, the selected indicators are dependent on individual college reports and not aligned to the TIET strategy. The project will assist the NTC to review the current M&E measurement framework, particularly at the outcome level. The indicators used in the NTC M&E framework will be aligned to the indicators from the TIET strategy (e.g. number of students enrolled and graduated, % achieving various grades, indicators of lecturer and student practice performance) and other relevant GoU indicators e.g. PFM indicators (audit, budget

performance, accounting) and public service management indicators (e.g. performance contracts, staff appraisal). Also gender sensitive indicators will be taken into account.

The project will support the NTC in developing M&E systems for infrastructure linked to both maintaining the value of the infrastructure (limiting depreciation) and increasing access to teacher training.

The output of this activity will be a comprehensive (digital) M&E matrix, focusing on the main priorities of the college.

Support NTC annual planning and budgeting capacity

Planning and budgeting guidelines have not been developed to date for the NTCs. While the development of these guidelines will be the role of the TIET department supported by the MoESTS planning department, the project will support the NTC to implement these guidelines. This process will bring more structure and organisation to annual planning and implementation processes, creating a transparent decision making process with clear roles and responsibilities for all NTC stakeholders.

Support implementation of the communication strategy

The TTE project is supporting the NTCs to develop a communication strategy. The project will further support the implementation of priorities of the communication strategy (to be agreed on an annual basis) that demonstrate a direct link to the achievement of the project's specific objective. This may include training retooling, or other inputs agreed by the project team and the management of the college. The use of digital (social media) tools such as websites, blogs, facebook will be further explored.

B. Activity 1.2 : Develop the financial management and procurement practices in the NTC

Strengthen financial management systems

The current NTC Strategic Plan will be strengthened by the inclusion of a financial management diagnostic where PFM strengths and weaknesses can be identified. The diagnostic will be conducted by a PFM expert.

Based on the mandates of the NTC, it is expected that this diagnostic will focus on areas such as:

- PFM outturns including indicators on budget credibility (revenues and expenditure), budget classification and predictability of transfers from the central government;

- comprehensiveness and transparency including transparency of inter-governmental fiscal relations and access of stakeholders to fiscal information;

- the budget cycle including indicators on: orderliness and participation in the annual budget process, multi-year perspective in fiscal planning, expenditure policy and budgeting (especially the linkages between investment budgets and forward expenditure estimates), payroll controls, predictability in the availability of funds, procurement, internal audit, accounting recording and reporting, in-year budget reporting and external audit.

The findings of the diagnostic will be discussed with college stakeholders (NTC, MoESTS, MoFPED) and recommendations will be developed. The diagnostic will provide a basis for achieving the actions of the NTCs Strategic Plan to strengthen financial management by:

- the development of financial management systems in line with the regulatory framework;

- training staff in financial management systems and the skills required to effectively implement these systems;

- the definition of targets and indicators to monitor and evaluate the financial management system.

The lessons learned from PFM capacity development activities will be shared with the TIET department, other NTCs and similar organisations

- In addition to the above activities, the project will engage in dialogue with the MoESTS and the Office of the Auditor General (OAG) for the NTCs to be included in external audit processes and receive timely copies of the audit reports including recommendations.

- Support NTC Procurement planning and implementation

The project will support the NTCs capacity to implement the procurement guidelines and regulations by:

- assisting the NTC to analyse its procurement performance and compliance with the procurement regulatory framework;

- developing capacity development activities to improve compliance;

- support the NTCs capacity to monitor and report on procurement activities.

- Strengthen the Financial Base of the NTC

This sub-activity will strengthen the financial base focusing on core sources of revenue (e.g. collection of fees from both DES and DEP students). The following sub-activities will be implemented:

- support the NTC management, Governing Council and Student representatives to review the current fee structure in terms of amount of fees paid and the timing of payments ;

- support the development and credible implementation of NTC policies on fee payment;

- mentor the NTC on management of fee collection and expenditure from revenues generated.

In addition, other opportunities of generating revenues will be explored, for example, the leasing out of college facilities for events when they are not being utilized by the NTC (e.g. at weekends or holiday periods). The NTC will be supported to develop clear strategies and policies in this regard. However, it is not the intention to try to develop new sources of revenue while the systems for collecting existing revenues are weak.

C. Activity 1.3: Consolidate and strengthen practices on teacher education and academic management

Consolidate and strengthen systems on academic management

The TTE project in collaboration with UNESCO supported the MoESTS in strengthening academic management practices. The purpose of this activity is to consolidate the achievements to date. With support of the TTE project, different technical and digital options for academic management are being examined in order to select and develop a proper system. Once the option has been selected by TIET and stakeholders, the installation of the system will be supported and staff will be trained in using the system. In the second phase, this intervention will support:

- the expansion of the system both in terms of contents and in terms of users once education managers teachers and students are comfortable with the software;

- upgrading of software packages where applicable: e.g. library management; payroll & school fees management; inventory, transport management;

- improvement of coordination and maximization of complementary of the academic management system and other management systems used in the college;

- develop the system to allow students to access the information so that they can see their marks, timetables, etc.

Consolidate and strengthen the system of support supervision

With the introduction of ATL practices, an important role is given to the mentor teachers which have been chosen amongst the existing teaching staff. External support is provided by national experts, which have been selected on their technical competences. These are mainly staff of supporting institutes such as TIET and Kyambogo University.

The current system is highly appreciated but is not yet officialised in guidelines at college and national level. TTE will support the first steps of this process but cannot guarantee the formal consolidation of these new practices as this will require more time. Therefor this intervention will coordinate its activities with the TTE project regarding the development of the guidelines, the adaptation of the current academic management structure and of the existing competency profiles.

Support the NTC in developing a programme for integration of new staff

NTC staff currently receive limited induction and training when they join the NTCs. In the near future, it is projected that a considerable number of new staff will be required for the college. This intervention will support the development of a training and support programme for new academic staff which will first be tested in the NTC before it is integrated into official strategies, policies and guidelines of the MoESTS.

Pilot a realistic 'practice programme'

In the current practice programme, students can improve their skills by participating in observation exercises at the NTC. In the guidelines some practice time is foreseen in the demonstration schools at the site of the college. In reality, those demonstration schools do not exist. For this reason a revised teacher practice programme will be piloted at NTC level in close collaboration with TIET. The possibility to work closely with existing secondary schools within the neighbouring areas of the college will be examined.

Support continuous improvement on ATL practices

Based on the achievements of TTE, the project will support the development of continuous training packages on ATL for academic staff of the NTC. The project will also provide feedback to TIET on the effectiveness of the packages developed including recommendations for revisions. The further development of an E-learning platform, which will be first tested by UNESCO, will be considered.

D. Activity 1.4: Consolidate and strengthen HRM systems and practices

Strengthen the implementation of a results orientated staff appraisal systems

The project will support the strengthening of results oriented staff appraisal systems in line with policy of Ministry of Public Service (MoPS). This will include training on the various stages of the MoPS performance cycle: development of performance plans, completing appraisal forms; appraisal meeting and links to capacity development plans. The project will also enhance the capacity of management and staff to analyse the results of the staff appraisal process and the development of appropriate responses to enhance staff and organisational/institutional performance. Where feasible, the possibility to use digital tools and/or software packages will be explored.

Furthermore, a formative teacher evaluation system will be designed to assess teaching competence. Formative evaluation of the individual teacher will be school-based coordinated and facilitated.

Pilot implementation of the updated professional orientation system

The project will pilot implementation of MoESTS/UNESCO professional orientation system at NTC level e.g. teachers & manager's profiles, competencies, entry and promotion requirements, job descriptions, etc. including the ones who will be developed for mentor teacher and national experts. It will also support the update of the NTCs organization structure based on the final competency profiles as approved by the MoESTS. Capacity building programmes will focus on strengthening the areas of core competencies.

Support the development and implementation a system of continuous training

The intervention will support the development and implementation of a continuous capacity building programme for all staff members. It will support the development of guidelines, the needs assessment and the prioritisation of training needs. The needs assessment will concentrate on the capacity of staff in line with their roles and responsibilities in the organisational structure and the core competencies as described above. The actual activities to be supported will be decided through the annual planning process. Equal training opportunities for female and male will be promoted.

Support the implementation of workplace policies

The project will support the continuation of the implementation of workplace policies (gender / HIV/AIDS/ school health policy) including support to the focal persons for each cross-cutting issue.

These activities will be integrated into a capacity building plan for the NTC. Priority capacity building activities will be selected on an annual basis by the NTC and other stakeholders. The implementation of an effective sex and reproductive health education programme will be promoted.

E. Activity 1.5: Establish and institutionalize a system of maintaining NTC facilities

Consolidate the maintenance plan and strengthen maintenance management

The college has a large number of assets to manage and maintains buildings, land, equipment, vehicles, etc. However, the NTC is currently limited by management capacity and the means and resources to fulfil this important task. The project will therefore focus on increasing the capacity of the college to manage and maintain its assets.

These first steps will focus especially on:

- review and consolidation of the existing master plan: In order to identify the next steps to be conducted, the existing maintenance plan and specifically its implementation at college level during TTE will be reviewed. Based on the review, actions will be taken to consolidate the maintenance plan and further strengthen the estate department of the College.

- awareness raising for maintenance: Awareness on the values of the institution's assets is very important. The infrastructure that will be newly built after the completion of the TTE and this intervention, will have a value of at least 7 million euro. In addition, furniture, equipment and vehicles are being provided. The negative impact on NTC assets' value when maintenance is lacking or insufficient, will be high. Specific awareness raising will be organised for the people involved in maintenance management. These activities might include a training or a study tour to visit colleges with well-developed maintenance systems.

- analysis & selection of best practices: An analysis will be done to investigate several possibilities and methods on maintenance, for example the outsourcing of the maintenance activities. Together with the people involved, and based on the revised maintenance plan, the awareness activities and the conducted analysis, the best practices for consolidating maintenance will be selected.

Depending on the best practices selected in the previous step, the following aspect will be emphasised in further strengthening the maintenance activities of the NTC:

- budgeting and planning for maintenance: The goal is to increase knowledge and capacity of the people involved in maintenance planning and budgeting. They will be able to plan for maintenance works in both timely and financial aspects, for example: estimate maintenance costs for the short and long term, draw lessons from previous experiences, and plan maintenance activities in function of the budget available, etc.

A (digital) working method (maintenance work plan) on planning and budgeting maintenance will be

developed, working on aspects on how to register maintenance issues and set priorities among the *issues.*

- decision making on maintenance activities: Responsible staff in the estate department will learn how to plan the maintenance activities, not only in terms of the available budget, but also for estimating future maintenance budgets. A focus on low cost preventive maintenance which can reduce the high costs of corrective maintenance for the long term will be included. Therefore, staff will be trained in maintenance planning, estimating works to be done and priorities setting. Simple user aids such as tools on how to organise building and equipment inspection will be developed. The use a decision making committee for the maintenance budget will be analysed and if justified, such a committee will be installed at the level of the NTC.

- maintenance budget: Together with the college, the project will look for possibilities to increase the budget allocated to maintenance. The grants and fees that the college receives per student are insufficient to cover all college's costs. Maintenance of assets (especially built infrastructure) currently comes in as a low priority. However, the deterioration of buildings due to lack of maintenance causes depreciation of the assets' value. Therefore it is in the best interest of the college to assure a proper and appropriate maintenance budget from the start. Possible modalities that can be verified to increase the maintenance budget are:
    - a small contribution by staff living on the campus: Staff living outside the campus have to pay a full amount of rent. A small contribution of staff living on campus to assure the maintenance of the staff houses might be considered as an option.
    - renting out the colleges' facilities: For example renting the multipurpose hall or sports facilities to private people or the local community. Although the revenues of these activities are less clearly related to maintenance and risk to be used for other purposes, they will still be considered. The income generating activities study that is executed under TTE will explore this option, the results of this study will also be taken into account.
    - possibilities for student houses to be constructed and managed by private developers, either inside or outside the campus: Whether this option might work will depend especially on private students and their willingness to rent outside the campus. Public students are sponsored through the government, and are entitled to accommodation on the campus. On top of this, the revenues coming from private students' fees are important to the college.

Besides the above mentioned options for increasing the maintenance budget, the project will research experiences elsewhere and explore other modalities that could be applied to the college. The project will keep in mind that an increased capacity for students will increase maintenance costs, and thus an increase of the necessary maintenance budget. Financial balancing will be necessary between revenues depending on the number of students and the costs, including maintenance.

Review roles and responsibilities of the estate department

Roles and responsibilities of the estate department within NTCs will be reviewed, including both the responsibilities and tasks of the department itself and the tasks of different people working within the department. The tasks they should be working on, and be trained for, will be defined in close collaboration with the estate department staff. The relationship with CMU will also be revised; CMU will have a role in supporting the colleges to improve their asset mgmt. and maintenance activities.

Training staff from the estate department

The staff working at the estate department has insufficient technical background. Training the workers on a few simple construction techniques will increase the capacity of the college to do more maintenance activities themselves for less cost. A short needs assessment will be done, based on the defined roles and responsibilities, to analyse what kind of technical training will be most relevant for whom, compared to the costs of outsourcing the activity.

Training of the technical staff will include continuous technical training on the renewable energy techniques installed during TTE project (biogas system, solar panels, …). Other useful technical training could be on electricity, borehole repairs, plumbing or simple building repairs. When training the staff, it will be taken into account that the existing staff shall be able to train new staff.

Support Behavioural Change of Users

The deterioration of assets (and thus the depreciation of their values) is highly influenced by the daily use of the assets. In order to prevent rapid deterioration, the users of the assets (teaching and supporting staff and students) will be trained to use the assets correctly and to take care for them. For example, even good cleaning plays an important role to preserve the value of the assets.

An analysis will be done, in cooperation with the college and especially the estate department, on what kind of training might be useful in order to improve the behaviour of the users. A focus will be on behavioural change related to maintenance, hygiene, cleaning, low energy use, safety and waste disposal. The training could be of any kind, from introducing a campus-wide organised cleaning day to a study tour for the estate department, visiting companies that have well-organised maintenance systems. It is important that whatever system or training will be organised, it should be a continuous and repetitive activity considering the annual influx of new students. The training developed will be aligned with the school health policy developed.

A	01		*Organisational strengthening NTC*			*BTC-management*		*415.000*
A	01	01	Strategic management (including cross-cutting issues)					105.000
A	01	02	PFM					68.000
A	01	03	Academic management					114.000
A	01	04	HR management (including cross-cutting issues)					68.000
A	01	05	Consolidate and strengthen the maintenance capacity					60.000

Table 5: Global budget for the different activities of result 1

3.4.2 Result 2: Access to quality training and learning facilities in NTC Kaliro is increased.

The actions under result 2 will combine the strategies of increasing the capacity of the NTC to provide quality accommodation, teaching and learning facilities, and consolidating the infrastructural achievements under TTE.

This infrastructure component of the project will focus on needs of the college that have not yet been addressed during TTE construction. The focus will therefore be on:

- renovation of the existing accommodation for both students and staff, construction of new accommodation and the creation of create healthy, safe and environmental friendly living and working conditions;
- equipment for the renovated and newly constructed buildings, in order to ensure a good functioning of these buildings;
- asset management and maintenance, on one hand by on-the-job maintenance support during the project lifetime, on the other hand by looking for possibilities to strengthen post-project maintenance.

A. Activity 2.1. Construction of quality learning facilities in the NTC

The first activity under result 2 is the construction itself. This construction process consists of several phases; from needs assessment up to delivery of the newly constructed and renovated buildings. The aim

is to design sustainable infrastructure. In order to verify the sustainability of design and construction itself, the project will use the most appropriate rating system such as BREEAM[16] or Envision[17].

Conduct an appraisal of College infrastructure

The construction activity will start with an appraisal of the colleges' infrastructure, based upon the existing master plan developed during the TTE project. In order to retain and refresh the focus of stakeholders on the existing master plan, a 1- day workshop will be organised with the colleges to review the master plans. Small adaptations and updates of the plans might be necessary to include new insights. Stakeholders involved in the appraisal of the infrastructure will be students, staff, governance board members, people from the local community (See infrastructure to be rented to community) and parents.

During this workshop, the needs of the colleges will be updated as well. The needs will be prioritised, taking into account the following actions:

- increase the number of quality accommodation for students with a first priority for girls' accommodation. Existing dormitories will be renovated, new ones will be constructed;
- increase the capacity of quality accommodation for staff. Existing staff houses will be renovated, new ones will be added;
- increase capacity of learning facilities in order to cater for the expected increase in the number of students, resulting from increased accommodation capacity;
- improve living conditions, creating a healthy environment: renovate/construct the dispensary, provide sports facilities, improve the sanitary conditions for students and staff;
- improve security aspects on the campus: provide emergency exits in the accommodation, search for fencing solutions or other security measures, …

The above order of priorities will act as a guideline for the colleges. According to local and specific guidelines, the college can decide that certain facilities will get a higher ranking in the priorities list, taking into account the available budget.

Facilitate the design process

The design process will be executed in co-management with the CMU, focusing on sustainable design.

As explained in chapter 2, an emphasis will be paced on sustainable design, which includes environmentally friendly infrastructure, a healthy and safe built environment and a gender-friendly design. The project will continue working on the achievements and lessons learned of the TTE project and will apply even more sustainable design principles. To improve the sustainable design of the colleges and to look for innovative solutions, consultants and experts can be hired for specific design issues.

The following are some examples of specific measures that will be taken to achieve the sustainable design:

- *A low environmental impact design* will analyse the full life cycle and its environmental impact of materials and buildings. Continuing the work already done during the TTE project, the project will analyse environmental friendly techniques such as waste disposal management and rain water harvesting.

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[16] Building Research Establishment Environmental Assessment Methodology' is the world's longest established method of assessing, rating, and certifying the sustainability of buildings
[17] Envision provides a holistic framework for evaluating and rating the community, environmental, and economic benefits of all types and sizes of infrastructure projects.

The green environment of the college compounds is to be respected and maintained during further development of the master plan. Tree plantations, curbs, bushes, pathways, … all these will be designed to promote the ecological environment of the colleges.

- *Renewable energy* will be taken into account when designing student and staff accommodation. Renewable energy techniques such as solar panels and thermal heaters might play an important role to increase the living comfort of these accommodations. In addition, during the design of the accommodation, easy ways for gathering human waste will be considered to optimise the biogas systems provided through TTE

- *A safe design,* which includes among others: fire retarding materials, sufficient emergency exists, safe electricity installations, grills against burglary, and fencing. Particular attention will be given to the sanitary needs of girls and people with a handicap.

  Fencing is required to clearly set the limit of the college property, and thereby to avoid any future conflict with the neighbouring community, and also to control access to the compound (to protect students from burglars, attacks, harassments,…). Considering the size of the college compounds, an analysis will be done to investigate the possibilities and opportunities for innovative ways of (green) fencing. Different types of fencing can be used according to different areas within the compound.

- *A healthy school design* can be achieved through measures such as sufficient ventilation and natural lighting that will promote the comfort of the users, and increase therefore the learning and teaching capacity of both students and teachers. The design will avoid standing water as this attracts mosquitos and facilitates the spread of malaria and other insect borne disease.

  To increase health for students and staff, the sports facilities and the dispensary in the college can also be extended/renovated as well as an extra emphasis on hygienic sanitary installations. Particular attention will be given to the sanitary needs of girls and people with a handicap.

- *Access for persons with disabilities* is the last, but not the least in this list of aspects to be taken into account when designing the colleges. In particular, access for wheelchair users is to be ensured, through measures such as accessible slopes and wide doors. A quick review will be done with the college to see what other requirements persons with disabilities might have to enable them to follow courses in the college, in order to give the necessary input for the design. Best practices on accessibility for persons with disabilities are widespreadly available.

The principles of low maintenance design, sustainable standardised design and aesthetics of school buildings are equally important and will be applied according to the principles explained in chapter 2.

For some of the building types, there are some specific aspects to be taken into account:

(1) Dorms for students:

Aiming for a healthy and safe living environment, the dormitories will be designed to have sufficient living place per student, which should be about 4m² per student. The bedrooms are ideally designed for 4 students, and the design does not allow increasing the numbers of students per room.

Students will be provided with some outdoor living space. The current dorms lack this kind of living space for students. All the indoor space available is taken up with beds to increase the number of students. An outdoor living space can easily be created, for example by providing a simple shelter. An outdoor space is preferred in order to assure that the space will not be utilised as a sleeping place. This outdoor living space can become a place where students can cook, study, rest, meet, eat, do laundry, … The outdoor space can easily increase their living comfort and thus improve the learning environment as well.

Particular attention will be given to the safety and security of female students and students with a disability.

(2) Learning facilities

The intended (i.e. desired) approach for learning facilities is to develop a stimulating teaching and learning environment which will allow for the integration of the new pedagogical ATL methods (flexible space, exhibition panels, rear blackboards…), and a more lively and colourful atmosphere, while also being environmentally friendly and gender sensitive. This approach has implications for the type of furniture and equipment to be provided, classroom setting and its size that need to be considered.

Some of the aspects of sustainable infrastructure are widely known, others are not. In order to enhance the knowledge at the level of CMU on sustainable construction, the lessons learned during the design process about innovative ideas, new techniques, etc. will be captured and transferred at the national level to CMU. Some of the solutions designed might become design principles to be used for other colleges and schools.

A track record shall be kept during the design process of all lessons learned.

Build the planned infrastructure

(1) Safety on site

During the construction phase itself, the aspects of health and safety will play an important role.

- People working in the project with a responsibility related to the construction site, will follow a training session about safety on site, in order to know their roles and responsibilities, and to increase awareness. The partners of the project (CMU, PDU, estate officer at college level) will be equally invited to follow this training.
- People working on the construction site will follow a short introduction/training about safety on site at the beginning of their working period, in order to raise awareness among workers about their rights. Training for the people working on site will also include activities in the area of HIV prevention as part of the HIV and AIDS workplace policy.
- A safety plan will be developed before the construction works are started. This safety plan will be conducted by the contractor in collaboration with BTC and CMU. The plan contains for example (non-limitative):
  - A risk assessment of most frequent safety issues encountered during construction.
  - A plan in case of emergency: first aid contacts, hospitals to go to…
  - Which measures can be taken to improve safety: personal protective materials, fencing of the construction site, …
- Frequent control of safety issues on site will be guaranteed. An appointed safety coordinator will be visiting the site at least weekly. The contractor itself will have a person responsible on site for day-to-day safety issues.
- The safety issues encountered during construction period will be registered and reported. They will be a base for lessons learned for all stakeholders involved in the construction process.

(2) Site supervision

Supervision of works will be included in the designer's contract. A qualified engineer will be recruited for daily quality inspection. Monitoring will be organised together with CMU and will focus on the quality assurance of the works.

(3) Education on site

The project Skilling Uganda will be supporting technical schools in Western Uganda. These schools do have courses on construction, welding, carpentry … An analysis will be done to see if and how students of the technical schools can do an internship at the construction site of the college. In such a way, the technical schools' students will have the opportunity for on-the-job learning.

In case of a high depreciation of the exchange rate of the Euro towards Ugandan Shilling or unforeseen costs, the rehabilitation and construction of the student accommodations and the new dispensary will be guaranteed. The scope and priorities of the other infrastructure components will then be reoriented with the staff of the NTC.

B. Activity 2.2: Provide equipment & furniture to the NTCs

The buildings constructed under the current project will be furnished and equipped, taking into consideration the pedagogical requirements, users' comfort (especially for dorms and staff houses) and environmental concerns.

An analysis will be conducted to verify the needs of the college in terms of equipment. As the priorities for the buildings are defined as accommodation as well as a healthy and safe environment, the needs for equipment will be prioritised according to the same logic. Similar to the construction, it will be verified how and what equipment for the college can be provided by the technical schools supported by the Skilling Uganda project.

Terms of references for the delivery of equipment will be elaborated by a consultant with the specific knowledge and/or experience. Delivery of equipment will include at least installation, preferably maintenance as well, at least for the first few years. This will allow that equipment will be well maintained and that technical staff from the estate department of the college will learn how to maintain the equipment.

C. Activity 2.3: Improve and consolidate the maintenance and asset management of the college

In order to avoid rapid deterioration and depreciation of the infrastructure constructed and the equipment delivered, the college will be supported in the maintenance and asset management activities, both during the project and after project closure.

Whilst the activities in result 1 are focusing on the institutional strengthening of the estate department, in order to better manage their tasks of asset management, this activity will focusing on the actual maintenance itself. To ensure the result of increased access to *'quality facilities'*, it is important that the built facilities are well maintained. Maintenance of facilities will be done during the execution of the project itself, and shall be ensured after project closure.

Support on the spot/during project maintenance

During the execution period of the project, there will be a need for maintenance of the newly constructed buildings of the TTE project, and maintenance of buildings that have not been selected for renovation in the current project. These maintenance activities will be supported in a financial and technical way through the project. The estate department of the NTC will be actively supported in their ongoing maintenance activities during the project itself.

Even the maintenance of the campus' green environment or other assets (vehicles, equipment, ..) will be included. The justification for on-the-spot maintenance support is to ensure good maintenance activities during the project, avoid deterioration of assets, and test the maintenance policies developed by the project.

Establish a system for after project maintenance

Once the project is finished, the buildings are constructed and equipment is delivered, the maintenance of the assets will be the responsibility of the college. During the project, different possibilities will be investigated in order to establish a method for supporting post-project maintenance. This might include a

public private partnership over several years after the project, to ensure the maintenance of the construction built and/or equipment delivered.

A thorough analysis will be done of all different legal and financial possibilities to ensure that the budget for maintenance will be managed in a reliable way, and that preventive and corrective maintenance will be guaranteed for the years following the project. If needed, a consultant/expert will be hired to analyse and report on the different options.

A	02		Infrastructure				Co-management	4.953.500
A	02	01	Construction of learning facilities					3.886.000
			Needs assessment					5.000
			Design and particular studies (ecodesign, waste management)					581.000
			Construction					3.300.000
A	02	02	Equipment					347.500
			Needs assessment & design					50.500
			Provision of equipment					297.000
A	02	03	Support asset management & maintenance					720.000
			Manage & maintain assets during project					120.000
			Establish method to improve post-project maintenance					600.000

Table 6: Global budget for the different activities of result 2

NTC Kaliro	Scope	Detail	Quantity (m2)	Rate per m2	Amount in Euro
renovation of existing structures, students accommodation	12 halls for male students, 5 halls for female students	based on assessment of infrastructure	4.135	206	850.000
renovation of existing structures, staff accommodation	27 units	based on assessment of infrastructure	2539	89	225.000
new construction, students accommodation	for 375 students	based on unit price	1.500	400	600.000
new construction, staff accommodation	15 units	based on unit price	1.313	400	525.000
new construction, pedagogical facilities, library extension	for growing number of students	based on unit price	250	400	100.000
new construction, pedagogical facilities, additional classrooms	for growing number of students	based on unit price	900	400	360.000
new construction, pedagogical facilities, specialised workshop blocks	for growing number of students	based on unit price	300	400	120.000
rehabilitation of dispensary	for improved services	based on assessment of infrastructure	192	156	30.000
new construction of other facilities	for prioritised facilities	based on unit price	125	400	50.000
new construction, fence	for prioritised security facilities	lumpsum			140.000
				sub-total construction costs	3.000.000
external works	roads, parking, drainage, other	10% of total construction costs		10%	300.000
				sub-total works	3.300.000
furniture, other equipment	classroom furniture, storage funiture, office furniture, medical/first aid equipment	9% of total construction costs, excluding external works		9%	297.000
needs assessment	prioritisation of facilities based on the master plan	lumpsum			5.000
design and engineering	all renovations, all new construction, all external works, all furniture	17% of total costs for works and supplies		17%	611.500
				total	4.213.500

3.4.3 Result 3: The institutional and organisational Capacity of TIET is strengthened

A. Activity 3.1: Strengthen TIET's organisational capacity

In coordination with the TTE project, this intervention will support the implementation of the TIET strategic management plan and other relevant policies. Central to this is the need to support TIET departments' strategic planning capacity, providing TIET with the skills and knowledge to lead the development of policies, strategies and plans for the sub-sector. This support will be complementary to activities taking place at the NTCs and will consolidate and institutionalize pilot practices and lessons learned at local level. In a second phase, TIET will be supported to disseminate these innovations in the other NTCs. For the moment, support is foreseen in the areas described below. However, a flexible approach will be

adopted throughout the project, and the priority areas may change.

Support TIET's strategic planning capacity

The TIET department will be supported to rationalize the TIET policy framework in order to strengthen its capacity to lead, develop and coordinate the sub-sector. This will first require the strengthening of TIET's strategic planning skills using results oriented approaches. It will include strengthening TIET's capacity to jointly develop strategies with the NTCs, recognising the value and skills of policy implementers in the development and revision of policies. The actual skills to be supported will be identified through a capacity building needs assessment. Resources will also be provided to support the implementation of the strategic planning capacity building initiatives as recommended by the needs assessment. TIET's strategic planning capacity will be strengthened through the development and implementation of a number of strategic initiatives as described in the following subsections.

(1) Support the development of school practice programme:

The TTE project has a strong focus on developing a practice-oriented learning environment for trainee teachers. This project will support the TIET department in the development of an appropriate school practice programme, as the current school practice guidelines are based on demonstration schools which are not available at NTC level. Based on the pilot programme at the NTC (see result 1), a revised practice programme will be developed, accompanied with new guidelines and rolled out to the other NTCs.

(2) Support the development of strategies, guidelines and standardization on academic and HR management

In a similar way as the school practice programme, the TIET department will be supported to develop strategies and guidelines on (digital) academic and HR management for the NTCs, which will include the following issues (non-exhaustive list):

- systems for monitoring of staff and student academic performance;
- system of external and internal support supervision;
- programme for integration of new staff and students in the NTCs;
- continuous training;
- use of teaching facilities (ICT lab, library);
- develop standardized systems for appraisal of NTC academic and non-academic staff.

(3) Support the further development and implementation of competency profiles

The project will complement the support of UNESCO and the TTE project in the development of competency profiles. It will include new developed profiles, such as national experts and mentor teachers. The development of competency profiles will follow the existing process as detailed in the draft competency profile booklet developed by the MoESTS.

Where necessary, the project will follow up on roles indicated in the competency profile booklet, based on the implementation at NTC level.

(4) Develop and support the Strategy on the expansion of NTCs:

The project will support the TIET department in developing strategies to guide the expansion of NTCs to meet the increased demand for secondary teachers. This will require:

- updating developed strategies to address the actual requirements for additional secondary teachers in the short, medium and long term;
- development of strategies to meet these requirements including an agreed implementation and financing framework to deliver the required number of quality secondary teachers;
- guidance and training of NTC to make the increase more concrete.

This sub-activity will support a full analysis of the factors that determine unit costs per student in the NTCs which will include a specific study in options for providing accommodation of the students, including the possibility of accessing accommodation from the private sector.

Support TIET capacity building and skills development:

Based on the strategic plan, the intervention will support TIET in developing annual training plans for capacity building activities guided by staff development needs captured from the annual staff performance appraisals process[18]. The first step will be to improve the staff performance management system and processes with a focus on the efficient implementation of the GoU performance management cycle as rolled out by the Ministry of Public Service.

- Enhance the oversight and supervisory capacity of the TIET Department including improvement of staff performance management system, capacity building processes and skills development to staff;
- Strengthen the oversight and supervisory institutional capacity of TIET Department. Depending on the findings of a needs assessment, this support may include the provision of systems, facilities, tools and equipment that will have a direct impact on TIETS performance. The actual support to be provided will be decided as part of the annual project planning process;
- Improve the coordination between TIET Department and its stakeholders to enhance its service delivery mandate.

Equal training opportunities between female and male will be promoted. ICT tools will be introduced, there were it is appropriate and usefull.

B. Activity 3.2: Strengthen TIET's Capacity to support the Organisation and Management of the NTCs

Support the development of NTC annual planning and budgeting guidelines:

The NTCs are currently conducting their planning and budgeting activities without guidelines from the MoESTS. The TIET department, with support from the MoESTS planning department, will develop guidelines for the annual planning and budgeting process. These guidelines will be in compliance with Uganda's financial and accounting, budgeting, procurement and public sector management regulations and will include a description of:

- the annual planning and budgeting cycle and clearly explain the role of each central and local stakeholder in the various processes within the cycle;
- the links between the approved annual budget and the actual budget implementation process, hence increasing the predictability of revenues and expenditures for each vote;
- NTC reporting requirements;
- annual planning and budgeting information to be provided by the MoESTS;
- clear procedures for the collection of NTC own sourced revenues.

Support the development of a TIET monitoring and evaluation system:

The TIET department will be supported to improve the current (digital) M&E framework for TE by including topics such as organisational management, academic management and academic performance. In doing so, the project will ensure coordination with other M&E initiatives in this intervention and the TIET sub-sector more broadly (e.g. M&E at the NTC level as per activity 1.1, infrastructure M&E, STDMS, procurement monitoring and the relationship with EMIS). In addition, the project will:

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[18] The following areas have been proposed in the TIET strategic plan: work plan development and budgeting, implementation and performance management, support supervision and visitation/mentoring, management, customer care, ICT systems adoption for real-time and integrated information sharing (intra-net, inter-net and intercom) and database management, procurement needs assessment and planning, and report writing

- Support TIET in the identification and follow-up of performance indicators for teacher education institutions (including NTCs) which will be directly related to national performance targets for teacher education;
- Provide for capacity building for TIET and NTC staff in monitoring and evaluation (design tools for data collection, providing implementation training, analysis of information and develop strategies to address weaknesses). The project training will focus on training of trainers and initial NTC training which should be continued and sustained by the TIET department;

Support the TIET department in sub-sector coordination

This sub-activity will support TIET to improve sub-sector coordination with a specific focus on NTC stakeholders. The following initiatives have been proposed to address this issue in TIET's strategic management plan:

- enhance internal coordination arrangements within the teacher education sub-sector. f.e by using digital tools more often and frequently;
- concretize the working partnerships with development partners;
- improve communication with stakeholders.

The project will provide technical support to the sub-sector technical working group to support the TIET department in addressing the above issues. This will include strengthening TIET's performance in dissemination of policy guidelines, sharing work plans, professional reports and promoting coordination in support supervision. The project will further support TIET to develop internal protocols that will guide the department's support relations and support to the NTCs. This will include protocols for dissemination of information from technical working groups, departmental meetings and activity reporting.

A	03		*Organisational Development of TIET department*				*BTC-management*	*180.000*
A	03	01	*Strengthen TIETs organisational capacity*					*120.000*
			Support TIETs strategic planning capacity					60.000
			Support TiETs capacity building and skills development					60.000
A	03	02	*Strenghten TIETs capacity of TIETs institutions*					*60.000*
			Development of NTC Planning and Budgeting guidelines					25.000
			Developing Monitoring and Evaluation System					30.000
			Support to coordination education development partners					5.000

Table 7: Global budget for the different activities of result 3

3.5 Indicators and means of verification

The indicators and means of verification are detailed in the logical framework (see annex 7.1)

3.6 Description of beneficiaries

The direct beneficiaries of the project are the NTC management, staff and their current and future students who will have had an enhanced experience during their teacher training in terms of the quality of academic training and facilities available to them. NTC management and staff will also benefit from the improved facilities, skills and institutional development initiatives.

The MoESTS will also be a direct beneficiary in terms of institutional support. The specific departments and unit that will be direct beneficiary is the TIET department.

Other indirect beneficiaries are:

- Other teacher education institutions that will participate in some activities and learn lessons from the experiences of the projects. These can be public and private schools.

- Other departments who work directly with TIET and NTCs.

3.7 Risk analysis

3.7.1 Implementation risks

Risks	Risk Level	Alleviation measure
VAT reimbursement on co-management contracts (all services, works and supplies related to infrastructure) will be delayed	High	Close follow-up by SC
Depreciation of the exchange rate of the Euro towards Ugandan Shilling	High	Regular monitoring of budget, in particular the one of the infrastructure works and adaptation of plans when necessary
Accidents at construction sites	High	Regular follow-up with contractors. Through specification in the tender, the provision of safety training and safety materials will be mandatory for the contractor
Poor quality of workmanship of contractors	Intermediate	Infrastructure ITA will monitor this closely and will provide support to procurement and contract management
Delays in procurement process	Intermediate	Support to the organisational development of CMU and PDU, including working procedures Apply lessons learned on delayed procurements in TTE
Sudden changes of policy environment or policy priorities	Low	Flexible implementation structure that is able to respond to changes at policy level The priorities are part of the ESSP.
Delays in the implementation of TTE activities	Low	Sufficient International and national technical support is being provided to close the gaps if necessary and a flexible approach is put forward.

3.7.2 Management risks

Risks	Risk Level	Alleviation measure
Workload of Programme Coordinator is higher than expected	Intermediate	Budget in budget reserve can be used to recruit additional staff
Lack of motivation of individuals in the different institutions	Low	All staff will be informed and involved to a maximum extend from the beginning

3.7.3 Effectiveness risks

Risks	Risk level	Alleviation measure
The capacity of the NTC to absorb the capacity building initiatives	Intermediate	The ID TA will work as a mentor to the NTC management and staff A work plan will be developed where priorities will be determined.
Acceptance of proposals and recommendations from the organisational assessment of CMU and PDU	Intermediate	International and national experts ID and infrastructure experts will support CMU and PDU in setting the priorities

3.7.4 Sustainability risks

Risks	Risk level	Alleviation measure
The NTCs lack the culture, to maintain the infrastructure provided and their willingness to change is limited.	High	Different support activities will be adopted : provision of tools, provision of the necessary means, activities to change attitudes towards maintenance
High pressure to accept more students than the number that the available rooms and space can house.	High	A good design will prevent unwanted increase of students/m² and provide outdoor living space.
The GoU may not be able to sustain the improvement in access to teacher education in line with increasing demand	Intermediate	The project will share good practices in infrastructure development with the GoU and support the TIET department to develop plans for the expansion of NTCs
Gaps in skills and resource will hamper MoESTS continuous organisational development support to NTCs after the completion of the project	Intermediate	The project will base its work plans on the (already limited) skills and resources of MoESTS
No willingness to revise CMU strategy	Intermediate	The scope is very broad and even in the current set-up several capacities need to be strengthened.
CMU is not able to recruit suitably skilled staff	Intermediate	Institutional development TA will support CMU through the reform process
High turnover of staff	Intermediate	The capacities of all staff members will be strengthened.
Lack for proper funding of NTCs will remain a problem in the MoESTS Budget	Intermediate	Regular monitoring of available budget.

3.7.5 Fiduciary risks

Risks	Risk level	Alleviation measure
Corruption for construction and equipment.	Medium	Different support activities will be adopted : provision of tools, provision of the necessary means, activities to change attitudes towards maintenance; Recruitment of a national and international financial assistant able to perform ex-ante and ex-post controls• Development of a strong Programme Implementation Manual, adequately detailing the training-related expenditures (per-diem, accommodation, logistics, materials, etc.), the essential point of control and financial follow-up tools Payments and flow of funds will be centralised at the Programme Management level.

4 Resources

4.1 Financial resources

Belgian contribution:
The total Belgian contribution amounts to 7.500.000 Euros.

Ugandan contribution
The contribution from the Government of Uganda is estimated at 10% of the Belgian contribution, equivalent to 750.000 Euros.

The contribution includes Import Tax and Value-Added Tax (VAT). The Ugandan contribution also includes the provision of office space and mobilisation of their staff.

4.2 Human resources

4.2.1 The Project Team

The project staff is responsible for the operational implementation of the project activities. It will be anchored in the MoESTS at the level of the Directorate of Higher technical and Vocational Education and Training.

The Project Team will be composed of the following staff:

A. At the central level

At the central level the staff of the project team, based within the MoESTS is shared between the projects Muni and Kaliro and will be composed of:

Project Staff	Number of months	Contracting Party	Financial contribution
Project Management			
Project Manager	48 months Part-Time	MoESTS	Ugandan
Project Co-Manager (ITA Institutional development)	48 months Part-Time (35 %)	BTC	Belgian
Project Support Staff			
Financial Officer	48 months (50 %)	BTC	Belgian
Accountant	48 months (50 %)	BTC	Belgian
Project assistant	48 months (50 %)	BTC	Belgian
Driver	48 months (100 %)	BTC	Belgian

The terms of reference (ToR) of the Project Manager, Project Co Manager are included in annex 7.3 of this document.

B. At the local level

At the local level, in Kaliro, the project team will be composed of:

Project Field staff	Number of months	Contracting Party	Financial contribution
Project Field Officer (NTA Institutional Development)	48 months (100 %)	BTC	Belgian

The Project Field Officer will be based in the NTC Kaliro

The NTC will make sure that office space is made available, in its premises for the Project Field Officer.

The terms of reference (ToR) of the Project Field Officer are included in annex 7.3 of this document.

C. Focal Points

Focal Point	Number of months	Contracting Party	Financial contribution
Project CMU Focal point	48 months Part-time	MoESTS	Ugandan
Project PDU Focal point	48 months Part-time	MoESTS	Ugandan
Project NTC Kaliro Focal point	48 months Part-time	NTC	Ugandan

Optional (to be defined during implementation)

- International Junior assistants (additional funding outside of the project's budget)
- Ugandan young potentials to be 'linked' with the international juniors (on the budget of the project)

The terms of reference (ToR) of the Project Manager, Project Co-Manager, Project Field Officer and Focal Points are included in annex 7.3 of this document.

4.2.2 The Education Programme Unit Team

The Uganda-Belgium cooperation sees its number of interventions in the education sector increase and therefore it is logical to advance towards a programme approach.

In terms of human resources this translates into a pooling of experts for the overall Uganda-Belgium education programme that are shared between the interventions of the sector according to an allocation key (% of their time).

Programme Staff

Programme Staff	Number of months on Kaliro	Contracting Party	Financial contribution
Programme Management			
Education Programme Manager, appointed by MoESTS	60 months (Part-Time)	MoESTS	Ugandan
Education Programme Co-Manager (BTC)	48 months (Part-Time, 7.2%)[19]	BTC	Belgian

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Corresponds with 24% of 30 % of available time

Programme Support Staff			
ITA Infrastructure	48 months (42.5%)	BTC	Belgian
NTA Infrastructure	48 months (50%)	BTC	Belgian
ITA Administrative and Finance Officer	48 months (20%)	BTC	Belgian
ITA Procurement Officer	36 months (15%)	BTC	Belgian
NTA Procurement Assistant	36 months (15%)	BTC	Belgian

The Education Programme Manager will be appointed by MoESTS within its Directorate of of Higher Technical and Vocational Education and Training.

The role of Education Programme Co-Manager will be ensured by the project Co-Manager (ITA) of the projects Muni/Kaliro. He/she will work part time on each assignment: 35% as Muni Project Co-manager, 35% as Kaliro Project Co-Manager and 30% as Programme Co-manager. – The 30% of his/her time devoted to Programme Co-Management will be shared amongst the projects of the programme.

The ITA Procurement Officer will also be shared with the other Uganda-Belgium Programmes via Service Level Agreement (SLA).

The terms of reference (ToR) of the Programme Manager, Program Co-Manager, ITA and NTA Infrastructure, ITA Administrative and Finance Officer and ITA Procurement Officer and NTA Procurement assistant are included in annex 7.3 of this document.

Programme technical expertise

The experts (ITA and NTA) from all projects that are part of the Uganda-Belgium Education Programme can be shared when necessary/relevant in a team spirit under the coordination of the Programme manager and co-manager.

Ugandan Contribution

The MoESTS and the NTC will ensure participation of their staff, and in particular the TIET department, PDU and CMU staff, to contribute to the intervention notably through their participation in the project activities and various committees that may be established.

4.3 Other resources

4.3.1 Services

Belgian contribution (project Budget)

- Consultancies
- Vehicle maintenance
- Communication costs
- Training

SLA will be put in place for services delivered by the BTC Representation or shared with other Programmes and the Education Programme, e.g. for the shared staff, communication services etc.

4.3.2 Investments

Belgian contribution (project Budget)

- Infrastructure
- Purchase of 1 vehicle
- Purchase of office equipment needed for the project team at national and regional level
- Purchase of basic equipment for NTC

4.3.3 Others

Ugandan contribution:

The MoESTS will provide the office space for the Project and Programme teams in its Directorate of Higher Technical and Vocational Education and Training and in its Construction Unit for the ITA and NTA architects. The NTCs of Kaliro will provide office space for the Project Field officers.

Details on the budget can be found in the inserted budget table.

TOTAL BUDGET: UGA 15 030 11 (KALIRO)			Modality	TOTAL BUDGET	%	YEAR 1	YEAR 2	YEAR 3	YEAR 4
A		**Improved teaching and practice-oriented learning facilities sustained by strengthened management.**		**5.548.500**	**73,98%**	**395.500**	**870.500**	**1.874.500**	**2.408.000**
A	01	*Organisational strengthening NTC*		*415.000*		*143.500*	*121.500*	*97.500*	*52.500*
A	01 01	Strategic management (including cross-cutting issues)	BTC-management	105.000		44.000	29.000	20.000	12.000
A	01 02	PFM	BTC-management	68.000		32.000	25.000	9.000	2.000
A	01 03	Academic management	BTC-management	114.000		30.000	30.000	32.000	22.000
A	01 04	HR management (including cross-cutting issues)	BTC-management	68.000		17.500	17.500	16.500	16.500
A	01 05	Consolidate and strengthen the maintenance capacity	BTC-management	60.000		20.000	20.000	20.000	
A	02	*Infrastructure*		*4.953.500*		*216.000*	*690.000*	*1.720.500*	*2.327.000*
A	02 01	Construction of learning facilities	Co-management	3.886.000		186.000	640.000	1.540.000	1.520.000
A	02 02	Equipment	Co-management	347.500			20.000	150.500	177.000
A	02 03	Support asset management & maintenance	Co-management	720.000		30.000	30.000	30.000	630.000
A	03	*Organisational Development of TIET department*		*180.000*		*36.000*	*59.000*	*56.500*	*28.500*
A	03 01	Strengthen TIETs organisational capacity	BTC-management	120.000		20.000	40.000	40.000	20.000
A	03 02	Strengthen TIETs capacity of TIETs institutions	BTC-management	60.000		16.000	19.000	16.500	8.500
X		**Budget reserve**		**205.660**	**2,74%**				**205.660**
X	01	*Budget reserve*		*205.660*					*205.660*
X	01 01	Budget reserve Co-management	Co-management	102.830					102.830
X	01 02	Budget reserve BTC management	BTC-management	102.830					102.830
Z		**GENERAL MEANS**		**1.745.840**	**23,28%**	**477.710**	**445.710**	**395.710**	**426.710**
Z	01	*Staff*		*1.384.440*		*355.860*	*355.860*	*355.860*	*316.860*
Z	01 01	International technical assistance	BTC-management	753.840		188.460	188.460	188.460	188.460
Z	01 02	National technical assistants	BTC-management	180.000		45.000	45.000	45.000	45.000
Z	01 03	Finance , admin, technical and support staff	BTC-management	450.600		122.400	122.400	122.400	83.400
Z	02	*Investments*		*82.000*		*82.000*			
Z	02 01	Vehicles	BTC-management	35.000		35.000			
Z	02 02	Office equipment	BTC-management	20.000		20.000			
Z	02 03	Equipment IT	BTC-management	20.000		20.000			
Z	02 04	Office rehabilitation	BTC-management	7.000		7.000			
Z	03	*Running costs*		*129.400*		*32.350*	*32.350*	*32.350*	*32.350*
Z	03 01	Maintenance IT	BTC-management	16.000		4.000	4.000	4.000	4.000
Z	03 02	Vehicles	BTC-management	38.400		9.600	9.600	9.600	9.600
Z	03 03	Telecommunications	BTC-management	24.000		6.000	6.000	6.000	6.000
Z	03 04	Office consumables	BTC-management	4.000		1.000	1.000	1.000	1.000
Z	03 05	Missions	BTC-management	10.000		2.500	2.500	2.500	2.500
Z	03 06	External communication	BTC-management	10.000		2.500	2.500	2.500	2.500
Z	03 07	Training	BTC-management	9.000		2.250	2.250	2.250	2.250
Z	03 08	Financial costs	BTC-management	8.000		2.000	2.000	2.000	2.000
Z	03 09	Other	BTC-management	10.000		2.500	2.500	2.500	2.500
Z	04	*Audit, monitoring and evaluation and support*		*150.000*		*7.500*	*57.500*	*7.500*	*77.500*
Z	04 01	Audit, evaluation	BTC-management	120.000			50.000		70.000
Z	04 02	Backstopping Est/ Ops/controlling	BTC-management	30.000		7.500	7.500	7.500	7.500
TOTAL				**7.500.000**		**873.210**	**1.316.210**	**2.270.210**	**3.040.370**

	TOTAL BUDGET	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Co-Management	**5.056.330**	**216.000**	**690.000**	**1.720.500**	**2.429.830**
BTC-Management	**2.443.670**	**657.210**	**626.210**	**549.710**	**610.540**

5 Implementation modalities

This chapter describes how the project will be managed, from start-up until closure, in all its management areas (strategic steering, technical content management (scope), procurement management, financial management, human resources management, quality management and audit).

As the project will be jointly implemented with the Muni Project, a common chapter 5 is been developed.

5.1 Contractual framework and Administrative Responsibilities

The legal framework of this intervention is governed by:

- The General Agreement between the Belgian Government and the Ugandan Government signed 23rd March 1995.
- The Indicative Cooperation Programme (2013-2016) between the Government of Belgium and the Government of Uganda signed 5 April 2012.
- The Specific Agreement – of which this present Technical and Financial File (TFF) is part - signed between the Government of Uganda and the Government of Belgium.

There is a joint Belgian-Ugandan administrative responsibility for the execution of this intervention.

The Ugandan party designates the Ministry of Finance, Planning and Economic Development (MoFPED) as the administrative entity responsible for executing the intervention.

The MoFPED designates the Ministry of Education, Science, Technology and Sports (MoESTS) as the responsible entity for the implementation of the project.

The Belgian party designates the Directorate General of Cooperation and Humanitarian Aid (DGD) represented by the staff of the Embassy of Belgium in charge of development Cooperation in Kampala as the Belgian entity responsible for the Belgian contribution.

DGD delegates the fulfilment of its obligation to the Belgian Technical Cooperation (BTC) represented by BTC Resident Representative in Uganda as the Belgian entity responsible for the execution and follow-up of the intervention.

5.1.1 Institutional anchorage

Institutionally, the programme is anchored in the Ministry of Education, Science, Technology and Sports (MoESTS) in the Directorate of Higher Technical and Vocational Education and Training with Focal points in the TIET, CMU and PDU and field offices in Muni and Kaliro based in the NTC.

5.1.2 Technical Responsibility

There is a joint Belgian-Ugandan technical and operational responsibility for the execution and achievement of the results to reach the specific objective of the project both at the level of the steering committee (MoESTS) Permanent Secretary & BTC Resident Representative).

An official designated from the Directorate of Higher Technical and Vocational Education and Training will take the role of full-time Project Manager and the International Technical Assistant appointed by BTC will be the project Co-manager.

5.1.3 Financial Responsibility

This intervention will be executed according to two management modality modes: "BTC Direct-management" and "Co-management".

The public procurement rules applied will depend on the management modality of each activity.

The Authorizing Officer is the BTC Resident Representative in Uganda, for the activities in BTC direct management.

For activities under the co-management modality, the financial responsibilities are shared by the two parties and the Permanent Secretary of the MoESTS is the Authorizing Officer and the Resident Representative of BTC is the project Co-Authorizing officer.

5.2 Project Life Cycle

The Specific Agreement is valid for 60 months.

The project execution period is of 48 months.

5.2.1 Preparatory phase

Before the actual start of the project, a series of tasks can already be done during a preparatory phase:

- Establishment of the Project Management Team
- Recruitment process of staff
- Feasibility plans for construction and rehabilitation of the targeted institutions

Except for those linked to recruitment and logistics, no other project expense will be made during that period.

Estimated costs during the preparatory phase:

HR costs	
Recruitment costs for the staff to be financed by the intervention	€ 10,000
Logistic costs	
Vehicles	€ 35,000
ICT equipment	€ 20,000

5.2.2 Execution Phase

A. Project Start-up phase

At the beginning of the project's implementation phase, an initial phase of maximum 6 months will start, during which the following activities will be carried out.

- The recruitment of staff
- The first project operational planning (Year 1)
- The establishment of the baseline and monitoring system
- The start-up report (including work plan)

This phase ends once the 1st Steering Committee has been organised to approve the start-up report.

B. Operational phase

This phase starts with the first Steering Committee approving the start-up report and ends with the Steering committee that approves the operational closure planning. Operationalization of the intervention

At the end of this phase a planning of the operational closure is validated by the PSC.

C. Operational closure phase

This phase starts once the Steering Committee has approved the operational closure planning and ends when the Steering committee approves the final report validation (Discharge of project team). Six months before the end of the project a closing phase will start during which the Project Management Team will prepare a financial report and submit this to the Steering Committee.

This operational closure period starts at the latest 6 months before the end of the Specific Agreement.

The final report will consist of the necessary administrative, financial and operational information, and an overview of the achieved results.

After discharge of the team, the Representation and partner can still proceed to the liquidation of last commitments.

Beyond the validity of the Specific Agreement, no expenditure will be accepted unless it relates to commitments entered into force before the expiry date of the Specific Agreement and has been approved by the last Project Steering Committee.

D. Administrative Closure phase

The final report is updated at the end of the operational closure phase and is sent by BTC to DGD with the request of definitive reception. Once accepted, the project is administratively closed.

5.3 Implementation and follow-up structures

5.3.1 General presentation

	Programme Steering Committee		
Management	Programme Manager UGA Programme Co-Manager BTC	Staff*	RAFI ITA Infrastructure NTA Infrastructure ITA Procurement Officer NTA Procurement Officer
	Programme management		
Management	Project Manager UGA Project Co-Manager BTC *ITA Institutional Dev*	Staff at national level	Support staff
		Staff at local level	**Kaliro** Project field Officer **Muni** Project Field Officer

5.3.2 Programme Steering Committee (PSC)

The Programme Steering Committee (PSC) represents the highest level of decision making with regard to the strategic piloting and implementation of the projects within the Education Programme.

A. Composition:

The PSC will be composed of the representatives of the following institutions as voting members:

- MoESTS (Permanent Secretary) **chair;**

- BTC (Resident Representative or his delegate) **co-chair**;

- Ministry of Finance, Planning and Economic Development;

- The Ministry of Gender, Labour and Social development

The PSC will also have the following representatives of the following actors as non-voting members:

- Commissioner Education Planning and Policy Analysis

- Commissioner Teacher & Instructor Education

- Commissioner of Technical and Vocational Education

The PSC may invite external experts or other stakeholders as resource persons on an ad hoc basis.

B. Role and functions:

- Supervise the respect of the engagements of the parties;

- Assess the development results obtained by the projects (strategic quality assurance and control) and approve planning and recommendations from the projects annual results reports;

- Validate Grant Agreements proposed by the project teams;

- Approve eventual adjustments or modifications of results described in the TFFs, while respecting the specific objective, projects duration and total budget as described in the Specific Agreements while ensuring coherence and feasibility of the actions;

- Resolve any problems that cannot be solved at the project management teams level;

- Approve and ensure the follow-up of recommendations formulated in the reviews (MTR and ETR) reports;

- Based on the financial reporting and audit reports advice on corrective actions to ensure the achievement of the project's objectives;

- Ensure approval of the final report and the final closure of the projects;

- Ensure approval of the reports related to the disbursement and use of projects funds based on the quarterly budget and planning follow-up submitted by the Project Managers.

C. Operating mode:

- The PSC establishes its rule of order;

- The PSC meets upon invitation of its chair at least twice a year. Extraordinary meetings can be held upon request of one of its member. The invitation shall be received by the members at least 7 days before the meeting. The invitation shall include an agenda, suggested decisions and supporting documents;

- The PSC meets for the first time (at the latest) three months after the signature of the Specific Agreement of each project;

- Decisions of the PSC shall be taken by consensus. Decisions of each meeting of the PSC shall be recorded in minutes signed by its present voting members;

- A PSC is held at the latest three months before the end of the activities of a project in order to approve the final report and prepare the modalities of the project closure;

- The Programme Management will act as the Secretariat for PSC and will provide the necessary information to its members in advance of each meeting;

- Each individual project can convene a specific individual steering committee meeting when relevant

5.3.3 The Project Management Team (PMT)

MoESTS designates a part time national Project Manager within the Directorate of Higher Technical

and Vocational Education and Training, detached by MoESTS after BTC's no-objection.

BTC contracts a part-time Project Co-manager after the MoESTS' no-objection.

The Project co-Managers will be supported by:

- project staff at central level located within MoESTS in the Directorate of Higher Technical and Vocational Education and Training and in the CCU, with Focal points in the CMU, PDU
- a project field office in the Muni/Kaliro NTC;
- the education programme team.

The full list of Project and Programme staff is presented in Chapter 4.2 Human Resources.

Project Manager and Co-manager will work in close collaboration and take operational decisions and actions on a day to day basis in order to ensure that the project strategy is fully implemented, in time, within budget and as approved by the PSC. They are jointly responsible for the achievement of the results and specific objective of the project.

The project management responsibilities comprise of[20]:

- Develop and implement the project strategy and operational plans
- Overall project coordination management
- Ensure good communication and collaboration with the Programme Management Team
- Prepare the project operation procedure and financial manual - at the start of the intervention – and submit it to the PSC for validation and prepare the implementation which includes:
  - o Overall project monitoring, operational and financial planning, adjustments and reporting of the project on a quarterly and annual basis (See 5.6.5)
- Ensure proper management and apply stringent accountability arrangements for the management of the financial resources allocated to the project,
- Ensure that procurement processes and procedures used by the project are conform to the applicable procurement guidelines;
- Ensure proper human resources management practices conforming to the applicable guidelines;
- Compilation of the project final report at the end of the project.

5.3.4 The Education Programme

The Uganda-Belgium cooperation sees its number of interventions in the education sector increase and advances towards a Programme Approach. These interventions are the following:

- Improving the training of BTVET technical teachers/instructors and health tutors, and secondary teachers in Uganda
- Support to the implementation of the Skilling Uganda Strategy
- Improve the teachers secondary education training of secondary teachers in national teachers' college Muni
- Improve the teachers secondary education training of secondary teachers in national teachers' college Muni

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[20] Non exhaustive list

Programme organisational structure:

A Programme management

- A part-time programme Manager appointed by MoESTS
- A part-time (30 %) programme Co-manager appointed by BTC

The programme support staff is also composed of the following staff:

- RAFI
- ITA Architect
- NTA Architect
- ITA Procurement Officer
- NTA Procurement assistant

Among others, the programme unit team is responsible for:

- Ensuring the quality, coherence and technical coordination of the programme in terms of implementation strategies;
- Supporting the development of strategic partnerships with the main partners and ensure the quality of institutional relationship for the most efficient programme implementation;
- Consolidating the monitoring of the programme.
- Ensure coherent and complementary planning between the projects
- Organising communication and sharing of information inside de programme;
- In consultation with the Belgian Embassy and BTC Representation, participating to sector working group and ensuring sector networking;
- Supporting the projects in delivering a qualitative administrative and financial management;
- Striving for a better donor coordination in those (sub)sector(s) or those intervention areas of the Uganda-Belgium education portfolio.

It is also foreseen to put in place a Programme Management Committee

The Programme Management Committee will be composed of

- Programme Manager MoESTS
- Programme Co-Manager BTC
- Programme RAFI
- Programme ITA Infrastructure
- Education Projects' managers and co-managers

The Programme Management Committee is responsible for the coherence of the management of the interventions to ensure a strategic and shared vision and enhancing synergies.

5.4 Operational Management of the intervention

5.4.1 Human Resources Management

Recruitments:

BTC HQ will select and contract the Project/Programme Co-manager through BTC procedures with the non-objection of MoFPED and manage their contract and salary.

	Project Co-manager	Other project Staff
FUNDED BY	Project funds	Project funds

PROCESS	System	Resp	Syst	Resp
ToR	Joint (in the TFF)		BTC	
Publication	BTC	BTC	BTC	BTC
Candidates pre selection	BTC	BTC	BTC	BTC
Selection of candidates	BTC	BTC	BTC	BTC
ANO	ANO from MoFPED		NA	
Signature of the contract	BTC	BTC	Ugandan legislation	BTC
Individual evaluations	BTC	BTC	BTC	BTC

The Project and the Programme Manager will be designated by MoESTS among their staff after no objection from BTC.

The Focal points will be designated by MoESTS and NTC among their staff.

Additional remarks:

All positions are open for men and women. Female candidates will be encouraged to apply.

If the ToR defined in this TFF must be revised before advertisement, the revised ToR need to be approved by the PSC.

5.4.2 Construction management

The construction will be managed in co-management modality. In each step, the MoESTS CMU will be fully part of the consultation and decision process. All design and supervision will however be tendered (budget included in total budget for construction).

5.4.3 Financial Management

A. Bank Accounts

Co-management

From the signature of the Specific Agreement a main bank account in co-management will be opened at a commercial bank in Uganda or at the Bank of Uganda named "BTC project – co-management – Muni/Kaliro " in EURO. Other bank accounts in co-management (operational accounts) can be opened when needed.

In terms of signature, the double BTC-signature is compulsory with the following specifications:

Mandate Partner	Mandate BTC	Ceiling	Account
Authorizing Officer or his substitute	Co-Authorizing officer or substitute/RAFI	According to the rules of his/her organisation	Main and operational account
Authorizing Officer or substitute or delegate	Co-Authorizing officer or substitute/ RAFI	< 200,000 EUR	Operational account

The Authorizing and Co-Authorizing Officer are jointly responsible for the opening of the accounts. They are responsible for adding and removing signatory rights on the mandatories of the accounts, in accordance with the internal rules of their respective organisation. In case of modification, the party

concerned shall communicate it to the bank and formally inform the other party.

All payments made under the co-management budget line must be paid from funds on the co-management bank or cash accounts.

BTC-management

For payments made under BTC-management budget lines, BTC opens specific bank account with only BTC personnel signatory rights.

B. Funds transfer

First transfer

From the notification of implementation agreement between the Belgian State and BTC and after the opening of the main accounts, a cash call can be submitted by the Project Management to BTC Representation. The requested amount must be in line with the financial needs of the first three months and will follow the BTC internal procedures.

Subsequent transfers

To receive subsequent transfers, the project management team (PMT) must submit a cash call to the BTC Representation following BTC procedures.

Subsequent requests for transfers must be based on action plans and financial reports approved by the PSC.

Each transfer should equate to the estimated funding requirements of the project as prepared by the PMT for the succeeding three months, plus a small margin for contingency, possibly paid in several tranches. The transfer of funds by BTC to the bank accounts will be made provided that:

- the financial accounts for the project are up to date and have been submitted to the BTC Representation;
- all required reports have been submitted to the local Representation of BTC;
- any recommendations proposed by external audits and/or MTE have been followed up or implemented and reported to the BTC Representation.

In addition, intermittent urgent cash transfers may be requested; but such urgent cash calls are only acceptable if they are fully justified in relation to extraordinary events.

The final payment of the project will follow the same conditions as described above.

The cash management procedures and rules of BTC (transfer to operational accounts, cash management…) apply.

5.4.4 Financial planning

A. Preparation of annual and multiyear budgets

Each year, the project team must develop a budget proposal for the next year following BTC procedures. In this budget proposal, an indicative budget for the following years should also be included. This budget proposal must be approved by the SC.

The annual budget is part of the annual plan and provides the basis for the monitoring of budget execution of the next year.

B. Monitoring and budgetary commitments

Each quarter, the project must report on the budget execution and the forecast of expenditure, compared to the total budget and annual budget approved. The reporting is done according to the

format provided by BTC and is part of the quarterly reporting.

The project must ensure proper control and regular budget monitoring of commitments.

C. Accounting

Accounting is done on a monthly basis according to BTC rules and regulations and its own financial system and tool.

The accounting documents must be signed for approval by the Project Manager and Co-Manager and sent to the Co-Authorizing Officer (BTC Resident Representative).

The accounting documents that must be forwarded to the BTC Representation include an electronic file, the supporting documents as well as the bank statements and petty cash statements

The accounting documents must be up to date, accurate, reliable and according to accounting standards and rules in place.

Eligible costs are actuals costs which meet the following criteria:

- They are identifiable and verifiable, in particular being recorded in the accounting records of the project according to the applicable accounting standards
- They relate to activities and criteria as specified in the TFF and necessary for achieving the results
- They are indicated in the budget and registered under the correct budget line
- They comply with the requirements of sound financial management.

5.4.5 Budget Management

Budget constraints: The budget of the project sets out the budgetary limits within which the project must be executed. The total budget and the budget per execution mode may not be exceeded.

Budget change:
Overshooting of a general means section or a result less than 10% of the amount budgeted for on this section or result in the latest version of the budget is authorized.

At budget line level, budget overshooting is allowed if the overshooting is less than 20% of the amount of the latest approved budget for this line or if it is less than 50,000 €

At the level of the annual budget, there are no constraints, except for the general means section for which the annual budget overshooting can be no more than 5%.

In case a budget increase is needed, a written request for the increase must be submitted by the national party to the Belgian state after agreement of the steering committee. If Belgium accepts the request an exchange of letters is signed by both parties.

For all other budget changes, a written agreement of the Authorizing Officer and Co- Authorizing Officer is sufficient.

For each request for budget change, the project team must elaborate a budget change proposition according to BTC's procedures.

The contingencies budget can only be used for project activities and after approval of the PSC.

5.4.6 Management of Grant Agreements

In accordance with Article 8 of the BTC Law, BTC can provide financing to one or more third-party partners for the achievement of part of the activities of the TFF or for an own action that contributes to the achievement of the objectives of the intervention. Grants will be awarded in accordance with the

modalities described in the BTC guide for the elaboration and follow-up of Grant Agreements. Public or private entities that are awarded grants are called "beneficiary parties". The beneficiaries of the actions funded by the grant are called "final beneficiaries".

When the management of the intervention identifies the need to use a grant, it must to obtain approval of the Steering Committee, which is laid down in a report, on the basis of a clearly reasoned justification why, for this case, the public procurement regulations do not apply.

The use of a Grant Agreement is not provided for in this TFF but if the need for the use of Grants originates from the management of the intervention, it is necessary to obtain approval of the Steering Committee.

The need for the use of Grants will have to be laid down in a report, on the basis of a clearly reasoned justification why, for this case, the public procurement regulations do not apply.

The modalities concerning notification to the Belgian State on the beneficiary parties of the grants and concerning the approval of the Grants beneficiary parties by the Minister of Development Cooperation are the following:

1.) For each Grant Agreement amounting to less than or equal to 500,000 EUR, BTC will inform the Belgian State. For the purpose, the ResRep will regularly transfer to the Belgian Embassy the list of the beneficiary parties of Grant Agreements including the object and amount of the Agreements.
2.) Grant Agreements of a budget in excess of 500,000 EUR with a beneficiary party that is not listed in the TFF will be submitted for approval by the Belgian Administration

5.4.7 Public Procurement Management

Procurement for items under co-management budget lines will be done according to the Ugandan procurement rules and regulations.

The procurement of goods and services for the budget under co-management lines will be carried out in conformity with the Public Procurement and Disposal of Assets (PPDA) Act 2003, which provides the legal framework for procurement activities by all public institutions.

Tenders under co-management above 25,000 EUR must have the approval ('no-objection') of the BTC Resident Representative in relation to the tender plan (including bid document), and on the tender evaluation report, with the positive evaluation of a legal advisor.

The opening and analysis of the tender will be organised according to the national procedures. BTC must participate in the analysis of the tender if the value is greater than 5,000 EUR. The award proposal has to be approved by MoESTS according to their normal internal procedures.

Procurement for items under BTC-management budget lines will be done according to Belgian procurement rules and regulations.

The following activities will be managed according to Belgian Law and BTC system (BTC-management):

- Staff contracting
- All the consultancies
- Audits
- Mid-term and End-term Reviews (MTR and ETR)

5.5 Monitoring & Evaluation

5.5.1 Monitoring

	Report Title	Responsibility	System	Frequency	Users
Baseline	Baseline Report	Project Team	BTC	One time	Project, PSC, BTC
Operational Monitoring	MONOP	Project Team	BTC	Quarterly	Project, BTC Rep office
Results Monitoring	Results Report	Project Team	BTC	Annually	Project team, partner, PSC, BTC Rep office, BE embassy
Final Monitoring	Final Report	Project Team	BTC	One time	PSC, Partner, BTC Rep office BE embassy, donor

5.5.2 Baseline

Establishing a complete and comprehensive baseline in the beginning of the project is a BTC system requirement. The project M&E framework will be aligned with existing frameworks and methodologies already used by the partner.

The Baseline Report needs to be established by the Project Team at the beginning of the project within 9 months after the first Steering Committee (start-up PSC).

The Baseline Report will be presented to the PSC. The PSC takes note of the Baseline Report and validates the way the intervention will be monitored. The main goal of the PSC should be to assure that the Baseline Report guarantees sound monitoring.

5.5.3 Operational Monitoring

Operational monitoring refers to both planning and follow-up of the intervention's management information (inputs, activities, outputs) and its purpose is to ensure good project management. It is an **internal** management process of the intervention team. Every quarter the Operational Monitoring update is sent to and discussed with BTC Representation. BTC Resident Representative has the overall responsibility of ensuring that all projects conduct Operational Monitoring in a correct and timely manner.

Results Monitoring
Results Monitoring refers to an annual participatory reflection process in which intervention team reflects about the achievements, challenges, etc. of the past year, and looks for ways forward in the year(s) to come. The PSC approves or disapproves recommendations made by the intervention team in the annual Result Report.

Final Monitoring
The purpose of final monitoring is to ensure that the key elements on the intervention's performance and on the development process are transferred to the partner organisation, the donor and BTC and captured in their "institutional memory". This enables the closure of the intervention, the hand-over to the partner organisation and the capitalisation of lessons learned. It can be considered as a summary of what different stakeholders might want to know at closure or some years after closure of the intervention.

Evaluation: Mid-Term Review and End-Term Review

	Responsibility	System	Frequency	Users
Mid-Term Review	BTC HQ	BTC	One time at mid term	PSC, partner, project, BTC, donor
End-Term Review	BTC HQ	BTC	One time at end term (6 months before operational closure)	PSC, partner, project, BTC, donor

Reviews are organised twice in a lifetime of a project: at mid and end of term. BTC-HQ is responsible for organising the reviews. The ToR of the reviews and their implementation are managed by BTC Brussels, with strong involvement of all stakeholders. The role of the PSC is to approve or disapprove the recommendations made in the reviews.

The MTR and ETR of the Muni and Kaliro projects will be organised jointly.

5.5.4 Financial and procurement audit

Project audit
The project must be audited at least once during the implementation (two audits will be budgeted) following BTC procedures. BTC will deploy an independent qualified audit firm (International Accounting Standards) to audit the dedicated project accounts annually. BTC will write the terms of references of the audits. These audits will be carried out by the auditors according to the BTC framework contract in force.

BTC and the Steering Committee may request additional audits if necessary.

The auditor's reports must be presented to the SC.

The audit reports will include recommendations and proposal of corrective actions.

The PCT will prepare an action plan to improve the procedures and justify that corrective measures were taken.

BTC Audit
The Board of Auditors will yearly audit BTC accounts. They also audit the projects at that moment. BTC's Audit Committee can also request that BTC internal auditors audit a project.

5.6 Taxes and Duties

No part of the Belgian contribution should be used to pay any taxes, customs and import duties or other tax-related fees on supplies, equipment, works and services. If duties and taxes are due according to the national legislation, they will be covered by the Ugandan party.

5.7 Modification of the TFF

The formal agreement of the Belgian State and the Ugandan Government is needed for the following changes:

- Modification of the duration of the Specific Agreement
- Modification of the total Belgian financial contribution
- Modification of the Overall and Specific Objective of the project.

The request of the above modifications has to be motivated by the Project Management Team and approved by the Steering Committee. The exchange of letters requesting these modifications shall be

initiated by the Ugandan Government and shall be addressed to the Belgian Embassy in Uganda.

The following changes to the TFF will have to be approved by the Steering Committee:

- The project results and activities and their respective budgets
- The execution modalities
- Competences, attributions, composition and tasks of the SC
- The indicators at the level of the specific objective and the results
- The mechanism to change the TFF.
- The financial modalities to implement the contribution of the Parties.

All other changes to the TFF should be approved by the chairman of the PSC and the BTC resident representative. The adapted version of the TFF shall be communicated to the BTC headquarters and to the Head of Cooperation (DGD) in Kampala.

5.8 Closure of the intervention

Financial Statement

Six months before the end of the Specific Agreement, the national director with the BTC coordinator must prepare a financial statement with the Representation according to BTC procedures, presented to the closing SC.

Six months before the end of the Specific Agreement, no expenditure will be authorized without the approval of the Authorizing Officer of the project and under condition that the expenditure is linked to commitments taken before the end of the Specific Agreement and detailed in the Minutes of the SC.

Balances

Unused funds on bank accounts will be transferred to BTC.

The unused budget amounts at the end of the project will be transferred as specified in the Specific Agreement.

Expenses after the end of the Specific Agreement

After the end of the Specific Agreement, no expenditure will be authorized. Exceptionally, expenditure will be authorized after the end of the Specific Agreement date, only when linked to commitments taken before this date.

6 Cross-cutting themes

6.1 Environment

As stated in chapter 1 and in line with the achievement of TTE, environmental issues will be integrated into the project at two levels: as a design and construction issue (use of materials, sustainable buildings, renewable green environment etc.) and as a management issue (waste management, awareness raising, building capacity etc.).

 (1) Eco-design and construction

In constructing the facilities of the two colleges, the project will apply environmentally friendly techniques and construction materials. The approach will include passive measures: the maximisation of greening in the college compound, the orientation of the facilities with regards to sun and wind direction, the maximal use of daylight, rainwater harvesting and natural ventilation. Due attention will also be given to ensuring the selection of materials for construction that will have the minimum negative environmental impact and will be maintenance friendly. All these fundamental guiding principles will be included in terms of references, tender documents, etc. An approach of considering the life cycle of materials will be established: eco-friendly harvest/production, reusable materials, low maintenance, flexible use, etc.

(2) Renewable energy

Furthermore, as an active measure, the project will look at renewable energy modalities such a solar power and biogas installations. These systems will decrease the fossil-based electricity and contribute to a more eco-friendly building.

(3) Waste management

Proper attention will be given to verify possibilities to reuse waste. There will also be an emphasis on waste management on site during the construction period in the two colleges, ensuring that the waste generated from the building site does not have a negative impact on the college or the surrounding environment.

(4) Capacity building

Part of the implementation of the environmental activities is also to raise awareness and build capacity of the CMU about environmental friendly techniques and preservation through the construction of ecological buildings. This pricipal will be applied to the buildings constructed in the NTCs under this intervention.

In addition, an environment-specific analysis of the budget (and thus also of the activities and results) has been performed for this intervention. The budget has been analysed on 4 criteria:

1. The "environment- blind" planned expenses (and activities)
   The 'environment-blind' activities and expenses are not expected to have a different effect/impact on environmental issues. Most of the general means in the budget are labelled as those 'blind' expenses. In the budget scan, these activities are labelled in blue.

2. "Environment – sensitive" planned expenses.
   These 'sensitive' expenses cover activities and budget allocations that take into account climate/environment related issues, without being transformative. Activities labelled in 'green'

are environment-sensitive, such as the activities under the organisational strengthening result of the TFF. They are labelled in green.

3. "Environment – transformative" planned expenses
   Transformative expenses and activities are expected to have a (direct) positive impact on the climate/environment challenges. In the case of this intervention, the infrastructure – related activities can be considered as such. They are labelled in red.

4. 'Environment-machinery strengthening' planned expenses
   No activities and expenses are foreseen to strengthen the national machinery on environment. However, one could consider some of the support activities to the TIET department and other MoESTS departments as 'machinery strengthening activities, because the CCI's are part of an integrated approach, that may lead to the strengthening of national ministry focal points.

When applying the Environment Budget Scan to the project (excluding budget reserves), the following appears:

Environment budget scan Kaliro

- Environment sensitive — 7%
- Environment transformative — 81%
- Environment blind — 12%

TOTAL BUDGET: UGA 15 030 11 (KALIRO)			BUDGET TOTAL	%	YEAR 1	YEAR 2	YEAR 3	YEAR 4
A			5.548.500	73,98%	395.500	870.500	1.874.500	2.408.000
A	01		*Organisational strengthening NTC*		*143.500*	*121.500*	*97.500*	*52.500*
A	01	01	Strategic management (including cross-cutting issues)		44.000	29.000	20.000	12.000
A	01	02	PFM		32.000	25.000	9.000	2.000
A	01	03	Academic management		30.000	30.000	32.000	22.000
A	01	04	HR management (including cross-cutting issues)		17.500	17.500	16.500	16.500
A	01	05	Consolidate and strengthen the maintenance capacity		20.000	20.000	20.000	
A	02		*Infrastructure*		*216.000*	*690.000*	*1.720.500*	*2.327.000*
A	02	01	Construction of learning facilities		186.000	640.000	1.540.000	1.520.000
A	02	02	Equipment			20.000	150.500	177.000
A	02	03	Support asset management & maintenance		30.000	30.000	30.000	630.000
A	03		*Organisational Development of TIET department*		*36.000*	*59.000*	*56.500*	*28.500*
A	03	01	Strengthen TIETs organisational capacity		20.000	40.000	40.000	20.000
A	03	02	Strengthen TIETs capacity of TIETs institutions		16.000	19.000	16.500	8.500
X			**Budget reserve**	2,74%				205.660
X	01		*Budget reserve*					*205.660*
X	01	01	Budget reserve Co-management	102.830				102.830
X	01	02	Budget reserve BTC management	102.830				102.830
Z			**GENERAL MEANS**	23,28%	477.710	445.710	395.710	426.710
Z	01		*Staff*		*355.860*	*355.860*	*355.860*	*316.860*
Z	01	01	International technical assistance	753.840	188.460	188.460	188.460	188.460
Z	01	02	National technical assistants	180.000	45.000	45.000	45.000	45.000
Z	01	03	Finance , admin, technical and support staff	450.600	122.400	122.400	122.400	83.400
Z	02		*Investments*		*82.000*			
Z	02	01	Vehicles	35.000	35.000			
Z	02	02	Office equipment	20.000	20.000			
Z	02	03	Equipment IT	20.000	20.000			
Z	02	04	Office rehabilitation	7.000	7.000			
Z	03		*Running costs*		*32.350*	*32.350*	*32.350*	*32.350*
Z	03	01	Maintenance IT	16.000	4.000	4.000	4.000	4.000
Z	03	02	Vehicles	38.400	9.600	9.600	9.600	9.600
Z	03	03	Telecommunications	24.000	6.000	6.000	6.000	6.000
Z	03	04	Office consumables	4.000	1.000	1.000	1.000	1.000
Z	03	05	Missions	10.000	2.500	2.500	2.500	2.500
Z	03	06	External communication	10.000	2.500	2.500	2.500	2.500
Z	03	07	Training	9.000	2.250	2.250	2.250	2.250
Z	03	08	Financial costs	8.000	2.000	2.000	2.000	2.000
Z	03	09	Other	10.000	2.500	2.500	2.500	2.500
Z	04		*Audit, monitoring and evaluation and support*		*7.500*	*57.500*	*7.500*	*77.500*
Z	04	01	Audit, evaluation	120.000		50.000		70.000
Z	04	02	Backstopping Est/ Ops/controlling	30.000	7.500	7.500	7.500	7.500
TOTAL			**7.500.000**		**873.210**	**1.316.210**	**2.270.210**	**3.040.370**

6.2 Rights-based Approach

As stated in chapter 2, the cross-cutting issues of gender, and more particularly the creation of a safe and secure learning environment as well as the inclusion of people (teaching and non-teaching staff as well as students) with certain vulnerabilities (such as PLHIV, people with a disability, etc) will be addressed as major points of attention throughout the project implementation cycle.

6.2.1 Gender

In the Ugandan Constitution, men and women are considered equal before the law in all aspects of political, social and cultural life. However, in reality, opportunities for men and women are not equal. Addressing and promoting gender equality and gender mainstreaming in a Teacher Training project is necessary for a number of reasons. While it is a priority on the international agenda (MDG no.3), at a lower level of implementation teachers play a key role in the transmission of values, knowledge and attitudes. At the same time, gender parity in education is a fundamental human right and the foundation for equal opportunities.

The project will support the continuation of the implementation of workplace policies on Gender including support to the gender focal persons.

These activities will be integrated into a capacity building plan for the NTC. Priority capacity building activities will be selected on an annual basis to be supported by the NTC and other stakeholders.

The overall strategy outlined in the *Gender in Education Policy* is 'gender mainstreaming', i.e. a conscious approach to take into account gender equality concerns in all policy, planning, programme, administrative and financial activities as well as organisational structures and procedures. With a view to the training of secondary teachers, the following points are particularly relevant.

6.2.2 Creating a safe and gender responsive environment: make the colleges a safe space for both boys/men and girls/women.

Accommodation plays a significant part in both teacher educators and trainees' life. Dormitory rooms will be constructed in a way that both boys/men and girls/women feel safe. Due to a shortage of adequate washing and toilet facilities in the NTCs, women's performance and attendance is often linked to menstruation-related issues. Gender aspects will be taken into account when designing the dormitory areas and will include for example an incinerator.

When construction starts, there will be equal access to work on the construction sites for both men and women, including separate washrooms, etc.

Obviously, general maintenance of the facilities listed above must be guaranteed.

The colleges will also address the problem of supply of sanitary pads and painkillers. Due to the lack of these essential items, many female teachers and students are missing classes.

6.2.3 Promoting gender-sensitive attitudes and behaviors

Every NTC will have an institutional policy, supporting the Gender in Education Policy. They will be clear about what attitudes and behaviours are acceptable in and around the college. There will be gender-awareness activities through special events to sensitize about this policy.

As women's performance and attendance is often linked to pregnancy-related issues, it is important to ensure that the colleges have an effective sex and reproductive health education programme that informs girls about how to protect them from unwanted pregnancy and sensitizes boys about the consequences of sexual relationships. Most NTCs are lacking a policy and positive attitude towards

the re-entry of girls who become pregnant during education. The project will encourage the NTCs to use their resources to motivate girls who have become pregnant to remain in/return to school.

Often, girls/women and boys/men are not both given the same leadership roles or responsibilities. The lack of (female and male) role models at the NTCs will be addressed by the project by:

- promoting the roles of females within student representative organisations;
- promoting (female and male) lecturers as role models for students.
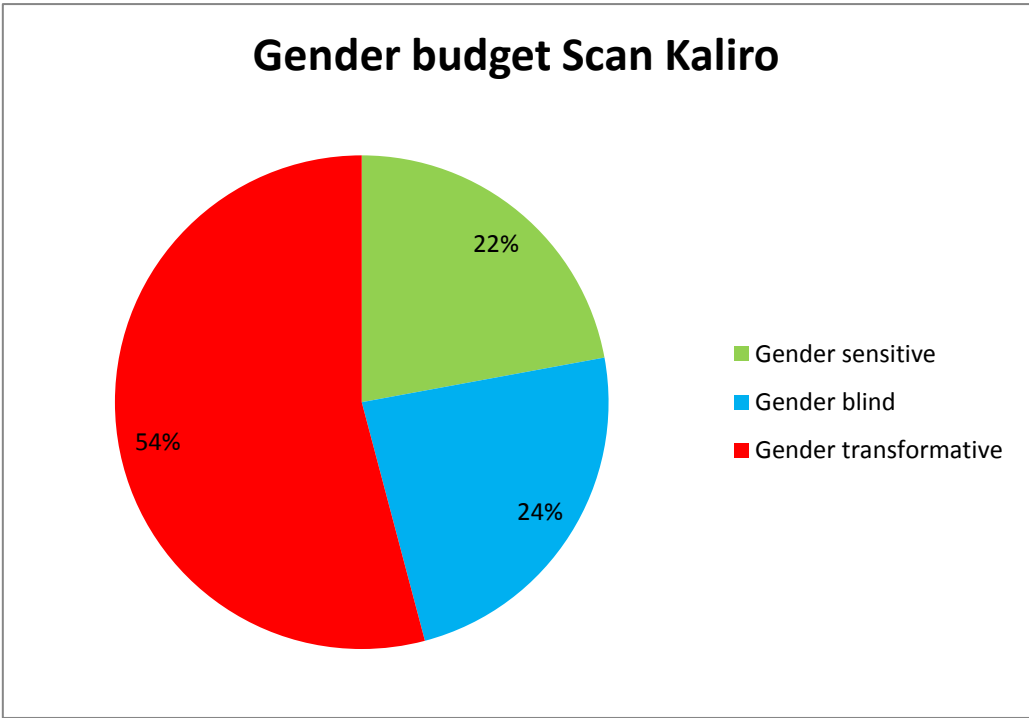
6.2.4 Giving female teachers the same opportunities as male teachers

Female teachers get fewer opportunities to participate in trainings. Both the project and the government will take steps to end discrimination for training opportunities and give equal opportunities. The project will ensure that female teachers are represented in training and other capacity building programmes, at least in proportion to the number of female staff members in the particular category being trained.

UNFPA is supporting the MoESTS and the National Curriculum Development Centre (NCDC) to integrate and eventually institutionalize comprehensive sexuality education in the secondary school curriculum. The curriculum review process started in 2012 and will take a period of five years to culminate into a new secondary school curriculum by 2017. The NTC project will seek to support this initiative as sexual education is eventually integrated in to the curriculum of secondary teachers.

6.2.5 Gender Budget scan

In a similar way as it was done for the environment, a gender budget scan is made with the following result.

Gender budget Scan Kaliro

- 22% Gender sensitive
- 24% Gender blind
- 54% Gender transformative

TOTAL BUDGET: UGA 15 030 11 (KALIRO)			BUDGET TOTAL	%	YEAR 1	YEAR 2	YEAR 3	YEAR 4
A			**5.548.500**	**73,98%**	**395.500**	**870.500**	**1.874.500**	**2.408.000**
A	*01*		*415.000*		*143.500*	*121.500*	*97.500*	*52.500*
A	01	01	Strategic management (including cross-cutting issues)	105.000		44.000	29.000	20.000	12.000
A	01	02	PFM	68.000		32.000	25.000	9.000	2.000
A	01	03	Academic management	114.000		30.000	30.000	32.000	22.000
A	01	04	HR management (including cross-cutting issues)	68.000		17.500	17.500	16.500	16.500
A	01	05	Consolidate and strengthen the maintenance capacity	60.000		20.000	20.000	20.000	
A	*02*		*Infrastructure*	*4.953.500*		*216.000*	*690.000*	*1.720.500*	*2.327.000*
A	02	01	Construction of learning facilities	3.886.000		186.000	640.000	1.540.000	1.520.000
A	02	02	Equipment	347.500			20.000	150.500	177.000
A	02	03	Support asset management & maintenance	720.000			30.000	30.000	630.000
A	*03*		*Organisational Development of TIET department*	*180.000*		*36.000*	*59.000*	*56.500*	*28.500*
A	03	01	Strengthen TIETs organisational capacity	120.000		20.000	40.000	40.000	20.000
A	03	02	Strengthen TIETs capacity of TIETs institutions	60.000		16.000	19.000	16.500	8.500
X			**Budget reserve**	**205.660**	**2,74%**				**205.660**
X	*01*		*Budget reserve*	*205.660*					*205.660*
X	01	01	Budget reserve Co-management	102.830					102.830
X	01	02	Budget reserve BTC management	102.830					102.830
Z			**GENERAL MEANS**	**1.745.840**	**23,28%**	**477.710**	**445.710**	**395.710**	**426.710**
Z	*01*		*Staff*	*1.384.440*		*355.860*	*355.860*	*355.860*	*316.860*
Z	01	01	International technical assistance	753.840		188.460	188.460	188.460	188.460
Z	01	02	National technical assistants	180.000		45.000	45.000	45.000	45.000
Z	01	03	Finance , admin, technical and support staff	450.600		122.400	122.400	122.400	83.400
Z	*02*		*Investments*	*82.000*		*82.000*			
Z	02	01	Vehicles	35.000		35.000			
Z	02	02	Office equipment	20.000		20.000			
Z	02	03	Equipment IT	20.000		20.000			
Z	02	04	Office rehabilitation	7.000		7.000			
Z	*03*		*Running costs*	*129.400*		*32.350*	*32.350*	*32.350*	*32.350*
Z	03	01	Maintenance IT	16.000		4.000	4.000	4.000	4.000
Z	03	02	Vehicles	38.400		9.600	9.600	9.600	9.600
Z	03	03	Telecommunications	24.000		6.000	6.000	6.000	6.000
Z	03	04	Office consumables	4.000		1.000	1.000	1.000	1.000
Z	03	05	Missions	10.000		2.500	2.500	2.500	2.500
Z	03	06	External communication	10.000		2.500	2.500	2.500	2.500
Z	03	07	Training	9.000		2.250	2.250	2.250	2.250
Z	03	08	Financial costs	8.000		2.000	2.000	2.000	2.000
Z	03	09	Other	10.000		2.500	2.500	2.500	2.500
Z	*04*		*Audit, monitoring and evaluation and support*	*150.000*		*7.500*	*57.500*	*7.500*	*77.500*
Z	04	01	Audit, evaluation	120.000			50.000		70.000
Z	04	02	Backstopping Est/ Ops/controlling	30.000		7.500	7.500	7.500	7.500
TOTAL			**7.500.000**		**873.210**	**1.316.210**	**2.270.210**	**3.040.370**

6.2.6 Healthy & safe working/living conditions

During construction safety is the main concern. The project will ensure safety training for workers on site and ensure the case contractor provides personal protection material.

Furthermore, students and staff have the right for safe and healthy working and living conditions. This will be taken into account for:

- the use of materials for construction
- the removal of asbestos roofs
- innovative solutions to provide a fencing system.
- green environment on campus
- dispensary on site

The staff and students will be trained on behavioural change at NTC level on healthy living conditions (hygiene, sanitary, school health policy of UNESCO).

Even though both students and staff benefit from sports and recreational services, the provision of recreational services is often lacking in NTCs The project will look for possibilities for more (outdoor) living and recreation space for students and provide possible sport facilities.

6.2.7 HIV / AIDS

Recently, in Uganda, the decline in HIV/AIDS infections has stagnated and new infections are now rising. As the HIV/AIDS workplace policy for education institutions (2004) is being implemented, the project will assist in the national fight against HIV/AIDS by:

- strengthening the activities at college level through their strategic (action) plans;
- strengthening medical aid and health services at college level;
- providing dispensers in all public toilets and workplace toilets;
- ensuring the training of workers from the construction company.

7 Annexes

7.1 Logical framework

	Logical of the intervention	Indicators	Baseline values	Sources of verification	Hypotheses
GO	Global objective Increased access to quality post primary education and training, as part of Universal Post-Primary Education and Training (UPPET)	Increase DES graduates in Kaliro	950 (at the start of the year 2015)	Joint Assessment Framework MoESTS reports TIET department annual performance reports	
SO	Specific objective Improved teaching and practice oriented learning facilities sustained by strengthened management	Average satisfaction of NTC management staff[21] with amount and quality of support from TIET Average satisfaction of female and male teaching staff with amount and quality of support supervision by TIET Average satisfaction of student-teachers / academic staff / non-academic staff with the overall college environment Average satisfaction of student-teachers with teaching and learning in the college An updated strategic management plan for TIET with references to	2,8 (on a scale from 1-4) 2,9 (on a scale from 1-4) 2,8 (on a scale from 1-4) 2,9 (on a scale from 1-4) A strategic management plan with little reference to sector strategies and lack	NTC and TIET performance/annual reports transferred to MoESTS TIETs strategies and work plans NTC's and TIET annual plans Project reports and data	MoESTS continues to support the introduction and expansion of ATL methods The fluctuation of the euro currency has limited impact at the scope of the infrastructure works

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[21] Only principals and head of departments

		MoESTS strategies covering the different mandates of TIET	of coherence between the different actions.		
		4 Annual work plans for TIET and NTC Kaliro for the period 2016-2020	0		
		% of implementation of Kaliro master plan 2035	10 %		
R 1	The organisational and financial management capacity of NTC Kaliro to deliver their strategic priorities	Number of activities of the annual institutional development plans for the period 2016-2020	0	NTC and TIET annual reports, work plans, developed analysis and strategies	The new competency profile initiative will be implemented within the project timeframe
		Overall performance score given by NTC members during organizational self-assessment exercise	2,8 (on a scale from 1-4)	NTC audit reports	
		Percentage of female and male lecturers supported by the project to upgrade their qualifications	Not available for the moment	NTC annual reports on organisational and financial management including maintenance	
		Average ratio of positions established versus positions filled at college level	Not available for the moment	Evaluations of training	
		Appraisal system in place for lecturers of the college	Not in place	Project reports and data	
		Academic management system in place in the college (attendance, timetables, grades, …)	Not in place		
		Computer-based accounting system introduced and actively used by the	Not in place		

		college			
		Maintenance & asset management plan in place for the college	Not in place		
		Number of annual work plans on HIV/aids and gender implemented by the college for the period 2016-2020	0		
R 2	Access to quality training and learning facilities in NTC Kaliro is increased.	Increased access (nr students) to quality training and learning facilities in the NTC, and number of people with certain vulnerabilities	950 Number of people with certain vulnerabilities is not available for the moment	Progress reports on implementation of master plan System of maintaining NTC facilities post-project	VAT rules for school construction are stable
		Infrastructure of NTC rehabilitated, constructed and equipped according to architects' designs and principles of sustainability.	0 dormitories, 0 training facilities	% of reusable materials Estimated Life Cycle Costs	
		Increase of m² per student per dorm	1-2 m²		
		Percentage of rooms used for its intended function and capacity	0 %		
R 3	The institutional and organisational capacity of the TIET Department is strengthened	Updated strategy on school practice, academic management, implementation of competency profiles, expansion of NTCs	Not available for the moment	MoESTS annual performance reports Developed strategies, guidelines, work plans	
		Overall performance score given by TIET members during organizational self-assessment exercise	2,6 (on a scale from 1-4)	Project reports Minutes of coordination	

| | | Number of annual capacity building plans of TIET for the period 2016-2020 | 0 | meetings

Data in M&E system | |
| | | TIETs M&E system contains data of NTCs | Not available for the moment | | |

R 1	Result 1: The organisational and financial management capacity of NTC Kaliro to deliver their strategic priorities is strengthened
A 1.1	A 1.1 Consolidate and strengthen NTC strategic management capacities Strengthen strategic planning and analytical capacities Development of an action plan for increasing student enrolment and graduation Improve Downward Accountability Strengthen monitoring and evaluation systems (M&E) Support NTC annual planning and budgeting capacity Support implementation of communication strategy
A 1.2	A 1.2 Consolidate and strengthen financial management and procurement practices in the NTC Strengthen financial management systems Support NTC procurement planning and implementation Strengthen the financial base of the NTC
A 1.3	A 1.3 Consolidate and strengthen practices on teacher education and academic management Consolidate and strengthen systems of academic management Consolidate and strengthen the system of support supervision Support the NTC in implementing a programme for integration of new staff Pilot a realistic 'practice programme' Support continuous improvement on ATL A 1.4 Consolidate and strengthen HRM systems and practices

	Strengthen the implementation of a results orientated staff appraisal system
	Pilot implementation of the updated professional orientation system
	Strengthen capacity of staff in line with their roles and responsibilities
	Support the development and implementation of a system of continuous training
	Support the implementation of workplace policies
	A 1.5 Establish and consolidate a system of maintenance in the NTC
	Consolidate the maintenance plan
	Implement a behavioural change programme of users

R 2	Result 2 : Access to quality training and learning facilities in NTC Kaliro is increased.
A 2.1	A 2.1 Construction of quality teaching and learning facilities
	Conduct an appraisal of College infrastructure priorities
	Facilitate the design process
	Execute the construction
A 2.2	A 2.2 Provide Equipment and Furniture to the NTC
A 2.3	A 2.3 Improve and Consolidate Maintenance & Asset Management of the College
	Support on the spot maintenance
	Establish after project maintenance

	Activities to reach Result 3
R 3	Result 3b : The Institutional and Organisational Capacity of the TIET Department is strengthened
A 3.1	A 3.1 Strengthen TIETs Organisational Capacity Support TIETs strategic planning capacity Support TIET capacity building and skills development
A 3.2	A 3.2 Strengthen TIET capacity to support the Organisation and Management of the NTCs Support the development of NTC Annual Planning and Budgeting guidelines Support the development of TIET Monitoring and Evaluation System Support the TIET department in sub sector coordination

7.2 Chronogram

Budget Code	Results/activities	Year 1				Year 2	Year 3	Year 4
		Q1	Q2	Q3	Q4			
A_01 The organisational and financial management capacity of NTC Kaliro to deliver their strategic priorities is strengthened								
A_01_01	Consolidate and strengthen NTC Strategic Management Capacities	x	x	x	x	x	x	
A_01_02	Consolidate and strengthen Financial Management and Procurement Practices in the NTC		x	x	x	x	x	
A_01_03	Consolidate and strengthen Practices on Pedagogical Training and Acade	x	x	x	x	x	x	x
A_01_04	Consolidate and strengthen HRM systems and practices			x	x	x	x	x
A_01_05	Establish and consolidate a System of Maintenance in the NTC				x	x	x	x
A_02 Access to quality training and learning facilities in NTC Kaliro is increased								
A_02_01	Construction of Quality Teaching and Learning Facilities	x	x	x	x	x	x	x
A_02_02	Provide Equipment and Furniture to the NTC					x	x	x
A_02_03	Improve and Consolidate Maintenance & Asset Management of the College		x	x	x	x	x	x
A_03 The Institutional and Organizational Capacity of the TIET Department is strengthened								
A_03_01	Strengthen TIETs Organisational Capacity		x	x	x	x	x	
A_03_02	Strengthen TIET Capacity to support the Organisation and Management of the NTCs			x	x	x	x	x

7.3 ToR long-term personnel

7.3.1 Programme Manager

The Programme Manager (PM) will be selected by MoESTS from within the MoESTS Directorate of Higher Technical and Vocational Education and Training with a 'no objection' agreement of BTC. He/she will supervise the Programme Management Committee (PMC) and will work on a part-time basis in coordination with the International Programme co-manager.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

The PM will report to the Programme Steering Committee (PSC) and ensure that the members are well informed of programme progress and are adequately supplied with sufficient information to carry out their decision-making responsibilities. The PM will feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Project framework. S/he will work in continuous cooperation with the Programme co-manager.

Reporting to MoESTS the PM's specific tasks include:

- Reporting to MoESTS the PM's specific tasks include:
- Providing overall leadership of the PMT and coordinating its activities with those of MoESTS
- Coordinating and supervising the implementation of the different programme activities;
- Provide strategic technical guidance to ensure that the different projects are coherent with the MoESTS objectives and processus;
  Overlook financial management and timely compilation of progress reports and budgeted work plans for the following period for consideration by the PSC;
- Coordination and networking with other national and international partners;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Organise bi-annual PSC meetings;
- Prepare the contents and agenda of the PSC meetings;
- Organise Programme Management Committee;
- Be responsible for regular communication with BTC on the management and supervision of Programme implementation;
- Act on behalf of the Chairman of the PSC when authorised, and report back to the Chairperson on actions taken;
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities.
- The PM will discuss and agree with the Chairperson of the PSC on the form and frequency of reporting. Besides periodic progress and financial reports the PM will provide the following reports:
- Consolidated and coordinated quarterly and annual progress reports, including recommendations;
- Financial reports in accordance with the requirements of BTC and the MoESTS;

- A final report summarising the results of the Programme including lessons learned, conclusions and recommendations on how the achievements of the Project can be sustained;
- Any other reports as requested by the Chairperson of the PSC or BTC.

The PM will discuss and agree with the Chairperson of the PSC on the form and frequency of reporting.

Besides periodic progress and financial reports the PM will provide the following reports:

- Consolidated and coordinated quarterly and annual progress reports, including recommendations;
- Financial reports in accordance with the requirements of BTC and the MoESTS;
- A final report summarising the results of the Programme including lessons learned, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the Chairperson of the PSC or BTC.

Minimum profile :

S/he has

- A university degree (minimum Master level);
- Good knowledge of Higher Technical and Vocational Education and Training;
- Managed similar international cooperation projects;
- Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset;
- Clear and concise writing skills;
- Good communication, presentation and facilitation skills;

7.3.2 Project Manager

The Project Manager (ProjectM) will be selected by MoESTS from within the MoESTS TIET department with a 'no objection' agreement of BTC. S/he will supervise the Project Management Team Muni/Kaliro (PMT) and will work on a part-time basis in coordination with the International Project co-manager.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

The ProjectM will report to the Programme Manager and ensure that the project team members are well informed of project progress and are adequately supplied with sufficient information to carry out their decision-making responsibilities. The ProjectM will feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Project framework. S/he will work in continuous cooperation with the Project co-manager.

Reporting to MoESTS the ProjectM 's specific tasks include:

- Providing overall leadership of the Project Management Team and coordinating its activities with those of MoESTS, in particular those of TIET
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Provide guidance on project methodology and strategy to ensure that the project is in line with MoESTS processus;Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contribution to compilation of the project reports;
- Coordination and networking with other national and international partners;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Be responsible for regular communication with BTC on the management and supervision of Project implementation;
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities;

Besides periodic progress and financial reports the ProjectM will provide the following reports:

- Consolidated and coordinated quarterly and annual progress reports, including recommendations;
- Financial reports in accordance with the requirements of BTC and the MoESTS;
- A final report summarising the results of the Project including lessons learned, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the Chairperson of the PSC or BTC.

Minimum profile :

S/he has

- A university degree (minimum Master level);
- Good project management abilities, an experience in human resource management, and a good knowledge of Teacher Training;
- Has managed similar international cooperation projects;
- Has at least 5 years of relevant experience in monitoring and evaluation of education projects;
- Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset;
- Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;
- Good communication, presentation and facilitation skills;

7.3.3 International Institutional Development (ID) Sector Expert (Programme Co-manager and Project Co-manager

The International Sector Expert Institutional Development (ID) will be selected by BTC and presented to the MoESTS. S/he will be one of the members of the PMC and MPT, and will work on a full-time basis in coordination with the programme and project manager.

Duty station: Kampala

Duration of the assignment: 48 months with regular field visits

Tasks

The ID will report to the Programme Steering Committee (PSC) and will ensure that the members are well informed of programme progress and adequately supplied with sufficient information to carry out their decision-making responsibilities. The ID will support the Programme and Project Coordinator in feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Programme and project framework. Together with the Project Coordinator, s/he is the final person responsible for the progress and quality of the intervention.

As programme co-manager s/he :

- Must ensure, in close consultation and collaboration with the Programme Manager of MoESTS, the coordination between the different interventions;
- Makes sure that the strategy of the programme is consistent and ensures a technically sound implementation;
- Coach the Programme, supervise the work of Programme Team members;
- Oversees the planning and preparation phase of all components of the Programme;
- Supervises financial management and timely compilation of progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contributes to the compilation of the programme final report at the end of the intervention;
- Analyses and consolidates monitoring reports and prepares recommendations for the PSC;
- Organises bi-annual Programme Steering Committee (PSC) meetings; Prepares the contents and agenda of the PSC meetings;
- Presents to the Programme Steering Committee the state of progress of project activities;
- Participates, without voting right, in the Programme Steering Committee meetings and ensures its secretariat;
- Is responsible for regular communication with BTC on the management and supervision of Programme implementation;
- Ensures the capturing and integration of lessons learned and experience drawn in the implementation of programme activities;
- Ensures coordination and exchange of experiences between the programme and project and other related interventions and activities;

As Project co-manager s/he will:

- Ensure that the strategy of the project is consistent iand implemented in a technically sound manner;
- Coach and supervise the work of Project Team members;
- Oversees the planning and preparation phase of all components of the Project;
- Develops - and revise if necessary - ToR for all local staff, and ensures proper recruitment of the local staff;
- Organises, coordinates and supervises the implementation of project activities in accordance with the approved project work plans;

- Supervises financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans of the project for the following period for consideration by the PSC;
- Contributes to the project final report at the end of the intervention;
- Is responsible for regular communication with BTC on the management and supervision of Project implementation;
- Ensures the capturing and integration of lessons learned and experience drawn in the implementation of project activities;
- Is an authorised account-holder for the accounts.

As technical expert for Institutional Development s/he will:

- Provide technical expertise and on the implementation of project activities in relevant sections of results 1 and 3 of the project This includes the provision of advice on issues related to strategic, financial, human resource and academic management. The ID will have a specific and direct focus on supporting the implementation of activities at the level of the central government, in particular the TIET department. S/he will support the national expert in ID in assisting NTCs to implement project activities at the NTC level.
- Work in close coordination with the projects infrastructure experts who will take direct responsibility for result 2 and activities fousing on construction management, procurement, asset management/maintenance and sustainable infrastructure in results 1 and 2.
- Will support the international infrastructure expert in the implementation of organisational development support to the Procurement and Disposal Unit and Construction Management Unit.

Minimum profile

S/he has:

- A university degree (minimum Master level) in Education or Public Administration/Human Resources Management or other relevant field related to Institutional Development in the Education Sector, together with at least 10 years' experience in project coordination;
- Proven relevant experience in leading and coaching a team of professionals, in supervising staff and in coaching co-workers;
- Managed similar international cooperation projects;
- Proven and extensive experience in the education sector, preferably in Institutional Development and/or Teacher Education;
- Good knowledge of school management, public finance management, procurement and public sector reform are assets;
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset;
- Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;
- Good communication, presentation and facilitation skills; Fluent in English;

7.3.4 ToR for focal point CMU

The Focal Point CMU will be selected by MoESTS from within the MoESTS. He/she will supervise the

infrastructure component and will work on a part-time basis in the coordination with the International Expert Infrastructure.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks :

Related to infrastructure

- Planning of all project activities related to the infrastructure component, including furniture and equipment (assessments, designs, procurement, contracting, supervision and execution)
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans
- Contracting, if needed, short-term consultancy services, including writing TORs, evaluate proposals and negotiate with service providers
- Developing execution modalities for the works
- Controlling the budget for the infrastructure component, including services, furniture and equipment
- Organising the partial and final handover of both works and equipment, including the supply of furniture and equipment
- Be responsible for regular communication with MoESTS on the management and supervision of project implementation related to the infrastructure component
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities
- Ensure coordination and exchange of experiences between the project and other related experiences
- Related to co-management of CMU for the infrastructure component of the projects Muni and Kaliro s/he will: organise, coordinate and supervise the implementation of project activities in accordance with the approved project work plans related to the infrastrcuture component;
- Give technical guidance on project methodology and strategy;
- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contribute to compilation of the project reports;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Be responsible for regular communication with BTC on the management and supervision of project implementation;
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities;

Profile and experience

- Master degree in relevant field
- Good project managerial skills
- Knowledge of organisational management (HR, budget, planning, ...)

- 8 years of experience in construction projects, from design, over construction till operation & maintenance
- Experience in public tendering & procurement
- 5 years of experience as a project manager in construction projects or other
- Experience in school design & construction
- Willing to travel within the country
- Fluent in English

7.3.5 ToR for focal point PDU

The Focal Point PDU will be selected by MoESTS from within the MoESTS. He/she will supervise the procurement component and will work on a part-time basis in the coordination with the Project Co-manager and International Expert Infrastructure.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks :

Related to procurement

- Planning of all project activities related to the procurement component
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans
- Be responsible for regular communication with MoESTS on the management and supervision of project implementation related to the procurement component
- Ensure the capturing and integration of lessons learnted and experience drawn in the implementation of project activities
- Ensure coordination and exchange of experiences between the project and other related experiences

Profile and experience

- Master degree in relevant field
- Good project managerial skills
- Knowledge of organisational management (HR, budget, planning, ...)
- 8 years of experience in public tendering and procurement,
- 5 years of experience as a project manager in construction projects or other
- Experience in school design & construction
- Willing to travel within the country
- Fluent in English

7.3.6 ToR for international expert in Infrastructure

The International Expert in Infrastructure (ITA Infr) will be selected by BTC and presented to the MoESTS. S/he will be one of the members of the PMC, and will work on a full-time basis in coordination with the project manager

Duty station: Kampala

Duration of the assignment: 48 months

The International Expert in Infrastructure (IT Infr) will report to the Project Manager and Project Co-manager and will ensure that the members of the PMT are well informed of project progress and adequately supplied with sufficient information to carry out their decision-making responsibilities. Together with the Project Manager, s/he is the final responsible for the progress and quality of the infrastructure component of the intervention.

S/he will

- Oversee the design process and construction process for the infrastructure and furniture & equipment of the two colleges, including procurement, contracting, quality control, approvals, monitoring of progress and budget control
- Advise on and follow-up infrastructure components for other educational projects
- Support and manage national engineers working on the educational infrastructure projects
- Work close together with the Construction Management Unit (CMU) to strengthen their technical capacities and to support the institutional development according to agreed work plans.
- Monitor the budget for the infrastructure works
- Work close together with the other international and national expert of the other components to ensure the comprehensive approach of the project
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities related to infrastructure
- Ensure coordination and exchange of experiences between the project and other related experiences related to infrastructure works
- Be authorised account-holder for the accounts related to infrastructure

Related to organisational strengthening of CMU and in cooperation with the institutional development expert , s/he will

- Advise and support CMU on the organisational changes
- Support CMU in extending their technical capacities on renewable techniques and innovative construction techniques
- Advise and support CMU on development of maintenance and asset management strategies
- Advise the colleges in developing their strategies and activities on operation & maintenance

Profile and experience

- Master degree in relevant field
- 5 years of experience as a project manager in construction projects, from design, over construction till operation & maintenance
- 2 years of experience with sustainable construction techniques and O&M Management
- people management and/or change management skills
- knowledge of organisational management (HR, budget, planning, ...) is an asset
- knowledge of innovative and environmental friendly construction techniques and equipment is an asset
- experience in public tendering & procurement
- experience in school design & construction is an asset

- working in development countries
- willing to travel within the country

7.3.7 ToR for national expert infrastructure

The national infrastructure engineer will be recruited to operate within the MoESTS at the CMU department. He/she will be contracted by BTC and based in the CMU. He/she will be functioning directly under the supervision of the ITA infra.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

Infrastructure

- Support the design process and construction process for the infrastructure and furniture & equipment of the two colleges, including procurement, contracting, quality control, approvals, monitoring of progress and budget control
- Supervise consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure
- Monitor contractors during the execution of works
- Monitor supplies of goods related to the infrastructure
- Give technical advice on project methodology and strategy
- Provide input in terms of innovative approaches and technologies related to capacity-building, awareness-raising and alternative design and construction of infrastructure facilities and their evaluation
- Organise activities to evaluate and capitalise on the lessons learned both for MoESTS and BTC
- Coordinate and network with other national and international partners
- Advise on and follow-up infrastructure components for other educational projects
- Support and manage national engineers working on the educational infrastructure projects
- Work close together with the Construction Management Unit (CMU) within the MoESTS

Profile and experience

- Master degree in civil or architectural engineering
- 5 years of experience as a project manager in construction projects, including design, construction, operation and maintenance
- knowledge of innovative and environmental friendly construction techniques is an asset
- 2 years of experience with sustainable construction techniques and O&M Management
- experience with equipment such as solar panels, bio gasses, etc. is an asset
- experience in school design & construction
- experience in public tendering & procurement
- Experience in working with an international organisation or NGO

- Fluent in English
- Mature, good communicator and team player

7.3.8 ToR for focal point NTC

The Focal Point NTC will be selected by the NTC and the TIET department of MoESTS from within the NTC. S/he will supervise the implementation of the project (except for infrastructure) and will work on a part-time basis in the coordination with the national Institutional Development expert and the Project Manager.

Duty station: Kaliro

Duration of the assignment: 48 months

Tasks related to project coordination at NTC Kaliro:

- Planning of all project activities related to the institutional capacity building at NTC level
- Support the implementation of project activities in accordance with the approved project work plans
- Be responsible for regular communication with the NTC and MoESTS on the management and supervision of project implementation related to the institutional development component at NTC level
- Ensure the capturing and integration of lessons learned and experience drawn in the implementation of project activities

Profile and experience

- Master degree (or similar) in relevant field
- Good project managerial skills
- 8 years of experience in management of education institutions
- Knowledge of organisational management (HR, budget, planning, ...)
- Experience in pedagogy and academic management
- Willing to travel within the country
- Fluent in English

7.3.9 Project Field Officer in Institutional Development

A national Institutional Development expert will be recruited by BTC Kampala, who will be assigned to work full-time in the NTC. S/he will focus predominantly on institutional capacity building in the NTC, supporting management and staff of the college in the delivery of project objectives. The national ID expert will have specific responsibility for the achievement of result 1 of the project.

Duty Station: 1 expert to be placed in Kaliro NTC

Duration of Assignment: 48 months

Tasks:

The National Institutional Development expert will:

- Coordinate and supervise the implementation of project activities at the level of the NTC in accordance with the approved project work plans;

- Provide technical experience of institutional development in areas related to strategic planning, financial management, human resource management, academic management and asset management;
- In cooperation with the college management, develop capacity building strategies for all level of NTC staff aligned to the NTCs strategic plans and the project objective;
- Support and provide on-the-job training and coaching to the college management, with a view to improving the institutional effectiveness of the NTC in the achievement of its objectives and results
- Support the dissemination by the college of successes and good practices to other colleges and invite where possible other colleagues from other schools

Minimum profile:

- A university degree – relevant to the objectives of the project (education management, public administration, business administration, human resource management)
- At least 7 years' experience in schoolmanagement and/or institutional development preferably in the education sector,
- Proven expertise in modern public sector management approaches and public sector reform in Uganda
- Good communicator and facilitator,

7.3.10 International Contracting and Financial Expert (RAFI)

The International Contracting and Financial Expert will be selected by BTC and presented to the MoESTS. S/he will be a member of the PMC.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks:S/he will ensure

Budget management and financial reporting

- Monitor budget execution
- Report budget situation to stakeholders to facilitate decision-taking
- Monitor efficient use of funds
- Draft budget change proposals and financial planning
- Make cost analyses
- Supervise, consolidate and validate accounting
- Monitor cash position and approve payments
- Manage fiduciary risks, internal control and audit
- Identify and evaluate fiduciary risks
- Set-up performant internal control system
- Monitor evolution of risks as well as impact of risk measures
- Develop action plans based on audit reports and implement them

HR management

- Ensure administrative management of the local personnel with the help of the administrative and accounting officer (contracts, payroll, days-off)

- Help the project managers and co-managers with the recruitment process of local staff
- Technical assistance
- Provide advice to the MoESTS and NTCs in order to improve their financial management and procurement
- Provide assistance in the development of new procedures and tools

Manage the financial and administrative team of the program

- Set-up adequate organisation in terms of roles and responsibilities
- Plan activities
- Define together with staff their objectives
- Motivate, coach and follow-up staff
- Develop staff competences

Profile:

- Master degree in management, applied economics or finance;
- Minimum 5 years professional experience in financial management;
- Experience in audit, risk management, public finance management or change management are an important added value;
- Experience in team management; Experience in an international context is an added value;
- Very good hands-on knowledge of IT tools are essential. Other programs (Database, accounting programs) a strong advantage;
- Excellent with figures;
- Proficient in English; Strong written and analytical skills;
- Good communicator and team player;
- Able to work under stressful conditions and with no objections to working overtime and undertaking field missions
- Results and solution oriented, organisational skills;
- Accurate and pro-active..

7.3.11 International Public Procurement Advisor

The International Expert Procurement will be selected by BTC and presented to the MoESTS and Ministry of Health. S/he will be one of the members of the PMC, and will work on a full-time basis in coordination with the programme manager. S/he will ensure for the account of direct bilateral Uganda-Belgium cooperation projects that the public procurement processes and files are well managed. S/he will develop the necessary tools and continuously provide advice, consultancy to the project teams.

Duty Station : Kampala

Duration of Assignment : 36 months

Tasks :

Follow up and review the public procurement documents elaborated by the project teams in order to ensure that proper procurement principles and provisions are respected:

- Revise the proposed procurement documents (public procurement plans, tender specifications, contract notices, reports….) and discuss them with the project teams and make recommendations;
- Ensure an a priori control and issue the notices of no objection following applicable thresholds in function of the applicable legislation.
- Provide advice to project teams on important dossiers in order to allow them to be aware of legal options (according to Belgian and Ugandan procurement laws), to assess and to correctly finalise the dossiers:
- Study the laws, regulations and documents on Belgian and Ugandan public procurement;
- Ensure the monitoring of the evolution of the Belgian and Ugandan public procurement legal, regulatory and procedural framework;
- Draw up information documents for the project teams;
- Provide advice on management of public contracts;
- Assist the projects in their dialogue with the authorities of Uganda, namely with the national control instances;
- Ensure the follow-up and treatment of court cases.

Ensure overall monitoring and analysis of public contracts:

- Manage the Public contracts register(s);
- Ensure that projects respect the stipulations concerning the planning and reporting on public contracts and support them in elaborating the documents to be submitted;
- Ensure the periodic monitoring process functions for the overall programme of the important/critical public contract dossiers as well as the analysis and the reporting to the Resident Representative;
- Ensure the follow-up of issues raised by project audits and audits of the Court of Audit as well as the implementation of resulting recommendations/actions;
- Ensure the publication of Belgian-law public contracts;
- Assist with the preparation of the dossier to be published for Ugandan – law public contract.
- Analyse and formulate improvement proposals for organisational transparency and public contract management (propose and develop adequate tools).

Develop the mechanisms and tools that allow to improve the efficiency, effectiveness and risk management pertaining to public procurement management:

- Develop databases (suppliers, building contractors, consultants, historical public contracts, etc.) and ensure they function;
- Develop and follow up the framework agreements in all relevant domains for the Belgian Development Cooperation programmes.(Supply of desks, renting of vehicles, security services, vehicle insurance, etc.);
- Capitalise on good practices and ensure their proper dissemination;
- Develop new tools and templates; have them incorporated and adapted to the needs;
- Contribute to the improvement efforts of the Representation with respect to procurement issues.

Provide technical support to the dialogue with the Ugandan authorities :

- Analyse the public contract issues in Uganda;

- Formulate recommendations for the follow-up reports and the ICP preparation;
- Participate at the Financial Management & Accountability Programme (FINMAP) working group, in consultation with the PFM Expert of BTC in Uganda,
- Establish and develop relations with the DPs intervening in this domain, in coordination with Belgian Development Cooperation projects intervening on the same topics.
- Support on request of PMT project activities regarding the capacity development of PDU

Profile:

- University degree or equivalent.
- Minimum 5 years' working experience in project management with a significant public procurement component or minimum 5 years' experience in a similar public procurement file manager function.
- Experience with compiling and implementing public contract systems and tools.
- International experience is considered an asset.
- Experience in development cooperation is an asset.
- Knowledge of Belgian public procurement legislation. Knowledge of World Bank public procurement regulations or national regulations is considered an asset.
- Experience with all types of public contracts (works, supplies, services).
- Knowledge of this matter in the context of Uganda is a genuine asset.
- Excellent knowledge of English. Knowledge of Dutch / French is an asset.
- Good knowledge of MS Office (Word, Excel...).
- Ability to analyse and work with other national procurement systems (e.g. Ugandan)
- Sense of integrity;
- Sense of responsibility.
- Ability to work autonomously;

7.3.12 National Procurement Officer

The National Procurement Officer will be selected by BTC and presented to the MoESTS and Ministry of Health. S/he will work on a full-time basis in coordination with the International Public Procurement Advisor.

Duty Station : Kampala

Duration of Assignment : 36 months

Tasks :

- Manage the application of the Belgian/Ugandan procurement legislation

- Manage procurement correspondences

- Review specifications and provide relevant feedback

- In a timely manner, follow up legal opinions with the local legal advisor

- Support projects in the initiation and evolution of tender processes, in fact participating in procurement planning with projects

- In an innovative way, develop and apply a quality control mechanism for contract execution by providers (integrate M&E in contract management)

- Manage the tender registry

- Support in the management of the new grant system recently approved

- Roll out innovations/changes in the Belgian and Ugandan procurement legislation

Person Profile:

- University graduate in project management related field

- Good understanding of the Belgian and Ugandan procurement legislation

- Working experience with GoU structures, especially the procurement processes

- Working experience working with bilateral or multilateral agencies

- M&E experience and a good understanding of the project cycle

- Demonstrate excellent written and spoken English

7.4 Organigramme of MoESTS

NEWLY APPROVED MACRO STRUCTURE FOR THE MINISTRY OF EDUCATION AND SPORTS