



BTC



Ministry of Education & Sports
For the Republic of Uganda

RESULTS REPORT 2013

PROJECT: IMPROVING THE TRAINING OF BTVET TECHNICAL TEACHERS & INSTRUCTORS, HEALTH TUTORS AND SECONDARY TEACHERS – UGA 0902011



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Acronyms

A/C	Assistant Commissioner
ATL	Active Teaching & Learning
BTC	Belgian Development Agency
BTVET	Business, Technical, Vocational Education and Training
CCI	Cross Cutting Issues
CMU	Construction Management Unit
CPIC	Community Polytechnic Instructors' College
DES	Directorate of Education Standards
D/HTVET	Director/ Higher, Technical, Vocational Education and Training
EDP	Education Development Partners
EUR	Euro
ID	Institutional Development
GFW	General Frame of Work
GoU	Government of Uganda
HTC	Health Tutors' College
IDB	Islamic Development Bank
IMSCC	Inter-Ministerial Standing Coordination Committee
ISE	International Sector Expert
JA	Junior Assistant
JICA	Japan international development agency
KYU	Kyambogo University
MAK	Makerere University
M&E	Monitoring and Evaluation
M&E WG	Monitoring and Evaluation Working Group
MoES	Ministry of Education & Sports (Uganda)
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisation
NTC	National Teachers' College
PC	Project Coordinator
PCT	Project Coordination Team
PDU	Procurement and Disposal Unit
PPDA	Public Procurement and Disposal Act
PSIL	Pedagogic Support at Institutional Level
Q	Quarter
QTL	Quality of Teaching and Learning
R	Result
S2	Senior 2
S4	Senior 4
SC	Steering Committee
STR	Student Teacher Ratio
SWOT	Strengths Weaknesses Opportunities Threats
Tbd	To be determined
TC	Training Coordinator
ToC	Theory of Change

ToR	Terms of Reference
TFF	Technical & Financial File
TIET	Teachers, Instructors Education & Training department
TT	Thematic Team
TT	
TTE	Teacher Training Education project
UMI	Uganda Management Institute
UPPET	Universal Post-Primary Education & Training
WAD	World Aids Day

1 Intervention at a glance (max. 2 pages)

1.1 Intervention form

Intervention title	IMPROVING THE TRAINING OF BTVET TECHNICAL TEACHERS/INSTRUCTORS, HEALTH TUTORS AND SECONDARY TEACHERS (TTE)
Intervention code	UGA 09 020 11
Location	UGANDA
Total budget	Belgian contribution: EUR 17.504.636 : - EUR 12.343.836 in Co-management - EUR 5.160.800 in "Own management") GoU contribution: EUR 1.750.000 (in kind)
Partner Institution	Ministry of Education and Sports (MoES)
Start date Specific Agreement	06 December 2011
Date intervention start /Opening steering committee	23 March 2012
Planned end date of execution period	23 March 2017
End date Specific Agreement	05 December 2017
Target groups	Trainers of secondary teachers, technical Instructors, health tutors
Impact¹	To contribute to the increase of quality of and equity in access, to post-primary education and training level, as part of Universal Post-Primary Education and Training (UPPET)
Outcome	The supported institutions provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service
Outputs	Result 1: The teacher education system for secondary and BTVET is strengthened in relation to the colleges in the areas of communication, support supervision & visitation, strategic management and lecturers' qualifications
	Result 2: The management performance of the supported colleges is strengthened
	Result 3: The quality of teaching and learning in the supported colleges is improved
	Result 4: Colleges facilities are rehabilitated, extended and equipped.
Year covered by the report	2013

¹ Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

1.2 Budget execution

	Budget	Expenditure		Balance	Disbursement rate at the end of year n
		Previous years	Year covered by report (n)		
TOTAL SPECIFIC OBJECTIVE	14.544.900	300.215	695.310	13.549.375	7%
Output 1	556.500	37.863	17.555	501.082	10%
Output 2	1.477.000	70.139	199.441	1.207.420	18%
Output 3	1.529.400	101.764	194.827	1.232.809	19%
Output 4	10.982.000	90.449	283.487	10.608.064	3%
TOTAL RESERVE	475.436			475.436	0%
VAT TO BE REFUNDED		3.426	6.399	-9825	
TOTAL GENERAL MEANS	2.484.300	436.186	396.199	1.651.914	34%
OVERALL TOTAL	17.504.636	739.827	1.097.908	15.666.900	10%

1.3 Self-assessment performance

1.3.1 Relevance

	Performance
Relevance	A

The introduction of universal education policies for primary and secondary education (UPE 1997; USE 2007) resulted in a steady increase of the total enrolments in primary and lower secondary schools with enrolment rates remaining low at BTVET level.

However, the quality of education (as measured in the National Assessment of Progress in Education, NAPE) has clearly suffered from the influx of large numbers of students. Insufficient financial resources are limiting MoES capacities to improve the situation, resulting in understaffed education institutions (both at central and colleges level), limited provisions for improving teachers' qualifications, and systemic weaknesses impeding central departments to provide sound support supervision to the colleges.

The objectives of BTC Uganda interventions in the education sector are clearly in line with the Ugandan National Development Plan 2011-2015, and with national education strategies, including the *Strategic Plan for Universal Secondary Education in Uganda 2009-2018* and the *BTVET Skilling Uganda Strategic Plan 2011-2020*.

At the TTE project level, it is therefore relevant to build capacities and provide support at a central level within the Ministry of Education and Sports, and at colleges' level where the actual training of academic staff takes place. The project does so through the following specific institutions:

- a) The Teachers' & Instructors Education and Training (TIET) department of the MoES, in charge of all Ugandan teachers/instructors training institutes at primary, secondary and BTVET levels
- b) Kaliro and Muni National Teachers' Colleges, training lower secondary teachers
- c) Abilonino CPIC, training vocational trades' instructors
- d) Mulago Health Tutors' college, only paramedical tutors' college of the country

To adequately monitor progress and follow-up whether the intervention logic still holds true, clear indicators were defined. This was done during the Annual M&E Retreat which was organized in order to prepare the results report for 2013 together with the MoES and key stakeholders from the colleges.

1.3.2 Effectiveness

	Performance
Effectiveness	A

During 2013, strong foundations have been established in order to set up the implementation modality for the project. After holding strategic workshops with different stakeholders, four different Thematic Teams were created. In the second half of 2013, these Thematic Teams started coming together on a monthly basis and, for coordination purpose, all Thematic Teams together met on a quarterly basis. Each Thematic Team includes both BTC and TIET members, as well as other experts from the MoES, Kyambogo University² and Uganda Management Institute (UMI).

Through the thematic teams, the implementation of the pedagogic components of the project under Result 1-3 is gradually speeding up. Eight Terms of Reference were developed to engage consultants for specific activities at both central and college level³. Also, the identification of mentor teachers in the four colleges is on-going, and will allow the effective implementation of active teaching and learning principles within each of the colleges. The stakeholders are convinced that the approach is beneficial for achieving the outcome and that the project is clearly on the right track.

Parallel to the establishment of the foundations for pedagogical and management capacity, the project has laid the symbolic foundations for the infrastructure component of the project. Programmes of Requirements for the designs were formulated, Architects and additional consultants have been contracted, started their design works and completed the Master Plans and studies on renewable energy, use of local materials and other sustainable measures have been done or are on-going. All these studies and services were implemented in coordination with the Construction Management Unit (CMU) of the MoES and they are all aiming towards improving the physical conditions at the colleges, including future maintenance and management.

The approach taken by the project is flexible by design and was adapted where needed in order to achieve the proposed outcome. Nevertheless, putting the most adequate structures in place for real co-management took a considerable amount of time. The input and recommendations from the technical staff at the CMU has been highly appreciated in defining the coordination set-up between the architects and other consultants that are working together on the same projects.

1.3.3 Efficiency

	Performance
Efficiency	C

² Kyambogo University is responsible for awarding degrees of Kaliro NTC, Muni NTC and Abilonino CPIC. In the case of Mulago HTC, the awarding body is Makerere University.

³ The content of these ToRs is discussed more in detail under their respective outputs in this report.

During 2013, a number of issues hampering efficiency were identified. They needed to be solved to ensure an efficient use of the project's financial resources.

Shifting budget lines of Results 1 to 3 from co-management to own management

While the creation of the Thematic Teams proved to be a valuable instrument to ensure a real co-management of the soft components of the project (Results 1 to 3), the lengthy procedures to access funds earmarked under co-managed financial modalities rapidly became a source of concern for all involved parties. In agreement with the project Steering Committee, it was therefore decided to shift budget lines of Results 1 to 3 from co-management to own management. This arrangement allows a quicker access to funds while maintaining a co-managed decision-making structure.

Payment of working fees to non-BTC staff assigned to the project

While reimbursement of transport and accommodation fees follows the UN recommendations, the project was hindered by the problem of "working fees" to be paid to non-BTC staff assigned to the 4 Thematic Teams. An initial arrangement was to foresee the payment of working fees through the counterpart fund. However, because the TFF specifies that the latter is a contribution in kind (office space, VAT and salaries of MoES administrative and academic office staff), and due to the fact that releasing counterpart funds proved to be a complex and very lengthy procedure, the project needed to facilitate these payments through the use of own management budget lines under Results 1 to 3. This choice is further justified by the fact that the mode of working adopted (through the Thematic Teams) still contributes to build the capacities of MoES staff in terms of institutional development, academic management, pedagogic support and supervision and other aspects falling under the project scope. Considering the above, an Addendum to the General Frame of Work was signed, fixing the new modalities for the payment of working fees as from January 2014. As a result, a steadier participation to the Thematic Teams and a swifter implementation of activities are expected.

Construction works foreseen under result 4

The design-phase related to the delivery of infrastructure planned under Result 4 has been hindered by delays. These are due to lengthy procedures regulated by national procurement laws and inefficient authorizing systems. The issue is regularly raised by the project team and BTC Representation through the Steering Committee and other concerned bodies (PPDA; PDU; Auditor General) and is closely followed-up. Despite the difficulties experienced, we still foresee construction works to be completed in time, albeit it may require an extension of the contract of the ISE/Infrastructure.

1.3.4 Potential sustainability

	Performance
Potential sustainability	B

The project is well supported in the colleges with project management committees and the resident Training Coordinators, and the Thematic Teams have been instituted in collaboration with TIET and other MoES departments. Even so, the project needs to enhance further collaboration from higher levels within the MoES and other partners in teacher training. On the other side of the spectrum, we started to stimulate community participation, both during project implementation and for future involvement.

Also, despite the projects' focus on income generating activities at college level, the financial situation of the colleges remains a challenge. They receive capitation grants from the Ministry of Education and Sports, but these are not covering all running costs. The current financial situation may not allow the colleges to carry out maintenance activities for infrastructure and equipment provided by the project, or pay operational costs (e.g. internet connection).

While the focus on teacher education is in line with the overall priorities set out by the Government of Uganda, some of the existing policies may not favour the nature of the changes envisioned by the TTE project.

- The autonomy of the colleges to improve upon their own management practices is restricted. Strategic decisions at college level need to be approved by the MoES. The colleges sometimes find themselves confronted with demands from the central level that have a large impact on their operations. For example, they receive instructions to drastically increase the target number of students to be enrolled in a specific program without receiving additional resources to properly host these students (accommodation and classrooms).
- The colleges can address some human resource issues such as understaffing by themselves (by appointing staff on a part-time basis if funds allow). Yet, the main decisions related to human resource management are taken at the central level. To adequately address existing HR issues in the colleges, a national strategy is required for all teachers' colleges.

1.4 Conclusions

The **participatory approach** in relation to a real co-management (with MoES and other concerned stakeholders) of all strategic decisions and implementation modalities of the project is an essential factor to ensure the project long-term sustainability. Although it may at times reduce the implementation swiftness, the PCT will focus on promoting ownership and participatory approaches at all levels of the project anchorage. Basically this has been achieved by setting up four Thematic Teams that are managing the implementation of the activities which has provided a strong foundation for a sustainable project implementation, embedded in the MoES structures and systems.

The **collaboration with TIET and other departments** has improved enormously and implementation is done in a collaborative manner. The development of the Thematic Teams was done together with TIET staff members and approved by the D/HTVET who understand and support the approach of implementation and the content of the activities. Collaboration with CMU has been positive from the beginning and although working relationship with PDU is good, improvements could still be made there. In addition to that, positive working relationships have been established with gender unit, HIV/AIDS unit, Finance department and BTVET department. Altogether, the project established its position in the MoES and implementation is done in close collaboration with all relevant departments.

The intervention is anchored in a complex situation at three very different levels: secondary teachers' education in the NTCs, vocational education in Abilonino technical instructors' college, and health tutors' education in Mulago HTC. The two NTC's, Abilonino CPIC and Mulago HTC are all subject to different policies. They fall under the responsibility of other departments within the MoES. Moreover, NTC's and CPIC are academically related to two different universities. As a consequence, the project needs to simultaneously address a **multitude of stakeholders**. Furthermore, its time planning is very ambitious. It takes time for such a project track to take-off but this preparatory phase has been completed in 2013.

Besides keeping the emphasis of the project to achieve the results, the project will also focus more on strategic issues and on influencing **policies at a higher level of MoES**. The policies that are addressed are related to the implementation of the project and may include student accommodation at the colleges, curriculum harmonisation and staff availability for the colleges.

Development of infrastructure is a lengthy and costly process and the project has integrated the infrastructure component with the implementation of activities that are related to pedagogy and institutional development. As a result, delays in the infrastructure component directly influence the other components. The project has faced several **delays**

in procurement that are causing the development of infrastructure to slow down. Actions are continuously being taken to try to increase the speed, but the PPDA procedures are national procedures that cannot be changed. However, the project believes that some MoES procedures could be organised more efficiently, e.g. the preparation of the minutes of the MCC. Therefore, the project with the A/C PDU will develop a method on how efficiency at PDU could be improved and how perhaps some of its capacity could be increase, with the immediate goal to gain time in the procurement procedures at MoES. The initial idea is to identify strengths and weaknesses and make an action plan on how to address or improve them. If within our possibilities, the project will support the implementation of that action plan.

<p>National execution official Hajj Abdul KIBEDI Project Coordinator</p>	<p>BTC execution official Barbara RADELLI Project Co-coordinator</p>

2 Results Monitoring⁴

2.1 Evolution of the context

2.1.1 General context

Events with a negative impact:

- The disbursement of funds to all government departments is subject to stringent measures resulting from reported major corruption scandals in 2012. As a result, access to funds for activities under co-management modality continues to be very slow. The amount of accessible cash is very limited and the release of funds can be stopped anytime by internal audit. This hampers the prompt execution of planned activities.
- MoES' plans to move to a different building kept changing during the whole of 2013. This resulted in loss of time and uncertainty for the team. The final decision was eventually announced right before the Christmas holidays, with office to be moved out in January 2014. Although the new location will have a positive impact on our relations with TIET (the project will now be sharing the same floor), it will not facilitate the relations with PDU, CMU and the M&E department who remain in the former building. The move will also have an impact on the project budget as new partitions, electricity and LAN networks will need to be installed.

Events with a positive impact:

- Kyambogo University (KYU) finalized the curriculum for technical instructors' colleges, which clarifies the mandate of Atilonino CPIC.
- Continuous advocacy for the harmonization between secondary schools' and NTCs' curricula is starting to pay off. KYU re-assembled the (lost) curriculum for NTCs and is now considering revising it before the secondary schools curriculum is rolled-out (2016 or 2017).
- BTC's involvement in the development of the Skilling Uganda program allows the project to have a more prominent voice in discussions about the BTVET sector.
- The Inter-Ministerial Standing Coordination Committee (IMSCC) has been revived thanks to BTC BS/Health and the TTE project. It is a joint forum which has been established to discuss issues related to the training of health workers, hereby involving MoH, MoES as well as the private sector. The representation of both TIET and the TTE project will facilitate the work to be carried out in Mulago HTC.

2.1.2 Institutional context

Anchorage of the project in the colleges and partner departments/units within the MoES:

- Colleges: the project is anchored in the 4 colleges through its four Training Coordinators. This allows a better understanding of issues faced by the colleges and a closer communication with their staff, students and communities. However, as the project is anchored in only 2 of the 5 existing NTCs, and in only 1 of the 3 existing Instructors Colleges; efforts have been made to include representatives of the other colleges in some activities under Result 1-3. This has a positive impact on harmonization, but increases the strain on our budget.

⁴ Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

- TIET and CMU: anchorage is good; participation of representatives from these departments to coordination meetings & workshops has rapidly increased, and - as a result - so has their feeling of ownership of the project. The recent decision as to provide support for the organization of regular Teacher Education Working Groups in coordination with TIET and EDP's involved in teacher training activities will provide an official platform that will foster harmonization between interventions and facilitate policy dialogue.
- PDU: despite efforts made by the project, this unit continued to struggle with time management, resulting in delays for obtaining approval of procurement documents.

Anchorage of the project in other MoES departments:

- Secondary and BTVET departments: collaboration remained low, partly because their own links with TIET are low, and because formal anchorage with these departments was not officially foreseen in the project TFF. Improved collaboration between these departments will be sought through the activities related to TIET institutional development, to be implemented by the project in 2014. This should contribute to create pedagogic synergies between teachers' training and students' training.
- M&E Department: although our direct participation in the general M&E Working Group meetings was low in 2013, the project kept itself informed on the main issues of interest (through excellent minutes regularly prepared by the Budget Support/JA M&E and through direct participation when issues were relevant to the project). Several consultations were nevertheless held to try to clarify the role of the project in relation to the M&E WG. Hereby, contradictory guidelines were received from different departments and from the M&E staff itself. It was later clarified that the project does not need to seek the M&E WG approval for each activity, and that it only needs to keep the WG informed of its main progress. This needs to be done through TIET. Starting from 2014 regular presentations will therefore be given to this WG.
- MoES HIV/AIDS and Gender units: the efforts produced by the JA-Crosscutting Issues, have resulted in an increased participation of the staff of these units to the activities led by the Thematic Team CCI. As a result, the World Aids Day was celebrated in our 4 colleges and (for the first time) a one-year HIV/AIDS work plan was prepared by the 4 project-supported colleges and 5 other colleges. The execution of these plans will be follow-up in 2014 by MoES staff from the HIV/Aids unit in collaboration with the TT project.

2.1.3 Management context: execution modalities

Steering Committee: The Steering Committee meets every 6 months and serves its regulatory and guiding purpose. Extra-ordinary sessions can also be called upon to solve particular or urgent issues. However, while maintenance of the same SC members in all meetings is beneficial to the quality of the deliberations, it is still a challenge.

Turnover of Project Coordinator: The MoES-appointed Project coordinator has changed three times since the beginning of the project. However, as the last appointee (Dec 2013) comes from TIET department and has an extensive experience in teacher training, the project's anchorage and efficiency should improve.

Design and implementation of project activities: The creation of the 4 Thematic Teams has radically improved real co-management in all decisions related to Results 1 to 3.

Financial execution modalities: The modalities improved for those budget lines that were shifted from co-management to own management under Results 1 to 3. They remain a

concern for Result 4 (see chapter 1.3.3).

Procurement according to PPDA: The procurement process for all activities under Result 4 is set by the Public Procurement & Disposal of Public Assets Authority (PPDA). The procedures are generally clear and well-developed and the project supports utilising them. Public procurement is always time-consuming and bureaucratic which is the same in Uganda. However, some processes beyond the formal PPDA-processes, e.g. approval from MCC or Solicitor General, are still challenging.

2.1.4 Harmo context

During the year 2013, efforts were essentially directed towards creating a proper working mechanism with the project's direct partners within the MoES as well as with the colleges and universities awarding their degrees. Harmonization initiatives with other development actors have also been given substantial attention. The project organised the Thematic Team meetings and the quarterly coordination meeting with all four TT's (please refer to 2.2 for a more elaborate discussion). Moreover, TTE project staff participated in the following forums:

- MoES/EDP Working Group including primary and secondary education partners. Different project staff participated on an irregular basis, depending on the agenda. However, as the role of the project in relation to this WG was recently clarified, our participation will become more regular as from 2014.
- TIET/Teacher Education Working Group: the decision for the project to support regular meetings will strengthen our collaboration with other EDPs as well as other MoES departments (DES, NCDC, etc.)
- MoH/MoES Inter-Ministerial Standing Coordination Committee: as this Committee was recently revived, participation of the project is likely to increase once the committee becomes fully operational.
- Skilling Uganda workshops and meetings
- Annual Education Sector Review (yearly)
- BTC Education Portfolio coordination meetings with BTC Education Budget Support, BTC Study Funds, BTC Scholarships (monthly)

With the Thematic Teams fully functioning now and with our increased participation to the above coordination meetings, a positive impact is expected in terms of:

- Increased ownership of the project by our MoES' counterparts
- Shared synergies and harmonized strategies with the EDPs
- Better alignment of the project to national systems, strategies and policies, and vice versa

In addition to the above formal working mechanisms, the project has engaged a Community Participation Officer (Junior Assistant) to guarantee the involvement, from as early as possible, of the communities around the beneficiary colleges. This is relevant both in the present development of infrastructure and, even more importantly, in the future use of college facilities by community members.

2.2 Performance outcome



2.2.1 Progress of indicators

Outcome: The supported colleges have an improved teaching and practice oriented learning environment, supported by a strengthened support supervision and visitation service					
Indicators	Baseline value	Value year 2012	Value year 2013	Target year 2013	End Target
Average satisfaction of students, academic and non-academic staff in different supported colleges with the overall college environment on a 1 to 4 scale. (Baseline value is value of 2013, not measured previously).	2,53 / 4	-	2,53 / 4	-	3,00 / 4
% of lessons given by students of target colleges during their yearly school practice that include an ATL component (new indicator, as from 2014 data will be collected in collaboration with colleges).	-	-	-	-	50%

2.2.2 Analysis of progress made

Achievements and issues

The year 2013 focused on establishing the necessary foundations to enable all project stakeholders at central and colleges' levels to:

- Understand the project context, scope and expected results
- Dissemination of results from the baseline study
- Design and prioritize strategies to implement activities and to reach results
- Define modalities of collaboration between stakeholders

Understand the project context, scope and expected results

Several workshops were necessary to share with and explain to education managers at central level (TIET, DES, NCDC, Universities, etc.) and to the colleges' administrative and pedagogic staff the project TFF and the results of the baseline survey. These workshops contributed to the understanding of the project context, scope, resources and expected results; to clarify the stakeholders' respective roles and start to address their sometimes unachievable expectations.

Dissemination of results from the baseline study

In 2013, the baseline survey report was disseminated in different ways, serving different purposes:

- a) for information purposes the report was distributed to our main stakeholders at central and colleges' level
- b) for approval purposes, the report and a summary of its main recommendations were presented and discussed with EST & OPS departments at BTC HQ and with the project SC members (see "MoES approval of baseline survey" attached)
- c) as a tool for strategic planning of the way forward: a series of 5 strategic workshops were conducted with all our main stakeholders with representatives of the MoES (TIET, DES, NCDC, etc.), the Universities (KYU and MAK), the governing councils and the academic and non-academic staff of the 4 colleges and all project staff, as follows:
 - General strategic workshop to present and analyse the results of the survey

- Specific strategic workshop for Muni and Kaliro NTCs to discuss the way forward in the NTCs
- Specific strategic workshop for Abilonino to discuss the way forward in this college
- Specific strategic workshop for Mulago HTC to discuss the way forward in this college
- Final strategic workshop by TTE/PCT, to coordinate activities to be implemented at central/colleges level

Design and prioritize strategies to implement activities and to reach results

The project long-term sustainability requires the adherence of the project stakeholders to common objectives and agreed-upon strategies to reach them. It also relies on the degree to which civil servants, both at central and colleges' levels, believe they are the main factors of change and that their needs and expertise are taken into account.

In view of the above, the five strategic workshops were held at central and colleges' level (see also dissemination of results from the baseline study). These workshops focused on:

- Analysing the project's four results areas, comparing the guidelines embedded in the project TFF and its baseline survey with the realities found in each college
- Refining the areas of intervention in five main blocks:
 - o Improving the capacities of the central level for the provision of support supervision and visitation to the colleges (Pedagogic support at institutional level – PSIL)
 - o Supporting the institutional development (ID) of both the colleges and the TIET department
 - o Enhance the quality of teaching and learning in the colleges (QTL)
 - o Ensure adequate attention to cross-cutting issues (CCI)
 - o Provide better educational facilities to the four colleges
- Identify bodies to be involved in the above mentioned areas of intervention
- Prioritize activities to be implemented

Define modalities of collaboration between stakeholders

To ensure a real participation of MoES staff to the design, implementation and monitoring of all project activities, it was necessary to define and agree upon the modalities of work and the repartition of responsibilities between the project team and the different MoES departments. Intensive consultations involving the project team, MoES authorities and BTC headquarters were conducted, resulting in the approval of:

- o One *General Frame of Work (GFW)*, whereby four Thematic Teams were created to follow-up the soft components of the project (PSIL; ID; QTL; CCI) with their working, reporting and payment modalities approved. Each Thematic Team includes TTE staff and other TIET members, as well as experts from MoES, Kyambogo University⁵ and Uganda Management Institute (UMI). Also embedded in the GFW is the possibility for each TT to recruit consultants for the implementation -under the TT responsibility- of specific or specialized activities which cannot be directly carried out by its members.
- o Four *Assignment Agreements*, whereby specific staff of different MoES departments and Universities were nominated and officially assigned to the four Thematic Teams.

Since the second half of 2013, the Thematic Teams started meeting on a monthly basis, enabling the launching of several concrete activities. On quarterly basis, the Thematic Teams are meeting in order to guarantee the coordination of the activities by the various teams. In conclusion, although putting the most adequate structures in place took a considerable amount of time, these will ensure a real and effective co-management thus

⁵ Kyambogo University is responsible for awarding degrees of Kaliro NTC, Muni NTC and Abilonino CPIC. In the case of Mulago HTC, the awarding body is Makerere University.

contributing to ownership and sustainability of the project.

In relation to output 4, development of infrastructure is already a long process and delays in the procurement process add to that process. These delays are a risk to the overall progress of the project as the lack of new facilities may hinder a smooth implementation of results 1 to 3. It is possible to start the implementation of active teaching and learning methodology without the new infrastructure, but there are limits to this. The delivery of the buses by the end of 2013 was very positive and had a clear motivating effect because the colleges started seeing the first tangible results of the project.

Influencing factors

The project Technical and Financial File indicates three moments for Monitoring and Evaluation (Baseline study, Mid-term Review and Final Evaluation) only. The baseline study conducted in 2012 provided, among other things, a list of potential indicators and their corresponding baseline values. However, the project felt there was a need to develop a more continuous monitoring system to track progress and to steer the project implementation, even though no specific budget was allocated for it. Therefore, during the first months of 2013, the team further defined how to intensify the M&E component within the project. An action plan was developed, two M&E workshops took place (May and September) and an M&E officer (Junior Assistant) was recruited (November). The project annual M&E retreat was held at the beginning of 2014. During this retreat, the results report was written together with all main stakeholders.

Also in 2013, the indicators provided in the baseline study were redefined by the project team and shared with the key stakeholders. In addition, we also strengthened the links with the M&E department of the MoES and agreed on the way forward in 2014. Their involvement proved very useful also to gain more insight in the composition and functioning of the existing coordination meetings at MoES levels.

Unexpected results

The main unexpected result is the set-up of the TT's as described above. Resulting from the strategic workshops and several other meetings at strategic level, it was concluded that the involvement of TIET and other MoES staff would be best guaranteed this way. The expected implementation of the project therefore is anchored securely in the MoES structures which assured sustainable and long-term impact.

2.2.3 Potential Impact

In the TFF, the impact of the project is formulated as follows: *“To contribute to the increase of quality of and equity in access, to post primary education and training level, as part of universal post primary education and training”*.

It is reasonable to assume that the TTE intervention will have a positive influence on the quality of education, provided that there is political will and support from policy-makers to sustain the current efforts. However, the project does not directly contribute to equity in access to education. Nevertheless, this component is being addressed at the policy level, namely through the introduction of universal education policies for primary and secondary education (UPE 1997; USE 2007).

The introduction of ATL in teachers' colleges will certainly improve the quality of teacher training in the four institutions targeted by the project. However, to achieve the proposed outcome and impact, behaviour change is needed at the level of the educational system as a whole. Assuming that current teacher students in the four beneficiary colleges are willing to apply new methods in their future teaching practice, it still remains questionable whether they will be able to improve their teaching practices in future jobs. In theory, this should be the case. Yet, they may find themselves confronted with barriers to change in their new working places, including resistance from the existing teaching and management staff. Additional interventions at post-primary level may be required to ensure a trickle-down effect. Moreover, the current educational system also faces other

challenges such as understaffing and teacher absenteeism. For the TTE project to be effective in enhancing the quality of education, these issues would need to be addressed simultaneously by means of a national strategy.

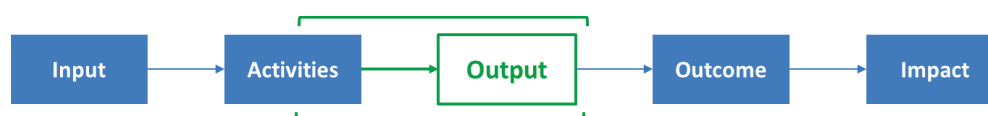
To monitor the final impact of the project, three revised indicators are used:

Impact indicator	Value 2013	Comments
% of students reaching defined levels of average competence in English, mathematics and biology in S2	36%	Based on results of NAPE testing included in MoES annual performance report.
Student-teacher ratio in secondary schools	21:1	Student Teacher Ratio (STR) in MoES annual performance report
S4 completion rate	35,5%	Completion of the 4 th year of secondary school. Note that the term secondary in Uganda does not include BTVET.

As becomes clear from the matrix above, all data are compiled by the MoES. They are readily available in the MoES annual performance report. A limitation of the above indicators is that they are only applicable to the NTC's. For Abilonino CPIC and Mulago HTC, no good impact indicators could be identified at the moment. This is due to a lack of available data at central level.

A more encompassing (but more costly) option to map the impact of the TTE project would be to conduct a tracer study after its completion. While the MoES does have an interest in this exercise, a cost-benefit analysis should be made first.

2.3 Performance output 1



2.3.1 Progress of indicators

Output 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
Number of support supervision visits with corresponding analysis reports submitted to TIET	Tbd*	-	Tbd*	-	2 per college/year
Number of inspection visits with analysis reports submitted to TIET	Tbd*	-	Tbd*	-	2 per college/Year
Average satisfaction of teaching staff with amount and quality of support supervision and inspection (on a scale from 1 to 4)	2,28 / 4	-	2,28 / 4	-	3,00 / 4

* Due to the move of TIET to a new office, the documentation related to support supervision and inspection visits was not accessible and could therefore not be consulted at the time of writing.

2.3.2 Progress of main activities

Progress of main activities⁶	Progress:			
	A	B	C	D
Strengthen internal/external pedagogic support supervision				
ToRs for Internal-external pedagogic support supervision (& visitation)		X		
Development of pilot pedagogic support supervision guidelines & tools (based on existing MoES template) by TT-PSIL		X		
Strengthen internal/external visitation (inspection) of the colleges academic management				
ToRs for Internal-external (pedagogic support supervision &) visitation		X		
Strengthen strategic management of TIET				
ToRs for diagnosis of academic management of the 4 colleges (TT-PSIL)		X		
ToRs for development of a strategic management plan for TIET (TT-ID)		X		
Enhance sustainability of process change				
Project promotion materials (leaflet, T-shirts, posters, etc.)	X			
Visibility of project in MoES website	X			
Address lecturers' qualifications (by TT-QTL)				
ToR for Addressing lecturers; qualifications (assess needs & propose possibilities)		X		

⁶

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

2.3.3 Analysis of progress made

Achievements and issues

In the TFF the implementation modality that was proposed was to set up a consortium, mainly with external experts. However, in the line of that consortium, the project developed a methodology to involve mainly internal experts from TIET, other MoES departments and Universities. That methodology was defined in the General Frame of Work (as explained in Chapter 2.2.2). The creation of the Thematic Teams took a long time but they are now operational and the TTs have started to deliver concrete results. Each TT meets once per month, and there is a quarterly coordination meeting which brings together all the four TTs on a quarterly basis. The relevance of the TTs and the level of responsibility of TT members in the implementation of the project is a great achievement, and it fosters the capacity building of central level staff.

In the functioning of the TTs there is the challenge in a sense that not all the members are always consistent in attending the meetings. This sometimes causes a lack of continuity and therefore a delay in the implementation. Communication could be further improved to avoid or at least minimise this.

Another communication issue is that although the documentation is being dispersed at central level and in the colleges, there is sometimes a lack of information flowing up to the higher levels within TIET or MoES; e.g. a staff member is delegated to attend a workshop but he or she does not give feed-back afterwards to the delegater. This issue is going to be addressed when the institutional capacity of TIET is analysed and strengthened.

Influencing factors

The direct involvement of MoES staff guarantees empowerment and creates ownership. The active participation of Kyambogo University (KYU) members makes us move faster. Working together with some of the key stakeholders directly influences the potential success in this result, because a lot of its activities are related to the relationship between the central level MoES (mainly TIET) and the colleges, being guided by for example KYU.

TIET is facing strong budget constraints that influence their regular support supervision and visitation activities. Their main focus should therefore be to guarantee the necessary funds for those activities.

2.4 Performance output 2

2.4.1 Progress of indicators

Output 2: Strengthened management of supported colleges by the end of the project					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
Number of institutional development plans put in place over the total number of plans to be designed.					
<i>Note: In total each college should have elaborated 5 plans:</i>					
1. Strategic management plan	0	0	0	0	4
2. Financial plan	0	0	0	0	4
3. Infrastructure and asset management plan	0	0	0	0	4
4. Procurement plan	0	0	0	0	4
5. Human resources plan	0	0	0	0	4
Number of institutional development plans implemented over the total number of plans to be implemented (see list above).	0	0	0	0	20

2.4.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
Strengthen strategic management of the colleges				
Activity 1: Strategic planning workshop at central level and all colleges		X		
Activity 2: SWOT analysis conducted in all colleges		X		
Activity 3: Thematic team ID prepared ToR for a consultancy to come up with a strategic management plan for each college		X		
Strengthen HR management of the colleges				
Activity 4: Thematic team ID prepared ToR for a consultancy to improve practical management at college level (finance, HR, procurement, asset and infrastructure)		X		
Strengthen financial management of the colleges				
See activity 4: Thematic team ID prepared ToR for a consultancy to improve practical management at college level (finance, HR, procurement, asset and infrastructure)		X		
Activity 5: Thematic team ID prepared ToR for income generating activities (business plans)		X		
Strengthen academic management				
Activity 6: ToR for a consultancy on academic management made by the thematic team		X		
Strengthen management, infrastructure and maintenance				
See activity 4: Thematic team ID prepared ToR for a consultancy to improve practical management at college level (finance, HR, procurement, asset and infrastructure)		X		
Benchmarking visits and conferences (visit to Kenya, Belgium, SABS conference...)		X		

2.4.3 Analysis of progress made

Achievement and issues

Early 2013, the TTE project has organized a number of strategic planning workshops which contributed to all outputs but in particular to output 2 as this was already a strategic management thinking exercise. The main objective was to have a common understanding between TTE and the colleges of the scope of works for the project to implement. The TFF and logical framework have been discussed and the colleges and TTE were able to elaborate on the existing gaps and to give input on the needs.

Next, a thematic team institutional development has been setup in order to decide on the activities to be done for output 2. This team consist of management specialists from TIET, TTE and Uganda management institute.

The thematic team came up with the following terms of reference for specialist teams (consultants):

- A consultancy to strengthen strategic management at central level and to improve the functioning of TIET (linked to output 1)
- A consultancy to study the service provision at each college and to come up with income generating activities (business plans)
- A consultancy to come up with a strategic management plan for each college
- A consultancy to improve practical management at college level (finance, HR, procurement, asset and infrastructure).

All ToRs were finalised and the publication of tenders for the first two consultancies already took place. The publication of the tender for the third consultancy is planned for Q1 2014 and for the fourth one it is planned after the strategic plan for the college is being approved.

To strengthen management, infrastructure and maintenance, the following activities were performed in 2013:

- Benchmarking visit to Kenya on infrastructure (MoES, TTE and ACPIC)
- Participation to SABS conference on sustainable architecture
- Architecture benchmarking visit to Belgium (CMU, TTE and TIET)

Overall the project is confident that the activities are still leading to the intended output.

Influencing factors

A number of management issues at the college is directly linked and depends on the central level. For example, the financial management of the college is closely linked with the capitation grant that the college receives. This capitation grant is currently very low and is not sufficient to cover the main required services.

Also HR management is directly linked and dependent on the central level. In each college, the present staff is far below the establishment that is required to run the college. The project works closely with the college management of each college. During the two years that the project is on-going two colleges have already changed principals. The deputy principals took over in both colleges which allowed some continuity.

Unexpected results

So far no major unexpected results

2.5 Performance output 3

2.5.1 Progress of indicators

Output 3: By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies.					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
Average score for the use of active teaching and learning methods by teaching staff, as assessed during classroom observations in supported colleges (on a scale from 1 to 4).	2,70 / 4	-	2,70 / 4	-	3,3 / 4
% of the lesson periods that are planned to teach using active teaching and learning methods	0%	-	0%	-	60%

2.5.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
Strategic planning workshops		X		
Establishment of Thematic Team on Quality of Teaching and Learning (TT/QTL)	X			
Conferences, seminars, study tours (including IT4Education)		X		
Train the Trainers to improve quality of education			X	
Support microteaching in 4 Colleges		X ⁷	X	
Workshops/Trainings on ATL		X ⁸		
Support pedagogical pilot projects in 4 colleges		X ⁹		
Selection of Mentor Teachers		X		
Pedagogical support - National Consultants (specialist teams) ToR to be published			X	
International technical and pedagogical expertise (specialist teams) ToR to be published			X	

2.5.3 Analysis of progress made

Achievements

The TT/QTL is committed and making progress in addressing the specific objectives of the output. As this is under Belgian procurement law, delays are minimized.

⁷ One round of micro teaching has been implemented Q1, second round delayed due to late delivery of equipment

⁸ Internal workshop with TTE Pedagogical Team, ToR written by TT/QTL

⁹ Abilonino on track, for NTC's proposals submitted and due to start in February 2014

The main objective of the TT/QTL is to ensure the proper implementation of the activities required to reach the specific objectives under the Quality of Teaching and Learning thematic area, as follows:

- Address lecturers' qualifications
- Continuous professional development of academic staff
- Improve student centered teaching practices
- Strengthen assessment systems
- IT for Education and users' friendly libraries

The TT/QTL first activity was the development of a **work-plan** to develop the different ToRs for the TT-QTL Specialist Teams, as follows:

- Address lecturers' qualifications
- Improve students' centred teaching and learning and assessment practices
- Introduction of IT4 Education and users' friendly libraries

By the end of 2013 the TT/QTL has carried out the following tasks:

- The ToR for addressing lecturers' qualifications were written and published (for implementation starting Q1 2014)
- To address the improvement of students' centred teaching & learning and assessment practices, two ToRs were prepared for the recruitment of a team of international and national ATL experts (to be published in Q1 2014 and start implementation by Q2 2014)
- ToRs for IT4 Education and users' friendly libraries is being analysed by the team and is to be drafted by Q1 2014.

Additionally, an internal workshop was conducted in June 2013 to develop a common understanding within the TTE team on ATL, and to generate information on infrastructure design and equipment needs for effective implementation of ATL in the colleges. The information gathered has been fed into the Thematic Team for Quality Teaching and Learning (TT/QTL) which has incorporated this information into the design of ToRs for an International Expert and National Experts on ATL, who will start activities in Q2 2014.

Selection of Mentor Teachers: As part of the process of strengthening implementation of active teaching and learning in the project colleges, TTE together with TIET has initiated a college-specific mentorship programme. The process of identifying mentor teachers in each of the colleges has begun. Following steps were completed in 2013:

- The criteria for selection of the mentor teachers were developed, discussed, amended and finalized by the TT-QTL. The criteria include submission of application documents to TTE, a written test and lesson observation;
- A call for applications was launched in each of the 4 colleges, the applications from each of the colleges were received and a short list made;
- The applicants were observed while teaching lessons in their respective colleges in the week of 18-22 November, 2013;
- The applicants sat for a test on 21st November 2013. Other interested teachers who had not applied for the mentor teachers were allowed to sit for the written test too.

Selected mentors shall be trained and coached in "ATL and assessment practises" by a team of ATL National Experts and one International Expert (refer to above).

Influencing factors

By introducing innovative active teaching and learning approaches in the colleges, the 4 colleges' staff and students are gaining interest and are gradually changing their teaching approaches, below are a few examples:

Micro – Teaching: To introduce the Micro Teaching programme as one of the activities to support teachers' professional development, a first round of micro teaching workshops was held in April and May 2013 in the 4 colleges. As a result, lecturers had an opportunity

to collectively reflect on their teaching practices and how these can be improved. In this context, the project procured the following equipment per college:

- Two laptops
- Two LCD projectors
- Two screens
- One set of video camera and accompanying stand

The project started preparing a training for basic skills in video recording and editing for 16 colleges' lecturers from the 4 colleges. The training will be held in Q1 2014 and will then be followed by two rounds of micro teaching workshops per year for teachers to monitor their progress in teaching practices.

Pedagogical Projects: In July 2013, two small pilot projects were initiated in *Animal Traction for Horticulture* and *Tailoring & Garment Making* at Abilonino CPIC. The objective is to develop students' project work through hands on practical skills training, contract work, action research and other ATL methodologies, and to enable the professional development of lecturers & foster the critical-analysis capacities of the students and community members. These projects also generate income for the college and contribute to the running of the college, i.e. the harvests from the vegetables gardens are used for the preparation of the colleges' staff and students' meals. Similar pedagogical projects will be initiated in Q1 2014.

Unexpected results

Online Post Graduate Diploma Medical Health at Mulago: After attending the Distance Education and Teacher Education in Africa conference in Nairobi¹⁰ in July 2013, the college developed a proposal for the Post Graduate Diploma in Medical Education by distance education using a blended approach (on line and face to face). The project shall evaluate the proposal together with the college and define how it can provide technical and financial support (Q1 2014).

Learning Resources: An offline repository was installed in Kaliro NTC computer lab; the TC is progressively offering guidance on its appropriate utilisation, and eventual introduction in the other colleges.

Pedagogical Projects: Inspired by the projects in *Animal Traction for horticulture*¹¹, and *Tailoring & Garment Making*, Abilonino CPIC started similar projects under their own initiative by introducing practical ICT courses for the local community and opening an ICT resource centre. Both initiatives are generating much needed incomes for the college.

Internal Trainings: Following the delivery of the computers, the college administration and Abilonino IT lecturer spontaneously organized an ICT training for the college staff in the use of computers to prepare their lessons and power point presentations. By the end of 2013, 9 lecturers had purchased their own private laptops.

¹⁰ 28 persons comprising members of TIET, the 4 colleges and TTE staff participated to this conference which focused on Teacher Education and Development in Africa. The purpose was to identify the latest trends for IT for Education in Africa and to plan the way forward for the implementation in the colleges.

¹¹ For horticulture, the lecturers and students are only using organic technology

2.6 Performance output 4

2.6.1 Progress of indicators

Output 4: Facilities of the four colleges rehabilitated, extended and equipped by the end of the project					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
Extent to which colleges are fully built and equipped.					
- Furniture (4 colleges to be equipped in total)	0	0	0	0	4
- IT4Education resources (4 colleges to be equipped in total)	0	0	0	0	4
- Buses (3 colleges to be equipped in total)	0	0	3	0	3
- Workshops and lab equipment (4 colleges to be equipped in total)	0	0	0	0	4
Each college will be equipped according to inventory plan. Each type of equipment counts as 1.					
Infrastructure rehabilitated and constructed according to architects' designs approved by the project.	0	0	0	0	4
% of rooms used for their intended function and capacity	40%	-	40%	-	84%

2.6.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
Procure consultants for designs and supervision and for studies		X		
Conduct study to support the development of a long-term master plan for Kaliro, Muni and Abilonino		X		
Conduct studies on Renewable Energy and Sustainable Architecture		X		
Design of the colleges facilities based on pedagogical requirements and green architecture for Mulago, Kaliro, Muni and Abilonino			X	
Procure suppliers for furniture and equipment, including transport means	X ¹²			
Equip and furnish the 4 colleges and their practice schools, including transport means	X			

2.6.3 Analysis of progress made

Achievements and issues

The activities are without doubt leading to the intended output. Master plans have been completed or are being finalised, which give the colleges a long term perspective that can be used for any future development. Preliminary design and bidding documents are in process and will provide a thorough basis for tendering for works. The coordination with the consultants for Renewable Energy and for Sustainable Architecture gives interesting

¹² Procurement and supply of transport means is ahead of schedule, other suppliers are following the completion of works.

and useful inputs and their added value during the design process is appreciated by the architects and the project. Therefore, in terms of quality we have achieved sufficient progress.

The transport needs that are part of this result have been assessed and we procured three buses for the colleges outside Kampala. They were received with great happiness and they will help both students and staff, for example to go to the practice schools.

However, we have faced several delays during the design process. The main ones are related to procurement issues. Although the procurement process itself is clear and acceptable, there are approvals (for example by the Contracts Committee of the MoES and by the Solicitor General) that have taken very long without clear reasons. We have had several meetings to address this, we have alerted the Steering Committee, but improvements are limited.

Another delay was caused in the case of the design for HTC Mulago where the architect consultant made a design for which the cost estimations were high and exceeding the budget available. We had to negotiate with TIET and HTC Mulago how to address this issue and therefore could not yet publish the tender for works.

Thirdly, we have experienced that also the consultants have delayed in producing their deliverables (in the case of NTC Muni and HTC Mulago). These delays however are relatively small.

The expectations are that delays will be continuous but that they can be reduced because we have learned how procurement works and what are the crucial actions to take. Continuous lobby and pressure from the PCT and the RR to speed up the MoES procurement activities will be performed. Besides that, we have decided that some corrective action must take place in Q1 of 2014, when we plan to assist the PDU and CMU departments of the MoES in strengthening their capacity.

Influencing factors

The relation with the CMU is very positive and constructive. The cooperation by the CMU two engineers that are involved in the project and by the A/C CMU is continuously supportive. A negative factor is that the approvals as part of the procurement system and some of the involvement by PDU staff hinders a smooth process. The approval by the Solicitor General has taken long in most cases (as explained above).

Unfortunately there is not an absolute programme of requirements from the colleges since some curricula have not yet been defined. Because of that, some of the design work is being done using some assumptions on the future use of the facilities. For example, for HTC Mulago it is expected that there will be more virtual leaning, but it is not yet fully defined and it would maybe require a different use of space. Another example, for Abilonino there are some technical components that have not yet been established in the new curriculum and therefore properly designing the workshops or classrooms for those specific components is not possible and more general facilities are designed instead.

Another relevant factor is that colleges and the communities have high expectations, both in terms of quantity of the facilities that we can actually build, and in terms of timing. Consultants have come to visit the colleges but there is no construction activity taking place yet.

Lastly, the long process involved in infrastructure development itself is an influencing factor which may influence the other result areas (put under R1 to R3). It would have been easier for teachers and managers at the colleges to change their teaching and working with new facilities. However, even with the existing structures one can apply for example ATL methods.

Unexpected results

Through the organisation of the design competition for Abilonino, the project has supported the architecture scene, both for professional firms and for architecture students. In Abilonino the land has been surveyed properly and electricity has been installed. In both cases, the start of the design works and planning have accelerated the government to execute those tasks. In Kaliro we identified unsafe situation with the water tank and the demonstration school during the field work by the architects. Precautionary measures on these dilapidated facilities were taken as a result.

On request of the colleges we already supplied some pedagogical equipment (beamers, laptops, cameras) which are much utilised by the staff and students. This is perceived as very positive.

2.7 Transversal Themes

One of the Thematic Teams is the Thematic Team for Cross Cutting Issues (TT/CCI). Meeting on a monthly basis, the role of this TT is **to support and monitor the inclusion of the transversal themes in all project activities** in collaboration with the members of other Thematic Teams. TT/CCI is composed by different specialists (on HIV/AIDS, Gender, Environment, Social Economy and Children Rights) of the MoES and general members of both the TTE project and the MoES.

Due to the fact that the project does not have a budget for cross cutting issues, there is a need to restrict the TT/CCI focus on the above main goal. Therefore, in 2013:

- TT/CCI initiated the involvement of different stakeholders for the implementation of cross cutting issues, e.g. with HICCUP Circus Uganda and AFRIPads. To make it as participatory as possible, colleges will be asked to identify existing associations/clubs/NGO in their own community for new initiatives.
- TT/CCI initiated the development of a system to incorporate cross cutting issues in every Thematic Team by creating a system for reviewing ToRs, contacts and other outputs from TT/ID, TT/PSIL and TT/QTL, including future deliverables from the consultants and expert.

Both components should be further developed in 2014.

2.7.1 HIV and AIDS

HIV/AIDS Workplace Policy Workshop

To roll out the national HIV/AIDS workplace policy at the colleges, the latter must implement activities that contribute to the safety and wellbeing of the employees and students (as stated in the HIV/AIDS backstopping report of 2012). This is however hardly implemented, mainly because of a lack of concrete work plans in the colleges.

To support the colleges, a three-day HIV/AIDS workplace policy workshop was held in November 2013. The workshop did not focus on refreshing the knowledge about the policy, but mainly on empowering the colleges to increase ownership by supporting them in planning activities. During the workshop, each college designed an action plan according to the national policy. The TT/CCI recommended inviting not only the four TTE colleges, but also the representatives from the remaining five Teachers/Instructors Training colleges in Uganda, because this exercise was highly relevant for all. The outcome is nine practical work plans to tackle HIV/AIDS in the colleges and communities in the upcoming academic year.

World Aids Day 2013

As part of the creation of a secure, healthy, stimulating and learning-conducive environment, a competition was held for World Aids Day 2013 in the four colleges. All colleges sent proposals for activities to celebrate World Aids Day and the TT/CCI choose one winner per college. On December 2, MoES and TTE staff participated to the WAD event in the colleges, together with college staff, students, district officials and representatives of the communities.

KAP Baseline Survey

In September 2013 the current knowledge, attitudes and practices regarding HIV/AIDS were conducted among students and teachers of the four project-supported colleges. To facilitate further analysis of data at national level, the project used a KAP questionnaire initially developed by USAID in collaboration with the MoES (already applied in colleges under USAID scope of work). The data gathered in the 4 project-supported colleges was used to a) help them to develop their HIV/AIDS action plans and b) to establish a baseline report against which the impact of the project and the colleges' action plans can be measured every year. The plans will be followed up by the HIV/Aids unit of the MoES in close collaboration with the TTE project.

2.7.2 Gender

The situation regarding Gender is similar as the one for HIV/AIDS: the national Gender Policy 2009 has been disseminated at national level, but colleges lack action plans to mainstream concrete gender activities in their institutions. To tackle this issue, the TT/CCI is currently preparing two specific activities in each of the colleges: a) an action research competition on gender and b) the development of an activity plan to mainstream gender as a cross cutting issue.

2.7.3 Environment

Environmental issues will mainly be tackled at the management level of the project. The specialist on environment of the TT/CCI will be asked to contribute to the work of the infrastructure team. Environmental aspects are also included in the pedagogical mini-projects (i.e. sustainable agriculture mini-project). However, the biggest achievement in the area of environment is in the development of infrastructure. Both in terms of using renewable energy and in terms of green architecture, the project foresees to develop innovative and creative designs and plans that should lower maintenance costs and operations costs for the colleges. For example, the provision of a biogas system combined with improved kitchen stoves is studied and proposed for both Muni and Kaliro and the utilisation of an evaporative air conditioning system or thermal chimneys is considered for the new facilities of all four colleges. Community involvement for locally producing of building materials is also studied, which would also contribute to an environmentally friendly building process.

2.7.4 Other

As the TT/CCI counts with one Children Rights specialist, the inclusion of this specific transversal theme will be included in the gender mainstreaming in the colleges. A reflection was also initiated on Social Economy as a transversal theme; however this one has not yet developed much further and will be addressed later.

2.8 Risk management

L=Low, M=Medium, H=High and VH=Very High

Risk Identification		Risk analysis			Risk Treatment			Follow-up of risk	
Description of Risk	Period of identification	Probability	Potential Impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Output 1: Budget cuts in MoES for Support Supervision	Sep 2013	H	M	H	<ul style="list-style-type: none"> Lobby for budget Involve mentor teachers for support supervision 	Barbara	Q1 2015		On-going
Output 1: Budget cuts in MoES for Inspection	Sep 2013	H	L	M	<ul style="list-style-type: none"> None: inspection issues will be tackled under development of TIET strategic plan Propose to include mentor teachers in the support supervision Revise the activities related to inspection only to cover training of inspectors in the field of student centred learning 	Barbara	Q1 2015		
Output 1: Availability of the professionals to actually implement support supervision and inspection	Sep 2013	L	H	M	<ul style="list-style-type: none"> Conduct program to improve TIET efficiency through development of strategic and HR development plans 	Ralph Barbara	Q1 2014 Q1 2014	Still in process of elaborating general frame of work and setting up TTs. Support supervision through TTs is still being developed	On-going
Output 1: Understaffing and lack of strategic plan in TIET department creates heavy workloads and undermines its efficiency	Jan 2014	H	H	VH	<ul style="list-style-type: none"> Lobby with TIET, education service commission, public service and governing councils Provide training to improve efficiency of currently available staff 	TT-ID	Q3 2014		On-going
Outputs 2&3: Chronic understaffing in terms of academic and administrative staff in the colleges.	Sept 2013	H	H	VH	<ul style="list-style-type: none"> Develop manuals that serve as institutional memory Mentor teachers enabled to introduce the newcomers to 	Barbara and Ralph	Q4 2013		On-going
Outputs 2&3: Retirement of ageing staff at colleges. Replacement of college principals by caretaking principals who are not yet 100%	Jan 2013	H	M	H					

sure whether they will be formally appointed in the near future.													
Output 2: Lack of maintenance culture	September 2013	H	M	H					ATL. - Develop income-generation systems for the colleges with profits allocated to a maintenance fund - Lobby for sponsorships from private companies - Student contributions	PCT	Q1 2015		On-going
Output 2: Inappropriate use of facilities	Sep 2013	L	M	M					- Surprise visits and advocacy through college administrators	PCT	Q1 2015		On-going
Output 3: Resistance to changing the teaching practice into an active teaching and learning (ATL) approach	September 2013	M	H	H					- Practical application of ATL methods to demonstrate its benefits - Mentorship, coaching - Include mentor students that can have a positive effect on the teachers.	Ralph	Q4 2014		On-going
Output 4: Limited budget to cover all infrastructure and equipment needs	Sep 2013	H	H	VH					- Lobby for additional funds. - Lobby for policy change allowing alternative ways to accommodate students/staff	Marten Barbara	Q1 2014 Q3 2014		On-going
General: ISE/BTVET contract (Mulago & Abilonino) expires long before end of project. Risk of not being able to demonstrate ATL application in suitable facilities.	September 2013	H	M	H					- Request contract extension - Use current college infrastructure where ATL approaches can be introduced - Gradually handover to local experts (TIET).	PCT	Q4 2014		On-going
General: ISE/Infrastructure leaving before construction works finished									- Request contract extension - Handover to CMU if feasible	PCT	Q3 2014		On-going
General: No access to Internet at the college	Sep 2013	M	H	H					- TIET to lobby for contracts with UCC for free access to the colleges - Colleges to include Internet in the budget - Lobby for increase in	PC Hannes	Q2 2015		On-going

General: Instability and elections in 2016	Sep 2013	M	M	M	M				government funding to the colleges - Internet availability study at the colleges done by the project													
General: Inflation	Sep 2013	M	M	M	M				- Accept - Accept													
General: Since the start, the project faces delays in co-management procurement procedures. It endangers the timely project implementation in particular in relation to R4: infrastructure and furniture and equipment.	On-going	H	H		VH				- R1-R3 budget have been moved to own-management - Close follow up with PDU and other MoES persons - Capacity building action plan for PDU - Request for action from BTC on a higher level - Major issue for discussion at SCX of 30/09/2013	PCT	On-going		No improvement noticed									On-going
General: VAT reimbursements have been introduced to URA since June 2012. However no return has been done yet up to today. The risk is to have unrecoverable VAT claims.	On-going	M	M		M				- Close follow-up with URA	Hannes with RR	On-going											On-going

3 Steering and Learning

3.1 Strategic re-orientations

Increasingly embed the project in sector-wide structures in order to:

- Ensure harmonization with existing policies and systems
- Harmonize efforts with other EDPs working with TIET (IDB, WB, ADB, AKF, JICA etc.)
- Increase the communication of results obtained by the project towards the MoES through increased participation to the Teacher Education WG, the MoES M&E WG and the quarterly reports to TIET and other MoES departments
- Increase communication with critical stakeholders at management level within the MoES

Adapt some of the existing management modalities:

- Come up with a more detailed project planning and follow-up on a regular basis. Use planning as a communication tool towards key stakeholders.
- Hold up the M&E initiatives started up during the second half of 2013. Continue to exchange information with MoES M&E department and further harmonize monitoring framework with MoES system.
- Organise sharing of knowledge and documents at college level, to be facilitated by the TC's.
- Find new strategies to integrate cross-cutting issues in daily work without causing too much delays. Have members of TT Cross-Cutting Issues review project documents, ToRs and other deliverables from the other TTs.
- Find ways to increase capacity of CMU and PDU. Although this is not foreseen in the TFF, their existing systems and procedures will be strengthened to allow the project to continue using them.

3.2 Recommendations

Recommendations	Actor	Deadline
TTE to be involved at a strategic level of MoES and to participate in addressing policies and strategic developments related to the teacher training sector (through policy papers for top management review)	SC	2014
TTE to develop operational planning and share with MoES; MoES also to take action to adhere to that planning	SC	Q1 2014
TTE to analyse with PDU & CMU their internal procedures, capacity and efficiency and come up with a concrete action plan to be addressed to MoES & MoFPED for their action by end of March.	SC	Q1 2014
Ensure harmonization with existing policies and systems (through the respective Thematic Teams)	SC	Q1 2014
Harmonize efforts with other EDPs working with TIET through the organization of regular workshops with the Teacher Education Working Group	SC	Q1 2014
Increase communication of results towards the MoES by inviting M&E staff to the Thematic Teams Quarterly Meetings and by participating to the MoES/EDPs M&E meetings	SC	Q1 2014

3.3 Lessons Learned

Lessons learned	Target audience
<p>The project has a very ambitious planning in the scope and size of the results that must be achieved in the short period of time. All results have several aspects and all seem to be important.</p> <p>In addition to that, the scope of the project is too broad, obliging the project staff to be involved with too many actors at secondary, vocational and paramedical levels. It is difficult to keep focus in a context characterized by a multiplicity of partners, policies and professions. This slows down the implementation and hinders its quality. The approach should be tailored to the different levels of education and different types of institutions, and/or additional human resources should have been allocated to the project.</p>	BTC, MoES
<p>There is a difference between the theoretical possibilities of the partner institution and its real day-to-day capacities in terms of financial and human resources. As a result, it took very long time to set up a truly cooperative working structure with TIET, our main (understaffed and underfinanced) partner.</p>	BTC
<p>Related to the above, the time needed to approve and procure infrastructure designs, master plans and other activities related to the construction of buildings was largely underestimated in the TFF planning.</p>	BTC, MoES
<p>While the project TFF provided time and resources for the monitoring of the project itself (backstopping missions, MTR and ETR) the need to avail sufficient human and financial resources to embed the project in the MoES M&E system was underestimated.</p>	BTC
<p>TFF should better reflect the staff requirements for the project, both in terms of timing and in terms of positions and also in terms of length of contracts. For example, both ISE-I and ISA-BTVET arrived earlier than in the TFF but should have started even before that, and both have a contract duration that is too short. Another example is the lack of support staff.</p>	BTC, MoES
<p>Certain budget lines were missing and are necessary for a successful implementation of the project: staff training, M&E and learning, PR and communication.</p>	BTC
<p>Counterpart funding in the TFF should be specific and clearly defined.</p>	BTC, MoES
<p>Covering five cross-cutting issues is too demanding. The project should be allowed to focus on two or three, without ignoring the other ones.</p>	BTC, MoES
<p>There should be a better coherence between the project's intended results and the available budget. For example, wrong expectations for development of infrastructure could have been avoided if rehabilitation or construction of students' and staff accommodation facilities in the four colleges had not been mentioned in the TFF at all.</p>	BTC, MoES
<p>Take into account the aspect of curricula in any education project</p>	BTC, MoES

4 Annexes

4.1 Quality criteria

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

2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way					
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>					
Assessment EFFICIENCY : total score		A	B	C	D
				X	
2.1 How well are inputs (financial, HR, goods & equipment) managed?					
	A	All inputs are available on time and within budget.			
X	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.			
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.			
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.			

2.2 How well is the implementation of activities managed?	
	A Activities implemented on schedule
	B Most activities are on schedule. Delays exist, but do not harm the delivery of outputs
X	C Activities are delayed. Corrections are necessary to deliver without too much delay.
	D Serious delay. Outputs will not be delivered unless major changes in planning.
2.3 How well are outputs achieved?	
	A All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
X	B Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
	C Some outputs are/will be not delivered on time or with good quality. Adjustments are necessary.
	D Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N				
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>				
Assessment EFFECTIVENESS : total score	A	B	C	D
	X			
3.1 As presently implemented what is the likelihood of the outcome to be achieved?				
	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.		
X	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.		
	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.		
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.		
3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?				
X	A	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.		
	B	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.		
	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.		
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.		

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
<i>In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A ; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C ; At least one 'D' = D</i>				
Assessment POTENTIAL SUSTAINABILITY : total score	A	B	C	D
		X		
4.1 Financial/economic viability?				
	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.		
	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.		
X	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.		
	D	Financial/economic sustainability is very questionable unless major changes are made.		
4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?				
	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.		
X	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.		
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.		
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.		
4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?				
	A	Policy and institutions have been highly supportive of intervention and will continue to be so.		
	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.		
X	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.		
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.		
4.4 How well is the intervention contributing to institutional and management capacity?				
	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).		
X	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.		
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.		
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.		

4.2 Decisions taken by the steering committee and follow-up

Major decision from steering committee				Action			Follow-up		
N°	Decision	Identification period	Source*	Issue	Action(s)	Resp.	Deadline	Progress	Status
1	05/02/2013 Extra-ordinary SC meeting budget modification: R1-R3 budget moved from co- to own-management	Feb/13	SC		Budget modification to do in FIT	TA FIN			CLOSED
					PCT to implement activities accordingly	PCT			
2	01/03/2013 SC3 in Muni NTC	March/13	SC	BASELINE SURVEY	The project M&E plan will be developed in collaboration with EPPA/M&E department	PCT			ONGOING
				Counterpart funding	MoES to give a breakdown of counterpart funding through the PC	PC		Done for Q3 2013 only	ONGOING
				Procurements	The project will continue to follow regular Ministry Contracts Committee meetings but special sessions are also to be arranged if necessary to handle BTC procurements so as to avoid delays.	AC/PDU, PCT		PCT also requested RR assistance on this matter	ONGOING
3	24/04/2013 Extra-ordinary SC meeting on budget allocation for the infrastructure works between the colleges	Apr/13	SC	TIET focal points to the project	Project Coordinator to make official request.	PC		TIET members officially assigned	CLOSED
					To implement construction activities and procurement accordingly	PCT		Point noted	CLOSED
4	30/09/2013 SC4 in Mulago HTC	Sep/13	SC	Creation of ad hoc committee to accelerate procurements	No decision was taken			Point noted	ONGOING

Procurement delays at MoES	The Project Coordinator will address within the MoES the issue of internal delays noticed in the procurement system	PC	Immediate		ONGOING
Assignment of a desk officer for BTC project at Solicitor General office	PO/PDU will inform the AC/PDU. PO/PDU will draft a letter to the Solicitor General (to be signed by the PS/ES)	PO/PDU	Before next SC		ONGOING
Coordination of projects/activities currently supervised by TIET	TIET to organize a meeting between the different projects at the department. The AC/STE and the PC should give a report to the SC in the next meeting	AC-STE / PC	Before next SC		ONGOING
Curriculum review	Thematic Team/PSIL to identify key people working on the curriculum review; these will contact NCDC and thereafter update the Steering Committee on the progress.	Thematic Team PSIL	As per TT/PSIL agreed schedule	Concept note being prepared by TT/PSIL, to be addressed to MoES	ONGOING
Recruitment of academic and non-academic staff for the colleges	PS/ES will take up project concerns	PS/ES		This is a policy matter	OPEN
Office space	No space available yet for the project but it remains an administrative issue that is being worked on by the US F&A and CMU	US F&A / CMU / PC		This is linked to the move of MoES to other building(s), project has no real leverage on this issue	ONGOING
Baseline Survey approval	Submit a summary of the baseline survey to the Chairperson and Co-chairperson for approval	PC		Pending only signature of D/HTVET	ONGOING

4.3 Updated Logical framework

Result	Indicator/ Progress Marker	Baseline	Target (incl. annual targets)	Source/ Means of Verification	Data collection and analysis Method, Tool & Frequency	Resp. person	Budget for data collection & analysis
Impact: To contribute to the increase of quality of and equity in access, to post primary education and training level, as part of universal post primary education and training.	% of students reaching defined levels of average competence in English, mathematics and biology in S2	36% (2013)	-	MoES annual performance report (results of NAPE testing)	Annual	Lien to look up data in MoES annual report	-
	Student teacher ratio in secondary schools	21:1 (2013)	-	Student Teacher Ratio (STR) in MoES annual performance report	Annual	Lien to look up data in MoES annual report	-
	S4 completion rate	35,5% (2013)	-	MoES annual performance report	Annual	Lien to look up data in MoES annual report.	-
Outcome: The supported colleges have improved teaching and practice oriented learning environment, supported by a strengthened support supervision and visitation service	Average satisfaction of students / academic staff / non-academic staff in different supported colleges with the college environment.	2,53 on a scale from 1-4 <i>Teachers 2,52</i> <i>Students 2,48</i> <i>Admin 2,82</i> <i>Support 2,61</i>	2014: 2,50 2015: 2,70 2016: 3,00	Environment satisfaction questionnaire (tool 1). <i>Use weighted average based on satisfaction with different aspects, not only physical environment.</i>	Annual (for Year 3 and/or Year 4 additional data to be collected through focus groups or interviews)	Lien in collaboration with Training Coordinators (data collection) and TT's (content of questionnaires).	Small budget for data input by students. Amount can be negotiated.
	% of lessons given by students of target colleges (during their yearly school practice) that include an active teaching and learning component	To be determined in 2014.	By the end of project, active teaching and learning methods were used in 50% of all lessons given by students during school practice.	Classroom observation tool, reports from internal and external visitation committee	Yearly, starting from 2014. Collaboration with school practice responsible in colleges and with external visitation committee (MoES +	Lien together with stakeholders in former column. To be discussed further with TTE team (Ralph, Leah, Barbara)	TBD, cost should be limited to budget needed for practical support during data collection

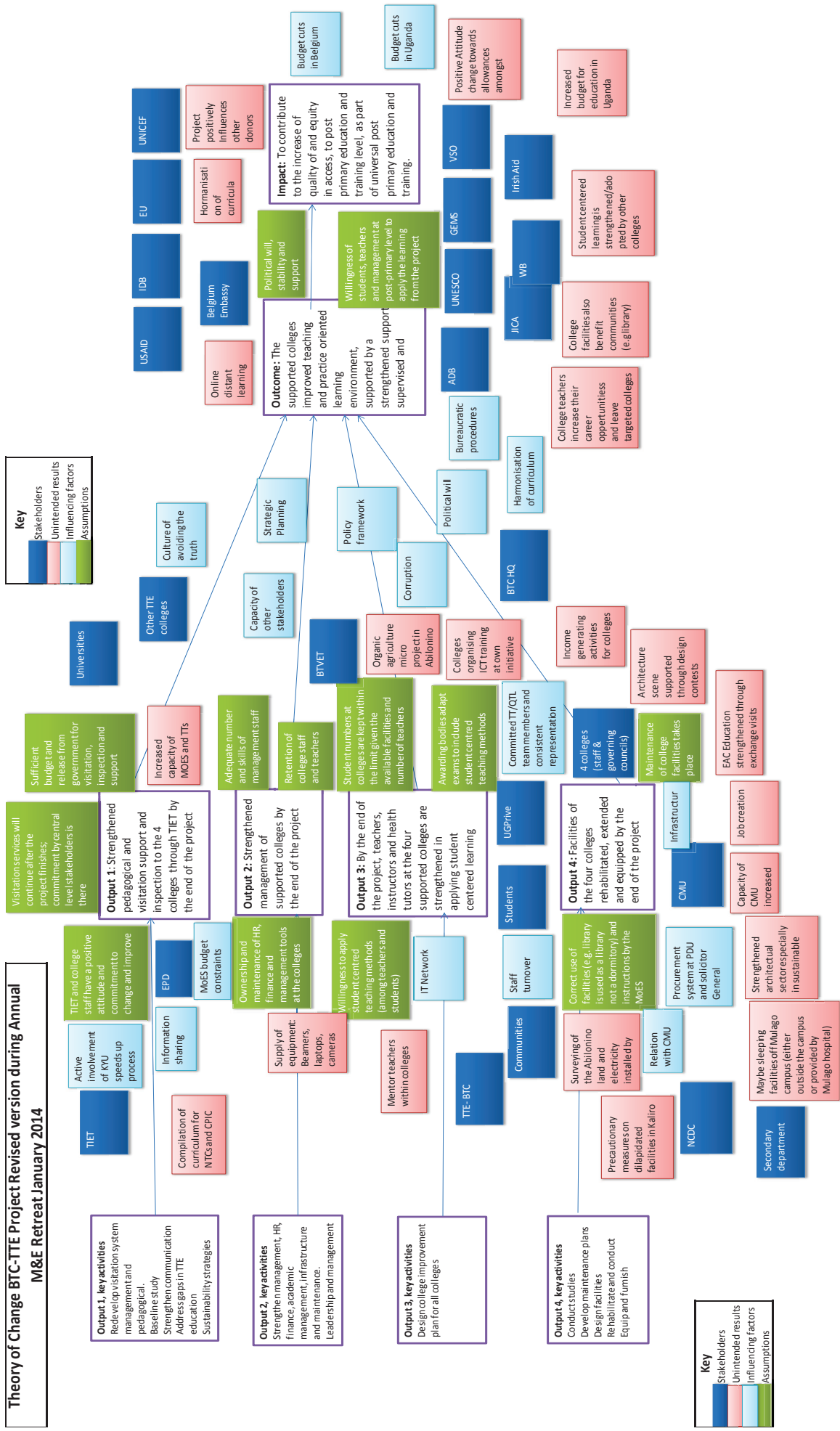
							awarding bodies)		(transport, ...)
Output 1: Strengthened pedagogical and visitation support and inspection to the 4 colleges through the strengthened TIET department by the end of the project	Number of support supervision visits with corresponding analysis reports submitted to TIET	Due to the move of the MoES to a new office, the documentation is not yet accessible.	2014: 1 per college per year (initiated by TIET) 2015: 2 per college per year (initiated by TIET) 2016: 2 per college per year (initiated by TIET)	Analysis reports	Annual verification of visit schedule and reports.	Barbara/Abdul	-		
	Number of inspection visits with corresponding analysis reports submitted to TIET	Due to the move of the MoES to a new office, the documentation is not yet accessible.	2014: 1 per college per year 2015: 2 per college per year 2016: 2 per college per year	Analysis reports	Annual verification of visit schedule and reports.	Barbara/Abdul	-		
	Average satisfaction of teaching staff with amount and quality of support supervision and inspection	2,28 on a scale from 1-4	2014: 2,30 2015: 2,50 2016: 3,00	Support satisfaction questionnaire (tool 2). <i>Average of satisfaction with quality and quantity of support supervision.</i>	Annual questionnaire	Annual	Lien in collaboration with Training Coordinators (data collection) and TT's (content of questionnaires).	Small budget for data input by students. Amount can be negotiated.	
	Capacity of TIET department	TBD	2014: TBD 2015: TBD 2016: TBD	Self-assessment by TIET	Annual	Annual	Maturity matrix to be developed	No extra resources needed	
Output 2: Strengthened management of supported colleges by the end of the project	Number of institutional development plans put in place over the total number of plans to be designed. Note: In total each college should have 5 plans: 1. Strategic management plan 2. Financial plan 3. Infrastructure and asset management plan	Zero plans in place	By October of 2014: 4/20 plans in place By October 2015: 20/20 plans in place	Verification of plans during college visits. Management activity reports	Follow-up status at least two times a year	Thematic Team ID.	No extra resources needed outside current Terms of Reference developed by TT ID.		

	4. Procurement plan 5. Human resources plan	Number of institutional development plans implemented over the total number of plans to be implemented (see list above).	Zero plans implemented	By October 2015: 10/20 (certainly the strategic management and financial plan need to be implemented in each of the 4 colleges at this time.) By October 2016: 20/20	Verification of plans during college visits. Management activity reports. <i>Note: Additional self-assessment by colleges in year 3 and or 4 to get a more qualitative understanding of remaining gaps/weaknesses.</i>	Follow-up status at least two times a year	Thematic Team ID.	No extra resources needed outside current Terms of Reference developed by TT ID.
Output 3: By the end of the project, teachers, instructors and health tutors at the four supported colleges are strengthened in applying Active Teaching and Learning (ATL) methodologies.	Average score for the use of active teaching and learning methods by teaching staff (as assessed during classroom observations in the supported colleges)	2,70 on a scale from 1-4	By October of 2014: 2,80 By October of 2015: 3 By October of 2016: 3,3	Classroom observations tool (tool 4). <i>Additional information in reports of mentor teachers in 2014.</i>	Annual questionnaire	Further development of classroom observation tool by TT's PSIL and QTL in collaboration with Lien.	Small budget for data input by students. Amount can be negotiated.	
	% of the lesson periods that are planned to teach using active teaching and learning methods.	0 lessons planned include ATL methods.	By Oct. 2013: 0 By Oct. 2014: 25 % By Oct. 2015: 40 % By Oct. 2016: 60 %	Consulting the lesson plan books	Annual	Ralph and Leah	-	
Output 4: Facilities of the four colleges rehabilitated, extended and equipped	Extent to which colleges are fully built and equipped. <i>Note: Each college will be equipped according to inventory plan. Each type of equipment counts as 1:</i> - Furniture (4 colleges to be	2012: 0 / 15	By 2014: 3/15 By 2016: 15/15	Hand-over reports.	Verification of reports ¹³ .	Marten	-	

¹³ The exact list of items that will be used to equip the colleges will be included in the inventory report. This report still needs to be elaborated and will take into the existing curriculum.

	<ul style="list-style-type: none"> - <i>IT4 Education resources (4 colleges to be equipped in total)</i> - <i>Buses (3 colleges to be equipped in total)</i> - <i>Workshops and lab equipment (4 colleges to be equipped in total)</i> 	0	4 colleges rehabilitated and equipped as planned by the end of the project	Information from constructor, field visits of TTE team.	Counts	Marten	-
	Infrastructure rehabilitated and constructed according to architects' designs approved by the project.	0	4 colleges rehabilitated and equipped as planned by the end of the project	Information from constructor, field visits of TTE team.	Counts	Marten	-
	% of rooms used for its intended function and capacity	40%	2014: 40% 2015: 52% 2016: 84%	Field visit reports	Counts by TC's, college visits of project team	Marten, TC's	-
	Student/classroom ratio for each of the four target colleges.	Data to be collected for specific colleges, 24:1 for NTC's in Uganda	2014: TBD 2015: TBD 2016: TBD	MoES Information Management System (EMIS).	Annual	Lien to get data from EMIS.	-

Theory of Change BTC-TTE Project Revised version during Annual M&E Retreat January 2014



4.4 MoRe Results at a glance

<p>Logical framework's results or indicators modified in last 12 months?</p>	<p>Yes, thorough revisions of Theory of Change (ToC) and corresponding indicators. After the BTC workshop on M&E in June 2013, the project agreed to develop an action plan to address the M&E component of the project. This action plan included:</p> <ul style="list-style-type: none"> - The development a ToC for the project - The reduction of the number of indicators because they were too many and that would be impossible to follow-up - The request for a JA for project M&E - The identification of a Focal Person for M&E in the project team <p>A second M&E workshops, this time specifically for the project, was held in September 2013. In that workshop we developed the ToC and we redefined some of the indicators. The new indicators are used in Chapter 2 of this report and they better reflect the results. We also aimed for having a maximum of 3 indicators per result and we assessed the feasibility of retrieving the data.</p> <p>The M&E framework was finalised during the annual retreat in 2014 during which the above changes were also disseminated.</p>
<p>Baseline Report registered on PIT?</p>	<p>Not yet¹⁴</p>
<p>Planning MTR (registration of report)</p>	<p>Q1 2015 (estimate)</p>
<p>Planning ETR (registration of report)</p>	<p>Q4 2016 – Q1 2017 (estimate)</p>
<p>Backstopping missions since 01/01/2013</p>	<p>Education department: 0 Infrastructure department : 0 Finance department: 0</p>

¹⁴ In process so expected to be completed end of February 2014.

“Budget versus current (y – m)” Report

Budget vs Actuals (Year to Month) of UGA0902011

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

Budget Version: D01

Currency : EUR

YTM : Year to month : 31/12/2013

Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2012	Expenses 2013	Total	Balance	% Exec
A. SPECIFIC OBJECTIVE			14,544,900.00	300,214.71	695,310.47	995,525.18	13,549,374.82	7%
01 Result 1: The education system is strengthened								
01 Conduct baseline study		REGIE	556,500.00	37,862.65	17,555.24	55,417.79	501,082.21	10%
02 Strengthen pedagogical support and supervision		COGES	40,000.00	37,862.65	3,398.00	-41,260.65	-1,260.65	103%
03 Strengthen visitation of the colleges general management		COGES	0.00	0.00	0.00	0.00	0.00	7%
04 Strengthen strategic management at central level		COGES	0.00	0.00	0.00	0.00	0.00	7%
05 Enhance sustainability of change process		COGES	0.00	0.00	0.00	0.00	0.00	7%
06 Address lecturers' qualifications		REGIE	65,000.00	0.00	83.01	83.01	64,916.99	0%
07 A0102 Strengthen pedagogical support and supervision		REGIE	194,500.00	0.00	1,297.25	1,297.25	133,202.75	1%
08 A0103 Strengthen visitation of the colleges general		REGIE	68,500.00	0.00	0.00	0.00	68,500.00	0%
09 A0104 Strengthen strategic management at central level		REGIE	119,500.00	0.00	6,941.33	6,941.33	111,558.67	6%
10 A0105 Enhance sustainability of change process		REGIE	130,000.00	0.00	5,835.65	5,835.65	124,164.35	4%
02 Result 2: Management capacity of the colleges has been			1,477,000.00	70,138.93	199,441.52	269,580.45	1,207,419.55	18%
01 Conduct baseline study		REGIE	65,000.00	66,918.32	0.00	66,918.32	-1,918.32	103%
02 Strengthen the strategic management of the colleges		COGES	0.00	0.00	0.00	0.00	0.00	7%
03 Strengthen the HR management of the colleges		COGES	0.00	0.00	0.00	0.00	0.00	7%
04 Strengthen the financial management of the colleges		COGES	0.00	0.00	0.00	0.00	0.00	7%
05 Strengthen academic management, including practice		COGES	0.00	0.00	0.00	0.00	0.00	7%
06 Strengthen management - infrastructure and maintenance		COGES	0.00	0.00	0.00	0.00	0.00	7%
07 Support the leadership and management at Mulago HTTC		REGIE	485,000.00	1,896.60	162,417.00	164,403.60	330,596.40	33%
08 Support the leadership and management at Abillonino		REGIE	125,000.00	1,294.01	0.00	1,294.01	123,705.99	1%
09 A0202 Strengthen the strategic management of the		REGIE	207,000.00	0.00	15,408.50	15,408.50	191,591.50	7%
		REGIE	6,854,300.00	739,797.09	998,593.77	1,738,390.86	5,115,909.14	25%
		COGEST	10,650,396.00	30.52	95,314.25	99,344.77	10,550,991.23	1%
TOTAL			17,504,636.00	739,827.61	1,097,908.02	1,837,735.63	15,666,900.37	10%



Budget vs Actuals (Year to Month) of UGA0902011

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

Budget Version: **D01**
 Currency : **EUR**
 Y/M : **Report includes all closed transactions until the end date of the chosen closing**

Year to month : 31/12/2013

	Status	Fin Mode	Amount	Start to 2012	Expenses 2013	Total	Balance	% Exec
10.A0203 Strengthen the HR management of the colleges		REGIE	97.000,00	0,00	0,00	0,00	97.000,00	0%
11.A0204 Strengthen the financial management of the		REGIE	102.000,00	0,00	0,00	0,00	102.000,00	0%
12.A0205 Strengthen academic management, including		REGIE	136.000,00	0,00	0,00	0,00	136.000,00	0%
13.A0208 Strengthen management -infrastructure and		REGIE	250.000,00	0,00	21.616,02	21.616,02	228.383,98	9%
03 Result 3: Quality of teaching and learning			1.529.400,00	101.764,05	194.827,19	296.591,24	1.232.808,76	19%
01 Capacity assessment of teaching and learning		REGIE	75.000,00	72.482,73	3.953,08	76.435,81	-1.435,81	102%
02 Support to teaching and learning		COGES	0,00	0,00	0,00	0,00	0,00	?
03 Personnel		REGIE	1.004.400,00	29.281,32	104.653,06	133.934,38	870.465,62	13%
04.A0302 Support to teaching and learning		REGIE	450.000,00	0,00	86.221,05	86.221,05	363.778,95	19%
04 Result 4: Construction, teaching aids, tools and			10.982.000,00	60.449,18	283.486,52	373.935,70	10.608.064,30	3%
01 Base line survey		REGIE	5.000,00	1.444,81	2.049,26	3.494,07	1.505,93	70%
02 Studies		COGES	950.000,00	0,00	82.091,55	82.091,55	267.908,45	23%
03 Design of the colleges facilities		COGES	625.000,00	0,00	15.337,15	15.337,15	609.662,85	2%
04 Rehabilitation/construction colleges facilities		COGES	7.850.000,00	0,00	0,00	0,00	7.850.000,00	0%
05 Equip and furnish 4 colleges and practice schools		COGES	1.540.000,00	0,00	973,72	973,72	1.539.026,28	0%
06 Personnel		REGIE	812.000,00	69.004,37	183.034,84	272.039,21	339.960,79	44%
B VAT REFUND			0,00	3.425,91	6.398,54	9.824,45	-9.824,45	?
01 VAT refund règle			0,00	3.425,91	5.501,25	8.927,16	-8.927,16	?
01 VAT refund règle		REGIE	0,00	3.425,91	5.501,25	8.927,16	-8.927,16	?
02 VAT refund co-management			0,00	0,00	897,29	897,29	-897,29	?
01 VAT refund co-management		COGES	0,00	0,00	897,29	897,29	-897,29	?
X RESERVE BUDGETAIRE (MAX 5% * TOTAL ACTIVITIES)			475.436,00	0,00	0,00	0,00	475.436,00	0%
		REGIE	6.554.300,00	739.797,09	998.593,77	1.738.390,86	5.115.909,14	25%
		COGEST	10.650.336,00	30,52	99.314,25	99.344,77	10.650.991,23	1%
TOTAL			17.504.636,00	739.827,61	1.097.908,02	1.837.735,63	15.666.900,37	10%

Budget vs Actuals (Year to Month) of UGA0902011 Printed on maandag 10 februari 2014

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Budget vs Actuals (Year to Month) of UGA0902011

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

Budget Version: **D01**
 Currency: **EUR**
 YTM : Year to month : 31/12/2013

Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2012	Expenses 2013	Total	Balance	% Exec
01 Réserve budgétaire			475.436,00	0,00	0,00	0,00	475.436,00	0%
01 Réserve budgétaire COGESTION		COGES	284.436,00	0,00	0,00	0,00	284.436,00	0%
02 Réserve budgétaire OWN-MANAGEMENT		REGIE	191.000,00	0,00	0,00	0,00	191.000,00	0%
Z GENERAL MEANS			2.484.300,00	436.186,89	396.199,01	832.386,00	1.651.914,00	34%
01 Human resources			1.838.000,00	275.694,11	353.965,00	629.659,11	1.308.340,89	32%
01 International sector expert pedagogy		REGIE	500.000,00	151.313,38	189.379,46	340.692,84	559.307,16	38%
02 International Contracting and Financial Officer		REGIE	500.000,00	114.152,80	128.973,36	243.126,32	656.873,68	27%
03 Administrative and accounting officer		REGIE	48.000,00	0,00	11.863,85	11.863,85	36.136,15	25%
04 Secretary		REGIE	30.000,00	223,45	7.324,48	7.547,96	22.452,04	25%
05 Drivers (3)		REGIE	45.000,00	4.469,14	16.363,18	20.832,32	24.167,68	46%
06 Recruiting Costs		REGIE	12.000,00	3.438,09	60,67	3.498,76	8.501,24	29%
07 Inception Consultancy national		REGIE	3.000,00	2.097,05	0,00	2.097,06	902,94	70%
02 Investments			168.200,00	125.068,73	9.078,84	134.147,57	34.052,43	80%
01 Vehicles		REGIE	105.000,00	104.859,41	0,00	104.859,41	140,59	100%
02 Office equipment		REGIE	15.000,00	4.101,18	2.508,69	6.609,87	8.390,13	44%
03 IT equipment		REGIE	42.200,00	10.156,87	6.489,33	16.646,00	25.554,00	39%
04 Office rehabilitation		REGIE	6.000,00	5.951,47	80,82	6.032,29	-32,29	101%
03 Operating costs			189.100,00	23.318,31	27.873,11	51.191,42	137.908,58	27%
01 Offices supplies		REGIE	30.000,00	1.705,01	4.377,11	6.082,12	23.917,88	20%
02 Vehicle running costs, maintenance and insurance		REGIE	60.000,00	9.677,85	10.551,27	20.229,12	39.770,88	34%
03 Communications incl. internet		REGIE	18.000,00	1.299,67	2.894,38	4.194,05	13.805,95	23%
04 IT maintenance		REGIE	18.500,00	0,00	2.990,83	2.990,83	13.509,17	16%
TOTAL			6.864.300,00	739.797,09	998.593,77	1.738.390,86	5.115.909,14	25%
COGEST			10.650.336,00	30,52	99.314,25	99.344,77	10.550.991,23	1%
TOTAL			17.504.636,00	739.827,61	1.097.908,02	1.837.735,63	15.666.900,37	10%



Budget vs Actuals (Year to Month) of UGA0902011 | Printed on maandag 10 februari 2014

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Budget vs Actuals (Year to Month) of UGA0902011

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

Budget Version: **D01**
 Currency : **EUR**
 YTM :

Year to month : 31/12/2013

Report includes all closed transactions until the end date of the chosen closing

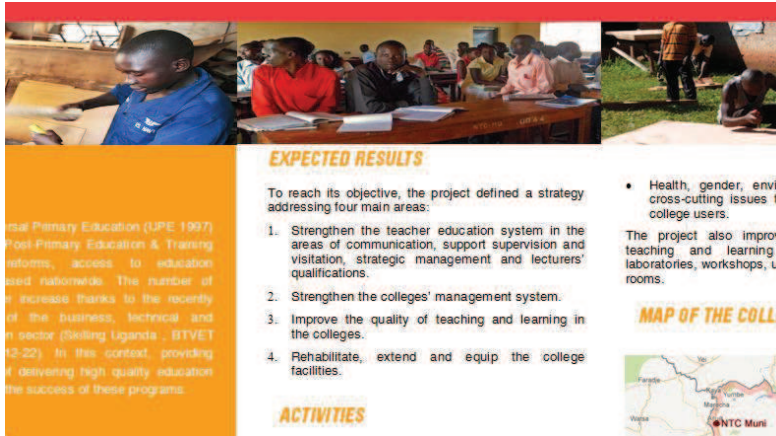
	Status	Fin Mode	Amount	Start to 2012	Expenses 2013	Total	Balance	% Exec
05 Project Travels & Missions costs		REGIE	30.000,00	6.252,77	269,49	5.622,26	24.477,74	18%
06 Bank Costs		REGIE	900,00	461,37	445,40	906,77	-6,77	101%
07 Training		REGIE	4.600,00	224,49	1.363,18	1.587,67	3.212,33	33%
08 Other operating costs		REGIE	18.000,00	4.338,67	2.407,55	6.746,22	11.253,78	37%
09 Steering committee		REGIE	10.000,00	327,66	2.559,36	2.887,02	7.112,68	29%
10 Bank Costs co-management		COGES	900,00	30,52	14,54	45,06	854,94	5%
04 Audit Monitoring and Evaluation			189.000,00	11.204,40	5.282,06	16.486,46	172.513,54	9%
01 Monitoring and evaluation costs		REGIE	60.000,00	0,00	5.282,06	5.282,06	54.717,94	9%
02 Financial Audit		REGIE	60.000,00	0,00	0,00	0,00	60.000,00	0%
03 Backstopping (4 infr, 4 admin, 4 ped, 1 HIV/AIDS)		REGIE	39.000,00	11.204,40	0,00	11.204,40	27.795,60	29%
99 Conversion rate adjustment			0,00	901,44	0,00	901,44	-901,44	?
98 Conversion rate adjustment		REGIE	0,00	901,44	0,00	901,44	-901,44	?
99 Conversion rate adjustment		COGES	0,00	0,00	0,00	0,00	0,00	?
								
		REGIE	6.554.300,00	739.797,09	998.593,77	1.738.390,86	5.115.909,14	25%
		COGEST	10.650.336,00	30,52	99.314,25	99.344,77	10.650.991,23	1%
		TOTAL	17.504.636,00	739.827,61	1.097.908,02	1.837.735,63	15.666.900,37	10%

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4.5 Communication resources

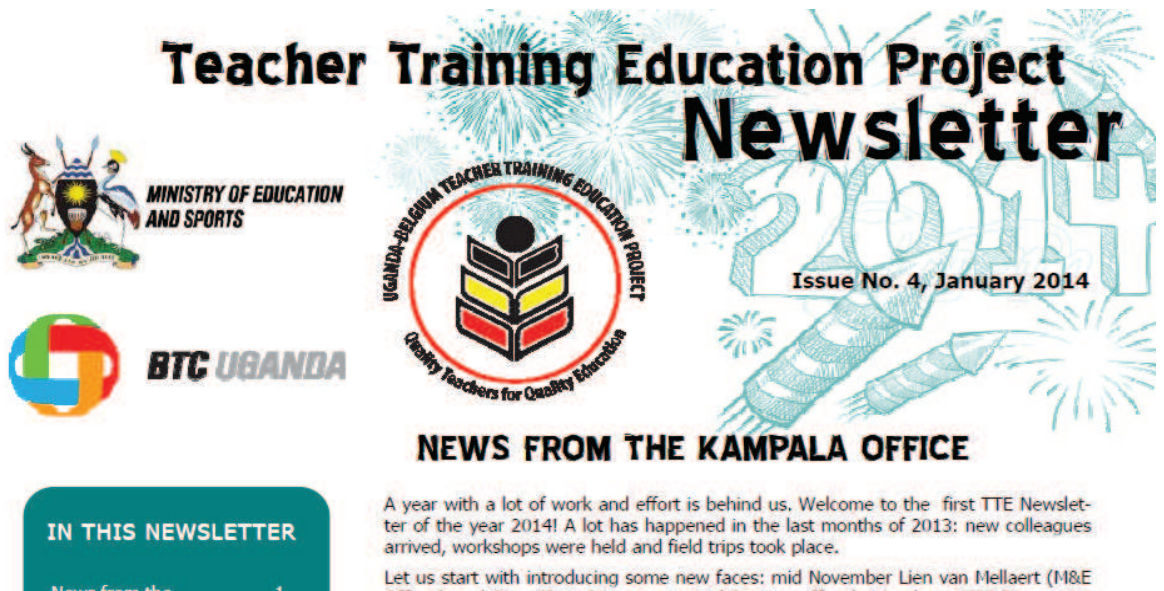
Several activities were implemented in 2013 including



TTE leaflet



TTE logo developed by college students



TTE Newsletter for internal communication



TTE information page on MoES website



Events banners



Stickers for project buses

As well as T-shirts, videos for microteaching, information board and other promotion materials...

in procurement that are causing the development of infrastructure to slow down. Actions are continuously being taken to try to increase the speed, but the PPDA procedures are national procedures that cannot be changed. However, the project believes that some MoES procedures could be organised more efficiently, e.g. the preparation of the minutes of the MCC. Therefore, the project with the A/C PDU will develop a method on how efficiency at PDU could be improved and how perhaps some of its capacity could be increase, with the immediate goal to gain time in the procurement procedures at MoES. The initial idea is to identify strengths and weaknesses and make an action plan on how to address or improve them. If within our possibilities, the project will support the implementation of that action plan.

National execution official	BTC execution official
Hajj Abdul KIBEDI	Barbara RADELLI
Project Coordinator	Project Co-coordinator
