



BTC



Ministry of Education & Sports
For the Republic of Uganda

RESULTS REPORT 2012

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



Abilonino Community Polytechnics Instructors' Training College



Muni National Teachers' College



Kaliro National Teachers' College



Mulago Health Tutors' College

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Acronyms

ATL	Active teaching & learning
BTC	Belgian Development Agency
BTVET	Business, technical & vocational training and education
CPIC	Community polytechnic instructors' college
EDP	Education development partners
GoU	Government of Uganda
HTC	Health tutors' college
IDB	Islamic development bank
ISE	International sector expert
JICA	Japan international development agency
JLCB	Joint Local Consultative Body (aka Steering Committee)
M&E	Monitoring and Evaluation
M&E	Monitoring & evaluation
MOES	Ministry of education & sports
NTC	National teachers' college (secondary teachers)
PPDA	Public procurement and disposal act
S4	Senior 4 (end of lower secondary school)
SC	Steering Committee (aka JLCB)
SESEMAT	Secondary science and mathematics teachers' programme
TFF	Technical & financial file
TIET	Teachers & Instructors education & training
TTE	Teacher Training Education project (short name of the project)
UPPET	Universal Post-Primary Education & Training

1 Intervention at a glance (max. 2 pages)

1.1 Project form

Project name	IMPROVING THE TRAINING OF BTVET TECHNICAL TEACHERS/INSTRUCTORS, HEALTH TUTORS AND SECONDARY TEACHERS (TTE)
Project Code	UGA 09 020 11
Location	UGANDA
Budget	Belgian contribution: EUR 17.504.636 : - EUR 12.343.836 in co-management - EUR 5.160.800 in "régie") GoU contribution: EUR 1.750.000 (in kind)
Partner Institution	Ministry of Education and Sports (MOES)
Date of implementation Agreement	16 December 2011
Duration (months)	60 months
Target groups	Secondary/BTVET Instructors/Health tutors trainers
Impact ¹	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.

1.2 Project performance

Logical table of the intervention: Fill out on the basis of the data entered in 2.2.4, 2.3.3, 2.4.3 ... (only provide A, B, C or D scores²).

	Efficiency	Effectiveness	Sustainability
Outcome: The supported institutions provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service	B	A	B
Output 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	B	B	B

¹ Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

² A = Very good performance, B = Good performance, C = Weak performance, D = problematic
 BTC, Belgian development agency

Output 2: The management performance of the supported colleges is strengthened	B	B	B
Output 3: The quality of teaching and learning in the supported colleges is improved	B	B	B
Output 4: Colleges' facilities are rehabilitated, extended and equipped.	B	B	B

1.3 Budget execution

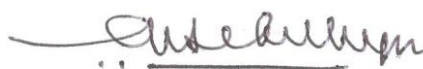
Total Budget	Expenditure 2012	Balance	Total disbursement rate
EUR 17.504.636	EUR 737.474	EUR 16.767.162	4 %

1.4 Summary

Formulate 5 key points (in one or two sentences) that readers of this report should remember.

<ul style="list-style-type: none"> The intervention should have started on December 16, 2011 immediately after the signing of the CMO, however, project activities effectively started in June 2012 (i.e. only 7 months ago), with the arrival of the first two BTC International Sector Experts. During the inception phase (for about three months) focus was on administrative and logistics activities related to General Means (setting up the office, purchasing furniture, hiring some staff, opening bank accounts, etc.).
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. As a consequence, the project team faces a multiplicity of different stakeholders, policies and realities that must be addressed to simultaneously.

National execution official³
Edward SSEBUKYU
 Project Coordinator



BTC execution official⁴
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 Project Co-Coordinator



Mrs E.K.M GABONA
 Director HTVET
 Steering Committee Chairperson



³ Name and Signature

⁴ Name and Signature

2 Analysis of the intervention⁵

2.1 Context

2.1.1 General context

Describe the contextual elements that have had an important influence (positive or negative) on the intervention. These events should have occurred during the reporting period and can relate to changes in sector policies, decentralisation and deconcentration policy, major political events, environmental events, etc. Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

General context	Relevancy (of the issue to the project)	Comments
Stringent measures in the disbursement of funds in all government departments resulting from reported corruption scandals	<i>Very appropriate</i>	Access to funds under co-management modality is very slow, and the amount of accessible cash is very limited. This hampers the prompt execution of planned activities.
MOES initiated a reform of the BTVET sector, resulting on the formulation of the “ Skilling Uganda BTVET Strategic Plan 2012/13 – 2021/22 ”	<i>Very Appropriate</i>	The project contributes to the reform of the vocational training schools by providing better trained instructors and teachers. The project will also facilitate the determination of subjects to be delivered in Abilonino CPIC in order to ensure that the latter correspond to the social and economic needs of the sector.

2.1.2 Institutional context

Assess the effects (positive or negative) of the intervention’s institutional anchorage – and the major evolutions of the institutions in which the intervention is anchored – on the progress of the intervention. Is the institutional anchorage still relevant? Give a score (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all) and comment on the attributed score (current situation, strengths, weaknesses, influence on the progress of the intervention). Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

Institutional anchorage	Relevancy (of the issue to the project)	Comments
Anchorage in 3 main partner MOES departments/units: <ul style="list-style-type: none"> - Teachers & Instructors Education & Training (TIET) - Construction & Management Unit - Procurement & Disposal Unit 	<i>Very appropriate</i>	Current collaboration with these departments & units is very good. Participation from their representatives to coordination meetings & workshops organized by the project (and vice versa) are rapidly increasing, as is their feeling of ownership of the project.
Anchorage in MOES departments in charge of primary, secondary and vocational schools: <ul style="list-style-type: none"> a) Primary Education b) Secondary Education c) BTVET 	<i>Not appropriate</i>	Collaboration with these departments is important to create the necessary pedagogic synergies between teachers’ training and students’ training (i.e. to harmonize training of VT instructors with economic and social realities faced by students of VT schools). However, collaboration with these departments is currently low, in part due

⁵ In this document: Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result
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		<p>to the fact that links are also low between the 3 departments themselves, and because formal anchorage with these departments has not been officially foreseen in the project TFF (unlike in the case above, no MOES staff from these departments have been formally attached to the project team).</p> <p>Formal links with these departments, and effective day-to-day collaboration mechanisms should be established. The project will work on reinforcing these links at institutional level (mainly through Result1)</p>
The project is anchored in only 2 of the 5 existing National (Secondary) Teachers Colleges (NTCs)	<i>Not appropriate</i>	<p>If the project had been anchored in all 5 NTCs:</p> <ul style="list-style-type: none"> - The risk of discrepancies during the introduction of new management approaches or innovative ATL methodologies by different education partners (i.e. IDB) would have been reduced - Impact and efficiency of the project would have been increased - Incorporation of innovative or adapted strategies in the national policies framework would have been facilitated - <i>“The project came in handy to support the two remaining NTCs since the other 3 NTCs had been taken on by World Bank (2) and International Development Bank (1)”</i>
The choice of anchoring the project in Mulago Health Tutors’ College (HTC) is found debatable by the project team.	<i>Not too Appropriate</i>	Mulago HTC is part of the Mulago Hospital complex and affiliated to Makerere University for its degree program. Indeed the HTC requires additional teaching spaces and strengthening of its management since it is the only institution in Uganda for training health tutors.

2.1.3 Management context: execution modalities

Assess the effects (positive or negative) of the execution modalities on the advancement of the intervention. Provide a score (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all) and comment on the attributed score (current situation, strengths, weaknesses, influence on the progress of the intervention). Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

Execution modalities	Relevancy (of the issue to the project)	Comments
<u>Steering Committee</u>	<i>Appropriate</i>	<p>As provided for by the TFF, the SC meets every 6 months and serves its regulatory and guiding role. Extra-ordinary sessions can also be called upon to solve particular or urgent problems.</p> <p>A fully fledged SC is in place and so far two meetings have been held in this reporting period (see attached SC minutes). However, last-minute replacement of SC members should be avoided.</p>

<p><u>Financial modalities</u> The current co-management system does not allow organizing and managing capacity-building activities in a way adapted to the needs:</p> <ul style="list-style-type: none"> - Obtaining disbursement authorizations is very time consuming, constitutes a burden for the limited number of project staff, and constitutes an important risk-factor for the timely achievement of activities - The rigidity of the current system does not allow taking into consideration last-minute changes that are quite common in capacity-building activities (invited guests replaced by colleagues; absence of trainees; need to adjust training materials according to requests raised by working groups during the workshop/training; etc.) 	<p><i>Not appropriate</i></p>	<p>For the successful implementation of the project, the PCT deems it necessary to shift the budget lines related to capacity building in results 1, 2, 3 from the co-management to the own-management modality.</p> <p>Shifting budget lines from one modality to another will not change the project' participatory approach in relation to a real co-management –with MOES and other concerned stakeholders- of all strategic decisions and implementation modalities. This aspect of our work is really important and will be maintained.</p>
<p><u>Procurement</u></p>	<p><i>Appropriate</i></p>	<p>Ugandan laws provide clear guidelines and tools for procurement and MOES Disposal & Procurement Unit staff fully collaborates with the project. Regarding procurement of capacity-building activities, difficulties foreseen above are not due to the procurement system but to slow and rigid disbursement procedures.</p>
<p><u>Monitoring & Evaluation</u></p>	<p><i>Not Appropriate</i></p>	<p>Collaboration between the project and the M&E unit under MOES Education Planning & Policy Analysis Department is not yet taking place. Stronger involvement from the unit will be sought at the beginning of 2013, when the project will determine its M&E system.</p>

2.1.4 Harmo-context

Describe how other actors influence the outputs-to-Outcome dynamics (and vice-versa) and the dynamics with other actors with regards to the different result areas (and vice-versa): harmonisation initiatives with other development actors (or other BTC interventions), the alignment with partner strategies, ownership by the partner. Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

In Semester 2, 2012 a **coordination plan** was established to enable the project team to harmonise initiatives with other BTC interventions, other education development partners and the relevant departments of the Ministry of Education, as follows:

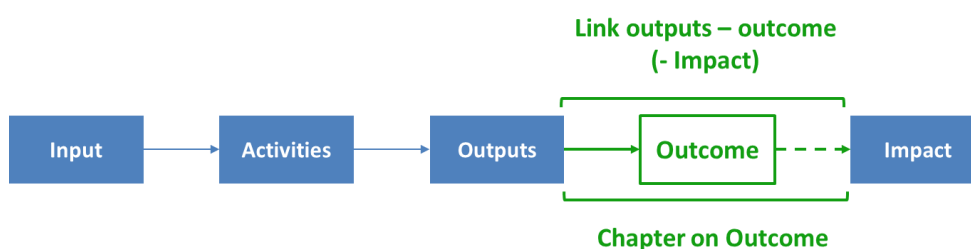
<p>Coordination meetings with relevant departments of MOES</p>	<p>Monthly</p>	<ul style="list-style-type: none"> - TIET Department - M&E unit (Planning department) - Directorate of Education Standards
<p>Education development partners working groups:</p>	<p>As plans of MOES/EDP</p>	<ul style="list-style-type: none"> - Secondary education - Budget and planning
<p>Sector dialogue meetings – technical working groups</p>	<p>As per MOES/EDP planning</p>	<ul style="list-style-type: none"> - Skills Development - Teacher Education - Secondary Education - HIV/AIDS and gender
<p>Education Portfolio coordination meetings</p>	<p>Monthly</p>	<ul style="list-style-type: none"> - BTC Education Budget Support - BTC Study Funds - BTC Scholarships

These coordination meetings have a positive impact as they allow to:

- Gradually increase the ownership of the project' strategies & activities by our MOES' counterparts (increased participation of MOES staff in decision-taking processes)
- Shared synergies and harmonized strategies with Education Development Partners (i.e. collaboration with JICA for their SESEMAT program)
- Ensure that project strategies are aligned to national strategies and policies, and that they contribute to and/or facilitate their implementation

2.2 Outcome

Give an overview of the likely achievement of the Outcome (i.e. specific objective) and the dynamics surrounding the Outcome (see figure below).



2.2.1 Analysis of progress made

Limit yourself to filling out the table⁶

Outcome⁷: The supported institutions provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service						
Indicators ⁸	Baseline value ⁹	Progress year 2011 ¹⁰	Progress year 2012 ¹¹	Target year 2012 ¹²	End Target 2016 ¹³	Comments ¹⁴
The average performance levels of teachers, technical instructors, health tutors prepared at the selected colleges, as measured by the final assessment, have improved at the end of the project, as compared to the performance levels prior to the launch of the project.	Data provided by the 4 colleges is inadequate (absconding students were not counted)					Project requested new data to be compiled by Q1 2013
Analysis of progress made towards outcome: Analyse the dynamics between the outputs achieved and the likely achievement of the Outcome (see Results Report Guide):						
<i>Relation between outputs and the Outcome</i>	Preparatory activities (Baseline survey, workshops, coordination meetings, etc.) have					

⁶ Depending on the number of indicators, and depending on the number of main activities, rows should obviously be added/deleted.

Depending on the age of the project, columns should be added for the values of the preceding years (if applicable), in order for progress to be assessed against the value of the preceding year. By reporting cumulatively, the progress made in the reporting period can be determined in a precise way.

Do not write anything below the table. Comments are only allowed in the table.

⁷ Use the formulation of the outcome as mentioned in the logical framework (DTF) or the last version of the logical framework that was validated by the JLCB.

⁸ Use the indicators as shown in the logical framework

⁹ The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention

¹⁰ The actual value of the indicator at the end of year N-1

¹¹ The actual value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

¹² The target value at the end of year N

¹³ The target value at the end of the intervention

¹⁴ Comments about progress realised, namely assessment of the achieved value of the indicator at the end of year N compared to the "baseline" values (time 0) and/or the value of the preceding year, and compared to the expected intermediate value for year N. If the intermediate value is not available, the end target will be the reference. Comments should be limited to a minimum.

<i>(How). Are outputs (still) contributing to the achievement of the outcome:</i>	been held to design the project implementation strategy. The latter constitute the first step to the achievement of the output.
<i>Progress made towards the achievement of the outcome (on the basis of indicators):</i>	As the project just started, no progress can be recorded yet
<i>Issues that arose, influencing factors (positive or negative):</i>	-
<i>Unexpected results:</i>	-

2.2.2 Risk management

Provide the evolution of risks¹⁵ and how they have been managed. Identified risks consist of risks emanating from the TFF and/or from the baseline study, and significant risks that have been identified during the implementation of the intervention. Risks can also be identified during the Results Monitoring.

- Describe the risk
- Score the probability that the risk might occur: High, Medium, Low
- Score the impact if the risk would occur: High Medium, Low

If a risk is attributed with a C or D score, detail the measures that have been taken/will be taken and indicate the person/actor responsible. For details on scoring: see Guide

Risk Identification			Risk analysis			Risk Treatment			Follow-up of risks	
Description of Risk	Period of identification	Risk category	Probability	Potential Impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Access to co-management funds: The execution mode of co-management is not adapted to the flexibility required for some project activities. Furthermore, due to corruption scandals the access to cash is very limited.	Oct. 2012	Medium	Medium	Medium	B	Budget modification proposed to change to own- management modality for capacity building activities	PCT	Feb. 2013	on-going	-
Lengthy procedures of PPDA: All construction activities need to follow Ugandan public procurement rules. These procedures are rather lengthy and slow.	Nov. 2012	Medium	Medium	Medium	B	Closely work together with MOES procurement unit	PCT	Continuous	on-going	-
						Closely follow up PPDA milestones	PCT	Continuous	on-going	-
From Baseline study: Weak financial management at the local level and limited transparency in financial procedures	Dec. 2012	Medium	Medium	Medium	B	Focus on capacity building in financial management. External audits to be carried out in 4 colleges.	PCT	Continuous	on-going	-
From Baseline study: Principals from both Kaliro and Muni are retiring in a few months (retirement)						Follow-up existing succession plan in cooperation with MOES and the Colleges. Ensure training of both the principals and deputy principals.	PCT	Continuous	on-going	

¹⁵ Limit yourself to Development Risks, Reputational Risks
BTC, Belgian development agency

From Baseline study: Much of the capacity building is about behavioral change					M&E activities to be coupled with continuous mentoring and coaching.	PCT	Continuous	on-going	
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2.2.3 Potential Impact

Describe how probable it is that the Outcome will contribute to sectoral objectives and whether the impact aimed for is still guaranteed as (pre)supposed (during formulation or as expected from baseline data). It should thus be assessed whether this part of the intervention logic is still valid. If data is available for the indicators of the general objective, please add these values as an illustration of the potential impact, if relevant.

Impact	Impact indicators	Comments
To contribute to the increase of quality of and equity in access to post-primary education and training, as part of Universal Post-Primary Education & Training (UPPET)	Increase in secondary students passing lower secondary exams with grades I-III at pure UPPET schools by gender and district. Survival to S4 by sex & district. Pupil to teacher ratio (PTR).	The indicators proposed here may only become measurable long time after the project implementation period. It may also be difficult to determine whether increased quality/equity access is due to better teachers or to other causes. Moreover, teachers, instructors & tutors exiting from the 4 colleges will join schools dispersed all over the country where history of introduction of students-centred methodologies may considerably vary, thus making it difficult to compare results. A better measurable impact indicator would be to follow the progress of students-centred methodologies in schools where teachers exiting from the 4 colleges are posted (issue to be discussed with the Steering Committee)

2.2.4 Quality criteria

For each of the criteria (Efficiency, Effectiveness, Sustainability and Relevance) a number of sub-criteria have been formulated. By choosing the statement that fits your intervention best, you can calculate the total score for those specific criteria (see below for calculation instructions).

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 Q-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>		
1.1 What is the present level of relevance of the project?		
<input checked="" type="checkbox"/>	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.
<input type="checkbox"/>	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.
<input type="checkbox"/>	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.

<input type="checkbox"/>	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?		
<input type="checkbox"/>	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).
<input checked="" type="checkbox"/>	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.
<input type="checkbox"/>	C	Problems with intervention logic may affect performance of project and capacity to monitor and evaluate progress; improvements necessary.
<input type="checkbox"/>	D	Intervention logic is faulty and requires major revision for the project 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 (assessment for the whole of the intervention)

In order to calculate the total score for this Q-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

2.1 How well are inputs (financial, HR, goods & equipment) managed?

<input type="checkbox"/>	A	All inputs are available on time and within budget.
<input checked="" type="checkbox"/>	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.
<input type="checkbox"/>	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.
<input type="checkbox"/>	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.

2.2 How well are outputs managed?

<input type="checkbox"/>	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	C	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
<input type="checkbox"/>	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

In order to calculate the total score for this Q-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

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

<input type="checkbox"/>	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.
<input checked="" type="checkbox"/>	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.
<input type="checkbox"/>	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.
<input type="checkbox"/>	D	Project will not achieve its outcome unless major, fundamental measures are taken.

3.2 Are activities and outputs adapted based on the achieved results in order to the outcome (Specific Objective)?		
<input checked="" type="checkbox"/>	A	The project 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.
<input type="checkbox"/>	B	The project is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.
<input type="checkbox"/>	C	The project 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 project can achieve its outcome.
<input type="checkbox"/>	D	The project has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

3. 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).

In order to calculate the total score for this Q-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

3.1 Financial/economic viability?

<input type="checkbox"/>	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.
<input type="checkbox"/>	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
<input checked="" type="checkbox"/>	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.
<input type="checkbox"/>	D	Financial/economic sustainability is very questionable unless major changes are made.

4.2 What is the level of ownership of the project by target groups and will it continue after the end of external support?

<input type="checkbox"/>	A	The JLCB and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.
<input checked="" type="checkbox"/>	B	Implementation is based in a good part on the JLCB and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.
<input type="checkbox"/>	C	Project uses mainly ad-hoc arrangements and the JLCB and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
<input type="checkbox"/>	D	Project 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 project and policy level?

<input type="checkbox"/>	A	Policy and institutions have been highly supportive of project and will continue to be so.
<input type="checkbox"/>	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the project, and are likely to continue to be so.
<input checked="" type="checkbox"/>	C	Project sustainability is limited due to lack of policy support. Corrective measures are needed.
<input type="checkbox"/>	D	Policies have been and likely will be in contradiction with the project. Fundamental changes needed to make project sustainable.

4.4 How well is the project contributing to institutional and management capacity?

<input type="checkbox"/>	A	Project is embedded in institutional structures and contributed to improve the institutional and management capacity (even if this is not a explicit goal).
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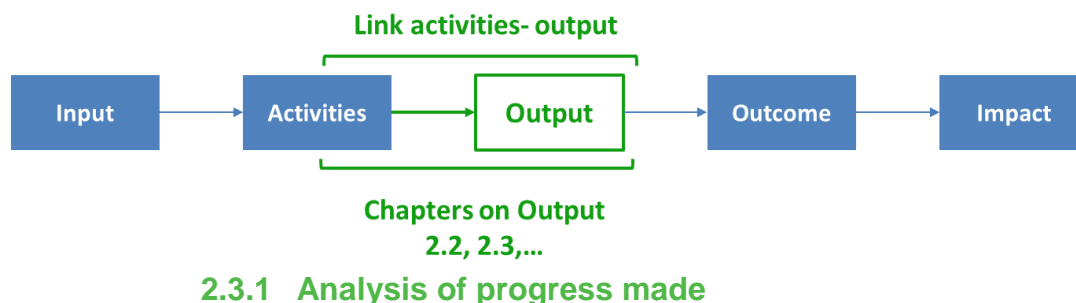
<input checked="" type="checkbox"/>	B	Project management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
<input type="checkbox"/>	C	Project relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
<input type="checkbox"/>	D	Project is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

Assign a final score to each criterion. If a monitoring criterion has been marked a 'C' or a 'D', measures have to be proposed, as part of the Action Plan (4.1)

Criteria	Score
Relevance	A
Efficiency	B
Effectiveness	A
Sustainability	B

2.3 Output 1¹⁶

Assess the likelihood of achieving the Output concerned and the dynamics surrounding the evolution of this Output.



Output 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						
Output Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2012	End Target 2016	Comments
National strategic orientations related to secondary school teachers, BTVET trainers / technical teachers/instructors and health tutors reflect the changed approach on management and pedagogy and are approved.	26/60	0%	0%	0%	60/60	Marks from baseline study: R1.4: 20/40 R1.6: 6/20
The inspection and supervision staff (on pedagogy and management) take-up their tasks according to the approved policy.	20/80	0%	0%	0%	80/80	Marks from baseline study: R1.2: 8/40 R1.3: 12/40
Learner-centered learning is a concept that is being discussed in the secondary schools, Technical Schools, Farms Schools, Technical Institutes, Vocational Training Centers	22/60	0%	0%	0%	60/60	Marks from baseline study: R1.5: 22/60

¹⁶ The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the obsolete chapters)

Progress of <u>main activities</u> ¹⁷	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
A.1.1 Baseline study on support in the areas of communication, strategic management, support supervision/visitation		X			Completed
A.1.2 Strengthen the pedagogical support supervision at central level		X			
A.1.3 Strengthen visitation and the support of the colleges' general management by the central level		X			
A.1.4 Strengthen the communication and strategic management at the central level related to the colleges		X			
A.1.5 Enhance the sustainability of the change process		X			
A.1.6 Address the professional gap between the existing and the required level of teacher educators		X			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>					
<i>Relation between activities and the Output (how). Are activities (still) contributing to the achievement of the output (do not discuss activities as such?):</i>	Preparatory activities (Baseline survey, workshops, coordination meetings, etc.) have been held to design the project implementation strategy. The latter constitute the first step to the achievement of the output.				
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	As the project just started, no progress can be recorded yet				
<i>Issues that arose, influencing factors (positive or negative):</i>	-				
<i>Unexpected results (positive or negative):</i>	-				

2.3.2 Budget execution

Add – in annex – the “Budget versus current (y – m)” Report, which includes the data up to 31/12/2012, and refer to the annex here. Comment briefly on this financial report.

For result 1, there is an overall budget execution of **7%**.

As per financial planning, this includes:

- Expenses for the baseline study performed at the end of 2012 → execution rate of this budget line: **95%**
- The other budget lines will be used for operations from 2013 onwards.

[See Annex 5.4 Budget versus actuals 2012]

¹⁷ 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 Quality criteria

On the basis of the elements above, attribute a simple A, B, C or D score¹⁸ to the following criteria

- Efficiency: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an economical way.
- Effectiveness: Degree to which the output is achieved as planned at the end of year N.
- Sustainability: The degree of likelihood to maintain the outputs of the intervention in the long run (beyond the implementation period of the intervention).

Criteria	Score
Efficiency	B
Effectiveness	B
Sustainability	B

¹⁸

- A: Very good performance
B: Good performance
C: Performing with problems, measures should be taken
D: Not performing/ having major difficulties: measures are necessary

If a criterion cannot be assessed (e.g. because the project has only just started), attribute the criteria with an 'X' score. Explain why the criterion has not been assessed.

2.4 Output 2

2.4.1 Analysis of progress made

Output 2: The management performance of the supported colleges is strengthened						
Output Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2012	End Target 2016	Comments
Each college has an updated institutional management and development plan, including Awareness-raising activities related to the transversal themes, reflecting the quality assurance approach. Each college has developed the major partnerships with other institutions / organization, stipulated in its institutional development plan, including an active partnership with a practice school.	357/820	0%	0%	0%	820/820	Marks from baseline study: R2.2: - Strategic management: 83/240 - Management & leadership: 97/200 - Communication: 71/140 R2.5: - Academic management: 106/240
Each college has a financial plan, reflecting the quality assurance approach, including procurement and accounting.	122/230	0%	0%	0%	230/230	Marks from baseline study: R2.4: 122/230
Each college has a human resources development plan, including the implementation of the HIV/AIDS and gender policies, reflecting the quality assurance approach.	83/280	0%	0%	0%	280/280	Marks from baseline study: R2.3: 83/280
Each college implements a maintenance plan, reflecting the quality assurance approach, including environmental issues.	51/180	0%	0%	0%	180/180	Marks from baseline study: R2.6: 51/180
All above cited plans are applied and Implemented.	613/1510	0%	0%	0%	1510/1510	Sum of above marks

Progress of <u>main</u> activities	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
A.2.1 Conduct baseline study.		X			Completed
A.2.2 Strengthen the strategic management of the colleges, including awareness raising activities related to the transversal themes (environment protection, gender, HIV/AIDS).		X			
A.2.3 Strengthen the management of the colleges related to human resources, including the implementation of the HIV/AIDS workplace policy and the gender policy.		X			
A.2.4 Strengthen the management of the colleges related to financial resources.		X			
A.2.5 Strengthen the academic management of the colleges, including the collaboration with practice schools.		X			
A.2.6 Strengthen the management of the colleges related to the infrastructure and its maintenance.		X			
A.2.7 Support leadership and management at Mulago HTC.		X			
A.2.8 Support leadership and management at Abilonino CPIC.		X			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>					
<i>Relation between activities and the Output. (how) Are activities contributing (still) to the achievement of the output (do not discuss activities as such?):</i>	Preparatory activities (Baseline survey, workshops, coordination meetings, etc.) have been held to design the project implementation strategy. The latter constitute the first step to the achievement of the output.				
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	As the project just started, no progress can be recorded yet				
<i>Issues that arose, influencing factors (positive or negative):</i>	-				
<i>Unexpected results (positive or negative):</i>	-				

2.4.2 Budget execution

For result 2, there is an overall budget execution of **5%**.

As per financial planning, this includes:

- Expenses for the baseline study performed at the end of 2012 → execution rate of this budget line: 103%
- The other budget lines will be used for operations from 2013 onwards.

[See Annex 5.4 Budget versus actuals 2012]

2.4.3 Quality criteria

Criteria	Score
Efficiency	B
Effectiveness	B
Sustainability	B

2.5 Output 3¹⁹

2.5.1 Analysis of progress made

Output 3: The quality of teaching and learning in the supported colleges is improved						
Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2012	End Target year 2016	Comments
Pedagogical skills of staff reflect a learner-centered approach. More than 50% of the academic staff of the selected colleges uses learner-centered methods of teaching, for more than 50% of lesson-time. In all disciplines, the lecturers apply learner-centered, and skills-based, teaching/learning approaches in at least 50% of their lessons.	57/140	0%	0%	0%	140/140	Marks from baseline study: Teaching & Learning Methodologies: 3.2.1: 12/20 3.2.2: 8/20 3.2.3: 9/20 3.2.4: 7/20 3.2.6: 6/20 3.2.11: 8/20 3.2.12: 7/20
Increased time dedicated to practical work. Action research, pedagogical projects, quality workgroups, etc. feature as regular activities in the training programs.	124/420	0%	0%	0%	420/420	Marks from baseline study: Teaching & Learning Methodologies: 3.2.5: 7/20 3.2.7: 7/20 3.2.8: 5/20 3.2.9: 10/20 3.2.10: 10/20 Users' friendly libraries: 3.3: 31/140 ICT for Education: 3.4: 54/180

¹⁹ If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

Progress of <u>main</u> activities	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
A.3.1 Baseline study and capacity assessment exercise of the teaching and learning in each of the four selected colleges.		X			Completed
A.3.2 Design a college improvement programme for NTCs.		X			
A.3.3 Design a college improvement programme for Mulago HTC and Abilonino CPIC.		X			
A.3.4 Implement the college improvement programme in the 4 colleges.		X			
Analysis of progress made towards output: Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).					
<i>Relation between activities and the Output. (how) Are activities (still) contributing to the achievement of the output (do not discuss activities as such)?:</i>	Preparatory activities (Baseline survey, workshops, coordination meetings, etc.) have been held to design the project implementation strategy. The latter constitute the first step to the achievement of the output.				
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	As the project just started, no progress can be recorded yet				
<i>Issues that arose, influencing factors (positive or negative):</i>	-				
<i>Unexpected results (positive or negative):</i>	-				

2.5.2 Budget execution

For result 3, there is an overall budget execution of **7%**.

As per financial planning, this includes:

- Expenses for the baseline study performed at the end of 2012 → execution rate of this budget line: **97%**
- Recruitment of 4 training coordinators in Q2 2012 → execution rate of this budget line: **3%**
- The other budget lines will be used for operations from 2013 onwards.

[See Annex 5.4 Budget versus actuals 2012]

2.5.3 Quality criteria

Criteria	Score
Efficiency	B
Effectiveness	B
Sustainability	B

2.6 Output 4²⁰

2.6.1 Analysis of progress made

Output 4: Colleges' facilities are rehabilitated, extended and equipped.						
Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2012	End Target 2016	Comments
Technical specifications of the required equipment are related to the revised pedagogical approach.	0/4	0%	0%	0%	4/4	Marks indicate number of colleges (out of the total number of four) that already achieved the indicator.
Awarding of contracts to suppliers.	0/4	0%	0%	0%	4/4	
Architectural design is approved by MOES, NTC and project management.	0/4	0%	0%	0%	4/4	
Awarding of contract to building company.	0/4	0%	0%	0%	4/4	
Provisional handing over of buildings.	0/4	0%	0%	0%	4/4	
Final handing over of buildings.	0/4	0%	0%	0%	4/4	
Pedagogical equipment is available on a full-time basis and used daily by trainers and trainees.	0/4	0%	0%	0%	4/4	
Progress of <u>main</u> activities	Progress:				Comments (only if the value is C or D)	
	A	B	C	D		
A.4.1 Conduct baseline study			X			Completed (Needs Assessment Survey for infrastructure, 2011, and Baseline Study, 2012)
A.4.2 Conduct studies and set-up of a maintenance plan			X			
A.4.3 Design of the colleges facilities based on pedagogical requirements, green architecture, including sanitation facilities			X			
A.4.4 Rehabilitation and construction of the colleges facilities, including experimentation and innovation in green building			X			
A.4.5 Equip and furnish the 4 colleges and their practice schools, including transport means			X			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>						
<i>Relation between activities and the Output. (how) Are activities (still) contributing to the achievement of the output (do not discuss activities as such)?:</i>	Preparatory activities (Needs Assessment Survey, Baseline survey, workshops, coordination meetings, etc.) have been held in order to provide input for the technical specifications and programmes of requirements for the rehabilitation, new construction and equipping of the colleges.					
<i>Progress made towards the achievement of the</i>	The administrative, logistic and institutional set-up of the project and the recruitment of					

²⁰ If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

<i>output (on the basis of indicators):</i>	the project team have been completed.
<i>Issues that arose, influencing factors (positive or negative):</i>	The revised pedagogical approach has not yet been developed (Result 3 of the project) and assumptions must be made in order to provide the input for pedagogical requirements.
<i>Unexpected results (positive or negative):</i>	-

2.6.2 Budget execution

For result 4, there is an overall budget execution of **1%**.

As per financial planning, this includes:

- Expenses for the baseline study performed at the end of 2012 → execution rate of this budget line: **29%**
- Salary costs for the National Infrastructure Facilities Coordinator and the International Infrastructure Sector Advisor → execution rate for this budget line: **15%**
- In 2013, the infrastructures' design and studies will start and the other budget lines will be used for these operations.

[See Annex 5.4 Budget versus actuals 2012]

2.6.3 Quality criteria

Criteria	Score
Efficiency	B
Effectiveness	B
Sustainability	B

3 Transversal Themes

Explain how the intervention has taken into account Transversal Themes.

3.1 HIV/AIDS & Gender

HIV/AIDS and gender will be mainstreamed as crosscutting issues throughout the different program levels:

- Educational system level: HIV/AIDS and Gender will be integrated in capacity development activities and will contribute to the implementation of the existing HIV/AIDS and Gender national policy guidelines of the Ministry of Education and Sports
- Colleges' management level: current practices will be reviewed, using the existing guidelines as a starting point; activities will be revised and strengthened as needed; HIV/AIDS and Gender issues will be included in all trainings provided to the Colleges' administrative staff
- Teachers/Instructors learning level: HIV/AIDS and Gender issues will be included in all trainings provided to the Colleges' academic staff
- In the improvement of the colleges' infrastructure: HIV/AIDS-related activities will be integrated in the project procurements' contracts

In August 2012, the BTC HIV/AIDS focal point conducted a backstopping mission to facilitate the mainstreaming of HIV/AIDS in the project's teacher training education program (cf. Backstopping mission report of Marleen BOSMAN). And in October 2012, a Junior Assistant joined the project team to take care of the transversal themes of HIV/AIDS and Gender.

3.2 Environment

Environmental issues will naturally be integrated into the project at the management level: eco-construction of schools including passive measures, use of renewable energy, water, waste management on site, etc.

The inclusion of environmental issues in the Colleges' curricula would also be appropriate, either in the form of awareness raising or, especially relevant for BTVET, in the form of professional knowledge of environmental issues. As the project team has a limited number of members, a Junior Assistant* will be requested in 2013 to follow-up this matter.

3.3 Social economy

A Junior Assistant* will be requested in 2013 to follow-up this matter.

3.4 Child rights

As above, Junior Assistant* will be requested in 2013 to follow-up this matter.

*[*Remark: the project will not necessarily engage three Junior Assistants as several responsibilities may be assigned to one person, depending on his/her capacities and background].*

4 Steering and Learning

4.1 Action Plan

*On the basis of the data and analysis above, formulate actions to be taken (/decisions to be taken)
These can be strategic and/or operational.*

Action plan	Source	Actor	Deadline
Description of the action/decision to be taken	Sub-chapter to which the action refers (e.g. 2.4)	Person responsible for taking the decision and/or taking action	e.g. Q1, Q2, Q3 or Q4 of year N+1
Identify future needs and conditions for revised pedagogical approach for each of the colleges, based on assumptions and initial ideas on improved teaching methods and related requirements (both in terms of physical facilities and in terms of equipment).	Sub-chapter 2.6	ISE-Infrastructure	Q1 2013 (Mulago) Q2 2013 (Muni, Kaliro, Abilonino)
Revise the implementation modality for Results 1-3 from co-management to own-management in order to guarantee a more flexible and adequate implementation, without undermining the shared responsibilities and accountability.	Sub-chapter 2.1.1	Project Coordinator	Q1 2013

4.2 Lessons Learned

Capture important Lessons Learned from the intervention's experience. Lessons Learned are new insights that must remain in the institutional memory of BTC and partners. The lessons learned can be drawn from activities, outputs, outcome (or a combination of levels or any other aspect of the intervention and its environment).

Lessons learned	Target audience
N/A for the time being.	The audience that may be interested in the lesson learned (Representation, BTC HQ department, Project, partner department...).

5 Annexes

5.1 Original Logical framework

	Logic of the intervention	Indicators	Means of verification	Assumptions
GO	<u>General Objective</u> 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)	Increase in secondary students passing lower secondary exams with grades I-III at pure UPPET schools by gender and district Survival to S4 by sex and district Pupil to teacher ratio (PTR)	(not applicable)	(not applicable)
SO	<u>Specific objective</u> The supported colleges provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation service	<u>Outcome indicators:</u> The average performance levels of teachers / trainers / technical teachers/instructors / tutors prepared at the selected colleges, as measured by the final assessment, have improved at the end of the project, as compared to the performance levels prior to the launch of the project <u>Impact indicators:</u> More than 50% of the academic staff of the selected colleges use learner-centred methods of teaching for more than 50% of lesson-time. More than 50% of the trainee teachers / trainers / technical teachers/instructors / tutors prepared at the selected colleges use modern, learner-centred teaching methods for at least 50% of lesson-time during teaching practice (practicum)	Yearly transcripts of students' assessments at the selected colleges Class-room observation and inspection of Academic Course Development (ACD) designs Classroom/lecture-room observations Inspection of lesson plans prepared and used by newly trained teachers / trainers / technical teachers/instructors / tutors	Good collaboration with the large number of stakeholders will ensure harmonisation No major changes in the orientations in one or more of the selected colleges will occur

	Logic of the intervention	Indicators	Means of verification	Assumptions
		teaching practice (practicum)	Teaching and learning observation of newly trained teachers / trainers / technical teachers/instructors / tutors in their working environment	
R 1	<p>Result 1:</p> <p>The teacher education system for secondary and BTVET is strengthened in relation to the colleges in the areas of communication, support supervision and visitation, strategic management and lecturers' qualifications</p>	<p><u>Process/output indicators:</u></p> <p>National strategic orientations related to secondary school teachers, BTVET trainers / technical teachers/instructors and health tutors reflect the changed approach on management and pedagogy and are approved</p> <p>The inspection and supervision staff (on pedagogy and management) take up their tasks according to the approved policy</p> <p>Learner centred learning is a concept that is being discussed in the secondary schools, Technical Schools, Farms Schools, Technical Institutes, Vocational Training Centres</p> <p><u>Outcome indicators:</u></p> <p>National strategic orientations are reflected in the colleges' institutional development plans</p> <p>The 3 other NTCs implement the tools on management and pedagogical</p>	<p>Approved updated versions of national strategic orientations/guidelines/regulations</p> <p>Supervision and inspection reports by MoES, Kyambogo and Makerere Universities, NCHE reflecting the new management and pedagogical approach.</p> <p>Interviews with trainers, management, pupils of the three NTCs</p> <p>Interviews with trainers, management of secondary schools, Technical Schools, Farms Schools, Technical Institutes, Vocational Training Centres</p>	

	Logic of the intervention	Indicators	Means of verification	Assumptions
		training in their college		
R 2	<p>Result 2: The management performance of the supported colleges is strengthened.</p>	<p><u>Process/output indicators:</u> Each college has an updated institutional management and development plan, including awareness raising activities related to the transversal themes, reflecting the quality assurance approach,</p> <p>Each college has a financial plan, reflecting the quality assurance approach, including procurement and accounting</p> <p>Each college has a human resources development plan, including the implementation of the HIV/AIDS and gender policies, reflecting the quality assurance approach,</p> <p>Each college implements a maintenance plan, reflecting the quality assurance approach, including environmental issues</p> <p>Each college has developed the mayor partnerships with other institutions / organisation, stipulated in its institutional development plan, including an active partnership with a practice school</p> <p>All above cited plans are applied and implemented</p>	<p>Institutional development plan available, including awareness raising activities related to the transversal themes, reflecting the quality assurance approach</p> <p>Annual financial work plans and plans available, including procurement and accounting</p> <p>3-year human resources development available, including the implementation of the HIV/AIDS and gender policies,</p> <p>Annual maintenance plans and reports available + on site technical visits including environmental issues</p> <p>MoUs and related activity plans</p> <p>Exchange reports</p> <p>Minutes from governing council and departments within the colleges</p> <p>Minutes of supervisory meetings</p> <p>M&E reports</p>	<p>Acceptance of a quality approach to management by the leadership and management of the colleges and MoES</p>

	Logic of the intervention	Indicators	Means of verification	Assumptions
		<p><u>Outcome indicators:</u></p> <p>The decision-making process is based on the institutional plans developed by each college</p> <p>The pedagogical process is strengthened through continuous support, supervision, monitoring and evaluation by the colleges' academic management</p>		
R 3	<p><u>Result 3:</u></p> <p>The quality of teaching and learning in the supported colleges is improved.</p>	<p><u>Progress/output indicators:</u></p> <p>Pedagogical skills of staff reflect a learner-centred approach</p> <p>More than 50% of the academic staff of the selected colleges use learner-centred methods of teaching, for more than 50% of lesson-time.</p> <p>Increased time dedicated to practical work</p> <p>In all disciplines, the lecturers apply learner-centred, and skills-based, teaching/learning approaches in at least 50% of their lessons</p> <p>Action research, pedagogical projects, quality workgroups, etc. feature as regular activities in the training programmes</p> <p><u>Outcome indicators:</u></p> <p>The students know how to select from available instructional materials and also how to prepare their own lesson-support materials from readily available materials</p>	<p>Students' appraisal of lecturers</p> <p>Reports of lesson observations</p> <p>Interviews with lecturers and students</p> <p>Timetable allocation to practical sessions</p> <p>Individual/departmental action plans</p> <p>Examination papers (question items) analysis of the questions and answers</p> <p>Students' teaching files, portfolios</p> <p>Lesson observation</p> <p>Student' interviews</p> <p>Students' project reports</p> <p>Students' reflective journals</p> <p>Classroom observation during</p>	<p>Acceptance by college lecturers of a focus on learner – centred learning as the preferred approach towards change and improvement</p> <p>The MoES maintains the student / lecturer ratio recommended by the NCHE guidelines</p> <p>The MoES recruits the necessary qualified teaching and non-teaching staff and only a minority of the trained staff will be transferred to other positions</p>

	Logic of the intervention	Indicators	Means of verification	Assumptions
		<p>Students engage in subject specific learning projects</p> <p>Students use learner-centred and skills based teaching and learning approaches in their own teaching practice (practicum)</p> <p>Students' knowledge on cross-cutting issues (gender, environment, HIV) has been raised and they integrate these issues into their professional practice</p>	<p>practice teaching</p> <p>School practice assessment reports</p>	
R 4	<p><u>Result 4:</u></p> <p>Colleges facilities are rehabilitated, extended and equipped</p>	<p><u>Progress/output indicators:</u></p> <p>Technical specifications of the required equipment are related to the revised pedagogical approach</p> <p>Awarding of contracts to suppliers</p> <p>Architectural design is approved by MoES, NTC and project management</p> <p>Awarding of contract to building company</p> <p>Provisional handing over of buildings</p> <p>Final handing over of buildings</p> <p>Pedagogical equipment is available on a full-time basis and used daily by trainers and trainees</p> <p><u>Outcome indicators</u></p> <p>Access to NTCs: increase in the number of students in line with MoES projections</p> <p>Effective utilisation of the facilities: e.g.: use of library, computer and science labs (frequency of use)</p> <p>Staff and student levels of satisfaction with respect to facilities</p>	<p>Memorandum of Understanding</p> <p>Supplies contracts</p> <p>Handover reports</p> <p>Memorandum of Understanding</p> <p>Construction contracts</p> <p>Monthly technical and financial progress reports</p> <p>Handover reports</p> <p>Student enrolment and retention by gender and by subject</p> <p>Attendance registers/ library cards</p> <p>Room allocation on the timetable</p> <p>Satisfaction questionnaires / interviews / focus groups</p>	<p>Consumables are in constant supply (college responsibility)</p> <p>Buildings are used for the purpose they were intended for</p> <p>MoES has sufficient funds to pay for capitation</p> <p>Students enrolment will not exceed the infrastructural capacity of the institutions</p>

5.2 Updated Logical framework

Include the updated logical framework if it has changed in the last 12 months, or if this Results Report proposes a new and updated Logical Framework.

5.3 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	NO
Baseline Report registered on PIT?	To be done by OPS administrative assistant
Planning MTR	Mid-2014
Planning ETR	Mid-2016
Backstopping missions since 01/01/2012	June 2012 → Infrastructure (Benoit LEGRAND) July 2012 → Finances (Rebecca SCHEPS) Aug. 2012 → HIV/AIDS (Marleen BOSMANS) Aug. 2012 → Human Resources (Nathalie de PAUW) Nov. 2012 → Overall project strategies (Wendy BRAEKEN)

5.4 “Budget versus current (y – m)” Report

BUDGET vs ACTUALS (December 2012)			Execution modalities	TOTAL BUDGET	%	ACTUALS DEC 2012	% of Execution
A		Specific objective		14.544.900	83%	300.059	2%
A	01	<i>Result 1: The education system is strengthened</i>		556.500	3%	37.863	7%
A	01	01 Conduct baseline study	Own-Management	40.000		37.863	
A	01	02 Strengthen pedagogical support and supervision	Co-Management	134.500		0	
A	01	03 Strengthen visitation of the colleges general management	Co-Management	68.500		0	
A	01	04 Strengthen strategic management at central level	Co-Management	118.500		0	
A	01	05 Enhance sustainability of change process	Co-Management	130.000		0	
A	01	06 Address lecturers' qualifications	Own-Management	65.000		0	
A	02	<i>Result 2: Management capacity of the colleges has been strengthened</i>		1.477.000	8%	70.139	5%
A	02	01 Conduct baseline study	Own-management	65.000		66.918	
A	02	02 Strengthen the strategic management of the colleges	Co-Management	207.000		0	
A	02	03 Strengthen the HR management of the colleges	Co-Management	97.000		0	
A	02	04 Strengthen the financial management of the colleges	Co-Management	102.000		0	
A	02	05 Strengthen academic management, including practice schools	Co-Management	136.000		0	
A	02	06 Strengthen management - infrastructure and maintenance	Co-Management	250.000		0	
A	02	07 Support the leadership and management at Mulago HTTC	Own-Management	495.000		1.987	
A	02	08 Support the leadership and management at Abilonino CPIC	Own-Management	125.000		1.234	
A	03	<i>Result 3: Quality of teaching and learning</i>		1.529.400	9%	101.729	7%
A	03	01 Capacity assessment of teaching and learning	Own-management	75.000		72.483	
A	03	02 Support to teaching and learning	Co-Management	450.000		0	
A	03	03 Personnel	Own-management	1.004.400		29.246	
A	04	<i>Result 4: Construction, teaching aids, tools and equipment</i>		10.982.000	63%	90.329	1%
A	04	01 Base line survey	Own-management	5.000		1.445	
A	04	02 Studies	Co-Management	350.000		0	
A	04	03 Design of the colleges facilities	Co-Management	625.000		0	
A	04	04 Rehabilitation/construction colleges facilities	Co-Management	7.850.000		0	
A	04	05 Equip and furnish 4 colleges and practice schools	Co-Management	1.540.000		0	
A	04	06 Personnel	Own-management	612.000		88.884	

B		VAT to be refunded				3.640	
X		Réserve budgétaire (max 5% * total activities)		475.436	3%	0	0%
X	01	Réserve budgétaire		475.436	3%	0	0%
X	01 01	Réserve budgétaire COGESTION	Co-Management	284.436		0	
X	01 02	Réserve budgétaire OWN-MANAGEMENT	Own-management	191.000		0	
Z		General means		2.484.300	14%	433.775	17%
Z	01	Human resources		1.938.000	11%	273.901	14%
Z	01 01	International sector expert pedagogy	Own-management	900.000		151.313	
Z	01 02	International Contracting and Financial Officer	Own-management	900.000		112.360	
Z	01 03	Administrative and accounting officer	Own-management	48.000		0	
Z	01 04	Secretary	Own-management	30.000		223	
Z	01 05	Drivers (3)	Own-management	45.000		4.469	
Z	01 06	Recruiting Costs	Own-management	12.000		3.438	
Z	01 07	Inception Consultancy national	Own-management	3.000		2.097	
Z	02	Investments		168.200	1%	125.026	74%
Z	02 01	Vehicles	Own-management	105.000		104.859	
Z	02 02	Office equipment	own-management	15.000		4.072	
Z	02 03	IT equipment	Own-management	42.200		10.142	
Z	02 04	Office rehabilitation	own-management	6.000		5.951	
Z	03	Operating costs		189.100	1%	24.591	13%
Z	03 01	Offices supplies	own-management	30.000		1.672	
Z	03 02	Vehicle running costs, maintenance and insurance	own-management	60.000		9.615	
Z	03 03	Communications incl. internet	own-management	18.000		1.260	
Z	03 04	IT maintenance	own-management	16.500		0	
Z	03 05	Project Travels & Missions costs	own-management	30.000		5.253	
Z	03 06	Bank Costs	own-management	900		461	
Z	03 07	Training	own-management	4.800		224	
Z	03 08	Other operating costs	own-management	18.000		5.747	
Z	03 09	Steering committee	own-management	10.000		328	
Z	03 10	Bank cost co-management	Co-management	900		31	
Z	04	Audit Monitoring and Evaluation		189.000	1%	10.257	5%
Z	04 01	Monitoring and evaluation costs	own-management	60.000		0	
Z	04 02	Financial Audit	own-management	90.000		0	
Z	04 03	Backstopping (4 infr, 4 admin, 4 ped, 1 HIV/AIDS)	own-management	39.000		10.257	
TOTAL				17.504.636	100%	737.474	4%

OWN-MANAGEMENT	5.160.800
COGESTION	12.343.836

737.443	14%
31	0%

5.5 Resources

In this optional annex, interventions should mention any material on the effects of the intervention on the beneficiaries that is available. Material that uses methods that focuses on the beneficiaries is highly appreciated ("story telling", ...). Also indicate whether audio-visual material, studies, capitalisation reports or (scientific) publications which highlight the effects of the intervention on the beneficiaries, has been produced and is available.

5.6 Decisions taken by the JLCB and follow-up

Provide an overview of the important strategic decisions taken by the JLCB and the follow-up of those decisions.

Decision to take	Period of identification	Timing	Source	Actor	Action(s)	Resp.	Deadline	Progress	Status

→ The last JLCB was held in August 2012, no major decisions were taken. The next JLCB is scheduled for end of February 2013.