



## **Supplementary Technical and Financial File**

To the intervention:

**Improve Secondary Teachers Education in the National  
Teachers' Colleges**

**UGA 1503111**

**The Teacher Training & Education Project (TTE)**

**Uganda**

Version 6 November 2020

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## Abbreviations

ATL	Active Teaching & Learning
CMU	Construction Management Unit (MoES)
CPD	Continuous Professional Development
CSP	Continuous School Practice
D/HTVET	Director/ Higher, Technical, Vocational Education and Training
DES	Directorate of Education Standards
D4D	Digitalisation for Development
EDP	Education Development Partners
EPPA	Education Planning and Policy Analysis (Department of the MoES)
ESSP	Education Sector Strategic Plan
GBV	Gender-Based Violence
GoU	Government of Uganda
GSE	Government Secondary Education (Department of the MoES)
GTM	General Teaching Methods
ICT	Information and Communication Technology
ID	Institutional Development
IDB	Islamic Development Bank
ISE	International Sector Expert
JE	Junior Expert
KYU	Kyambogo University
MoES	Ministry of Education & Sports (Uganda)
MoH	Ministry of Health (Uganda)
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGO	Non-Governmental Organisation
NTC	National Teachers' College
NTP	National Teacher Policy
ODEL	Open Distance Electronic Learning (Strategy of MoES)
PC	Project Coordinator

PDU	Procurement and Disposal Unit (of the MoES)
PPDA	Public Procurement and Disposal Act
PSI	Private Schools and Institutions (Department of the MoES)
PSS	Partner Secondary School
S2 ; S4	Senior 2 ; Senior 4 (secondary school)
SC	Steering Committee
SDHR	Support to the Development of Human Resources (Enabel intervention)
SLE	Safe learning environment
SSU	Support to Skilling Uganda (Enabel intervention)
T&L	Teaching and Learning
TFF	Technical & Financial File
TIET	Teachers, Instructors Education & Training (Department of the MoES)
ToC	Theory of Change
ToR	Terms of Reference
TTE	Teacher Training and Education project
UNITE	Uganda National Institute of Teacher Education
UPPET	Universal Post-Primary Education & Training

## Analytical Record of the Interventions

<b>Name of the project</b>	Teacher Training Education Project
<b>Title of the intervention</b>	Improve Secondary Teachers Education in the National Teachers' Colleges
<b>Codes of the intervention DGD</b>	NN 3017538 (Kabale - Mubende)
<b>Navision codes of the interventions</b>	UGA 1503111 (Kabale - Mubende)
<b>Intervention zones</b>	Uganda : Kampala, Muni, Kaliro, Kabale, Mubende, Unyama
<b>Total budget</b>	Initial budget according to original TFFs: <b>Belgian contribution: 8.000.000 EUR</b> <b>GoU contribution: 800.000 EUR (in kind)</b> <b>Additional budget: 7.500.000 EUR</b> <b>New budget: 15.500.000 EUR</b>
<b>Partner institution</b>	Ministry of Education and Sports (MoES)
<b>Start and end date of the Specific Agreements</b>	Start date: 28 July 2016
	End date: 27 July 2021
	New end date of the specific agreement: 27 July 2023
<b>Start date of the intervention</b>	4 October 2016
<b>Expected end date of execution</b>	From January to 27 June 2021: closing phase
	With the supplementary TFF, the expected end date of the Specific agreement is 27 July 2023. The extension of the execution period is up to 31 December 2022.
<b>Beneficiaries</b>	According to the initial TFF: Management, staff and students of NTCs Kabale and Mubende Staff of participating partner secondary schools
	With the supplementary TFF: Management, staff and students of the 5 NTCs Management and staff of the Construction Management Unit (CMU) of the MoES Management and staff of the Teacher and Instructor Education and Training (TIET) Department of the MoES Staff of participating partner secondary schools

<b>Global objective</b>	<p>The global objective remains unchanged:</p> <p>Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET).</p>
<b>Specific objective</b>	<p>The specific objective remains unchanged:</p> <p>NTCs* produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.</p> <p>* The initial TFF specifically mentioned NTCs Kabale and Mubende. With the supplementary TFF, all 5 NTCs are covered by the intervention.</p>
<b>Results</b>	<p>The results remain unchanged:</p> <p><b>Result 1:</b> Management competencies and implementation capacities strengthened in NTCs, Teacher, Instructor, Education and Training (TIET) department*</p> <p><b>Result 2:</b> Appropriate teaching and learning environment and facilities available at NTCs*</p> <p><b>Result 3:</b> Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools</p> <p>* The result 3 of Kaliro intervention related to the management capacities of TIET Department; result 3 of Muni intervention related to CMU. With the supplementary TFF, the management capacities of TIET and CMU are included in the result 1 and 2 respectively.</p> <p>The project has identified Climate Change, Gender (including GBV) and Digitalisation as the 3 cross-cutting themes that are integrated into each result.</p> <p>Out of the total budget of 7,5 million EUR, a specific budget equivalent to 1,000,000 EUR will be reserved for activities directly linked to gender and GBV.</p>

## 1 Executive Summary

The current Teacher Training & Education (TTE) project is composed of 3 interventions “Improve Secondary Teachers Education in the National Teacher’s Colleges” (UGA1502911, UGA1503011 and UGA1503111), which cover the same type of beneficiaries (NTCs, MoES services) and are integrated into a single results framework. If initially, the interventions were designed to cover 4 out of the 5 public NTCs (Muni, Kaliro, Mubende, Kabale), the Steering Committee approved in August 2017, the inclusion of NTC Unyama in order to cover all national secondary teacher training institutions. In the proposed bridging phase, only the intervention UGA1503111 (Kabale-Mubende) will be extended; but will nevertheless cover all 5 public NTCs and the 2 central services -Teacher, Instructor, Education and Training (TIET) department, Construction Management Unit (CMU).

Up to date, the implementation of the 3 interventions has allowed the Colleges to plan their resources in a more participatory approach through results-based management. The Colleges have also taken the road of digital transformation with the use of a financial management software, and of a digital tool for human resources management.

The interventions have also greatly improved the facilities in which the NTC community works and studies, making the campus a safer place for both staff and students. The process of rehabilitations and new constructions has also allowed to document lessons in a Manifesto for climate responsive design, developed with international and national professionals.

With the support of the project, NTC lecturers have also shifted to a more learned-centred approach, through the application of Active Teaching and Learning. Since March 2020, with the closing of schools, lecturers show an increased interest in applying ICT in Teaching & Learning. These pedagogical approaches have also been cascaded to the students’ teachers, through a pilot system of continuous school practice, which has made them more confident.

As a consequence of these improvements in terms of management, infrastructure and pedagogy, NTC graduates become competent secondary school teachers. The Tracer Study of NTC students conducted in 2019 demonstrated that 81% were employed as teachers, with 86 % of their employers highly appreciating their teaching methods skills.

Since March 2020, following the governmental decision to close all education institutions in order to fight the COVID 19 pandemic, a lot of changes are taking place in the Ugandan teacher training system which is now more focused on distance learning. In this context, the aim during the extension will be to strengthen NTC resilience for future similar disruptions and to increase the sustainability of the results through knowledge management.

The interventions are and will remain anchored in the Teacher and Instructor Education and Training (TIET) Department of the MoES and will be managed by the existing Steering Committee.

The direct beneficiaries remain the same:

- Management, staff and students of the 5 NTCs<sup>1</sup>;
- Management and staff of the TIET Department of the MOES<sup>2</sup>;
- Management and staff of the Construction Management Unit (CMU)<sup>3</sup> of the MoES<sup>4</sup>;
- Management and teaching staff of participating partner secondary schools.

The Management and staff of the Uganda National Institute of Teacher Education (UNITE), a new institution to be soon established in the context of the National Teacher Policy, will be added as a direct beneficiary.

This supplementary technical and financial file is **aligned** with the initial objectives and the 3 results areas.

**The Global Objective** of the intervention remains unchanged: “Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET).”

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<sup>1</sup> The initial TFF specifically mentioned NTCs Kabale and Mubende. With the supplementary TFF, all 5 NTCs are covered by the intervention.

<sup>2</sup> Result 3 of Kaliro intervention related to the management capacities of TIET Department. With the supplementary TFF, TIET Department is a direct beneficiary.

<sup>3</sup> The result 3 of Muni intervention related to CMU management capacities. With the supplementary TFF, CMU is a direct beneficiary.

<sup>4</sup> The Procurement and Disposal Unit (PDU) of the MoES, which was a beneficiary institution under UGA1502911 – Muni, is not part of the beneficiary institutions following a decision of project steering committee in June 2020.



The **Specific Objective** of the interventions is and remains: “NTCs<sup>5</sup> produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.”

The results areas also remain the same:

**Result 1:** Management competencies and implementation capacities strengthened in NTCs and Teacher, Instructor, Education and Training (TIET) department<sup>6</sup> ;

**Result 2:** Appropriate teaching and learning environment and facilities available at NTCs;

**Result 3:** Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools.

While the objectives and results remain the same, the action, however, will be adjusted to tackle the impacts of the governmental measures to fight the COVID-19 pandemic on the Ugandan teacher training system. Since the closing of the Colleges in March 2020, distance education is the norm: all students and teachers are at home. With the phased re-opening of education institutions foreseen in October 2020, only part of the students will report on site. This calls for a new way of organizing the teacher training system, a hybrid system, where distance learning, partly online, is meant to replace an element of in-person class. Based on the experience of the COVID-19 pandemic, the extension will also strengthen NTC’s resilience and prepare the institutions and their staff for future similar disruptions (other pandemic or risks related to climate change: floods, storms, etc.).

In this context, the result areas will be tailored to the new context of hybrid education by dedicating particular attention to the 3 cross-cutting areas of **Digitalisation, Gender and Climate Change** to create the necessary conditions for teaching and learning. Indeed, considering the new context, it is more important than ever to improve the teacher training institutions digital readiness to a hybrid education system, while ensuring a gender responsive and environment friendly teaching and learning environment.

Within **result 1**, the digital transformation of the management practices in NTCs and TIET Department will be strengthened so that the institutions are competent to manage on-site and remote teams. It is also key to focus on gender to ensure a management response to the high incidence of gender-based violence on site and also online with the emerging hybrid education system.

Through the significant infrastructure component of **result 2**, the focus will be to strengthen a healthy and gender- responsive environment, meeting the digital needs of hybrid education, and responding to climate change challenges. The rehabilitation and construction works will target the NTCs Mubende and Kabale. On the basis of the lessons learnt during the current phase, the works will take into account climate responsive design through different approaches (energy efficiency, emissions reduction, etc.). The design will also ensure the gender-responsiveness of the facilities, particularly in the dormitories and sanitation blocks that are going to be built in the extension. A key area of attention in the 5 NTCs will be the maintenance of the buildings and equipment, by making sure NTCs secure the required budget for the foreseen curative maintenance. The teaching and learning facilities available in the 5 NTCs will also be strengthened with digital infrastructure and equipment in order to meet the needs for hybrid education.

In the context of **result 3**, digitalisation and gender will be integrated in the pedagogical practices which will be strengthened to pilot the experimentation of hybrid education. The focus will be on strengthening the use of learner-centered methodologies (Active Teaching and Learning), of ICT in teaching and learning, and of gender-responsive pedagogy.

The three results areas will thus benefit from an extension for the consolidation and **sustainability** of the practices introduced prior to the closing of the education institutions in March 2020 and as a response to the COVID-19 pandemic. The extension will also allow to re-adjust the **knowledge management** process so that lessons learnt from the hybrid education journey are documented and shared with other institutions to increase sustainability.

With this willingness to adjust to the new context, the intention is double. On the one hand, the focus will be on “leave no one behind” during distance learning in order to ensure majority of staff and students are on board. On the other hand, the lessons learnt will be continuously drawn in order to Build Back Better the education system, to curb the trend of decreasing quality.

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<sup>5</sup> The initial TFF specifically mentioned NTCs Kabale and Mubende. With the supplementary TFF, all 5 NTCs are covered by the intervention.

<sup>6</sup> The result 3 of Kaliro intervention related to the management capacities of TIET Department. With the supplementary TFF, the management capacities of TIET are included in the result 1.

Through this supplementary technical and financial file, the intervention UGA1503111 will be extended in terms of duration. The duration of the implementation will be from the date of signing of the Addendum to the Specific Agreement until the end date mentioned in the addendum of the 3 interventions. The budget of 7,5 million EUR will be channelled through the addendum to the Specific Agreement UGA1503111 - Kabale Mubende (but will cater for activities in the 5 NTCs, CMU and TIET Department). The implementation modality will be own management.

## 2 Situational Analysis

### 2.1 Political and strategic framework of the education sector

The project is in harmony with Uganda's **Vision 2040**, which recognizes the provision of universal primary and secondary education as a human right. It also highlights the importance of changing the curriculum and methods of instruction and adapting the education system to Uganda's development objectives.

The project is also in harmony with the Second National Development Plan (**NDP II**) 2015/16-2019/20, and the NDP III (2020/21-2024/25), that prioritize investment in school infrastructure, as well as a specific objective on improving human capital.

The project supports the implementation of the reforms under the **Education and Sports Sector Strategic Plan (ESSP)** newly developed for 2020-2025, which is designed to contribute to achieving Uganda's international commitments enshrined in the UN-SDGs, specifically, SDG4.

The project constitutes a key contribution to the ESSP, to the **National Teacher Policy** adopted in 2019, and to the **Digital Agenda** for the Education and Sports Sector (still under development) as the project will draw lessons to mainstream Open, Distance and eLearning (ODEL)<sup>7</sup> in teacher training.

Among the key **policy** documents that regulates the sector are the Government White Paper on Education (1992) and the Education Act (2008). These documents are complemented by sub-sector specific policies, such as the Early Childhood Development Policy (2007); the Universal Primary Education policy (1997) and the Universal Secondary Education Policy (2007); the TVET Policy (2019); the National Teachers Policy (2019) and the Universities and Other Tertiary Institutions Act (2001).

**The gender** issue is addressed both within the above-mentioned policies and by an additional normative framework; such as the Uganda Gender Policy (2007), the Gender in Education Policy (2009), the national policy on elimination of Gender based Violence in Uganda (2016).

### 2.2 Context

#### 2.2.1 Teacher education & lower secondary education in Uganda

Uganda has one of the youngest and most rapidly **growing populations** in the world. It has a population of 41.9 million and an annual population growth rate of 3.3 percent with nearly half of the population under the age of 15. This implies that the education system will have to significantly increase its current intake capacity to achieve the national goal of universal primary and secondary education by 2025<sup>8</sup>.

Estimates from the Uganda National Household Survey (UNHS) (2016) show that only entrants with post-secondary education can escape informal sector work. According to the UNHS, only one in five people aged 15 and above completed full secondary education. Thus, the **average level of education of the work force** remains low and does not meet labour market requirements<sup>9</sup>.

Uganda is a pioneer in sub-Saharan Africa in terms of setting the **goal (in 2007) of achieving universal access to secondary education**. The secondary education sub-sector in Uganda is centrally managed and comprises six grades, Senior 1 (S1) to Senior 6 (S6). S1-S4 is categorized as ordinary ('O') level, or lower secondary, while S5-S6 is Advanced ('A') level, or upper secondary<sup>10</sup>.

Since the introduction of Universal Secondary Education, the non-governmental schools have benefitted from government subsidies and grew to represent about 59 percent of the schools offering secondary education and slightly above half of the total students enrolled<sup>11</sup>. Thanks to this solid growth of the non-governmental education sector to help provide additional **access**, the number of students in secondary schools has increased in the past ten years. However, the rise in enrolment has not kept pace with demographics<sup>12</sup>. Indeed, transition

<sup>7</sup> Education Sector Strategic Plan (ESSP), page 55.

<sup>8</sup> World Bank, *Uganda Secondary Education Expansion Project*, 2020, page 6.

<sup>9</sup> World Bank, *Idem*, page 9.

<sup>10</sup> World Bank, *Idem*, page 9.

<sup>11</sup> World Bank, *Idem*, pages 7-8.

<sup>12</sup> ESSP, page 22.

**rate** from primary to secondary education has declined from 72% in 2013 to 61% in 2017 and Uganda's Gross Enrolment Rate in lower secondary stands at 43%<sup>13</sup>.

There are **disparities** in access to secondary education by region, location, wealth, and gender. Girls' secondary education experience is characterized by lower access, higher dropout, and lower transition rates compared to boys. In 2016, the enrolment rate for boys was four percent higher than for girls with 29 and 25 percent respectively, and the Gender Parity Index (GPI) was at 86 percent. On the national level, the main reasons for a girl dropping out of secondary school is pregnancy, marriage, and cost of schooling<sup>14</sup>. In addition, many studies showcase the alarming high prevalence of Gender-Based Violence in educational institutions<sup>15</sup>.

Concerning **quality**, learning outcomes are on a declining trend, according to the National Assessment of Progress in Education conducted since 2008. The proportion of S2 students proficient in English dropped from 81.9% in 2008 to 43.1% in 2013, and Mathematics from 69.4% to 41.5%<sup>16</sup>.

Concerning **efficiency**, survival rates in secondary education are low with 33% of students completing lower secondary education.

Low levels of access and equity are exacerbated by the poor quality of education resulting from an **outdated curriculum**. The curriculum for lower secondary education has been revised in 2019. The new curriculum halves the number of subjects. It focuses on pedagogy with a view to become more student-centered. It is competency-based in order to produce graduates with skills relevant to the changing labour market. In February 2020, the revised curriculum rollout had started nationally, starting from S1, but was interrupted due to the closing of schools, decided on 20<sup>th</sup> March, as a preventive measure to fight the COVID-19 pandemic<sup>17</sup>. The teacher training curriculum has not been aligned with the new lower secondary curriculum and remains unchanged since 1992.

**Weaknesses in teacher development** and management also undermine the delivery of quality education. The ESSP stresses as a key issue the inadequate number of teachers in educational institutions<sup>18</sup>. Teacher deployment tends not to be aligned with the actual needs of schools, with strong disparities among regions, and between rural and urban areas. This results in several schools ending up with too many or too few teachers. Also, weak school leadership and supervision, combined with poor working conditions, poor remuneration, and limited career development contribute to weak motivation and absenteeism. Lastly, the low capacity of teacher is attributed to weaknesses in both the pre-service and in-service teacher training<sup>19</sup>. Though 90 percent of secondary school teachers in Uganda have the required formal qualifications, results of a learning assessment administered to secondary teachers indicates that they do not have sufficient content knowledge while other studies have shown they do not have sufficient pedagogical skills to teach. The learning assessment found that only 66 percent of teachers were proficient in English, 70 percent in mathematics and 17 percent in biology<sup>20</sup>. Contrarily to these findings, the data collected through a Tracer Study conducted in 2019 demonstrated high level of competences of teachers trained in the institutions supported by the Belgian interventions.

**Secondary school teachers** in Uganda are trained in two levels of institutions, the public National Teachers' Colleges (NTC) and the public and private universities. Currently, there are five government owned NTCs training secondary school teachers: Kabale, Kaliro, Mubende, Muni and Unyama Colleges. Student teachers at NTCs study for two full-time years to obtain a Diploma in Education Secondary (DES) and are registered as Grade V teachers (teaching at lower secondary) by the MoES. University students take a three-year degree programme, graduating with a Bachelor's Degree in Education, and are registered as graduate teachers qualified to teach at upper secondary level<sup>21</sup>.

The department of Teacher/Instructor Education and Training (**TIET**) is responsible for training of<sup>22</sup>:

- Teachers of Primary and Secondary Schools;
- Tutors for Primary Teachers' Colleges and Health Training Institutions;
- Instructors of technical Training Institutions;
- Lecturers for specialized training institutions including National Teachers' Colleges; and

<sup>13</sup> ESSP, page 8. According to WB, page 8, it has not moved beyond 35% since 2010.

<sup>14</sup> World Bank, *Idem*, pages 10-12.

<sup>15</sup> ESSP, page 81.

<sup>16</sup> ESSP, page 23.

<sup>17</sup> World Bank, *Idem*, page 14.

<sup>18</sup> ESSP, page 70 and World Bank, *Idem*, page 8.

<sup>19</sup> ESSP, page 19.

<sup>20</sup> World Bank, *Idem*, pages 14-15 and ESSP, pages 70-73.

<sup>21</sup> Technical Financial File, Kabale Mubende, p. 19.

<sup>22</sup> TIET Strategy 2020-2030.

- Colleges? of Commerce, Technical Colleges among others.

TIET Department conducted in 2019 a **Tracer Study** of NTC students who graduated in 2017. 91% of the respondents were employed – 81% as teachers. 88% of the graduates noted gaining good practical skills, knowledge and professional methods from the institutions. Graduates received a high rating by employers in all skills, specifically subject knowledge and teaching methods. 86% of employers think NTC graduates are more professional, hands-on and committed to work compared to those from other professional institutions. These data show to which extent the graduates trained in the supported institutions are competent; and bring the necessary nuance to the image casted by the ESSP analysis. This demonstrates the great relevance and importance to scale up the pedagogy training programme developed for the NTCs to other teacher training institutions.

The TIET Department is responsible for the implementation of the **National Teacher Policy**, adopted in 2019, which wants to address the issues mentioned so far through:

- The establishment of a National Teachers Council to accredit teacher education, manage professional development of teachers and coordinate the process of evaluating teacher performance;
- The restructuring of teacher training institutions, into degree-awarding institutions;
- The elevation of Shimoni Primary Teachers' College into a Ugandan National Institute of Teacher Education (UNITE) to implement the CPD framework for all teachers;
- The review of the teacher-training curriculum (both primary and secondary education) and the provision of appropriate instructional materials;
- The implementation of the Teacher Development and Management System (TDMS) through re-mapping Coordinating Centres, assigning additional Centre Coordinating Tutors, increasing in-service /outreach capitation grant and increase CPDs for teacher educators.

If the key issues described here could be tackled by the implementation of this policy, this will require financial resources. However, recent **public spending on education** in Uganda, as a share of GDP, is one of the lowest in the region. Education expenditure as a share of the national budget has decreased from 15 to 10 percent over the last few years. Public expenditures on education were 11.4% of the national budget in the last FY 2018/19 compared to 13.5% in 2014/15. This is substantially below the internationally recommended share of 15-20% of the national budget and can be considered particularly challenging against the backdrop of Uganda's rapidly growing population<sup>23</sup>.

### 2.2.2 Education system in Uganda & COVID-19

The COVID-19 crisis is expected to put further **strain on** the Government **budget**<sup>24</sup>.

In Uganda, the first case of COVID-19 infection was confirmed on March 21, 2020. According to the Ministry of Health (MoH) statistics, as of 1<sup>st</sup> October 2020, there were 8,491 confirmed cases, of which 4,470 have recovered, and 79 fatalities.

If the pandemic is largely impacting the public health sphere, the **impact** is also huge on economy and **education**. On 20<sup>th</sup> March 2020, as a preventive measure, all education institutions were closed. The MoES has developed a COVID-19 Response plan which focuses on preparedness for school re-opening and continuity of learning during the closure of education institutions. However, the Government was quick to react to ensure the continuity of learning, for primary and secondary education, through radio and television. To date, schools remain closed, with a phased re-opening, focusing on candidate classes, planned to start by mid-October 2020.

This unprecedented situation emphasizes a large number of **challenges**, which were already present but are worsened, as documented by the survey conducted by UNESCO<sup>25</sup>:

- The low levels of digitalisation among teachers and students;
- The low access to equipment and connectivity required for access to distance learning;
- The difficulties to implement the practical courses (laboratory, teaching practice, etc.) through distance learning;
- The gender inequalities increased by the disease outbreak: unwanted pregnancies, transactional sex, domestic violence, etc.

<sup>23</sup> World Bank, *Idem*, page 6.

<sup>24</sup> World Bank, *Idem*, page 6.

<sup>25</sup> UNESCO, Survey on ICT practices, 2020 (draft PowerPoint).

However, this situation is also a reservoir of **opportunities**. Changes which were seen as impossible one year ago are seen as required now. The situation accelerates the adoption of ICT in Teaching and Learning. In a context where successive closings and re-opening of schools are likely to take place as the virus will remain active globally, the Covid-19 crisis highlights the need to secure teacher education in times of disruption in order to make sure NTCs are more resilient and better prepared for future shocks. It also emphasizes the **need to reform pre- and in-service teacher training in order to ensure teachers' readiness to new ways of teaching**, to cope with times of disruption. It is inevitable that teachers must be skilled at a record pace in the use of technology and new pedagogies to support the continuity of learning. It is consequently important to quickly experiment a hybrid approach to education (distance, face to face, blended), which will most likely be sustained even after the initial crisis is over. Definitively, this medical crisis brings the opportunity to find new ways to address the learning crisis and bring about sustainable solutions.

### 2.3 Ugandan strategy to respond to COVID-19 in teacher training sector

As mentioned above, the MoES has adopted an Education Sector COVID-19 Response Plan to address recent challenges caused by the pandemic. Part of the plan will be funded through the Global Partnership for Education<sup>26</sup>. The **Emergency Education Response Project (EERP)** will support students learning in pre-primary, primary and lower secondary schools during education system closures and ensure a safe school reopening and student re-entry.

In the face of the crisis, education officials at the ministerial level had to reorganize and find alternatives to the in-person model to ensure continuity in education. Currently, the Education Ministry's COVID-19 Response Plan involves the distribution of home-study kits and broadcasting lessons on both radio and television directly to learners (from primary and secondary levels) at home. This has created a shift from learning face to face in the classroom to adopting distance learning and virtual teaching methods.

By mid-October 2020, the schools will be re-opened in a phased approach, starting with candidate classes (P6, S4, final year of diploma). This means that teachers will have to ensure continuity of learning for both non candidate students and for candidate students who do not want to report to school, because of the pandemic.

In June 2020, the **National Council for Higher Education (NCHE)** published **guidelines** to be respected by an institution to be recognised for Open Distance and e-Learning education. To date, only 2 private universities have been accredited.

The pandemic that marked the beginning of 2020 is not yet over. There is a risk that closing of schools might happen again, and put states, and particularly MoES, in a difficult situation. It is therefore necessary to assess various actions and analyse the response plans developed in order to be better prepared in the future and ensure the educational continuity to which all students are entitled.

### 2.4 Belgian support to the national COVID response in the teacher training sector

As soon as the schools were closed in March 2020, the TTE project co-created with the NTCs and TIET department a distance learning strategy to ensure the continuity of learning for NTC students. Dubbed as the 'TTE **Sandbox**', it serves as a testing environment for education technology (EdTech) fully utilizing the potential of teachers to respond to the current education crisis. It introduces ICT tools and educational practices aimed at facilitating and enhancing distance learning during and post COVID-19 pandemic. Through the sandbox, Enabel has organized innovative collaborations with NTC lecturers to introduce new ideas and technologies into the NTC ecosystem.

One of the first steps of the sandbox was to ensure that **communication** is maintained between NTC management, staff and students. Enabel has provided support for this by using a bulk SMS system. With the availability of 8,000 messages per month, NTCs are able to customize information to their staff and students in preparation for distance learning and for official communication. This is complemented with an annual video conference subscription for each college that allows them to host up to 100 participants and hold an unlimited number of meetings to support management and teaching.

From this sandbox, a virtual **hackathon** was organized to kick start the lecturers' involvement and inspire creativity in unpacking the different technologies to plan their digital lessons. More than 70 NTC lecturers

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<sup>26</sup> World Bank, *Idem*, page 15.

participated in this hackathon, each pitching a number of tools they intended to use to deliver and develop lesson content.

Enabel also introduced a series of **Community of Practice (CoP)** sessions taking place every Thursday at 2:30 pm via video conferencing. Through these knowledge-sharing events, college lecturers attend virtually meetings where they learn how to use the different digital tools for lesson delivery such as screen-casting, podcasting, video conferencing, E-books and Padlet. These sessions have gained popularity in the teacher colleges as the numbers of participating lecturers has steadily grown from 82 to 230 over the period of 5 months.

While the concept of CoP sessions is intended for the benefit of lecturers in the teachers' colleges, the idea has also trickled down to secondary schools. So far, teachers in the network of partner secondary schools surrounding the NTCs have expressed interest and are taking part in these virtual meetings aimed at gaining new skills.

The colleges are also each provided with a 2,000 EUR package to support **continuous professional development** of their staff by undertaking a number of online courses.

Aside from the hackathon and the community of practice sessions, Enabel has invested in setting up a number of interventions to make sure students have access to educational resources during the closing of their NTC. One of these is the '**Help-desk**'; a peer-to-peer support system that consist of lecturers from each of the NTCs. Through the helpdesk, lecturers provide support to each other across the colleges to undertake distance learning by developing lesson content with the appropriate ICT tools.

When the lesson content is developed, it is then uploaded to a **one-stop portal** for easy access to both lecturers and students in the teachers' colleges. Created through Padlet, this portal hosts all teaching and learning resources such as tutorials on ICT for distance learning, lessons developed by lecturers on different subjects and open education resources for secondary education.

See: <https://padlet.com/teachertraininguganda/Sandbox>**Error! Hyperlink reference not valid.**

## 2.5 Climate change in Uganda and Belgian support

Uganda is a landlocked country in East Africa, approximately 236,040 square kilometres in size. The population is approximately 44 million which is expected to grow to over 93 million in the 2040s. Agriculture is the main economic sector, accounting for 25% of its Gross Domestic Product (GDP) and employing 70% of the labour force. The economy of Uganda is highly dependent on natural resources, making the country vulnerable to the impacts of climate change.

The Notre Dame Global Adaptation Initiative (ND-GAIN) Index ranks Uganda as the 9<sup>th</sup> most vulnerable and 27<sup>th</sup> least ready to adapt to climate change, of the countries it covered for 2015. Uganda is already experiencing significant impacts of climate change: temperatures are rising, drought and wildfires are starting to occur more frequently, rainfall patterns are shifting. Climate projections developed for the country by the models used in the IPCC Fifth Assessment Report (IPCC AR5) indicate an increase in near-surface temperature for the country in the order of +2°C in the next 50 years, and in the order of +2.5°C in the next 80 years. Those climate changes do also have social economic impacts and make communities very vulnerable.

Educational institutions have a role to play in the reduction of these climate challenges. Uganda currently has 15 million students across the board in all education institutions, with about 8,000 students in the National Teachers' Colleges and combined total college community population of about 12,000. NTCs largely depend on the natural resources, especially biomass for fuel (firewood) and local water sources. The colleges had a high carbon footprint until the intervention of the TTE project which installed energy-efficient infrastructure i.e. climate-adopted buildings, efficient wood stoves, solar hot water heaters, solar lighting in classrooms and office, solar-powered water extraction pumping and rainwater harvesting. This shows that the population of educational institutions and the ways constructions are designed can have a significant impact on the protection of environment.

There is an obvious need and a great opportunity for building on these pathways already started to help the colleges reduce their carbon footprint through solar powered water pumps, photovoltaic solar systems for lighting, and waste management practices.

## 2.6 Conclusions

- The challenges related to access, equity, quality and efficiency in secondary education, coupled with the COVID-19 pandemic, require for an urgent, **emergency-like response** to build back the teacher training system better.
- The Covid-19 crisis highlights the need to **reform pre- and in-service teacher training** so that teachers are skilled at a record pace to embrace the use of technology in the teaching practice.
- So far, in the NTCs, the focus has been put on skilling the NTC lecturers for distance education, and to ensure the availability of a minimum of lessons for NTC students. In the extension phase, it will be important to **skill NTC students** in ICT: they will need these digital skills as student teachers and as future teachers.
- The extension will be a perfect opportunity to **experiment a hybrid approach** to education, which still needs to be defined in the Ugandan context, but which includes a mix of distance, face to face, and online education modalities. In this context, the intention is to pilot the development of online courses on the basis of the lessons developed during the school closing. These online courses could be used to complement face to face education, or to replace it – depending on how the situation will evolve.
- The foreseen cycles of school closing – reopening – closing also call for different ways to **manage education institutions** and to coordinate remote teams of staff.
- The new approach to education also requires different **types of facilities**, such as outside teaching areas (to limit the risk of virus transmission) and equipment (ICT devices, conference systems, etc.). In a context where the link between pandemics and environmental changes are well documented, it is more than ever required to reduce the carbon footprint of educational institutions through climate-responsive infrastructure.
- Considering the high prevalence of **Gender-Based Violence** in educational institutions, and the very important incidence of violence in communities since the closing of schools, it remains vital to strengthen awareness and response on GBV. Specific attention is also required on the **gender gap** in digitalisation in order to make sure no one is left behind.

## 2.7 Recommendations

Based on these conclusions, the Embassy of Belgium in Uganda, Enabel and the MoES recommend to:

- **Extend the duration of the intervention** UGA1503111. The duration of implementation will be from the date of signing of the addendum to the specific agreement until the end date of the agreement.
- The **budget** will be channelled through the addendum to the Specific Agreement UGA1503111 Kabale Mubende (but will cater for activities in the 5 NTCs, CMU and TIET Department).
- In January 2021, the project will conduct, in the context of the Enabel framework contract on Monitoring and Evaluation, an **interim review** which will lead to an **updated theory of change, and logical framework**.
- The **end term review** will be conducted at the end of the extension of the Kabale and Mubende specific agreement.



## 3 Strategic Orientations

### 3.1 Strategic axes

This supplementary technical and financial file is **aligned** with the initial specific objective and the 3 results areas. The extension will allow further consideration of the aspects of **digitalisation, gender and climate change** – as these 3 cross-cutting themes strongly contribute to creating the necessary conditions for **teaching and learning** (see section 3.2.3).

Indeed, considering the new context, defined by the impact of the COVID-19 pandemic on the education sector, it is more important than ever to improve the teacher training institutions digital readiness to a hybrid education system, while ensuring a gender responsive and sustainable teaching and learning environment.

The three results areas will benefit from an extension for the **consolidation and sustainability** of the practices introduced recently – either just before or during the COVID-19 pandemic. In this context, the project will adjust its knowledge management process, to document and share lessons learnt, in view of increased sustainability.

### 3.2 Action principles

The following principles will apply to the project:

#### 3.2.1 Alignment

The project aligns to the strategies, plans and policies of MoES at central and local level, as presented in section 2 of the present document.

#### 3.2.2 Consolidation and Learning

The project in this phase will consolidate previous achievements and seek to institutionalise best practices. In this context, a website will be developed for knowledge management and learning so that all resources developed during the project implementation, can be freely accessed by teachers to increase their level of qualification.

#### 3.2.3 Gender, Digitalisation and Climate Change

The project has identified Climate Change, Gender and Digitalisation as the 3 cross-cutting themes that are integrated into each result. Result 1 particularly includes the issue of digitalisation into management practices, and of gender to ensure a management response to the high incidence of gender-based violence on campus. Result 2 embraces the 3 themes by strengthening the infrastructure and equipment required for the digital transformation in a safe learning environment and by building capacities on climate responsive design. Digitalisation and gender are at the core of the pedagogical practices which will be strengthened in the context of result 3.

The 3 cross-cutting themes are also systematically taken into account for each of the activities undertaken by the project.

#### ***Use of ICT as an accelerator for innovation and transformation***

- On the one hand, Information and Communication Technology (ICT) can contribute to improved access, equity and quality in education and to more efficient education management practices. In this context, the project will seek to further integrate digital technology in administration, teaching, and learning.
- On the other hand, the use of ICT has also the potential to exacerbate existing inequalities for those who already face disadvantages in trying to access and engage in learning. By awareness-raising, training, and specific measures, it will be important to reduce this digital gap and not to increase it.
- The project will seize the opportunity to use ICT to find new ways to address the learning crisis and bring about sustainable solutions.
- Today's infrastructure only permits the use of ICT and mobile technology to a limited extent. Project activities will permit to increase access to ICT equipment and internet connections in order to meet the needs of the hybrid education system.

### ***Climate friendly infrastructure and sustainable energy***

It is a known fact that energy production, product consumption and irresponsible waste management contribute directly to climate change by adding carbon-based particles into the air, which are produced during the burning of energy products. This results in a disastrous greenhouse effect, leading to climate change:

- Uganda already faces significant impacts of climate change: temperatures are rising, drought and wildfires are starting to occur more frequently, rainfall patterns are shifting. All these challenges constitute risks of new shocks for the education system.
- The colleges need to be supported to become more resilient to these climate change risks.
- The project has a substantial and significant infrastructure component. The goal of the project in terms of infrastructure is to design, build and make use of sustainable infrastructure to facilitate teaching and learning in an energy efficient manner.
- Environmental protection will also be enhanced through reduction of carbon footprint by the climate friendly infrastructure, sustainable energy and waste management. The project intervention will follow the following principles:
  - reduce the environmental impact of the materials used;
  - maintain the local biodiversity;
  - reduce emissions by energy efficient facilities;
  - promote renewable energy;
  - optimize buildings to increase users' comfort without energy requirement;
  - promote the reduction, the recycle and reuse of waste.
- These environment protection approaches will also allow to reduce colleges' dependence to national power and water supply which come with heavy recurrent costs for the already resource stretched colleges. In this line, the intervention will include among others; rainwater harvesting, photovoltaic power solution for lighting, solar driven water extraction and transfer systems for quality water.

### ***Gender and Safe Learning environments***

- Throughout all result areas, the project will seek to improve the environment in which students are learning and staff are working through better management, construction and teaching practices.
- Attention to environment-friendly infrastructure will also include a focus on gender-responsive facilities, particularly for dormitories and sanitation facilities that are going to be built in the extension. In addition, the early childhood centres which have just been handed over to the institutions will be further equipped to welcome the young children allowing their parents (student teachers and teacher trainers) to study and work freely.
- In teaching practices, a focus will be put on Gender Responsive Pedagogy through training of teachers' trainers and student teachers.
- All training and teaching content will be developed through a gender lens making sure the materials are bias-free.
- With the shift towards digitalisation, the question of safe learning environment will be both considered on site and online. In addition, specific measures will be identified to address the gender digital divide.
- In order to induce structural change for gender considerations, a collaboration with a specialised partner will be set up to organise awareness raising (on GBV, on life skills, etc.) within the NTC and the surrounding community. This partnership will also allow to improve the safe campus practices, including codes of conduct, training, reporting mechanisms and support mechanisms for victims.
- The survey on the incidence of gender-based violence on campus will be re-conducted to measure the impact of the actions taken. The survey will also identify critical gender disparities and their causes.

The approach to the crosscutting themes will be properly documented so that lessons learnt and good practices are capitalised.

#### **3.2.4 Focus on capacity development**

Capacity building remains important as part of the strategy for sustainable change, at 2 levels:

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

Capacity building is key in a context of high staff turnover, and of yearly intake of students.

This project will focus on developing institutional capacity in the MoES at the national level (TIET and CMU) and the NTCs. The capacity building approach will be also strengthened through the SDRH project.

### 3.2.5 Innovations

The project will use the extension to pilot new innovations. One of them is the **leasing of ICT equipment** to NTC students. A second one is to try new collaboration, **through Public Private Partnership**, to develop mechanisms to increase the access to internet and ICT equipment: partnership with mobile providers on zero rating for educational sites, leasing of equipment, ...). A third one is to pilot a **digital hub** in one of the NTCs, as an income generating activity or at UNITE through Public Private Partnerships.

Most importantly, the project will support the NTCs in identifying ways they can ensure the continuity of learning, in a **hybrid education** approach where some students will be on site and others studying remotely. The project will also support the identification of new means to conduct teaching practices in this context.

## 3.3 Selection criteria

The proposed additional activities have been identified in consultations with the MoES, the Embassy of the Kingdom of Belgium, and the Enabel Representation Office.

The activities were selected on the basis of the following criteria:

- they require further support to be consolidated as they were put on hold with the closing of the NTC;
- they become essential as a response in the context of closing and partial re-opening of the NTCs ;
- they contribute to the sustainability of the actions
- they allow the implementation of new innovations which could be taken into account in the next country portfolio.

All activities are aligned with NTP, ESSP, and Response Plan to COVID-19.

## 4 Operational Planning

### 4.1 Specific objective and results

The specific objective of the interventions is and remains: “NTCs<sup>27</sup> produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.”

The results areas also remain the same:

**Result 1:** Management competencies and implementation capacities strengthened in NTCs and Teacher, Instructor, Education and Training (TIET) department<sup>28</sup>;

**Result 2:** Appropriate teaching and learning environment and facilities available at NTCs;

**Result 3:** Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools.

While the specific objective and results remain the same, the action will be adjusted to tackle the impacts of the COVID-19 Pandemic on the teacher training system, especially in the NTCs by dedicating particular attention to the 3 cross-cutting areas of Digitalisation, Gender and Climate Change to create the necessary conditions for teaching and learning.

Indeed, considering the new context, it is more important than ever to improve the teacher training institutions digital readiness to a hybrid education system, while ensuring a gender-responsive and environment-friendly teaching and learning environment. Out of the total budget of 7,5 million EUR, a specific budget equivalent to 1,000,000 EUR will be reserved for activities directly linked to gender and GBV.

Within **Result 1**, it is indeed important to strengthen the digital transformation of the management practices in NTCs and TIET Department so that the institutions are competent to manage on-site as well as remote teams. It is also key to focus on gender to ensure a management response to the high incidence of gender-based violence on campus, and with the emerging hybrid education system, also online.

With the significant infrastructure component of **Result 2**, the focus will be to strengthen a healthy and gender responsive environment, meeting the needs of hybrid education, and responding to climate change challenges. The goal is to design, build and make use of sustainable infrastructure which reduce the impact of the climate. The teaching and learning environment and facilities available at NTCs will also be strengthened with Digital Infrastructure and Equipment in order to meet the needs for hybrid education. The design will also ensure the gender-responsiveness of the facilities, particularly in the dormitories and sanitation blocks that are going to be build.

In the context of **Result 3**, digitalisation and gender are at the core of the pedagogical practices which will be strengthened to pilot the experimentation of hybrid education.

The three results areas will thus benefit from an extension for the consolidation and **sustainability** of the practices introduced prior to the closing of the institutions and as a response to the Covid-19 pandemic. The extension will also allow to re-adjust the **knowledge management** process so that lessons learnt from the hybrid education journey are documented and shared, in view of increased sustainability.

With this willingness to adjust to the new context, the intention is double. On the one hand, the focus will be on “leave no one behind” during distance learning in order to ensure majority of staff and students are on board. On the other hand, the lessons learnt will be continuously drawn in order to Build Back Better the education system, when NTCs will re-open to curb the trend of decreasing quality.

<sup>27</sup> The initial TFF specifically mentioned NTCs Kabale and Mubende. With the supplementary TFF, all 5 NTCs are covered by the intervention.

<sup>28</sup> The result 3 of Kaliro intervention related to the management capacities of TIET Department. With the supplementary TFF, the management capacities of TIET are included in the result 1.

## 4.2 Planned activities

### 4.2.1 Result 1 - Management competencies and implementation capacities strengthened in NTCs and TIET Department

The focus will be here to support the **digital transformation** of the Colleges to increase the impact and widen the scope of the initial digitalisation efforts, in all areas of management (Strategy, finance, academic, human resources). A key element is also the **gender approach** to ensure a management response to the high incidence of gender-based violence on campus, and with the emerging hybrid education system, also online.

The **key innovations** will be here to develop online courses and software packages for NTC managers, and to pilot the establishment of one digital hub in one NTC.

#### Activity 0101 Consolidate and strengthen NTC management capacities

##### *Sustain Results Based Management practices*

Since a systemic and integrated “result-based” management framework (RBM) was first piloted in the fiscal year 2017-2018, it has been recognized as a real game changer. All committees in the NTCs need to contribute directly or indirectly to achieving a set of development results. To strengthen participation and ownership, data analysis workshops and quarterly performance reviews have been organised to measure the progress in the workplan implementation. The RBM model is celebrated for increasing transparency and accountability. However, the leadership of the system by the NTC management needs to be strengthened, especially in a context, where many managers changed and teams are being managed remotely. When in March 2020 NTCs were closed to prevent the spread of the pandemic, this quarterly system was put on hold.

Since August 2020, a new digital approach is being co-created with the NTCs and will be piloted over the next quarters. This process will need to be strengthened during the project extension.

##### *Develop online courses for management of education institutions*

Since 2017, in collaboration with SDHR project, and also specifically by TTE project, different training sessions were organised for NTC staff on topics related to the management of the educational institutions.

Since August 2020, the training content is being transformed into online courses hosted on Moodle. This strategy will ensure sustainability, in a context where NTC managers change frequently. It will allow self-paced learning and will ensure that any new staff in the NTCs can access the information required for them to implement their roles related to: Procurement, Financial Management, Communication, Leadership, Gender, and Human Resource Management.

In view of sustainability, and also to extend the benefits of these online courses and software packages to different educational institutions, it will be important to coordinate with UNITE, in order to seek strategies to have these courses embedded in their training offer.

##### *Strengthen Safe Learning Environment*

With the financial support of the Study and Consultancy Fund, a Gender-Based Violence study was conducted in the educational institutions supported by Enabel in Uganda: NTCs and Vocational training institutions (VTIs). A specific cooperation agreement was signed with Ghent University in April 2019. The study results have been disseminated in the institutions. The study findings served as a basis to develop an awareness-raising campaign on GBV in the NTCs and VTIs. However, due to the closing of the educational institutions NTCs in March 2020 up to now, the Campaign was put on hold.

During the extension, awareness raising will continue to contribute to a safe learning environment. Considering the hybrid education system which will emerge from the covid-19 crisis, it is important to focus on the 2 aspects of a safe learning environment: onsite and online. It is indeed key to prioritise measures to protect students, both male and female, from cyber-bullying, exploitation and other online violence during distance learning programmes, and establish reporting measures and referrals to support those affected.

A call for proposals will be launched in order to identify a specialised partner who will organise awareness raising, training on gender and referral pathways for victims of gender-based violence.

The survey on the incidence of gender-based violence will be re-conducted to measure the impact of the actions undertaken.

## **Activity 0102 Develop the financial management practices in the NTCs**

### *Consolidate the use of the financial management software*

For finance management, the colleges have transitioned in less than 3 years from the use of paper books over the E-vote Book to a more contemporary accounting software, QuickBooks. The offline desktop version has been installed in three of the five colleges at the end of 2019 and is now fully operational with continued support from the project team. However, with the closing of NTCs, some delays took place in the installation of the software in the 2 remaining colleges, which will finally take place in the last quarter of 2020.

During the project extension, continuous training and support will be provided to the 5 colleges to make sure this new software is fully functional and in use in the 5 NTCs. In this context, a financial and administrative management guide will be developed so that all NTCs have a clear reference manual and what has been learnt will not be lost with any potential change of staff.

## **Activity 0103 Consolidate and strengthen practices on academic management**

### *Pilot an in-house academic management software*

Following the lessons learnt from the pilot with Smart Campus, a software for academic management, launched in Muni and Kaliro in 2017-2018, a broad academic management assessment was done in 2019. During the Kampala Innovation Week (October 2019) one team also took up the challenge to design a full-fledged academic management system adapted to the needs of the NTCs. In fact, the above team actually won the education challenge of the hackathon dubbed 'Hack Una Matata'. Following the failure in outsourcing the adequate consultant to develop the software in 2020, the project decided to develop in house, with the NTC ICT officers, a software tailored to the NTCs needs.

Since March 2020, the software is being co-created in an iterative process. During the extension, the focus will be on the pilot in one NTC and the roll out of the software in all the NTCs. Work will also be done on the "look and feel" of the software to make it modern and user friendly.

### *Define a strategy for a Learning Management System*

Strategies to connect the academic management system to a Learning Management System, to be used by NTC students for their online learning, will be also identified, tested, and budgeted (in terms of hosting and infrastructure). Key NTC teaching staff will be trained on the development of online courses in a learning management system.

In this context, it will also be key to look for partnerships to increase access to Internet: partnership with mobile providers on zero rating for educational sites, partnership with non-profit actors facilitating access to Internet (such as RENU, etc.).

## **Activity 0104 Consolidate and strengthen Human Resources management systems and practices**

### *Bring a quality dimension in Time on task*

TIET and HR Departments as well as the NTCs' principals were concerned with the increased staff absenteeism in the NTCs. To ensure that the NTC staff are available to perform their key tasks, recording their attendance is the first step. In this context, TIET department, with support from TTE project developed the time on task system, an attendance-monitoring tool, in the 5 NTCs with the aim of tracking the attendance of lecturers and non-academic staff. The backbone of the system is KoBoCollect; KoBo Toolbox's data collection app that is a free open-source tool for mobile data collection. This was designed to ease the NTC staff's daily attendance registration and results compilation with focus on their hours and days in the colleges. The tool was fully in use up to March 2020, when NTCs were instructed to close.

The extension phase will allow to make sure the tool will be put in use at NTC re-opening to reduce teacher's absenteeism. Most importantly, the focus during the extension will be to move from time on site, being present in the college, to time on quality task, ensuring quality education.

### *Advocate to fill in the Human Resource gaps in the colleges*

A HR needs assessment has been conducted in all the five NTCs in May 2019. All the findings were presented by the commissioner HR during the Teachers' Day in Kabale in October 2019. This was a key milestone in the advocacy process to fill the HR gaps in the Colleges:

- to fill all positions foreseen in the current NTC establishment;
- to review NTC establishment to include positions such as ICT Manager, ICT Lecturer, Laboratory Technician, Electrician, Procurement Staff, Assistant Librarian, ICT Assisstant.

In the extension, considering the need for these positions is even higher than before, the project will support TIET and HR Departments to advocate further towards Ministry of Finance and Public Services.

#### **Activity 0105 Establish and institutionalise a system of maintaining NTC facilities**

This activity is fully explained under result 2, A0204.

#### **Activity 0106 Technical assistance**

This activity in COGES was cancelled and replaced by a regie budget line – see below.

#### **Activity 0107 Improve grants management capacities**

For three consecutive years, the NTCs were supported with grants for the implementation of their annual workplan.

The extension will focus on the closing of the current grants, which were signed for the Ugandan financial year 2019-2020, and which have been extended up to the end of December 2020. An evaluation process will also be led in order to evaluate the impact of the grants for the NTCs, and their usefulness as a capacity building tool to improve NTC management practices.

#### **Activity 0108 Consolidate and strengthen TIET management capacities<sup>29</sup>**

In 2019, TTE supported TIET department in developing a proposal to solicit for extra funding to the Consultancy and Study Fund for the development of a new strategic plan for TIET 2020-2030, which was finalized early 2020. In August 2020, considering a new Commissioner had taken office in May, TIET organized its first review of the strategic plan. During the extension, support will be provided for TIET to implement and review its strategic plan, particularly in the areas below:

##### *Support the National Teachers' Policy Implementation*

In October 2019, the National Teachers' Policy was officially launched; TIET department being responsible for the coordination of its implementation.

From October 2019 to October 2020, financial support was given to recruit a coordinator in charge of spearheading the National Teachers' Policy Secretariat, to ensure the dissemination and implementation of the policy. During the extension, support will be provided to implement the policy.

For the 2 upcoming fiscal years 2020-2022, MoES intends to specifically focus on the establishment of 2 key institutions: The National Teachers' Council and the Uganda National Institute of Teacher Education.

The **National Teachers' Council** will be established by an Act of Parliament to professionalize the teaching profession. The Council will be responsible for registration, licensing, accreditation of teachers and implementation of the Motivation framework and the reviewed Scheme of Service.

The Uganda National Institute of Teacher Education (**UNITE**) will have the mandate to:

- Design and develop curricula for teacher education / training;
- Harmonize teacher training/education programme in the country at all levels;
- Support the accreditation of all teacher education/training programmes;
- Provide continuous professional development of teachers in the country;
- Coordinate all teacher training institutions in the country;
- Accredite teacher training institutions and programmes;
- Assess and award teacher qualifications in the country; and
- Spearhead change through research and innovation in teacher education / training.

All Teacher Training programs, including the programme taught in NTCs, will be affiliated to UNITE.

<sup>29</sup> This activity is added to the technical file, considering the fact that the support to TIET department was covered under Muni intervention.

The MoES foresees that one Primary Teachers' College, Shimoni PTC, will host these two institutions.

In the extension phase, the project will support UNITE, in terms of capacity building with digital skills. In addition, considering UNITE will be in charge of CPD, strategies will be defined so that the Active Teaching & Learning and ICT in Teaching & Learning modules are fully incorporated in the CPD sessions to roll out in affiliated institutions.

#### *Advocate for a new curriculum for the NTCs*

In 2019, the institutionalisation of the pedagogical approaches put in place by TTE project was curbed by the lack of commitment of the university supervising the NTCs, Kyambogo University, for the review of the NTC curriculum. However, as mentioned above, the National Teachers' Policy adopted in October 2019 foresees a change in the organisation responsible for curriculum development (from KyU to UNITE). The NTP aims to develop a new curriculum for teacher training at degree level by September 2021.

Consequently, during the extension, the focus will be on advocacy to make sure that the new curriculum includes the dimensions of Active Teaching & Learning, ICT (both basic ICT skills and ICT in Teaching & Learning), Gender Responsive Pedagogy and Continuous School Practice. This process will be facilitated by the highest visibility of the project outputs gained in 2020, and the ongoing capitalisation journey. The support will mainly be technical, however, if national orientations are clearly given, if different development partners are supporting the process of curriculum review, and if the financial resources allow, the project will foresee to contribute this process, as it will ensure the sustainability of all actions undertaken over the last years.

#### *Digital transformation of TIET Department*

The project will support TIET in the implementation and review of its strategy 2020 – 2030. Support will be provided to TIET Department for its digital transformation through the provision of ICT equipment and strengthening of staff's digital skills.

Considering the new ways of working, the TIET commissioner is willing to build competences on how to lead a remote team, working from office and / or home.

#### **Activity 0109 Digital Hub<sup>30</sup>**

TTE supported the TIET department in developing a proposal to solicit for extra funding to the Consultancy and Study Fund. This funding was used for developing sustainable models for the NTCs. One of them is the creation of a digital hub, which will be tested in one NTC. The Digital Hub can offer services such as:

- ICT skills training for NTC staff, students, communities, etc.;
- Events (coding week, innovations in EdTech, exhibitions, etc.);
- Awareness raising among youth on opportunities offered by Digitalisation;
- Co-working space for incubation of digital initiatives;
- Computer repair;
- Computer leasing.

The different services provided will act as an income generating activity for the NTCs. To implement this pilot Digital Hub, different steps will be followed:

- A Mapping
  - To identify the existing digital hubs and their activities;
  - To identify the adequate Hub partner who could support the creation of a Digital Hub in one NTC;
  - To identify the appropriate NTC to host the Digital Hub
  - To identify the best gender approach to the creation of the hub in order to build girls' digital skills, as well as their interest in technology-linked careers.
  - To develop a business plan for the Digital Hub and seek for Public Private Partnerships
- Digital infrastructure and equipment;
- Training of the Hub staff.

Considering the existing gender gap in digitalisation, specific actions will be put in place to tackle it (group of female students, etc.).

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<sup>30</sup> This activity has been added compared to the initial TFF.



### **Activity 0110 Technical assistance**

See HR section.

### **4.2.2 Result 2 – Appropriate teaching and learning environment and facilities available**

The Colleges of Kaliro and Muni were enhanced both in terms of pedagogy and accommodation facilities for students and staff, with the funding from Belgium under two different phases. Unyama College was supported by the Islamic Development Bank for constructions and equipment. The Belgian intervention for NTC Unyama was limited to an early childhood development block. In Mubende and Kabale Colleges, only some pedagogy facilities were prioritized so far. The rehabilitation and construction will allow to strengthen the pedagogy facilities in these 2 colleges and to better take into account gender by building separate boarding and sanitation facilities for male and female students.

The **focus** will be in this extension on strengthening a healthy and gender-responsive environment, meeting the digital needs of hybrid education and responding to climate change challenges. In particular, the extension will:

- strengthen the facilities available at NTCs Kabale and Mubende
  - In Kabale, the rehabilitation and construction will include the pedagogy facilities (library, departmental offices, micro teaching spaces, hall for professional studies, staffroom complex, outdoor lecture areas) and security measures (control posts to enhance college security)
  - In Mubende construction work will include the accommodation facilities (male and female dormitories), the sanitation facilities (for girls and boys), and an outdoor lunch/study shade;
- strengthen the digital infrastructure for internet and ICT equipment in all 5 NTCs answering the increased digital needs in a context of hybrid education;
- build the capacities and develop the strategy for proper use and maintenance of the assets, in order to strengthen the sustainability of the buildings and equipment in the 5 NTCs;
- support the competencies of Construction Management Unit (CMU) in sustainable infrastructure.

As explained above, emphasis will be put on the consolidation of **sustainable approaches**, which includes environmentally friendly infrastructure. The project will continue working on the achievements and lessons learnt from the ongoing project and will find ways to apply even more sustainable design principles following the reviews.

Under this result 2, important attention will also be given to the capacity building of the Construction Management Unit (CMU) in sustainable infrastructure. Established within the MoES, CMU's mission is to ensure qualitative and timely construction of government education facilities in the country. CMU mandate also includes to provide technical support and ensure Local Governments' compliance to the guidelines. This capacity building will be built on the experience and lessons learned of the current project phase, such as the Manifesto for climate responsive design published in 2019.

### **Activity 0201 Update and fine-tune infrastructure needs assessment and master plans for NTC Kabale and Mubende**

This activity was concluded for all colleges and does not need to be re-conducted.

### **Activity 0202 Rehabilitate and/or construct selected facilities in NTC Kabale, including supply of furniture and equipment**

This activity in COGES was cancelled and replaced by a regie budget line (see below).

### **Activity 0203 Rehabilitate and/or construct selected facilities in NTC Mubende, including supply of furniture and equipment**

This activity in COGES was cancelled and replaced by a regie budget line – see below.

### **Activity 0204 Strengthen maintenance and asset management of NTCs**

NTCs have a large number of assets (land, equipment, vehicles, etc.) to manage and to maintain. In order to avoid rapid deterioration and depreciation of the constructed infrastructure and the provided furniture and equipment, the 5 NTCs capacities in maintenance of assets will be strengthened.

Building on the existing maintenance strategies developed for the colleges during the current intervention, the support will be 4 folded:

- capacity building for the estate department in order to better manage their tasks of asset management;
- awareness raising for the entire college community on assets value and low energy use;
- the actual maintenance itself; and
- the development of an evidence-based policy for preventive and corrective maintenance for NTCs Assets.

#### *Strengthening the estate department*

So far, the intervention has allowed to set up in each NTC an estate department in charge of assets maintenance. The capacities were built by the development and use of simple tools to organise building and equipment inspection. Considering the staff working at the estate department do not have a technical background, the focus is and will be on low-cost preventive maintenance, which can reduce the high costs of corrective maintenance in the long run. The training of the estate staff will also cover the use and maintenance of renewable energy installations, electricity, borehole maintenance, and plumbing. The estate department will also be trained in conducting energy audits to reduce energy wastage.

Through the results-based management system (see result 1), implemented in the last 3 years, staff in the estate department have learnt how to plan the maintenance activities, within the available budget. However, the current budget allocated by the Government of Uganda to the NTCs, through the capitation grant, is not sufficient to meet all college needs. In this context, staff capacities will be strengthened for maintenance planning, estimation of works to be executed, and priority setting. CMU will also conduct annual facilities inspection to support the Colleges in preparing their maintenance activity plans.

Considering the increasing number of furniture and equipment which are and will be made available in the NTCs, the estate department will be supported for the development of the assets inventory.

These capacity building activities might also include a study tour to visit education institutions with well-developed maintenance and inventory systems.

#### *Raising awareness on assets values and low energy use*

Awareness on the values of the institutions' assets is very important. The deterioration of assets (and thus the depreciation of their values) is highly influenced by the daily use of the assets. In order to prevent rapid deterioration, the users of the assets (teaching and supporting staff and students) will be trained to use the assets correctly and to take care of them.

Awareness raising will also be conducted to equip the colleges' community with knowledge of the negative impact of the climate and environmental degradation. A focus will be on behavioural change related to maintenance, hygiene, cleaning, low energy use, safety and waste disposal.

In this context, manuals, posters, and videos will be developed. It is important that whatever system or training will be organised, it should be a continuous and repetitive activity considering the annual influx of new students.

#### *Develop an evidence-based policy for preventive and corrective maintenance for NTCs Assets*

By government policy, the NTCs are responsible for maintenance of their facilities. However, the grants and fees that the colleges receive per student are insufficient to cover all NTC costs.

In this context, it is thus important to develop guidelines and a policy for maintenance of NTC assets. The project, in collaboration with CMU, will conduct an exploratory study which will be the basis for the development of a policy for assets maintenance. The study will:

- analyse existing policies and experiences in the public sectors;
- document the impact of energy efficiency and sustainable facilities on the energy costs of the institutions in order to identify the saved budget which should be allocated for maintenance;
- explore good practices to increase the maintenance budget (financial contribution by staff living on the campus, renting out the colleges' facilities, income generating activities, etc.);
- recommend per NTC
  - the minimum annual preventive maintenance budget to ensure the sustainability of the assets in the short term
  - the minimum curative maintenance budget to plan in 5 years' time to ensure the sustainability of the assets in the long run.

Based on the above study, a policy for NTCs maintenance will be developed and proposed to MoES, in order to engage the Government of Uganda to cover the maintenance costs in the long run.

### *Support direct maintenance*

As mentioned above, the grants and fees that the colleges receive per student are insufficient to cover all NTC costs. As we build capacities on low cost preventive maintenance, and advocate towards Government of Uganda for an increase in the capitation grant, it remains important to support, financially and technically, the colleges for maintenance.

The direct support to the 5 NTCs will aim to increase the sustainability of maintenance operations and reduce the impact on climate change. In this context, the project will support supply of tools, equipment and spare parts for regular maintenance operations. Support for direct maintenance can also cover minor civil repairs, ICT equipment service, Genset service, etc.

### **Activity 0205 Develop Standards for Infrastructure**

This activity will be led in close collaboration with CMU, in a capacity building approach on sustainable infrastructure.

In 2019, CMU and the project developed Guidelines for Climate Responsive Design for East Africa. In February 2019, a Forum to raise awareness for climate responsive design was organized together with CMU. The forum had an active participation of 120 professionals coming from East Africa. The proceedings have been published in a book called 'Manifesto for Climate Responsive Design'.

It is foreseen that the Manifesto will influence the work of CMU and the wider infrastructure sector in many different ways:

- The good practices in the manifesto will be used by CMU to cascade climate smart designs and principles to various Local Government and educational institutions under their mandate thereby positively impact on the climate change and environment protection;
- The Manifesto for the climate responsive design will influence the existing norms of practitioners through getting aware of resource efficient and environmentally friendly design considerations;
- It will inform the proposed building code and national physical planning board where many of building consultants are members of the review board.

In this context, it is foreseen to strengthen the dissemination of the Manifesto. To do this, a website on climate responsive design, with an online course will be developed in order to promote key pillars of sustainable design. The website and online course will be developed and animated by Martyrs' university, with the support of a forum made of international and national professionals. They will be designed for Ugandan university students in architecture and engineering as the principal audience. However, considering the content will interest countries from the East African Region which do have similar climate conditions, the information will be accessible to anyone with interest on this topic, whether from inside or outside Uganda.

To strengthen CMU management capacities, different activities will be organized, such as benchmarking visits, thematic webinars/meetings, and provision of ICT equipment. Capacity building on digital skills will also be provided through the SHDR project.

### **Activity 0206 Technical Assistance**

See HR section.

### **Activity 0207 Design and Supervision for NTC Kabale and Mubende**

The aim is to design sustainable infrastructure with good quality conditions for teaching, learning and working. The buildings constructed under the project at hand will be partially furnished and equipped, taking into consideration the pedagogical requirements, users' comfort and environmental concerns.

Some examples of specific measures that will be taken to achieve the sustainable design are outlined below:

- A low environmental impact design will analyse the full life cycle and the environmental impact of materials and buildings. Continuing the work already accomplished by the TTE project, the project will

analyse environmental-friendly techniques such as waste disposal management and rainwater harvesting;

- The green environment of the college compounds is to be respected and maintained. Tree plantations, curbs, bushes, pathways, all these will be designed to promote the ecological environment of the colleges;
- Renewable energy will be taken into account when designing solar panels, biogas and water heaters will be considered;
- A safe design, which includes among others: fire retarding materials, sufficient emergency exits, safe electricity installations, grills against burglary, and fencing. Particular attention will be given to the sanitary needs of girls and people with special needs;
- A healthy school design can be achieved through measures such as sufficient ventilation and natural lighting that will promote the comfort of the users and increase therefore the learning and teaching capacity of both students and teachers. The design will avoid standing water as this attracts mosquitoes and facilitates the spread of malaria and other insect borne disease;
- Access for persons with disabilities. In particular, access for wheelchair users is to be ensured, through measures such as accessible slopes and wide doors. A need-based review will continue to be done with the colleges to see what other requirements persons with disabilities might have to enable them to follow courses in the college, in order to give the necessary input for the design review process.

To improve the sustainability of the NTCs and to look for innovative solutions, consultants and experts can be hired for specific design review issues.

#### *Procurement procedures for design and supervision*

In order to reduce the time needed to prequalify the consultants in charge of the final design and supervision, we foresee to use negotiated procedures without publication given that we already have a list of prequalified service providers and that the estimated costs are below the threshold. Masterplans and designs for the facilities are ready; they will only need minor review for the Bill of Quantities and drawings.

#### **Activity 0208 Rehabilitate and/or construct selected facilities in NTC Kabale, including supply of furniture and equipment**

On the basis of the master plans, a priority setting was conducted together with the TIET Department, CMU and Kabale NTC.

In Kabale, the rehabilitation and construction will include the pedagogy facilities (library, outdoor lecture areas, departmental offices, micro-teaching spaces, hall for professional studies, staffroom complex, outdoor lecture areas) and security measures (control posts to enhance college security) as described in the table below.

<b>NTC KABALE ACTIVITIES BASED ON PRIORITY NEEDS ASSESSMENT</b>			
<b>Type of work</b>	<b>Facility</b>	<b>Present/Planned utilisation</b>	<b>Scope of work</b>
Rehabilitation	Amphitheatre	External teaching space	Roof, walls, doors, windows, internal finishes, external finishes & fittings
	London Hall	Lectures space	Roof, walls, doors, windows, internal finishes, external finishes & fittings
New constructions	Rehabilitation and Extension Staffroom complex: Library, staff room and staff offices	Library, Offices, stores and staff common rooms	Roof, walls, doors, windows, internal finishes, external finishes & fittings
	Extension of Staffroom for a canteen	Staffroom	Roof, walls, doors, windows, internal finishes, external finishes & fittings
	Gate & gate house	Security	New construction
	External Lecture Area	Micro Teaching	New construction
	Bicycle shed	Security	New construction
Services	Water supply	Environmentally friendly water system	Tanks, footings and transfer systems
	Renewable energy	Lighting for safe compound	Standalone streetlights and teaching spaces

	External works & Drainage	Environment protection	Erosion protection and safety in college
Furniture & Equipment	Furniture	Support e-learning, ATL and SLE in teaching spaces and offices	Supply and install furniture
	Equipment	Support e-learning, ATL and SLE in teaching spaces and offices	Supply and install ICT and science equipment

#### *Procurement procedures for the works*

For both Kabale and Mubende Colleges, in the ongoing contracts for construction works, some conditional blocks exist but were not ordered due to budgetary constraints. These conditional blocks can already reduce the procurement load by simply providing execution orders to the seating contractor(s) on site. This will reduce the critical time required as some of the contracts can be amended accordingly by triggering the price fluctuation clauses where applicable.

In cases where the work cannot be executed by amendment of the existing contracts, we foresee to publish all tender documents as soon as possible, and to only award the contract(s) once the bridging phase is fully approved. This is foreseen to reduce the time needed to prequalify the contractors. With this procurement procedure only proven contractors from the current phase will participate in the tendering and therefore provide a reasonable degree of certainty in carrying out the work in 12 months building on existing experiences.

The defects liability phase is foreseen for 12 months and guarantees will be required to offset the 12 months period.

For furniture, the project has current ongoing contracts which could be extended. The contracts provide for quantity fluctuation downs and upwards by 30% of the initial tendered for amount.

For ICT Equipment, the project is about to award a contract for the current needs which could be extended to cover the needs involved in the extension.

These procedures will be of great value in our effort to save time and provide confidence in achieving the construction activities.

#### **Activity 0209 Rehabilitate and/or construct selected facilities in NTC Mubende, including supply of furniture and equipment**

On the basis of the master plans, a priority setting was conducted together with the TIET Department, CMU and Mubende NTC.

In Mubende, the foreseen facilities will include the accommodation facilities (boys and girls dormitories), the sanitation facilities (for girls and boys), and an outdoor lunch/study shade, as described in the table below:

<b>NTC MUBENDE ACTIVITIES BASED ON PRIORITY NEEDS ASSESSMENT</b>			
<b>Type of work</b>	<b>Facility</b>	<b>Present/Planned utilisation</b>	<b>Scope of work</b>
Rehabilitation	Girls dormitories	Students accommodation	Renovation, upgrading
	Roofed outdoor shade	Lunch shade (external)	Roof & screed
New construction	Girls drainable Sanitary block - dormitory	Sanitation	New construction
	Girls drainable Sanitary block - day	Sanitation	New construction
	Girls block - dormitory	Students accommodation	New construction
	Boys block - dormitory (completion)	Students accommodation	New construction
	Boys drainable Sanitary block - dormitory	Sanitation	New construction
	Boys drainable Sanitary block - day	Sanitation	New construction
Services	Water supply	Tanks, footings and transfer systems	Environmentally friendly water system
	Renewable energy	Lighting	Standalone streetlights and teaching spaces
	External works & Drainage	Environment protection	Erosion protection and safety in college

Furniture & Equipment	Furniture	Support e-learning, ATL and SLE in teaching spaces and offices	Supply and install furniture
	Equipment	Support e-learning, ATL and SLE in teaching spaces and offices	Supply and install ICT and science equipment

The procurement procedures for the works in NTC Mubende are similar to the ones described above for Kabale.

### Activity 0210 Equipment for the 5 NTCs<sup>31</sup>

An analysis will be conducted to assess the needs of all NTCs in terms of ICT equipment and work to strengthen the Internet networks. The analysis will consider the needs of ICT equipment under the 3 result areas (needs for the constructions, for the digital hub, for the leasing scheme, for hybrid education - projectors, conference systems, etc.). Following the priority selection, the procurement of equipment will be conducted for all NTCs.

In a gender responsive approach, attention will be paid to an equal access for male and female students to ICT equipment and to the needs of equipment to ensure a safe learning environment (equipment for the early childhood centres, etc.).

#### 4.2.3 Result 3 - Pedagogical approaches to pre-and in-service teacher training effectively applied at NTCs and in partner schools

Within result 3, digitalisation and gender are at the core of the pedagogical practices which will be strengthened to pilot the experimentation of hybrid education.

The pedagogical approaches to pre-and in-service teacher training effectively applied at NTC will focus on the implementation of continuity of learning during NTCs closing and the pilot experimentation of **Hybrid Education**, during the phased re-opening, by consolidating ICT in Teaching & Learning. Specific attention to a learner-centred approach, with Active Teaching and Learning, and to gender-responsive pedagogy, will be kept in the definition of the hybrid education modalities which will be piloted in NTCs.

The issue will be addressed by improving lecturers' capacity for distance and hybrid education. A specific attention will also be put on the student teachers as they will be key, once they become teachers, in the rolling out of the new modalities.

The key **innovations** will be here to consolidate the development of online courses for students teachers, and the piloting of hybrid education blending face to face and online interactions. To widen the impact, a collaboration will be set up with UNITE, as explained in result 1, so that the courses developed on teaching methods and ICT in teaching and learning:

- will be rolled out to their affiliated institutions;
- will be included in the teacher training curriculum to be revised.

### Activity 0301 Strengthen professional competencies of NTC academic staff

#### *Strengthen Distance Learning in NTCs: from fast track response to online learning*

In order to facilitate and enhance distance learning in the colleges during and after the COVID-19 pandemic, TTE has initiated, starting in April 2020, a testing environment for EdTech<sup>32</sup>, called the TTE Sandbox. A sandbox in the literal sense is a small space filled with sand where children play and - by using their imagination - build sandcastles, tunnels, etc. The software term sandbox derives from this, as in a digital sandbox environment, a programmer has the liberty to build things from scratch. With the TTE Sandbox, we aim to improve content & processes in the NTCs. We introduce new ideas & technologies in the NTC ecosystem by organizing innovative collaborations with ICT champions, NTC lecturers and TTE staff.

<sup>31</sup> This activity has been added.

<sup>32</sup> EdTech is a portmanteau of the phrase 'education technology': a combination of IT tools and educational practices aimed at facilitating and enhancing learning.

The TTE sandbox is made of different sandcastles, the different activities implemented to turn the sandbox into reality, in order to ensure the continuity of learning for students, such as: One Helpdesk for ICT support and lessons development, Communities of practice (CoP) sessions for training of teachers, etc.

All of this resulted in the development of lessons using new digital tools. All lessons are accessible on a One Stop Portal, allowing students to continue learning, and providing a fast track response to the closing of the NTCs.

As it is now clear that the pandemic will have a huge impact on the way the education system is being organised, all the content which was developed in the fast track response will now feed all the initiatives on online learning, which will be developed during the extension.

In the extension, the focus will be to consolidate NTC staff **Digital skills for teaching** and learning, but also the skills of NTC students.

In 2020, the project has launched the **online course on General Teaching Methods** in order to favour the use of ATL among NTC lecturers, NTC students, and secondary school teachers. To do so, a participatory process was led in 2018 to update the syllabus for Professional Studies – where general teaching methods is one of the courses- and to develop a Teacher Guide on General Teaching Methods. Following an assessment done in February 2019, Open Learn Create was selected as the best digital platform to host the online course.

In the extension, the focus will be on the full roll out of the General Teaching Methods course and the development of 2 other online courses. The first one will be on the use of ICT in teaching and learning by turning all the modules developed with the sandbox in e-learning content. This will be very useful to equip NTC staff, NTC students and partner secondary school teachers with Digital Skills for ICT in Teaching & Learning. The second one will be on transversal subject for all teachers, most likely inclusive education (children with disabilities, gender responsive pedagogy, etc.). These 3 online courses will be used as a model online courses to encourage lecturers to develop their own online courses through the learning management system to be piloted (see result 1).

These 3 pilot online courses will be used to test how online courses can be used together with the face to face modalities, in order to build lessons for the hybrid education system to develop. All materials will also be printed, in order to leave no one behind.

To widen the impact, a collaboration will be set up with UNITE, so that the courses developed on teaching methods and ICT in teaching and learning are rolled out to their affiliated institutions.

Finally, and importantly, in view of sustainability, the NTCs will be supported to submit their request to be recognised by the National Council for Higher Education as Open Distance and e-Learning institutions.

#### *Introduce Gender Responsive Pedagogy*

A partnership will be consolidated to organise the training on gender responsive pedagogy.

#### **Activity 0302 Facilitate access to information and quality pedagogical content**

##### *Pilot a leasing scheme of ICT devices for students<sup>33</sup>*

In order to facilitate access to information in the hybrid education system, the project will pilot a leasing system of ICT devices (such as smartphones, tablets, laptops) for staff and students. By this process, NTCs will receive ICT equipment. Staff and students will be entitled to rent the equipment, by paying a monthly contribution or making a deposit. At the end of their study, they can either return the equipment or pay an extra contribution so that the equipment becomes their property. This will ease their study process, but also their transition from training to employment.

To do so, the project intends to conduct a feasibility study, in collaboration with SDHR project, to:

- identify existing practices both in Uganda and internationally;
- identify potential synergies with private sector to purchase and or lease the equipment at interesting costs;
- define the framework for the pilot experiment
  - Leasing guidelines

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33 Enabel's note on private sector states that: Enabel peut proposer –par l'intermédiaire d'un partenaire dont c'est le mandat- des subventions sous forme d'aides directes qui, idéalement, doivent être associées à un crédit afin que la dite subvention vienne faciliter l'accès au crédit : par exemple, s'il s'agit d'équipement: le nantissement de l'équipement pourrait être présenté comme garantie.

- Leasing contract
- Leasing schemes (fees per month, deposit, extra fee for ownership, etc.)
- Risks management.

Then, during and after the implementation, the pilot will be evaluated for further consideration in the new portfolio.

#### *Strengthen the User friendly libraries*

Since 2018, libraries also took the road of digitalisation. A **library management software**, Koha, had been installed at the end of 2018 in all NTCs. In 2019, the library teams focused on the cataloguing of the books and users in the system. In 2020, the library teams were ready to initiate the borrowing of the books through the software. However, this was put on hold following the closing of NTCs in March 2020.

In the extension, the focus will be consolidating the use of the software for improved library management practices.

In the current phase, the project has supported the Colleges to have access to digital resources, to open education resources. To go further in the process, the NTCs will identify possibilities to pilot a system of a **digital box** giving access to digital resources, within the campus and not only in the library.

#### **Activity 0303 Turn school practice into a powerful learning tool**

2019 was the second year of implementation of the pilot system of Continuous School Practice. As a result, NTC students are more confident for teaching, as they benefit from more opportunities to practice teaching both in NTCs and partner secondary schools. Following the important advocacy to institutionalise the system, notably during the celebrations of the Teachers' Day in October 2019, MoES has decided to have one demonstration school attached to each teacher training institution (see National Teacher Policy). With the closing of education institutions in 2020, Continuous School Practice did not take place in partner secondary schools.

#### *Pilot new ways of doing teaching practice*

With the new context, where hybrid education will become the new normal, it is important to pilot new ways of doing teaching practice, both Continuous and Examination School Practice. The project will assess the options: Micro-teaching sessions when on campus, videos of good teaching practices, digitalisation of the process (allocation of students, supervision planning and results, etc.).

#### *Advocate for more teaching practice opportunities*

In the extension, **advocacy** will continue so that this positive experience is incorporated in the curriculum and so that the demonstration schools foreseen in the National Teacher Policy and in the ESSP become a reality.

#### **Activity 0304 Create a network of partner schools and strengthen their pedagogical capacities**

To implement the system of Continuous School Practice, NTCs have partnered since 2018 with different partner secondary schools, surrounding the colleges. So that NTC students are welcomed in institutions applying ATL, the NTC mentors have trained PSS teachers on this approach in 2018 and 2019. As a result, the monitoring showed that individual teachers apply ATL (2.9/4).

When we designed the Sandbox, following the closing of education institutions in 2020, we focused on supporting NTC teachers for distance education. However, with time, more and more PSS teachers joined the community of practice sessions, to discover ICT tools.

In the extension, the collaboration with PSS will continue as it is an opportunity to pilot the new modalities of teaching Practice and the introduction of ATL and ICT in T&L with in-service teachers.

#### **Activity 3.5 Support activities improving quality of teaching and learning**

The three results areas will benefit from an extension for the **consolidation and sustainability** of the practices introduced recently – either just before or during the COVID 19 pandemic. In this context, the project will adjust its knowledge management process so that lessons learnt from the hybrid education journey are documented and shared, in view of increased sustainability.

In this context, a minima the following capitalisation products will be developed: a website and a video documentary. In order to ensure the use of the website after project closing, partnership with UNITE will be sought in view of sustainability.



Events, in the context of International Days Celebration - such as Teachers' Day, Woman's Day, etc - will be an opportunity to share these products.

### **Activity 3.6 Technical Assistance**

See HR section.

## **4.3 Synergies / complementarities**

Synergies are effective with 2 other interventions of the bridging phase: the Support to Skilling Uganda (SSU) intervention and the Support to Development of Human Resource (SDHR) intervention.

The close collaboration with SDHR will be continued, and will particularly focus in the extension on:

- training to equip beneficiaries with digital skills (basic and for distance learning);
- mapping study and technical support for the implementation of the Digital Hub;
- feasibility study for the leasing of ICT equipment;
- consultancy on hybrid education and teaching practice;
- exploratory study for the development of a policy for assets maintenance.

The collaboration between TTE and SSU will continue in the extension, particularly on infrastructure, through the development and launch of the website and an online course on sustainable infrastructure. The collaboration will be strengthened for the digital transformation of the institutions being supported (digital registration, financial system, academic management system, library management system, Digital Hub, etc.) and for exchange of experience with the use of digital and gender responsive approaches.

The different projects will jointly take part in communication events (Kampala Innovation Week, Hackathon, etc.) on topics related to the respective interventions.

The collaboration with the Embassy of Belgium, on Education topics, is and will remain high. Currently, the Embassy of Belgium is chairing the Education Development Partners Group, which include a working group on education technology.

The project is complementary to the contributions of the other Development Partners in Uganda, particularly UNESCO, VVOB and World Bank in the field of teacher training.

## **4.4 Logical Framework indicators and verification sources**

The logical framework indicators and verification sources have been adapted to fit with the operational planning – see annex 8.2. The indicators will be further finetuned through the monitoring and evaluation review which will take place in January 2021, with the support of an external expertise, in a participatory approach with project staff and partners. In a gender approach, the indicators will be disaggregated each and every time possible and will include specific gender responsive indicators (indicator on GBV, or indicator on the gender digital divide, etc.). The updated logical framework will then be validated by the Steering Committee in the first semester of 2021.

## **4.5 Intervention area**

The intervention will be implemented at the level of the MoES, and in the 5 NTCs (Kabale, Kaliro, Mubende, Muni and Unyama).

## **4.6 Beneficiaries**

The direct beneficiaries are:

- Management, staff and students of the 5 NTCs;
- Management and staff of the Construction Management Unit (CMU) of the MOES;
- Management and staff of the TIET Department of the MOES ;
- Management and staff of the Uganda National Institute of Teacher Education (UNITE);
- Management and teaching staff of participating partner secondary schools.

## **4.7 Duration**

The duration will be from the date of signing of the Addendum to the Specific Agreement until the end date of agreement. The implementation will start from January 2021. The expected end date of the implementation is 31 December 2022. The closing phase will be from January to July 2023.

## 5 Resources

### 5.1 Human Resources

The intervention will be implemented by the Enabel project team based in Kampala and Colleges together with the TIET Department, and particularly the 2 project coordinators.

Function Description	Roles	Quantity	Full time equivalent	Duration
<b>Technical and coordination team</b>				
International Intervention Manager	General management of the intervention Contribution to all results	1	100%	23 months
TIET Project Coordinators	General management of the intervention	2	100%	24 months
Communication Officer (level 5)	Communication and Capitalisation	1	100%	22 months
M&E Officer (level 5)	M&E	1	100%	22 months
International D4E expert (level 5)	Technical expertise on D4E for all 3 result areas	1	100%	22 months
Institutional Development National Expert (level 6)	Management and technical expertise for result area 1	1	100%	22 months
Institutional Development National Intervention Officer (level 5)	Technical expertise for result area 1	1	100%	19 months
Infrastructure National Expert (level 6)	Management and technical expertise for result area 2	1	100%	24 months
Infrastructure National Intervention Officer (level 5)	Technical expertise for result area 2	1	100%	19 months
Pedagogy National Expert (level 6)	Management and technical expertise for result area 3	1	100%	22 months
Pedagogy National Intervention Officer (level 5)	Technical expertise for result area 3	1	100%	19 months
Field officers (level 4)	Coordination in NTCs and technical support on one of the 3 result areas	3	100%	19 months
International D4D Expert	Expertise and Networking on D4D	1	30%	19 months
<b>Administrative and financial team</b>				
International Finance and Contracting Coordinator	Financial management of the intervention	1	50%	23 Months
International ECA	Procurement, Logistics, Grants	1	30%	24 Months
Financial controller (level 5)	Supervision of administrative and financial team	1	100%	25 Months
Accountant (level 4)	Accounting	1	100%	17 Months
Accounts assistant (level 3)	Accounting support	1	100%	22 Months
Procurement & logistics Administrator (level 4)	Procurement & logistics	1	100%	19 Months
Procurement & logistics Administrator - Administration (level 4)	Reception, HR, administration	1	100%	19 Months
Office caretaker (level 1)	Cleaning offices	1	100%	24 months
Drivers (level 1B)	Logistical support	4	100%	1 for 22 months 3 for 19 months

## **5.2 Financial Resources**

The estimated budget of the extension is 7,500,000 EUR. The breakdown of intervention budget is provided in Annex 8.1.

## 6 Implementation Modalities

### 6.1 Governance

The intervention will remain anchored in the TIET Department of the MoES and will be managed by the existing Steering Committee. Considering the epidemiological situation, organisation of virtual Steering Committee meetings will be preferred.

The implementation modality will be own management.

### 6.2 Monitoring and reporting

Monitoring of results will be based on the Logical Framework indicators.

Narrative and financial planning will be produced in the Pilot and UBW systems on a quarterly basis.

MoRe Reports will be produced annually. The final Results Report will be produced in 2023.

### 6.3 Evaluation and audit

The end-term review and audit of the interventions will be done in February 2023.

### 6.4 Grants

The project foresees to use the **grant modality, through direct award, with Mbarara University** of Science and Technology (MUST), and more specifically with the Faculty of Interdisciplinary Studies (FIS), after getting the opinion of L&A.

Mbarara University of Science and Technology has strategically evolved into a public research and training institution offering programs that are relevant to national development. MUST established the Faculty of Interdisciplinary Studies in May 2013 replacing the Faculty of Development Studies to spearhead research and training from an interdisciplinary perspective. In this context, the Faculty has the mandate to research on gender related themes, and as a consequence has intensive expertise in this area.

Following the research done in 2019 on the incidence of Gender Based Violence in the NTCs, the Faculty is willing to conduct deeper research on this topic with their PHD and master students. The objective of the grant will consequently be to conduct a research on Gender Based Violence in the NTCs. This research will contribute to the safe learning environment of the institutions and contribute to measure the impact of the action in this area.

Mbarara University is public entity. Mbarara University has sufficient management autonomy to commit for a Grant Agreement and manage the funds autonomously. A preliminary analysis and an organisational assessment of the Faculty capacities will be conducted in 2021. Following the confirmation that the minimum capacities are met by the Faculty, Enabel will officially request the Faculty to submit a research proposal, in view of the grant agreement (direct award).

Objective	Procedure	Amount in €	Potential Grantees
Research on incidence of Gender Based Violence	Direct award	60,000 EUR	Mbarara University, Faculty of Interdisciplinary Studies

The project does **not** foresee to use **grants with the Colleges**, during the extension.

## 7 Risk Analysis

Risks	Risk level	Mitigation measure
Unpredictable dynamic of <b>COVID-19</b> pandemic in Uganda may result in the reinstatement of the lockdown, closing of educational institutions, which may affect implementation of all activities of the intervention.	High	Get timely, valid and reliable information for evidence-based decision-making from the Government and Ministry of Health.  Implement remote work and supervision (online meetings, training sessions, etc.)
<b>Elections</b> may result in an unstable social situation, which may affect implementation of all activities of the intervention.	High	Get timely, valid and reliable information for evidence-based decision making from the Government and Embassy of Belgium.  Implement remote work and supervision (online meetings, online training sessions, collaboration with local supervision teams for constructions follow up, etc.).
<b>Non application</b> of ATL, gender and ICT in Teaching and Learning.	Medium	Foresee continuous professional development and capacity building.
<b>Low adoption</b> of the digital innovations.	Medium	Pilot a leasing scheme of ICT equipment, Foresee reliable power back-up, And analyse better internet services.
<b>Graduates</b> do not become secondary school teachers.	Medium	Request commitment from MoES to ensure the timely release of transcripts and Diploma certificates and follow up in the steering committee.  Implement a Tracer study.
<b>Use of the facilities</b> for other purposes than teaching.	Medium	Request commitment from GoU to ensure the land title is owned by NTC Mubende and follow up in the steering committee.
<b>Constructions</b> may be delayed, not completed before the end of the execution period, and below expected quality.	Medium	Intensify monitoring and supervision.  Foresee a buffer period between end of contract and end of project to mitigate any delays.
Damage, loss, theft or non-utilisation of <b>equipment</b> .	Medium	Increase colleges' and communities' involvement through awareness raising and training.
Inability to <b>maintain</b> the new equipment and facilities.	Medium	Request commitment from GoU to increase the capitation grant.
No timely establishment of <b>UNITE</b> (Ugandan National Institute for Teacher Education) resulting in non-institutionalisation of the good practices in active, gender responsive, and ICT oriented pedagogy.	High	Request commitment from MoES to establish UNITE and to review the curriculum.  Collaborate with TIET Department and UNITE Taskforce to prepare, per anticipation, the institutionalisation of the good practices.
GoU and MoES do not ensure continuity of good practices.	Medium	Advocate so that all good practices, in terms of Active Teaching & learning, ICT in Teaching & learning, and gender responsive pedagogy are part of the teacher training curriculum.  Request commitment from GoU to increase the share of the education budget.

Two of **the bottlenecks** – non issuance of Diploma certificates and the absence of a revision of the NTC curriculum - are being **turned into an opportunity with the establishment of UNITE** foreseen by the National Teacher Policy.

One of the major risks managed by the intervention is the fact that NTC **graduates do not become secondary school teachers**, for administrative reasons. DES students graduating from NTC are supposed to receive two documents by KY: one transcript and one diploma certificate. However, since 2014, NTC students had not received their graduation documents, preventing them to register and be hired as a teacher. In 2018 and 2019, a huge advocacy process was done by the project which led to have the backlog cleared. The National Teacher Policy foresees that the issuance of Diploma will be done by UNITE.

A second major risk managed by the intervention is the non-revision of the NTC curriculum which leads to the non-institutionalisation of the good practices. Currently the responsibility of the NTC curriculum is with Kyambogo University. Since the beginning of its implementation, the project is facing resistance from KyU to review the NTC curriculum. This lack of willingness to review the NTC curriculum is consequently a barrier to the institutionalisation of the pedagogical approaches put in place by TTE project. The policy foresees that starting in 2021, NTC will be training degree holders and not diploma graduates as it is currently the case. This change requires a complete review of the NTC **curriculum**. The NTP foresees as well that UNITE will be responsible for teacher training curriculum development. With this change of mandate, and considering a new curriculum needs to be available by September 2021, the extension gives an opportunity to the project to strengthen its advocacy towards UNITE to make sure that the changes brought by TTE project will be institutionalised through the new curriculum (Active Teaching and Learning, ICT basic skills, ICT in T&L, Gender responsive pedagogy, Continuous school practice, etc.). This process will be facilitated by the highest visibility of the project outputs gained in 2019 and 2020.

## 8 Annexes

### 8.1 Total estimated budget

	MUBENDE/KABALE PROJECT Last closing SEP 2020	Mode	Initial Budget	Additional Budget	Total budget
	<b>A IMPROVED TEACHING AND PRACTICE-ORIENTED LEARNING FACILITIES SUSTAINED BY STRENGTHENED MANAGEMENT</b>		<b>6.744.000</b>	<b>5.880.000</b>	<b>12.624.000</b>
	<b>01 Result 1: Institutional Strengthening NTC (including crosscutting)</b>		<b>491.500</b>	<b>1.285.000</b>	<b>1.776.500</b>
A_01_01	01 Strategic Management ( Including cross-cutting themes)	REGIE	100.500	210.000	310.500
A_01_02	02 Procure and Financial Management	REGIE	77.000	120.000	197.000
A_01_03	03 Academic Management (including cross cutting issues)	REGIE	44.000	150.000	194.000
A_01_04	04 HR Management ( Including Cross cutting issues)	REGIE	70.000	100.000	170.000
A_01_05	05 Consolidate and strengthen the maintenance capacity	REGIE	35.000	0	35.000
A_01_06	06 Technical Assistance	COGEST		0	0
A_01_07	07 Grant Agreements	REGIE	165.000	0	165.000
A-01-08	08 TIET Department	REGIE		250.000	250.000
A_01_09	09 Digital Hub	REGIE		190.000	190.000
A_01_10	10 Technical Assistance	REG		265.000	265.000
	<b>02 Result 2: Infrastructure</b>		<b>4.441.500</b>	<b>3.210.000</b>	<b>7.651.500</b>
A_02_01	01 Infrastructure Needs Assessment and Master Plans	REGIE	10.000	0	10.000
A_02_02	02 Rehabilitation and expansion of learning facilities NTC Kabale	COGEST		0	0
A_02_03	03 Rehabilitation and expansion of learning facilities NTC Mubende	COGEST		0	0
A_02_04	04 Strengthen Asset Management Maintenance	REGIE	7.500	550.000	557.500
A_02_05	05 Develop Standards for NTC Infrastructure	REGIE	5.000	120.000	125.000
A_02_06	06 Technical Assistance (20%) + National Engineer (100%)	REGIE	214.000	210.000	424.000
A_02_07	07 Design, Infrastructure & Equipment	REGIE	775.000	250.000	1.025.000
A_02_08	08 Rehabilitation and expansion of learning facilities NTC Kabale	REGIE	1.895.000	930.000	2.825.000
A_02_09	09 Rehabilitation and expansion of learning facilities NTC Mubende	REGIE	1.535.000	1.000.000	2.535.000
A_02_10	10 Equipment for the 5 NTCs	REGIE		150.000	150.000
	<b>03 Result 3: Pedagogy</b>		<b>1.811.000</b>	<b>1.385.000</b>	<b>3.196.000</b>
A_03_01	01 Strengthen Professional Competencies of NTC Academic Staff	REGIE	435.000	190.000	625.000
A_03_02	02 Facilities Access to information and quality Pedagogical content	REGIE	220.000	290.000	510.000
A_03_03	03 Turn School Practice into a powerful learning tool	REGIE	184.000	140.000	324.000
A_03_04	04 Create a network of partner schools and	REGIE	182.000	180.000	362.000



	strengthen their				
A_03_05	05 Support Pedagogical activities improving quality of teaching	REGIE	70.000	180.000	250.000
A_03_06	06 Technical Assistance	REGIE	720.000	405.000	1.135.000
	<b>B VAT refund</b>		<b>0</b>	<b>0</b>	
	01 VAT refund régie		0		
B_01_01	01 VAT refund régie	REGIE	0		
	02 VAT refund co-management		0		
B_01_02	01 VAT refund co-management	REGIE			
	<b>X BUDGET RESERVE</b>		<b>0</b>	<b>300.000</b>	<b>300.000</b>
	<b>01 Budget Reserve</b>		<b>0</b>	<b>300.000</b>	<b>300.000</b>
x_01_01	01 Budget Reserve Co-Management	COGEST			0
x_01_02	2 Budget Reserve BTC Management	REGIE		300.000	300.000
	<b>Z General means</b>		<b>1.256.000</b>	<b>1.320.000</b>	<b>2.576.000</b>
	<b>01 Staff</b>		<b>814.200</b>	<b>1.080.000</b>	<b>1.894.200</b>
Z_01_01	01 International Technical Assistance	REGIE	404.000	720.000	1.124.000
Z_01_02	02 Field Support Staff	REGIE	183.000	105.000	288.000
Z_01_03	03 National Support Staff	REGIE	159.200	255.000	414.200
Z_01_04	04 Uganda Young Potentials /Professionals	REGIE	68.000	0	68.000
	<b>02 Investments</b>		<b>102.000</b>	<b>35.000</b>	<b>137.000</b>
Z_02_01	01 Vehicles	REGIE	11.000		11.000
Z_02_02	02 Office equipment	REGIE	21.000	5.000	26.000
Z_02_03	03 Equipment IT	REGIE	60.000	30.000	90.000
Z_02_04	04 Office Rehabilitation	REGIE	10.000		10.000
	<b>03 Running costs</b>		<b>198.300</b>	<b>165.000</b>	<b>363.300</b>
Z_03_01	01 Maintenance IT	REGIE	9.000	5.000	14.000
Z_03_02	02 Vehicle running costs, maintenance and insurance	REGIE	68.000	55.000	123.000
Z_03_03	03 Telecommunications	REGIE	21.000	20.000	41.000
Z_03_04	04 Office Consumables	REGIE	25.000	15.000	40.000
Z_03_05	05 Missions	REGIE	21.500	8.000	29.500
Z_03_06	06 External Communications	REGIE	6.000	4.000	10.000
Z_03_07	07 Training	REGIE	30.000	30.000	60.000
Z_03_08	08 Financial Costs	REGIE	7.000	8.000	15.000
Z_03_09	09 Other	REGIE	10.800	20.000	30.800
	<b>04 Audit, Monitoring and Evaluation Support</b>		<b>141.500</b>	<b>40.000</b>	<b>181.500</b>
Z_04_01	01 Audit, evaluation, capitalisation	REGIE	113.000	30.000	143.000
Z_04_02	02 Backstopping Est/Ops/Controlling	REGIE	12.000	10.000	22.000
Z_04_03	03 PMU - Program Management	REGIE	16.500		16.500
	<b>99 Conversion rate adjustment</b>		<b>0</b>	<b>0</b>	
Z_99_98	98 Conversion rate adjustment	COGEST	0		
Z_99_99	99 Conversion rate adjustment	REGIE			
	<b>Totals</b>		<b>8.000.000</b>	<b>7.500.000</b>	<b>15.500.000</b>

## 8.2 Financial planning

MUBENDE/KABALE PROJECT Last closing SEP 2020	Mode	Budget	Additional Budget	Total budget	Total Actuals YTD 30/9	Plan Q4 2020	Total plan 2021	Plan 2022	Plan 2023	TOTAL Estimated Expenditures	Estimated Balance
<b>A IMPROVED TEACHING AND PRACTICE-ORIENTED LEARNING FACILITIES SUSTAINED BY STRENGTHENED MANAGEMENT</b>		<b>6.744.000</b>	<b>5.880.000</b>	<b>12.624.000</b>	<b>4.820.607</b>	<b>278.329</b>	<b>2.453.669</b>	<b>4.015.000</b>	<b>1.056.395</b>	<b>12.624.000</b>	<b>0</b>
<b>01 Result 1: Institutional Strengthening NTC (including crosscutting)</b>		<b>491.500</b>	<b>1.285.000</b>	<b>1.776.500</b>	<b>322.488</b>	<b>74.559</b>	<b>496.953</b>	<b>655.000</b>	<b>227.500</b>	<b>1.776.500</b>	<b>0</b>
A_01_01 01 Strategic Management ( Including cross-cutting themes)	REGIE	100.500	210.000	310.500	87.527	0	102.973	80.000	40.000	310.500	-
A_01_02 02 Procure and Financial Management	REGIE	77.000	120.000	197.000	13.264	29.000	64.736	60.000	30.000	197.000	-
A_01_03 03 Academic Management (including cross cutting issues)	REGIE	44.000	150.000	194.000	35.704	0	48.296	80.000	30.000	194.000	-
A_01_04 04 HR Management ( Including Cross cutting issues)	REGIE	70.000	100.000	170.000	17.424	46.000	26.576	60.000	20.000	170.000	-
A_01_05 05 Consolidate and strengthen the maintenance capacity	REGIE	35.000		35.000	35.442	-442	0			35.000	-
A_01_06 06 Technical Assistance	COGEST			0	621	0	-621			0	-
A_01_07 07 Grant Agreements	REGIE	165.000	0	165.000	132.507	0	32.493			165.000	-
A_01_08 08 TIET Department	REGIE		250.000	250.000			60.000	120.000	70.000	250.000	-
A_01_09 09 Digital Hub	REGIE		190.000	190.000			70.000	100.000	20.000	190.000	-
A_01_10 10 Technical Assistance	REG		265.000	265.000			92.500	155.000	17.500	265.000	-
<b>02 Result 2:</b>		<b>4.441.500</b>	<b>3.210.000</b>	<b>7.651.500</b>	<b>3.275.203</b>	<b>59.931</b>	<b>1.317.491</b>	<b>2.515.000</b>	<b>483.875</b>	<b>7.651.500</b>	<b>0</b>

	Infrastructure											
A_02_01	01 Infrastructure Needs Assessment and Master Plans	REGIE	10.000		10.000	1.507	0	8.494			10.000	-
A_02_02	02 Rehabilitation and expansion of learning facilities NTC Kabale	COGEST			0	0	0	0			0	-
A_02_03	03 Rehabilitation and expansion of learning facilities NTC Mubende	COGEST			0	0	0	0			0	-
A_02_04	04 Strengthen Asset Management Maintenance	REGIE	7.500	550.000	557.500	0	0	107.500	350.000	100.000	557.500	-
A_02_05	05 Develop Standards for NTC Infrastructure	REGIE	5.000	120.000	125.000	325	3.000	41.000	60.000	20.675	125.000	-
A_02_06	06 Technical Assistance (20%) + National Engineer (100%)	REGIE	214.000	210.000	424.000	175.604	6.600	76.796	105.000	60.000	424.000	-
A_02_07	07 Design, Infrastructure & Equipment	REGIE	775.000	250.000	1.025.000	562.079	45.388	142.087	200.000	75.446	1.025.000	-
A_02_08	08 Rehabilitation and expansion of learning facilities NTC Kabale	REGIE	1.895.000	930.000	2.825.000	1.950.821	0	25.000	800.000	49.179	2.825.000	-
A_02_09	09 Rehabilitation and expansion of learning facilities NTC Mubende	REGIE	1.535.000	1.000.000	2.535.000	584.867	4.943	916.615	850.000	178.575	2.535.000	-
A_02_10	10 Equipment for the 5 NTCs	REGIE		150.000	150.000			0	150.000		150.000	-
	<b>03 Result 3: Pedagogy</b>		<b>1.811.000</b>	<b>1.385.000</b>	<b>3.196.000</b>	<b>1.222.917</b>	<b>143.839</b>	<b>639.224</b>	<b>845.000</b>	<b>345.020</b>	<b>3.196.000</b>	<b>0</b>
A_03_01	01 Strengthen Professional Competencies of NTC Academic Staff	REGIE	435.000	190.000	625.000	183.249	51.288	200.464	150.000	40.000	625.000	-
A_03_02	02 Facilities Access to information and quality Pedagogical content	REGIE	220.000	290.000	510.000	160.239	41.500	93.261	160.000	55.000	510.000	-
A_03_03	03 Turn School Practice into a powerful learning tool	REGIE	184.000	140.000	324.000	80.870	4.350	75.700	130.000	33.080	324.000	0

A_03_04	04 Create a network of partner schools and strengthen their	REGIE	182.000	180.000	362.000	187.668	0	30.000	100.000	44.332	362.000	-
A_03_05	05 Support Pedagogical activities improving quality of teaching	REGIE	70.000	180.000	250.000	49.855	500	40.000	100.000	59.645	250.000	-
A_03_06	06 Technical Assistance	REGIE	720.000	405.000	1.125.000	561.037	46.200	199.800	205.000	112.963	1.125.000	-
	<b>B VAT refund</b>		<b>0</b>	<b>0</b>		<b>28.872</b>	<b>0</b>	<b>-28.872</b>			<b>0</b>	<b>0</b>
	01 VAT refund régie		0			28.872	0	-28.872			0	0
B_01_01	01 VAT refund régie	REGIE	0			28.872	0	-28.872			0	-0
	02 VAT refund co-management		0			0	0	0			0	0
B_01_02	01 VAT refund co-management	REGIE				0	0	0			0	-
	<b>X BUDGET RESERVE</b>		<b>0</b>	<b>300.000</b>	<b>300.000</b>	<b>0</b>	<b>0</b>	<b>300.000</b>			<b>300.000</b>	<b>0</b>
	<b>01 Budget Reserve</b>		<b>0</b>	<b>300.000</b>	<b>300.000</b>	<b>0</b>	<b>0</b>	<b>300.000</b>			<b>300.000</b>	<b>0</b>
x_01_01	01 Budget Reserve Co-Management	COGEST			0	0	0	0			0	-
x_01_02	2 Budget Reserve BTC Management	REGIE		300.000	300.000	0	0	300.000			300.000	-
	<b>Z General means</b>		<b>1.256.000</b>	<b>1.320.000</b>	<b>2.576.000</b>	<b>1.039.151</b>	<b>30.722</b>	<b>447.191</b>	<b>719.018</b>	<b>339.918</b>	<b>2.576.000</b>	<b>0</b>
	<b>01 Staff</b>		<b>814.200</b>	<b>1.080.000</b>	<b>1.894.200</b>	<b>718.721</b>	<b>25.920</b>	<b>349.580</b>	<b>550.000</b>	<b>249.979</b>	<b>1.894.200</b>	<b>0</b>
Z_01_01	01 International Technical Assistance	REGIE	404.000	720.000	1.124.000	388.982	0	232.500	350.000	152.518	1.124.000	0
Z_01_02	02 Field Support Staff	REGIE	183.000	105.000	288.000	134.079	10.650	33.150	80.000	30.121	288.000	-
Z_01_03	03 National Support Staff	REGIE	159.200	255.000	414.200	146.900	6.960	73.000	120.000	67.340	414.200	-
Z_01_04	04 Uganda Young Potentials /Professionals	REGIE	68.000		68.000	48.760	8.310	10.930			68.000	-0
	<b>02 Investments</b>		<b>102.000</b>	<b>35.000</b>	<b>137.000</b>	<b>82.755</b>	<b>0</b>	<b>29.226</b>	<b>25.018</b>	<b>0</b>	<b>137.000</b>	<b>0</b>
Z_02_01	01 Vehicles	REGIE	11.000		11.000	9.762	0	1.238			11.000	-
Z_02_02	02 Office equipment	REGIE	21.000	5.000	26.000	15.884	0	5.116	5.000		26.000	-
Z_02_03	03 Equipment IT	REGIE	60.000	30.000	90.000	56.347	0	13.635	20.018		90.000	-
Z_02_04	04 Office Rehabilitation	REGIE	10.000		10.000	762	0	9.238			10.000	-0
	<b>03 Running costs</b>		<b>198.300</b>	<b>165.000</b>	<b>363.300</b>	<b>162.389</b>	<b>4.801</b>	<b>41.843</b>	<b>119.000</b>	<b>35.267</b>	<b>363.300</b>	<b>0</b>
Z_03_01	01 Maintenance IT	REGIE	9.000	5.000	14.000	6.030	250	2.720	5.000		14.000	-

Z_03_02	02 Vehicle running costs, maintenance and insurance	REGIE	68.000	55.000	123.000	63.587	2.400	9.013	35.000	13.000	123.000	-
Z_03_03	03 Telecommunications	REGIE	21.000	20.000	41.000	14.505	1.300	5.200	16.000	3.995	41.000	-
Z_03_04	04 Office Consumables	REGIE	25.000	15.000	40.000	18.987	0	4.000	14.000	3.013	40.000	-
Z_03_05	05 Missions	REGIE	21.500	8.000	29.500	14.290	0	3.210	8.000	4.000	29.500	-
Z_03_06	06 External Communications	REGIE	6.000	4.000	10.000	4.251	100	2.200	3.000	449	10.000	-
Z_03_07	07 Training	REGIE	30.000	30.000	60.000	25.716	0	5.000	25.000	4.284	60.000	-
Z_03_08	08 Financial Costs	REGIE	7.000	8.000	15.000	5.341	250	3.500	3.000	2.909	15.000	-
Z_03_09	09 Other	REGIE	10.800	20.000	30.800	9.683	500	7.000	10.000	3.617	30.800	-
	<b>04 Audit, Monitoring and Evaluation Support</b>		<b>141.500</b>	<b>40.000</b>	<b>181.500</b>	<b>73.449</b>	<b>0</b>	<b>28.379</b>	<b>25.000</b>	<b>54.672</b>	<b>181.500</b>	<b>0</b>
Z_04_01	01 Audit, evaluation, capitalisation	REGIE	113.000	30.000	143.000	50.481	0	22.500	25.000	45.019	143.000	-
Z_04_02	02 Backstopping Est/Ops/Controlling	REGIE	12.000	10.000	22.000	6.347	0	6.000		9.653	22.000	-
Z_04_03	03 PMU - Program Management	REGIE	16.500		16.500	16.621	0	-121			16.500	-
	<b>99 Conversion rate adjustment</b>		<b>0</b>	<b>0</b>		<b>1.837</b>	<b>0</b>	<b>-1.837</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Z_99_98	98 Conversion rate adjustment	COGEST	0			1.837	0	-1.837			0	-
Z_99_99	99 Conversion rate adjustment	REGIE				0	0	0			0	-
	<b>Totals</b>		<b>8.000.000</b>	<b>7.500.000</b>	<b>15.500.000</b>	<b>5.859.758</b>	<b>309.489</b>	<b>1.419.783</b>			<b>15.500.000</b>	<b>0</b>

### 8.3 Logical Framework indicators and verification sources

The logical framework indicators and verification sources have been adapted to fit with the operational planning described above. The indicators will be further finetuned through the monitoring and evaluation review which will take place in January 2021, with the support of an external expert, in a participatory approach with project staff and partners. The updated logical framework will then be validated by the Steering Committee in the first quarter of 2021.

	Logical of the intervention	Indicators	Baseline (2016-17)	Value Reporting 2019	Target	Sources of verification
GO	<b>Global Objective:</b> Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET)	GO1. Extent to which NTC graduates (male and female) have become teachers in secondary schools and/or training institutes and who indicate that they have been able to apply their teaching skills	N/A	81% (M=86%, F=68%)	75% (1,750 graduates per year)	Tracer study with NTC graduates
		S4 passing rate	S4 Passing rate: 87%	S4 Passing rate: 87.2%	S4 Passing rate remains at least at the same level (87%) with no significant differences between the scores of males and females	MoES annual performance reports
SO	<b>Specific Objective:</b> NTCs produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.	Number of NTC students matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91,2% - Men: 89.7% - Women: 94.1%	Data not yet available	91% (2,150 graduates per year)  Passing rates on graduation remain at least at the same level with no significant differences between the scores of males and females	NTC graduation reports
		Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)	2,9 (self-declaration)	3.5	Project Monitoring
R 1	<b>Result 1:</b> Management competencies and	Overall performance score given by TIET members during organisational	2,6 (on a scale from 1-4)	3	3.0 (on a scale from 1-4)	Project Monitoring

	implementation capacities strengthened in NTCs and Teacher, Instructor, Education and Training (TIET) department	self-assessment exercise				
		Number of quarterly reviews for TIET	No formal monitoring mechanism	4	4	TIET reports
		Percentage of implementation of TIET Department long term strategic plan 2020-2030	N/A	N/A	20%	TIET reports
		Average performance score given by NTC staff (organisational self-assessment)		2.56	Target for priority areas: 3.5 Target for non-priority areas: 3.0	Project Monitoring
		Number of days at station per month (academic and admin staff) (M/F) (%)	No formal monitoring mechanism	36%	Increasing number of days per month (%)	NTC time on task reports
		Number of NTCs where an academic management software is installed and in use	0	0	5 NTCs with software installed and staff trained on its use 3 NTCs where the software is fully in use	Project monitoring
		Number of NTCs where a financial management software is installed and in use	0	0	5 NTC with software installed and staff trained on its use 3 NTCs where the software is fully in use	Project monitoring
		Number of NTC staff and students who feel safe on campus (% , M-F)	0	60% students 71% staff	75%	Research on GBV
<b>R 2</b>	<b>Result 2:</b> Appropriate teaching and learning environment and facilities available at NTCs	% of implementation of new and renovated NTC facilities	N/A	0%	100%	Project Monitoring
Overall performance score given by CMU members during organisational self-assessment exercise		1,4 (on a scale from 1-4)	2.1	3.0 (on a scale from 1-4)	Project monitoring	
Average satisfaction of female and male pedagogical staff and students regarding the infrastructure facilities (on a scale from 1 to 4)		N/A	2.6 for staff 2.8 for students concerning libraries and ICT	3 for all NTC facilities	Project monitoring	

				facilities		
		Average satisfaction of female and male staff and students with the maintenance of infrastructure facilities at NTC (on a scale from 1-4)	N/A	N/A	3	Project monitoring
<b>R 3</b>	<b>Result 3:</b> Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools	Average satisfaction of female and male pedagogic staff with the amount and quality of pedagogical support provided in house (by mentors, by ICT Champions, by Helpdesk, etc.) (on a scale from 1 to 4)	N/A	2.7	3	Project monitoring
		Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)	2,9 (self-declaration)	3.5	Project Monitoring
		Level of application by lecturers of ICT in teaching and learning, in on site and online settings (on a scale from 1 to 4)	N/A	2.7	3	Project monitoring
		Level of application by NTC students of ATL in continuous school practice (on a scale from 1 to 4)	N/A	3 (class observation)	3	Project monitoring
		% of DES students (M/F) doing CSP activities in the NTC and in the partner secondary schools	0%	75%	90%	Project monitoring
		Level of application by secondary school teachers of ATL (on a scale from 1 to 4)	N/A	2.9	3	Project monitoring