

Uganda – Belgium Development Cooperation

Identification File

Improve Teachers Secondary Education in National Teachers' College (NTC) of Mubende and Kabale

1. Contextual Background

The Indicative Development Cooperation Programme (IDCP) 2012-2016 signed between Belgium and Uganda stipulates :*“Improving the quality of teaching and learning in secondary schools will include further support to teacher education for secondary school teachers, along the lines of the innovations and improvements introduced with the current teacher training project. This can be achieved through extending the current support to National Training College (NTC). “*

Teacher education is one of the key strategic priorities of the education sector in Uganda. Secondary school teachers are trained in National Teacher Colleges (NTC). Currently there are 5 NTCs owned by the Ugandan government. Three colleges (Unyama, Muni and Kaliro) already receiving full support including institutional, pedagogical and infrastructure support,

Belgium has provided support to teacher training since 2011 through the Teacher Training and Education project which is running until 2017. This project provided an improved teaching and practice-oriented learning environment and supported supervision and inspection. The intervention focuses mainly on four teachers and instructors selected colleges: Muni, Kaliro, Abilonino, Mulago, but pedagogical activities have been extended to all NTC.

In June 2013, during the phase I of the Uganda Post-Primary Education Training project funded by the World Bank, needs assessment studies were conducted for NTCs of Mubende and Kabale. However, due to delays, the phase I of World Bank project ended when the two NTCs were only at the design stage. Meanwhile to date the phase II of the loan of the World Bank is still under discussions. In consideration of the above, the Ugandan Government requested the Belgian cooperation to finance the two NTCs of Mubende and Kabale through a meeting chaired by the Prime Minister and attend by the Minister of Education, Science, Technology and Sports, the Embassy and the BTC In consultations with all the stakeholders, it was agreed that the new proposed project should aim to support the NTC of Mubende and Kabale with main focus on the soft component to pedagogical activities and management performance. Meanwhile the World Bank should designate its support to infrastructure works for Kabale and Mubende NTC.

This decision was based on the fact that both colleges have been left out by development partners and that there is clearly a need to upgrade them to the same level as the other NTCs.

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1.1 Colleges' background

1.1.1 .NTC Mubende

The NTC Mubende was established in 1984 by the Government of Uganda. The college is located at Kisekende LC1, Kisikende Parish Bageza sub-county, Mubende District, along the Kampala-Fort Portal Highway approximately 4 km from Mubende town.

As indicated in its vision statement NTC Mubende aims to «*become center of academic, professional and vocational excellence*». Its mission is to "*produce competent, dedicated and self-reliant teachers*".

- **The Status**

The college is the only teacher training college in Uganda that specializes in vocational teacher education and training. It offers 4 vocational subjects including: agriculture, business, art & design, and music. It has a great potential to initiate and nurture projects that can benefit both the college and the neighboring communities.

The college offers two programs: - Diploma in Education Secondary: 673 students (237 females, 416 males) - Diploma in Education Primary: 357 students (145 females, 212 males).

- The staffing level of the college as of 2015 is at 100% with 35 permanent lecturers (one Doctor, some with a Masters and others with a Bachelors level).

- **Infrastructure**

The college has approximately 790 acres of land. 270 acres of land has a title but there is no copy at the college. The land is not fenced which put the college land at high risk of illegal encroachment. The college has 10 offices, which were formerly students' hall residence, for about 50 teaching, administrative and support staff. The facility was built in 1970s but it is not well maintained.

The infrastructure of the college is largely affected by inappropriate management, insufficient maintenance and inappropriate use (and allocation) of existing structures. Many rooms are left empty and dirty. The laboratory is in poor state and not well and ill-furnished in terms of computer laboratory chairs and tables. The college also lacks an Amphitheater and resource center. Absence of workshops hampers the quality of education in the core vocational studies i.e.: Agriculture, Music and Business studies courses offered at the college.

Inadequate sanitation facilities and dormitories, especially for girls. Inadequate attention is given to the privacy of students. The college lacks enough pit latrines which is not hygienic and risky. Moreover, there is one septic tank and no sanitary appliances. There are only 4 clean water points which need to be extended to the dormitory wing. Generally the halls of residence are congested and are unfit for human habitation. The toilets and washrooms are not enough and have been vandalized leaving them with no fittings. The external environment of the college and the compound is not conducive and needs more improvement on management and leadership of the college.

Challenges the college faces:

- **Pedagogy :**

The major support the college has been receiving over the last two years has been from TTE project where part of supervisors came from the KYU and TIET departments, but the space to implement the Active Teaching and Learning (ATL) is limited and there is no demonstration schools. The college lacks books across the range of the subjects it offers and several of these books were not relevant to the current curriculum while others were not up-to-date in terms of their editions. The student have no official access to the internet. The key workshop tools and equipment at the college are obsolete, depreciated and were just no fit to support the learning process. There is clearly a need to develop a more positive attitude towards research. The furniture are inadequate for the big student and staff population. Without adequate health infrastructure the college is unable to extend the programs and to maintain student's health.

- **Management:**

The funding is still a major issue as the government still gives UGX 1800/ per student per day, which is not sufficient to have an effective management of the college. The college needs a strategic management plan .

1.1.2. NTC Kabale

The NTC Kabale is located in Kabale town and was founded in October 1984 to train teachers for secondary school teaching. However, later it progressively offered other teacher education programs for primary and nursery schools. The college is guided by both its vision and its mission which were formulated in 2010. The vision states: *"To produce effective teachers, carry out research, offer professional services to meet changing needs of society by utilizing available human resources."* The mission aims *«to be a model for teachers' education."*

- **The Status**

The college offers a science-based Diploma in Education Secondary (DES) to currently 1209 students and a Diploma in Education Primary (DEP) to 870 students (45% female, 55% male) with subjects in science but also sports, science and arts. In 2013 there were 525 science students and 497 arts students who graduated; it is the only college that trains teachers of Kiswahili in Uganda in view of promoting the integration of the East African Community.

The staffing level is currently (2015) at about 79% - 59 being appointed lecturers out of 73 lecturers' positions. The college uses visiting lecturers in critical cases who are then paid through the Governing Council.

- **Infrastructure**

The college seats on 68.4 acres of land although this land is surveyed but the title still lies with the district land office. The land is partly fenced. The college has 18 offices for teaching staff which is acceptable but the college also lacks an Amphitheater and resource center. The kitchen and

cooking area are in very bad state. The septic tank are not functioning due to the nature of the soil texture and the terrain of the area. The college lies in low area surrounded by hills, due to the poor drainage system, whenever it rains, surface run off from the hills and the storm water floods the college premise and cut off the area making the movement around the college very difficult. All the buildings lack the necessarily sanitary appliances. The halls of residence are congested and toilets and washrooms are insufficient. The 19 staff houses are in very bad habitable state. The college opened in unfinished buildings and has since remained in that state even gotten worse due to the dilapidation and wearing away over time. Both infrastructure and operational facilities are in dire need of refurbishment.

Challenges the college faces :

- **Pedagogy:**

The college benefited from TTE project trainings on the "Active teaching and Learning" method (ATL). The environment affects the learning process and so it is hard to implement ATL (pedagogy) without remodeling the following infrastructure: Laboratory, lecture rooms, library and computer lab. The college lacks adequate, relevant, updated and diverse books and other reference materials across the subjects it offers. There is no facilities to support the teaching and learning functions at the college. The Library is generally ill equipped and has no books for Kiswahili. There are few computers for students and staff. In addition, over 80% of the teaching and support staff lack competencies in computer applications and ICT.

- **Management**

There is a need for management strategic plan so that the college can run effectively and efficiently. The lack of funding: 80% government sponsored students and 20% private students where the college relies on. No capital development fund in the last 15 years. Limited funding and technical support for research and publications: Only two (0, 03%) out of the 67 members of academic staff are publishing. There is clearly a need to develop a more positive attitude towards research. There is a need to develop knowledge and skills in institutional planning strategies and performance management linked to the vision and mission and to involve the governing council in policy formulation and implementation.

2. The Project

2.1: Title: Improve teachers training in National Teachers' Colleges of Mubende and Kabale.

2.2. General objective: Increased access to quality post-primary education and training as a part of Universal Post-Primary Education and Training (UPPET)

2.3. Specific Objective: Improved teaching and practice-oriented learning environment sustained by strengthened management

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3. Orientation of the project.

The project will focus on the improvement of the quality teaching and learning through a pedagogical support, strengthening the management performance of the college and implementation of the strategic plan. In support of pedagogical activities leading to better quality of education, the project will provide basic rehabilitation of existing infrastructure and equip some facilities of the colleges after a needs assessment. This could include adequate instructional materials, facilities in terms of laboratories, library and ICT facilities. A special attention will be given to the digitalization of the data and the use of ICT in the colleges.

The project will consolidate the implementation of the new pedagogical approach which is Active Teaching and Learning (ATL), to roll out ATL in a few selected pilot secondary schools and to support the development of the national plan for the roll out of ATL Country wide.

The Formulation team will design other pedagogical activities needed to improve quality education in the two NTCs such as research and publications.

The project will address the following cross-cutting issues: Gender, HIV/AIDS and Environment through specific activities and indicators that will be fully integrated in the intervention.

This specific intervention will complement Belgium's current approach to teacher training which aims to reinforce the performance of the entire Ugandan system. All the activities executed by other Belgian projects for the NTCs Mubende and Kabare will not be refund again.

4. Ministry in Charge of the project Implementation

The Ministry in charge is the Ministry of Education, Sciences, Technology and Sports. The department of Teacher Instructor Education Training (TIET) will coordinate the preparation of the project and will be responsible for its implementation.

5. Beneficiaries

- The College students, education managers and academic staff of NTC Mubende and NTC Kabale.
- The Ministry of Education, Sciences, Technology and Sports - in particular the teachers & Instructors Education and Training department (TIET)

6. Links with the country's Vision 2040, NDP II and relevant MDGs

The project will be implemented in accordance with the long term Strategic Vision 2040 and the strategic vision for the education sector as laid out in the National Development Plan 2015-2020 (NDPII). This long term vision aims to transform the Ugandan society into a modern and prosperous country within 30 years. Uganda wants to strengthen its competitiveness for sustainable wealth creation, employment and inclusive growth. This objective will be achieved through the improvement of quality education.

One of the interventions designed by the NDP II aims to strengthen the pre-service and in-service training for primary and secondary school teachers and to introduce active teaching and learning in

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the teachers' practices. The project will contribute a lot to this objective. The project will also align itself to the national policy framework for the education sector in Uganda, notably the revised Education Sector Strategic Plan (ESSP) 2010-2015. The ESSP will be revised again before the end of 2015.

7. Synergy & coherence with interventions by development partners, in addition to the national objectives of harmonization and alignment.

• Synergies with other BTC Uganda education projects

The cooperation between Belgium and Uganda is moving towards a coherent program approach which is centered on the common general objective of strengthening the national education system: 4 projects to support the National Teachers' colleges and 1 project to implement the Skilling Uganda strategy. All those projects will work together in a complementary and synergic manner, they will have some common activities, and will also share some costs related to the same activities. Technical coordination will be organized and available technical competences will be shared. In addition, it is important to pursue and to consolidate the efforts initiated by TTE project for the instruction of students' centered active teaching and learning methodologies. These pedagogical activities should be an area of joint programming by all BTC Uganda education projects. This intervention will build further on the achievements and dynamic of the TTE project.

In order to maximize potential synergies, the NTC Mubende and Kabale have been selected to benefit from the new Skills Development for Human Resources project (SDHR).

The Ministry of Education should appoint a programme coordinator who could be a focal point in education sector for the Belgian cooperation programme.

• Synergies with other bilateral projects

The project will build synergies with initiatives funded by other donors:

- **World Bank** : Support to Uganda's Post Primary Education and Training (UPPET) ended and they are designing a new phase. Two years ago, the World Bank earmarked some funds for rehabilitation of the two colleges (Mubende and Kabale) and even funded the needs assessment and master plan before pulling out abruptly. If the loan is approved, the project will rehabilitate infrastructure of the two NTCs.
- **JICA and Irish Aid**: Support to the "Secondary Science and Mathematics Teachers project" (SESEMAT) which has been rolled out to the five NTCs to strengthen the relationship between the Pre-service and the In-service training.
- **Islamic Development Bank**: Support to several technical colleges in Uganda including the NTC of Unyama (infrastructure and equipment).
- **African Development Bank**: Support to Higher Education Science and Technology program including Kyambogo University.
- **UNESCO**: Support to TIET department to create awareness among teacher educators on integration of ICT in teaching and learning and to use ICT as a pedagogical tool.

8. Budget & timeframe

Budget: The Belgian contribution for this intervention is EUR 8,000 000. The Ugandan contribution will be estimated during the formulation

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Duration: The operational duration of the intervention is estimated at 4 years (implementation period).

9. Sustainability measures

To guarantee the sustainability of the project results, the project will be implemented under co-management with the Ministry of Education and its activities will be aligned with the Ministry's policies and practices. The TIET department will be empowered to ensure that continuous management and pedagogic support will be provided after the closure of the project by the relevant institutions in charge. The Ministry of education will appoint a program coordinator who will be responsible for the coherence and synergies in education sector towards sustainable impact. At college level, education managers will be enabled to properly manage the college academic and students' affairs as well as the maintenance of the facilities and the equipment.

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