

TECHNICAL & FINANCIAL FILE

IMPROVE SECONDARY TEACHERS EDUCATION
IN THE NATIONAL TEACHERS' COLLEGES OF
KABALE AND MUBENDE

UGANDA

DGD CODE : NN 3017538

NAVISION CODE : UGA 15 031 11



THE BELGIAN
DEVELOPMENT COOPERATION **.be**

TABLE OF CONTENTS

- ABBREVIATIONS..... 4**
- EXECUTIVE SUMMARY..... 7**
- ANALYTICAL RECORD OF THE INTERVENTION 8**
- 1 SITUATION ANALYSIS 9**
 - 1.1 OVERALL CONTEXT 9
 - 1.2 AN OVERVIEW OF THE TIET SUB-SECTOR 15
 - 1.3 ORGANISATIONAL ASSESSMENT OF NTC KABALE AND MUBENDE 23
 - 1.4 AN OVERVIEW OF PROCUREMENT IN THE EDUCATION SECTOR 39
 - 1.5 CONSTRUCTION MANAGEMENT UNIT IN MOESTS 42
 - 1.6 SUPPORT FROM DEVELOPMENT PARTNERS TO TIET 43
- 2 STRATEGIC ORIENTATIONS 49**
 - 2.1 INTERVENTION PRINCIPLES 49
 - 2.2 ALIGNMENT 49
 - 2.3 HOLISTIC AND SYSTEMS APPROACH 50
 - 2.4 PROGRAMME APPROACH 51
 - 2.5 ENVIRONMENTAL FRIENDLY AND SUSTAINABLE INFRASTRUCTURE..... 52
 - 2.6 MAINSTREAMING OF CROSSCUTTING THEMES 54
 - 2.7 FOCUS ON ICT 54
 - 2.8 FOCUS ON CAPACITY DEVELOPMENT 55
- 3 INTERVENTION FRAMEWORK 57**
 - 3.1 GENERAL OBJECTIVE 57
 - 3.2 SPECIFIC OBJECTIVE 57
 - 3.3 EXPECTED RESULTS 57
 - 3.4 ACTIVITIES 57
 - 3.5 INDICATORS AND MEANS OF VERIFICATION 77
 - 3.6 DESCRIPTION OF BENEFICIARIES 77
 - 3.7 RISK ANALYSIS 77
- 4 RESOURCES..... 81**
 - 4.1 FINANCIAL RESOURCES..... 81
 - 4.2 HUMAN RESOURCES..... 81
 - 4.3 OTHER RESOURCES 84

5 IMPLEMENTATION MODALITIES.....87

5.1 CONTRACTUAL FRAMEWORK AND ADMINISTRATIVE RESPONSIBILITIES 87

5.2 PROJECT LIFE CYCLE 88

5.3 IMPLEMENTATION AND FOLLOW-UP STRUCTURES 89

5.4 OPERATIONAL MANAGEMENT OF THE INTERVENTION 93

5.5 MONITORING & EVALUATION 97

5.6 TAXES AND DUTIES..... 99

5.7 MODIFICATION OF THE TFF 99

5.8 CLOSURE OF THE INTERVENTION 99

6 CROSSCUTTING THEMES 100

6.1 ENVIRONMENT 100

6.2 RIGHTS-BASED APPROACH..... 101

7 ANNEXES 106

7.1 LOGICAL FRAMEWORK 107

7.2 IMPLEMENTATION CALENDAR 114

7.3 TOR LONG-TERM PERSONNEL 115

ABBREVIATIONS

| | |
|---------|--|
| ATL | Active Teaching and Learning |
| BoQ | Bill of Quantities |
| BREEAM | Building Research Establishment Environmental Assessment Methodology |
| BTC | Belgian Technical Cooperation |
| (B)TVET | (Business,) Technical and Vocational Education and Training |
| CapEFA | Capacity Development for Education for All |
| CMU | Construction Management Unit |
| CPD | Continuous Professional Development |
| CURASSE | Curriculum, Assessment and Examination Reform Programme |
| DEO | District Education Office(r) |
| DEP | Diploma in Education Primary |
| DES | Diploma in Education Secondary |
| DES | Directorate of Educational Standards |
| DGD | Directorate General for Development Cooperation and Humanitarian Aid |
| DIT | Directorate of Industrial Training |
| ECD | Early Childhood Development |
| EMIS | Education Management Information System |
| ESC | Education Service Commission |
| ESSP | Education Sector Strategic Plan |
| FY | Fiscal Year |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate : enrolled children of all ages / total number of children in the official school age group |
| GoU | Government of Uganda |
| HRM | Human Resource Management |

| | |
|--------|--|
| ICT | Information Communication and Technology |
| ID | Institutional Development |
| I&D | Institutions et Développement (www.ietd.net) |
| IDB | Islamic Development Bank |
| ITA | International Technical Assistant |
| JICA | Japanese International Cooperation Agency |
| M&E | Monitoring and Evaluation |
| MoES | Ministry of Education and Sports |
| MoESTS | Ministry of Education, Science, Technology and Sports |
| MoFPED | Ministry of Finance and Planning |
| MoPS | Ministry of Public Service |
| MTEF | Medium Term Expenditure Framework |
| NCDC | National Curriculum Development Centre |
| NDP | National Development Plan |
| NER | Net Enrolment rate : enrolled children in the official school age group / total number of children in the official school age group |
| NGO | Non-governmental organisation |
| NTC | National Teacher College |
| OA | Organisational Assessment |
| OAG | Office of the Auditor General |
| PDU | Procurement and Disposal Unit |
| PFM | Public Finance Management |
| PMC | Programme Management Committee |
| PMT | Project Management Team |
| PPDA | Public procurement and Disposal of Assets |
| PPP | Public Private Partnership |

| | |
|---------|---|
| PS | Permanent Secretary |
| PSC | Programme Steering Committee |
| PTC | Primary Teachers College |
| RAFi | International Contracting and Financial Expert |
| SDHR | Support to Skills Development of Human Resources (project) |
| SESEMAT | Secondary Science and Mathematics Teachers Programme |
| SLA | Service Level Agreement |
| STDMP | Secondary Teacher Development Management Plan |
| STDMS | Secondary teacher Development Management System |
| (S)SU | (Support to) Skilling Uganda (project) |
| SWAP | Sector Wide Approach |
| TFF | Technical and Financial File |
| TIET | Teacher and Instructor Education and Training |
| ToR | Terms of Reference |
| ToT | Training of Trainers |
| TTE | Improving the training of BTVET technical teachers/instructors and health tutors, and secondary teachers in Uganda : Teacher Training and Education (project) |
| TTISSA | Teacher Training Initiative in Sub-Saharan Africa |
| UNEB | Uganda National Examinations Board |
| UNESCO | United Nations Education Scientific and Cultural Organisation |
| UPE | Universal Primary Education |
| UPPET | Universal Post-Primary Education and Training |
| USE | Universal Secondary Education |
| WB | World Bank |

EXECUTIVE SUMMARY

This project aims at strengthening professional competencies of teacher trainers and future teachers graduating from the National Teachers' Colleges of Kabale and Mubende through organisational development; rehabilitation and extension of existing infrastructure; and capacity development for teacher training by introducing learner-centred methodologies and by examining strategies to promote the use of ICT in order to improve the quality of learning.

Teacher education is one of the key strategic priorities of the Education Sector in Uganda. Particular attention is given to the 5 National Teacher Colleges (NTCs), responsible for training 'S1-S4' secondary school teachers. Belgium has provided support to Teacher Education since 2011 through the Teacher Training and Education (TTE) project and more recently through the Kaliro and Muni projects.

This intervention will consolidate and complement the achievements of the NTC Kabale and Mubende to date. The specific objective aims at strengthening the capacity and competence of NTC Kabale and Mubende in producing competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities. This will include the elaboration and completion of the NTCs' Strategic Plans (result 1), further development and (partial) implementation of the infrastructure master plan (result 2), and support to the professional development of teacher trainers, teachers and education managers (result 3). The intervention is aligned to relevant strategic plans of the Government of Uganda at the national/sector and NTC levels.

The promotion of the digital agenda and the integration of cross-cutting themes (environment, gender, HIV/AIDS) are also key strategic orientations of the intervention.

Similar activities will be implemented in other NTCs by the Teacher Training and Education (TTE), Kaliro and Muni projects creating opportunities for joint activities and learning. When feasible, activities will be expanded to all 5 NTCs. A flexible approach will be adopted to maximize the benefits of this support to the NTCs.

As all NTCs are selected as beneficiary institutes of the Support to Skills Development of Human Resources (SDHR) project, activities related to capacity development on different topics will be coordinated with the SDHR project to ensure complementary and coordinated support in this area.

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

The intervention will be based at the Ministry of Education, Science, Technology and Sports (MoESTS).

ANALYTICAL RECORD OF THE INTERVENTION

| | |
|---------------------------------------|--|
| Intervention number | NN 3017538 |
| Navision Code BTC | UGA 15 031 11 |
| Partner Institution | Ministry of Education, Sciences, Technology and Sports (MoESTS) Department of Teacher Instructor Education Training (TIET) |
| Duration of the intervention | 48 months (specific agreement : 60 months) |
| Start of the intervention | 2016 |
| Belgian Contribution | 8,000,000 EUR |
| Contribution of the Partner Country | 800,000 EUR |
| Sector (CAD codes) | 11130 - Education - Teacher Training |
| Brief description of the intervention | This project aims at strengthening professional competencies of teacher trainers and future teachers graduating from the National Teachers' Colleges of Kabale and Mubende through organisational development, rehabilitation and extension of existing infrastructure, and capacity development for teacher training by introducing learner-centred methodologies and examining strategies to promote the use of ICT in order to improve the quality of learning. |
| General Objective | Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET). |
| Specific Objective | NTC Kabale and Mubende produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities. |
| Results | <ul style="list-style-type: none"> • Management competencies and implementation capacities of NTC Kabale and Mubende strengthened. • Appropriate teaching and learning environment and facilities available at NTC Kabale and Mubende. • Pedagogical approaches to pre- and in-service teacher training effectively applied at NTC and in partner schools. |

1 SITUATION ANALYSIS

1.1 Overall Context

1.1.1 Socio-Economic Context

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

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

1.1.2 Education Sector Policy

The education section of the National Development Plan (NDP) is operationalised through the Education Sector Strategic Plan (ESSP). The education sector plan was initially conceived for the period 2003-2015, but has subsequently been reviewed and adapted to cover the period 2010-2015. The plan focuses on consolidating enrolment gains as a result of Universal Primary Education (UPE), continuing expansion beyond primary, improving equity, improving overall governance, driving up standards and reducing wastage.

At the timing of writing, the ESSP has not been reviewed yet. The tendering process for this review is ongoing.

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

The national vision is to use education as a basic tool for the transformation of society, and for national integration and development. The vision of the MoESTS is "*Quality Education and Sports for All*" and its mission is to "*provide technical support, guide, coordinate, regulate and promote quality education and training for all persons in Uganda for national integration, development and individual enhancement*". The current education policy continues to prioritise access, equity, quality, relevance and efficiency of education service delivery in Uganda.

The launch of the Sector Wide Approach (SWAp) in 1997 provided the basis for the Universal Primary Education (UPE) policy that was introduced in 1997. To ensure sustainability of the gains realised from the UPE programme, the GoU launched in February 2007 the Universal Post-Primary Education and Training (UPPET) strategy. UPPET aims to provide quality options for the increasing numbers of pupils completing primary education and entering secondary education. The introduction of Universal Secondary Education (USE) in 2007 led to an instant increase of 17.2% in enrolment figures. The MoESTS Annual Performance Report FY 2014/15 reports that total enrolment in secondary education increased by 2.1 %

from 1,362,739 students (2013/14) to 1,391,250 students (2014/15). The increase in enrolment at secondary level is attributed to continuous implementation of USE programme and the use of PPP strategy in USE programme.

The total number of secondary schools increased from 2,838 in 2013/14 to 2950 in 2014/15 (1,060 government, 1,890 private). However, not all of these schools fall under the USE programme. The number of USE schools has increased from 1,822 (2013/14) to 1,834 (2014/15) for both government and private schools.

While the majority of existing schools are either privately or community owned, they cater for less than 50% of students. Much as the private sector plays a significant role in the provision of secondary education, its participation in rural areas is limited. With increased enrolments, measures to improve efficiency are needed and significant additional resources are required. The level of existing constraints has necessitated the introduction of a number of policy reforms in secondary education. These include:

- introduction of double-shifts in schools ;
- curriculum review to reduce subjects offered by schools ;
- introduction of Active Teaching and Learning (ATL) approaches ;
- introduction of a set minimum weekly teaching load for secondary teachers of 24 instructional periods out of a total maximum of 35 ;
- school based construction norms and low cost school infrastructure designs ;
- introduction of multi-science rooms and public-private partnerships; and
- management and governance of secondary schools is being enhanced at school level through provision of basic training in core functions for head teachers and other key personnel at the school level.

1.1.3 Institutional Setting

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

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

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

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

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

1.1.4 Education Sector Budget : major trends and sustainability

A. Share of Education within the National Budget

Education has traditionally occupied a high place in Uganda’s development strategy. In the past ten years, however, trends in the education sector’s share of the national budget have attested of a gradual shift in Government priorities from social to productive sectors. In nominal terms, public investments in the education sector have continued to rise steadily over the period, but the percentage of the national budget allocated to the sector has gradually declined. This trend is fairly constant whether including or excluding external financing, from 17.5% in 2009/10 to 14.5% in 2014/15 excluding external financing; and from 16.2% to 13.7% including external financing over the same period. In a context of high population growth (3.2%), the trend has resulted in declining per capita expenditures on education in real terms.

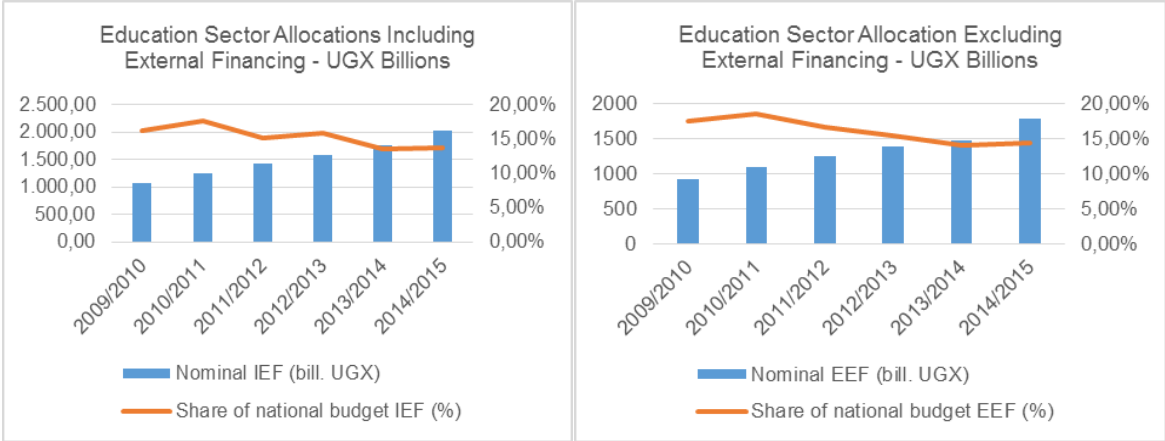


Figure 1: Trends in Education Sector Budget Allocations: Including Vs. Excluding External Financing. Computation based on GoU’s annual approved estimates of revenue and expenditure – 2009/10 to 2014/15

B. Sub-sector resource allocations within the Education Budget

Trends in allocations to sub-sectors show that the proportion of education expenditure going to primary education has been declining, while the proportion allocated to BTVET and Tertiary education have increased slightly, as shown in Figure 2 below.

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

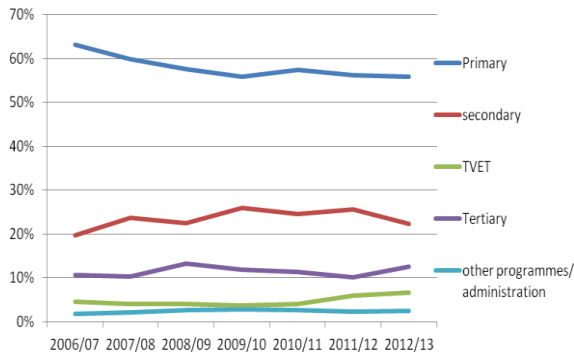


Figure 2. Trends in subsector allocations within Education Source: Education Sector Budget Analysis, BTC Uganda – ESBS (conducted by I&D), December 2012.

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

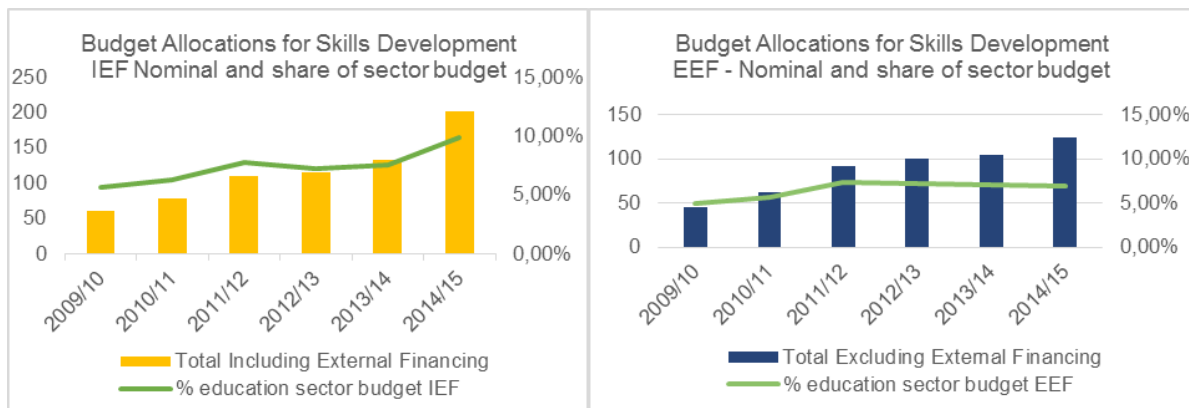


Figure 3: Trends in Budget Allocations for Skills Development: Including Vs. Excluding External Financing. Computation based on GoU’s annual approved estimates of revenue and expenditure – 2009/10 to 2014/15.

C. Patterns in resource allocation by nature of expenditures

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

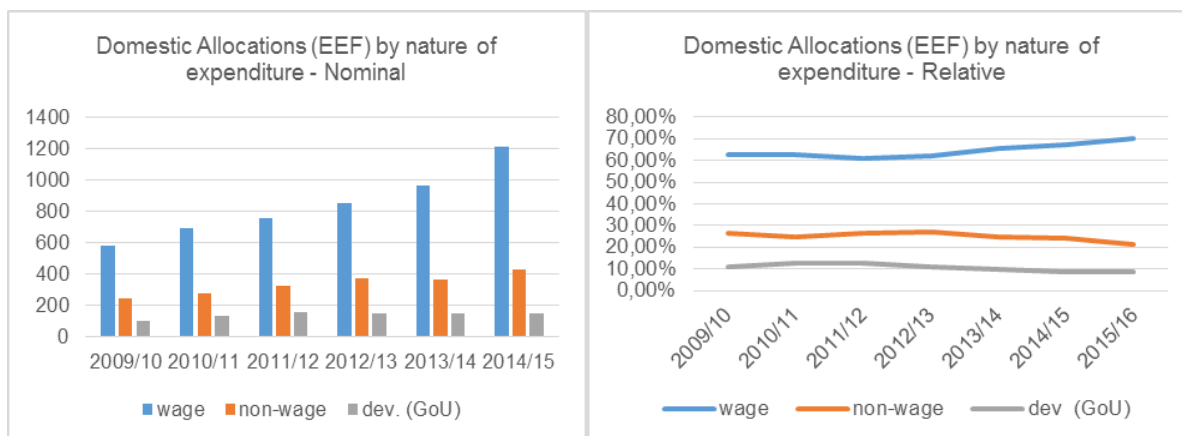


Figure 4: Trends in Budget Allocations by nature of expenditures – Nominal and relative. Computation based on GoU's annual approved estimates of revenue and expenditure – 2009/10 to 2014/15.

D. Financial sustainability of Education Policies

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

1.1.5 Education Sector Performance

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

A. Coverage

Uganda has made great progress in expanding access to education over the past decade. The introduction of Universal Primary Education (UPE) in 1997 - prior to the MDG's and as one of the first countries in Africa - and Universal Secondary Education (USE) in 2007 resulted in an impressive expansion of primary education, and to a lesser extent of secondary education.

In primary education, enrolments increased from about 3 million students in 1998 to 8.772 million in 2014/15 - achieving nearly full gender parity. The Gross Enrolment Ratio (GER) is currently at 117 % while the Net Enrollment Ratio (NER) is at 97 % (96 % boys - 98 % girls).

There was an expansion of secondary education over the last 10 years with enrolments rising from 539,000 students in 2001/02 to 1.391 million in 2014/15. Nonetheless the net enrolment rate is still low at 26 % (24.7 % in 2013/14). The share of girls in secondary education was 46.92 % in 2014/15. Given the low budget increase for secondary education, quality has clearly decreased.

Enrolment in Business, Technical, Vocational Education and Training (BTVET) programmes is very low, reaching only 39,712 students in 2014/15. Gender imbalances are striking in this sub sector, with the share of girls representing only 35.8% of the total.

B. Quality

The major focus on coverage and access has been at the detriment of quality. There are serious quality concerns at all education levels. Literacy and numeracy proficiency in Primary 6 of public primary schools has reached very low levels in 2013/14 (39.4% and 38.3% respectively). In 2014/15, the number of P.3 and P.6 pupils rated proficient in literacy and Numeracy could not be assessed due to lack of funds to carry out the assessment.

In secondary education, the quality of education is under pressure with declining learning outcomes in English, Biology and Mathematics. In 2013/14 the percentage of students reaching defined level of competence in Senior 2 continued to decline, except for mathematics (English: 43.1%, Biology: 14.5%, Mathematics: 46.9%).

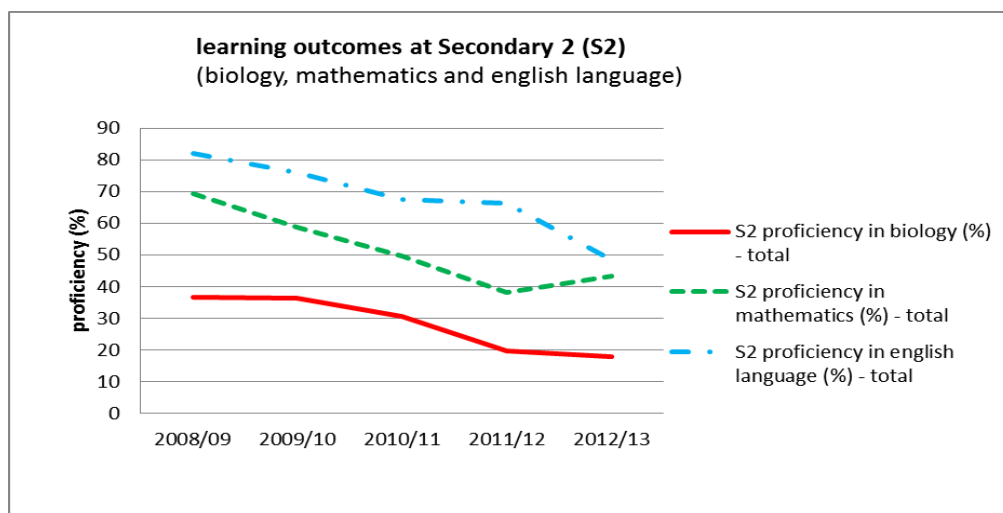


Figure 6: Learning outcomes. Source: UNEB. National Assessments of Progress in Education (NAPE), 2011 and 2012

The sector has invested heavily in infrastructure development and equipment for secondary education. Most secondary schools lack functional libraries, laboratories and workshops. In addition to the 'hard' components, there is a pressing need to focus more on the 'soft' aspects of learning.

According to recent studies, classroom instruction and teacher-centred methodologies, leading to theory teaching and rote learning, with little meaningful teacher-student interaction, is the prevailing practice (at all levels). Active teaching and learning, and learner-centred approaches are generally absent and learning is often limited to memorising notes. With external support, Uganda has started the introduction of Active Teaching and Learning (ATL) methodologies in primary schools and in the National Training Colleges (NTC), although this policy is yet to be rolled out in the secondary schools. Nevertheless, active teaching and learning will be part of the philosophy of the revised secondary education curriculum.

C. Efficiency

Besides the decline in quality (learning outcomes), the internal efficiency of the education system is low

because of high repetition, low completion and worrying survival¹ rates. The repetition rates in primary are still at 7.10 % in 2014/15. The survival rate to Primary 7 is currently at an extremely low 33.10 % in 2014/15. It is estimated that 57 percent of resources devoted to primary education are inefficiently spent on repetition and dropout. At secondary level, the picture is comparatively better. While the survival rate of boys has improved in recent years, it is notable that the survival rate of girls has hardly improved in the same period as reported above.

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

D. Conclusion and sector performance

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

The MoESTS with UNESCO (2014)² have analysed two scenarios for the expansion of the education sector. The first assumes an improvement of key education indicators according to the trends observed between 2006 and 2010 ; the second assumes the achievement of UPE and USE/UPPET policy goals by 2025. The first scenario shows that if the government continues to recruit teachers according to recent trends, education system indicators will not meet the levels expected in the Education Sector Strategic Plan. The second scenario, which is more in line with MoESTS objectives, underlines the need to significantly expand the number of teachers. For the second scenario, average annual growth in government teaching staff numbers will have to increase from 7.6 % to 12.0 %. These two scenarios demonstrate the gap between the policy intention of the MoESTS for teacher recruitment (12%) and the current trend in policy implementation (7.6%).

1.2 An overview of the TIET Sub-Sector

1.2.1 Teacher Education and Training

Teachers³ in Uganda are trained in Primary Teachers' Colleges (PTCs), National Teachers' Colleges (NTCs) and Universities. This training is complemented by continuous teacher development programmes that are run for primary and secondary teachers. Currently, there are five government-owned NTCs in Uganda. The present facilities of Kabale, Kaliro, Mubende, Muni and Unyama Colleges are only adequate to meet about 40 % (3,800 students) of the required training needs. The existing intake capacity of the public universities is about 1,000 students annually. 2 private NTC's (Masindi and Nkosi) have a capacity of 1,700 students annually ; though there are fewer students enrolled. In addition, there is also one private University offering a Diploma in Education Secondary (Kabale). Kyambogo University deals with all university trainings.

A study commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) - commonly referred to as the TTISA study - identified a number of challenges facing teacher

¹ A survival rate indicates the percentage of pupils that reach the end of the study which they started.

² Teacher Issues in Uganda: A shared vision for an effective teachers policy (2014)

³ The overall term 'Teacher' is used to cover 'teachers, instructors and tutors.

management in Uganda (MoESTS, 2013). The report reveals that Uganda faces two major problems of teacher quality and quantity. The first problem is how to address teacher quality including : teacher development and professionalization (pre-service and in-service) and quality assurance and standards (teacher performance standards, teacher evaluation appraisal performance and school assessment). The second problem is how to address teacher quantity in terms of teacher management (licensing, registration, code of conduct, terms and conditions of teachers, recruitment and deployment) and teacher utilization (teacher projection in view of access, efficiency and effectiveness). As response to these challenges, the report recommended that the government will:

- Create an environment and develop strategies to attract good candidates to the teaching profession, especially in science related subjects, to guarantee that the number of candidates will be sufficient to fill all vacancies in the future ;
- Deploy teachers according the needs of the schools. The appropriateness of current rules needs to be reviewed. Clearer rules that set the conditions for the creation of new streams need to be defined ;
- Strengthen the in-service training system to offer teachers real opportunities for continuous professional development throughout their careers. This entails tackling major challenges facing coordinating centre tutors ;
- Improve promotion opportunities for teachers. While the scheme of service aims to offer teachers greater career opportunities, its implementation has been limited following funding restrictions ;
- Discuss teacher wages in the context of global education policy where trade-offs are analysed based on financially simulated options. This is necessary to reach sustainable and efficient options that favour both teaching quality and equity;
- Create a permanent structure for social dialogue between the government and teachers ;
- Improve the current data collection system (EMIS). Due to the lack of data, some aspects of teacher education can't be analysed at the current time, such as issues related to private schools and enrolment in teacher training institutions.

The TTISSA report (2014) concluded that *“pre-service training must be strengthened to equip a sufficient number of teachers with the adequate qualifications”*. Despite MoESTS regulations that no unqualified candidates should be recruited as teachers, 2010 EMIS data reveals that 12.7 percent of primary teachers and 16.1 percent of secondary teachers were underqualified, most of them (85 percent) in private schools.

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

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

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

The TIET department on its part falls under the third Directorate of Higher, Technical and Vocational Education and Training. The department is headed by a Commissioner and has a staff establishment of

15 persons including 3 Assistant Commissioners and 4 Principal Education Officers. Only 60 % of the foreseen positions have been filled. The TIET department has three divisions;

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

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

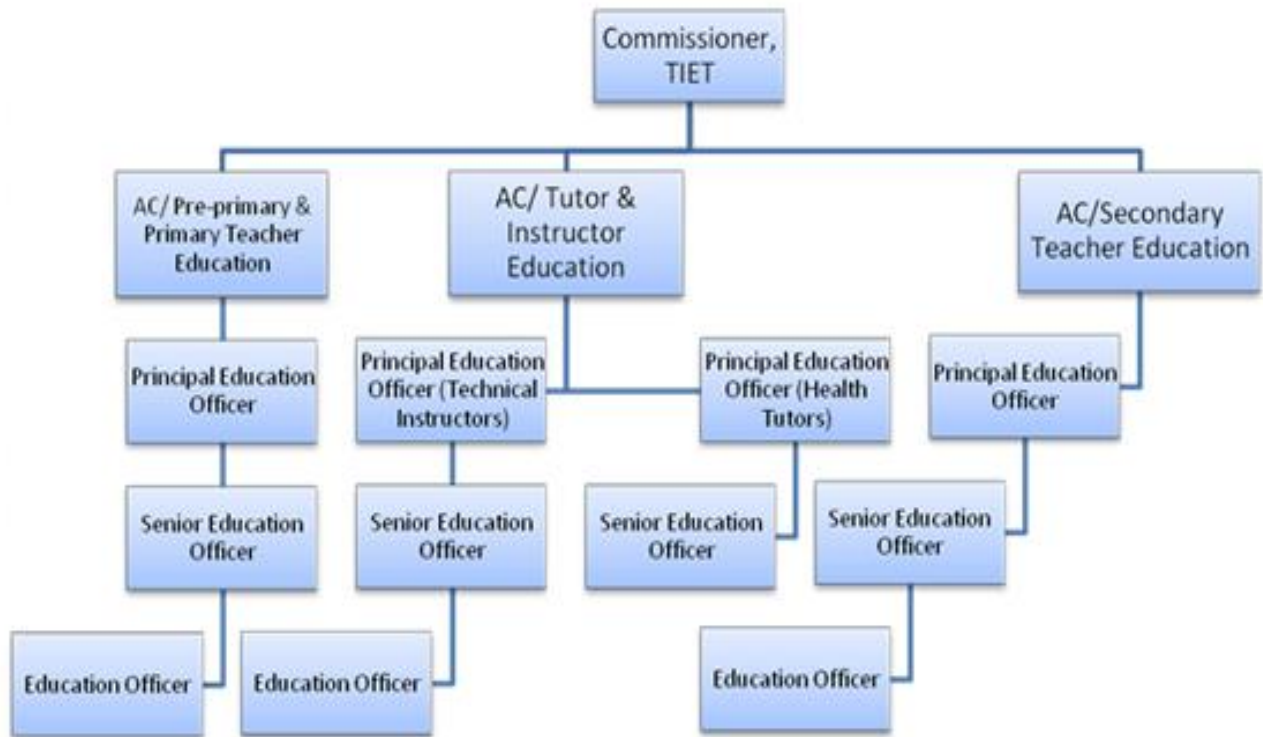


Figure 7: TIET Department Structure

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

- 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
- College of Commerce, Technical Colleges among others.

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

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

The specific objectives of the TIET Department include the following :

- making teacher/tutor, instructor education and training responsive to the needs of the education sector by ensuring that teachers/tutors and instructors are available in adequate numbers and of the right calibre and quality ;
- making the teacher/tutor, instructor preparation environment conducive to promote quality, efficiency and effectiveness ;
- developing teachers, tutors and instructors attitude and qualities needed for participation in techno-cultural environment ; to teach, instruct and educate others ; to enhance awareness of the principles that govern orderly human relations within and across national boundaries ; exhibiting a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress ; and by acquisition through training skills relevant to the provision of an enabling learning environment for pupils/students/trainees ;
- improve the quality of the staff for the TIET sub-sector ;
- strengthen the TIET colleges' staff, primary, secondary and technical school teachers and head teachers, instructors and head instructors, health tutors and principals of health training schools, Governing Councils, School Management Committees and Boards of Governors support system.

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

- appropriate policies, plans and guidelines in respect of teacher/tutor and instructor education ;
- adequate and well trained teachers/tutors and instructors;
- effective and efficient organisation and management of teacher education institutions and training colleges;
- timely advice on resource requirements for teacher, tutor and instructor education.

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

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

| Categories of Institutions | Public | Private | Total |
|--|---------------|----------------|--------------|
| Early Childhood Development (ECD) Teacher Education, | 0 | 92 | 92 |
| Primary Teacher Education (PTE), | 45 | 9 | 54 |
| Secondary Teacher Education (STE) | 5 | 2 | 7 |
| Instructor and Tutor Education (ITE) | 3 | 1 | 4 |
| Health Tutor College | 1 | 0 | 1 |
| Total | 54 | 104 | 158 |

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

1.2.3 National Training Colleges

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

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

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

1.2.4 Sub-Sector reforms and challenges in Teacher Education

A. Teacher training methods and approaches

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

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

According to a study on teacher education, commissioned by MoESTS and the World Bank⁴, *teacher quality is hampered by the poor quality of student teachers entering Teacher Education (TE) programmes, weak pedagogical training in TE institutions, poor motivation, and lack of professional development. It results in poor planning, under-utilization of instructional time, dominant teachers, use of inappropriate methodology, lack of focus on active learning and practical work.*

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

To address issues in teacher education efficiency, the MoESTS together with stakeholders (UNESCO,

⁴ Uganda Secondary Education & Training – Curriculum, Assessment & Examination (CURASSE), a Roadmap for Reform. (2007), Andrew Clegg, Jacob Bregman, Wout Ottevanger (consultancy for MoES & World Bank)

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

Implementation of ATL has registered significant benefits at college level in terms of enhancing participation of learners in the teaching - learning process. Both lecturers and learners acknowledge that ATL makes learning interesting and in some cases enables wide coverage of curricula in a short time. However, several challenges remain such as :

- on-site support is still needed for lecturers. This support will be provided by national training coordinators ;
- the introduction of ATL didn't take the assessment and examination process into account, which students consider as the main drawback ;
- the development and implementation of ATL methodologies is not yet part of the curriculum and pedagogical methodologies in secondary schools. This will change as from 2017 and 2018 onwards with the roll-out and implementation of the CURASSE curriculum ;
- (as a result) there is a need to review the teacher training curriculum ;
- schools need to be prepared for new teachers by providing orientation of schools and institutions where students are going to teach ;
- schools do not have the facilities and equipment that can maximize the impact of ATL methods and coping strategies need to be developed.

Likewise, the Secondary Science and Mathematics Teachers (SESEMAT) programme provides training for science and math teachers. As of 2011, about 5,000 teachers benefited from the programme which suffers from a major weakness : it does not sufficiently take into account the current situation regarding resource scarcity in schools, limiting its effectiveness.

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

B. Infrastructure

The increase in demand for teachers (together with the closing of 5 other NTCs in the past) is putting all of the NTCs under pressure. In spite of the fact that the NTCs are currently fully occupied or even over-occupied, it can be expected that the average enrolment at each NTC will rise quite considerably over the coming years. If increased access to the existing NTCs would be considered, technical strategy discussions (upscaling existing facilities, creating new medium-size facilities, ...) would be required analysing (dis)advantages and conditions/requirements of different options.

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

C. Availability of qualified teachers

Despite an increase in the number of teachers graduating from colleges and universities, the output is still short of the required numbers. Analysis by the MoESTS suggests that the rate of additional annual secondary teacher recruitment would have to increase from 7.6% to 12% in order to meet this demand. The shortage of teachers is not uniform across all subject areas. Uganda is currently over-supplied with

secondary school teachers in some areas of the curriculum (e.g. arts), whereas there is under-supply in others, particularly the sciences and mathematics. The current EMIS system does not allow stakeholders to make a breakdown of teacher needs by subject. Close monitoring of some education indicators is also needed on teacher workload and the student repetition rate. Secondary teachers are expected to be able to teach two subjects, however secondary teachers actually teach 4 hours a week less on average than they are supposed to do. In order to promote more effective learning and to address the social, economic and student's needs in a better and more flexible way, the MoESTS revised the existing curriculum to slim down the subjects. A similar inflation of the number of required teachers is due to the high rate of repeaters. Teacher deployment is still a challenge. Although procedures for identification of needs and the posting of teachers are clearly defined, teacher allocations are conducted differently. Further analysis is required to understand the difficulties education authorities face when trying to implement the teacher allocation process.

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

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

D. Financing

Government continues to implement the policy of 80 % government sponsorship for students joining NTCs. The level of capitation grants⁵ is indicated by stakeholders as being too low (UGX 1,800 per student per day⁶) to adequately run teacher colleges, considering the real costs related to education, accommodation, food and other basic welfare requirements. Currently, NTCs raise approximately 50 % of their revenues from other sources, mainly through additional student fees of approximately UGX 500,000 per annum for GoU sponsored students and fees of UGX 1,200,000 per annum for private students.

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

E. Support supervision

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

In 1999, the *Education Management Information System* (EMIS) was established at Central level (MoES) to collect data on all levels of education throughout the country.

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

- to assess the application for higher education institutions that wish to be considered for ;
- the grading of Provisional Licenses, Charters and Certificates of Classification ;
- monitoring of the progress being made by universities and other tertiary institutions in providing quality education.

⁵ Budget received by a college from Central Government based on the number of pupils officially enrolled, intended to be spent on day-to-day running costs, e.g. cleaning, lighting, maintenance of school premises, and the provision of teaching materials and resources.

⁶ Equivalent to 0.50 €

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

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

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

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

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

- at central level, involving national experts and TIET department, based on pre-visit preparation workshops, support supervision visits and post-visits analysis workshops
- at colleges level involving college-based mentor teachers based on peer-tutoring and microteaching activities.

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

F. Secondary Teachers Development Management System (STDMS)

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

The Permanent Secretary of the MoESTS (2014) reported *the ongoing development of the STDMS has a long way in addressing the weakness in the opportunities for upgrading the skills of the teachers* and all stakeholders should engage in constructive dialogue to address the critical barriers and bottlenecks. The FY 2013/14 annual performance review for the Education Sector stated *the operationalization of the STDMS remains an unfunded priority*, implying that the education sector has not allocated budget to this activity from its available resources. However, the lack of government allocation to the financing of the STDMS raises questions to the sustainability of the system.

G. Competency profiles for secondary teachers

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

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

H. Secondary education curriculum review

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

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

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

The completion report outlined the process of developing these resources and further outlines potential implementation challenges and issues. It states urgent actions required and consequences of inaction. There is still a large amount of work to be done up to February 2017 - the date when 20 front-runner schools are scheduled to begin working with the new curriculum. Currently, the most pressing challenge is that this critical work is not included into the 2015/16 budget. Without funding, textbooks cannot be procured from publishers, and teachers cannot be trained to apply the new curriculum.

1.3 Organisational assessment of NTC Kabale and Mubende

A high-level organisational self-assessment has been conducted by the Skills development for Human resources (SDHR) project to allow the NTC Kabale, Kaliro, Mubende, Muni and Unyama to reflect on its organisational capacities. This assessment has stimulated a self-reflection on the NTCs' organisational strengths and challenges, providing each NTC with an appropriate overall framework. It allows the different NTCs to define and prioritise its key goals for organisational performance improvement and organisational development, and to identify corresponding skill gaps and needs for professional skills development of its leaders, managers and staff at different levels in the organisation.

The organisational self-assessment exercise uses 10 main topics as presented in the spider diagrams below.

The organisational self-assessment offers a unique starting point for particular organisation development activities in NTC Kabale in Mubende with an comprehensive framework settings standards for the 5 NTCs. This is particularly important as the Human Resources function of the NTC, like any other tertiary institution in Uganda, is highly centralised. It is managed by the Education Service Commission (ESC) and the MoESTS although the Universities and other Tertiary Institutions Act places the HR function with the Governing council. This however has not been operationalised since 2001 when the act came into force. It is important that organisational/skills development activities reach out to the 5 National Teachers' Colleges in order to avoid imbalances and set-backs due to staff transfers.

1.3.1 NTC Kabale

NTC Kabale - a public education institution – is located in Kabale town and was established in 1984 by the Government of Uganda to train teachers for secondary school teaching.

However, later, it progressively offered other teacher education programmes for primary and nursery schools. Hence, it currently has :

- Science-based Diploma in Education Secondary (DES) Programme : 1,033 pre-service students (407 women) ;
- Diploma in Education primary (DEP) Programme in sciences but also in sports, science and arts: 712 in-service students (257 women) ;
- Early Childhood development (ECD) teacher education programmes offering certificates and Diplomas currently to 100 student teachers and 20 in-service student teachers.

NTC Kabale is the only National Teachers' College in Uganda offering Kiswahili teacher training (subject area) in view of promoting integration in the East African Community.

The staffing level at NTC Kabale is currently (2015) at 79 %. The team comprises of 3 management staff, 67 lecturing/technical staff, and 44 non-teaching/support staff (111 staff in total). The NTC uses visiting lecturers in critical cases (06 out of 12 positions) who are paid by the Governing Council.

To be effective and efficient in offering the above programmes, the NTC 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 at *being a model for teachers' education*.

The planned Lower Secondary Education Reform, introducing eight learning areas that encompass the old subjects, will require some further reflexion on the organisation and the educational courses offered at NTC Kabale. Future teachers of science will be required to shape the learning experiences so that the needs and interests of all learners are catered for. Science contributes to the development of critical thinking, creativity, invention and innovation. It will help the learner to use evidence to evaluate the way Science can be applied in everyday life. The effective integration of the Science processes and the development of the scientific attitude will become a central intention of this programme of study. The science process skills and the scientific attitude will be developed through studying six strands : Processes, Diversity, Interactions, Energy, Systems, and Earth and Space. The Learning Outcomes of the programme of study will be structured to afford the learner opportunities to develop science understanding within the six strands, across the four-year programme.

Promoting competence-based education through the introduction of learning areas will affect the way teacher education is organised and conducted today.

The college was established in unfinished buildings which were never completed afterwards. Although efforts to maintain the buildings over time are clearly visible, rehabilitation (and remodelling) of learning facilities, offices, library, student accommodation and staff quarters are urgently needed. Sanitation facilities for both boys and girls are inadequate. Access to water is insufficient.

Two well-equipped computer rooms with internet connectivity are available but insufficient in terms of space and capacity. Today the college already uses 10 computers and 89 monitors with key boards for student instruction and internet service in these ICT labs. Access to ICT facilities, internet connectivity and user confidence (for academic and administration staff) remain a challenge however.

The college has 68.4 acres of land, which is partly fenced and surveyed. The land title however still lies with the district land office. The college is situated in a former swamp area surrounded by hills. Due to

poor drainage, rain water runs off the hills and surface water floods the premises, making moving around the college difficult. Septic tanks are not functioning properly due to the soil texture.

1.3.2 Institutional Analysis NTC Kabale

The institutional analysis is based on the organisational self-assessment conducted by NTC Kabale in the framework of the SDHR project. This analysis reflects the views, priorities and areas of improvement as identified by the Kabale management team. An external validation of the self-assessment - if deemed necessary - and an update of the state of affairs can be conducted at the start of the project in order to assess progress on each of the 10 dimensions.

Three key areas have been identified by the NTC for immediate assistance in strengthening the organisational performance and human resource systems of the college :

Proficiency in computer and ICT applications

In its organisational performance analysis, it is mentioned by the NTC management that 80 % of the teaching and support staff of NTC Kabale either lack competencies in computing and ICT application or never applied/practiced computer skills after training. Only 20 % of the academic and technical/support staff are considered computer literate to some extent. Less than 5 % are confident in using mail and web applications without external support. As a result, computer literate staff are overloaded with typing work (lecture notes, minutes, work plans, reports, etc.). The inability to use e-mail and web applications also affects the functioning of the college on the efficiency and finance levels.

In order to remedy this situation, the management team would like to assist the NTC staff to become computer literate over a 3 years' time span and to actively use ICT in teacher training (including training students on the use of ICT).

This target is believed to allow for reducing the burden on copy typists and secretarial staff; and replacing the expensive announcements sent through multi FM radios and invitations by grouped e-mail messages. The NTC also wishes to network computers with hot spot internet services to facilitate research and digitise storage of vital information for administration purpose.

More computers and storage capacity will need to be made available to staff in order to practice and use ICT. A realistic time table to cater for different learning needs and proficiency levels will be a key factor.

Promoting research and publications

In its organisational performance analysis, it is stated by the NTC management that - as a tertiary educational institution - NTC Kabale has a functional role of carrying out research and publications. Today, only 2 out of 67 academic staff are actively involved in research and publications. Most staff hardly have any skills in research and (editing and/or computing skills for) publication.

In order to remedy this situation, the management team would like its staff to develop professional skills in this area. NTC Kabale has set a target of actively involving 20 % of its academic staff in quality research and publications. The NTC also wishes to strengthen competencies of its graduates in this area.

NTC Kabale wishes to become a centre for consultation on research and publications in order to attract additional funding for the college. For that, it will be key to identify and correctly state interesting research problems, distinguishing the processes of different kinds of research and to develop the required computing and ICT skills. Additional laptop computers for research and publications will be required as well time and space for training.

Institutional planning strategies and performance management linked to vision and mission

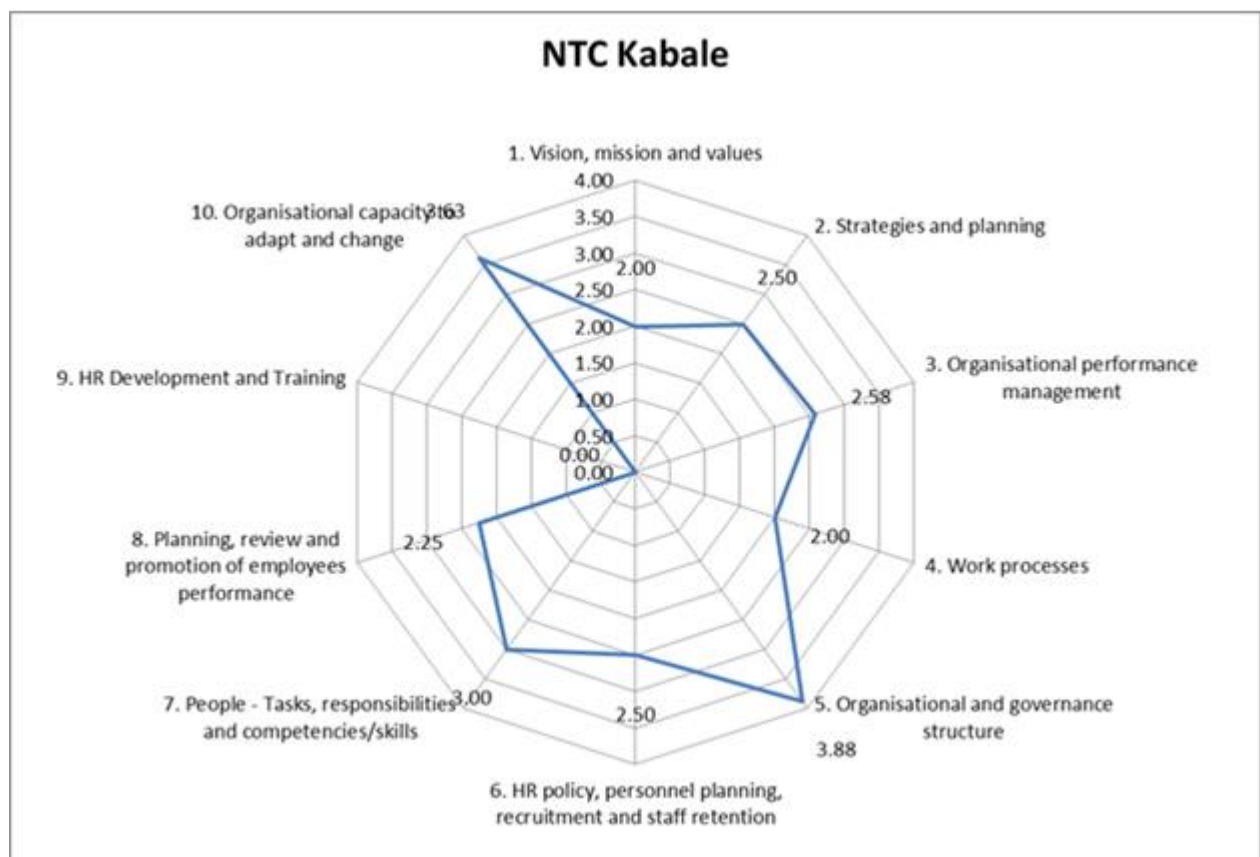
In its organisational performance analysis, it is observed by the NTC management that current policies, work plans and performance management do not directly link up to the vision and the mission statement. This might be due to the fact that the vision and the mission are not clearly stated and are not fully understood by the staff.

In order to remedy this situation, the management team would like to see the vision and the mission statement guiding planning, strategies and performance management. All staff are expected to be aware of the vision, mission and values and need to be guided by them in their conduct and performance.

Particular attention will need to be paid to developing and defining a clear vision and a clear mission statement, taking the existing vision and mission statement as a starting point.

Skills development will be required for reviewing vision, mission and values statements and explicitly establishing links between these statements and planning, management, performance assessment and evaluation. Developing adequate competencies in the identified areas will be crucial to success.

1.3.3 Organisational self-assessment NTC Kabale



A summary of the organisational self-assessment conducted by NTC Kabale is presented below :

| Topic | Development level | Justification and area(s) of improvement |
|-------------------------------|---|---|
| 1. Vision, mission and values | NTC Kabale has explicitly defined its vision, mission and values. These are known by employees and are partly contributing to staff commitment and organisational performance. However significant improvement of the vision and mission statement is still needed. | The vision and mission are defined but the former is stated in form of a mission and vice versa. No scope for the mission and no values are teased out or stated. There is a need for technical and professional guidance to improve this area. |

| | | |
|---|---|---|
| 2. Strategies and planning | | <p>Each individual lecturer and each department make annual work plans and related budget estimates which are integrated in the general institutional budget. Monitoring institutional activities is done in/non-formally. There is no structured evaluation available.</p> <p>There is a need to establish a clear link between work plan strategies and the institutional vision and mission when planning. Heads of departments and administrators need further training in this area.</p> |
| 2.1 Involvement with and scope of strategy setting and planning | <p>Strategy development and planning involve all staff in defining strategic and performance targets for the key missions and the (primary, management and support) processes of NTC Kabale. Such contribution to goals and targets are largely in line with NTCs vision and mission.</p> | |
| 2.2 Strategy setting and planning as a forward looking process, properly informed by conclusions of monitoring & evaluation | <p>The strategic and planning process is done on multi-annual and annual basis and uses some pertinent indicators and other forms of concrete target setting for the key mission and processes. Monitoring & evaluation (M&E) provides some useful input for the next planning phase.</p> | |
| 2.3 Effectiveness of organisation performance management | <p>Overall, the strategic and operational planning processes are appropriately contributing to organisational performance and effectiveness; even if responsiveness or proactive choices are still missing in some areas.</p> | |
| 3. Organisational performance management | | <p>NTC Kabale performance management is very good as measured by the active involvement of individuals and departments' planning and supervisory roles, and ipso facto, by the registered successes of both staff and students.</p> <p>There is a need to hold formal meetings specifically for measuring the institutions' performance management since strategic performance work plans seem to be in place. Adequate time is needed for this area instead of integrating it in other formal meetings with different objectives and focus.</p> |
| 3.1 Indicators and measurement of organisational performance | <p>On the basis of an appropriate management information system, most key performance results of NTC Kabale are systematically measured in relation to corresponding, preliminarily determined, organisational goals and performance targets. Operational / performance goals and results are linked to strategic goals and their respective (outcome) indicators and target values.</p> | |
| 3.2 Organisational performance review and improvement process | <p>A relevant number of key performance results of NTC Kabale are registered, analysed, reported and followed up on against set targets. Building on such performance review, improvement actions are to some extent agreed upon and somehow implemented. However such performance review and improvement process is still insufficiently generalised and requires further improvement.</p> | |

| | | |
|--|---|---|
| 3.3 Effectiveness of organisational performance management | Overall NTC Kabale's performance is good or at least satisfactory. Management, teams and employees are playing an active role in the performance management processes. The performance management system is significantly contributing to such good performance in many performance areas. | |
| 4. Work processes | | <p>NTC Kabale has no HR manual for work processes but uses the Uganda Public Service Standing Orders (2010) prescribed for all public officers; Education Service regulations prescribed by the Education Service Commission; Universities and Other tertiary Institutions Act (2001) and its subsequent amendments ; Employees' Acts ; etc.</p> <p>There is a need (among others reasons) for training in ICT for all staff members to access all of the above legal documents and policies since they are published online for the benefit of the workers in public and education service.</p> |
| 4.1 Existence and scope of work process management | NTC Kabale somehow documents most of its key primary processes (core mandate); distinguishing the consecutive process steps and corresponding responsibilities. This is done using operations and/or procedures manuals or other type of documentation of NTC Kabales' work processes. Work processes and respective process steps are partly coupled to process-level performance indicators and targets. Employees involved – also newcomers – are at least basically informed on how to undertake their part in applying these work processes. | |
| 4.2 Risk management and quality assurance at the level of work processes | Key risks are generally described in relation to NTC Kabale's work processes and respective process steps. Such risks are somehow monitored and managed by the hierarchy. | |
| 4.3 Control, review and improvement of work processes | Control and follow up on the implementation of work processes are performed at hierarchical level. Initiatives for improvement of work processes are regularly taken (such as on the basis of process indicators and performance measurements); management generally involves employees who have the required competencies to support and elaborate process improvement. | |
| 4.4 Effectiveness of work processes | While such management of work processes is already contributing to NTC Kabale's performance in a number of areas, significant further development is still needed. Areas of further development include documenting the still uncovered work processes, fostering synergy between different work processes, benefiting from new opportunities (such as through making good use of ICT) to reinvent work processes, enhance efficiency, ensure more proactive improvement of work processes, etc. | |
| 5. Organisational and governance structure | | <p>Functional structures are in place, with staff performance appraisal system based on agreed upon performance targets. Staff performance is done annually on the basis of the initial performance plans and quarterly reviews.</p> <p>There is a need to extend staff performance appraisals to the employees of the Governing Council.</p> |

| | | |
|---|--|--|
| 5.1 Organisational design | The organisational structure and the corresponding assignment of roles, powers and responsibilities are clearly defined and are at least partly fitting the mandate, mission and vision of NTC Kabale. These are, to some extent, conducive for NTC Kabale's performance. | |
| 5.2 Steering and coordination mechanisms | The reporting channels and the mechanisms for work consultation and coordination are clearly defined and are at least partly fitting the mandate, mission and vision. Follow up of business operations and their performance is performed hierarchically and persons in charge report regularly. The existing steering and coordination mechanisms are to some extent conducive for NTC Kabale's performance and effectiveness. But significant further improvement is required. | |
| 6. HR policy, personnel planning, recruitment and staff retention | | <p>NTC Kabale Governing Council only recruited temporarily some workers to fill gaps in staffing needs. The HR policy on planning, recruitment and retention is done by the line ministries following the approved staff ceiling establishment and Government Public Standing orders.</p> <p>There is a need for involving the Governing Council in policy formulation and implementation in this area.</p> |
| 6.1 HR Policies and systems | Adequate policies, processes and practices have been elaborated in the different HR areas. HRM related performance indicators are being used. All of this is largely in line with the vision and mission of NTC Kabale. The NTC applies an integrated concept in which job profiles, follow up of individual performance, training policy and competency management constitute one coherent whole. | |
| 6.2 HR planning / staffing plan | Overall staffing plans and annual HR action plans are conceived, used and regularly updated based on organizational goals and well-assessed staffing needs. Choices on staffing are regularly evaluated and updated in synergy with NTC Kabale's long-range strategic planning. | |
| 6.3 HR management function | The HR management function is somehow developed and established with HRM staff. However, a significant improvement of the HR management function is still required. | |
| 6.4 Recruitment, motivation and staff retention | Structured data on staff retention rates and staff turnover are available but little analysis has been done to determine the factors impacting the NTC's capacity to retain its (best) staff. NTC Kabale succeeds to some extent in attracting, motivating and retaining part of the skilled staff it needs to succeed in fulfilling its mandate. But significant improvements are still required in these areas. | |

| | | |
|---|---|--|
| <p>7. People : tasks, responsibilities and competencies/skills.</p> | <p>All staff have reasonably well-developed job profiles defining the responsibilities of each position and describing the corresponding, tasks and required competencies and professional skills. In combination with periodically agreed performance targets, the job profile provides pertinent criteria for periodic individual performance assessment and the basis for a follow up cycle. Job profiles are regularly updated.</p> | <p>NTC Kabale participates in all CPD training workshops (i.e. ATL, SESEMAT, C-TEP, etc.) organised by the relevant departments of MoESTS and it also regularly carries out its own educational workshops for its staff. The NTC applies the Teachers' Scheme of Service prescribed by Education Service Commission and annual staff performance appraisals to staff. It holds regular staff meetings in which performance reports relevant to the meeting are orally given for evaluation and remedial measures taken for improvement.</p> <p>There is a need for improving competencies in Computer Applications and ICT for most staff members and also to have periodic curriculum reviews.</p> |
| <p>8. Planning, review and promotion of employees' performance.</p> | <p>Within the applicable legal and regulatory framework, NTC Kabale invests in follow-up on employee performance. There are regular follow-up interviews and (at least annual) individual performance reviews; with a focus on optimizing staff performance in (most) key areas of performance. There is a written individual performance report for each employee. The existing individual employee performance review practices are considered to be somehow contributing to staff performance; this at least for a significant part of employees.</p> | <p>NTC Kabale carries out annual performance appraisals with employees regularly following performance plans and quarterly performance review meetings.</p> <p>Individual staff appraisals need to be extended to the temporary employees recruited by the Governing Council. Most employees need to be computer literate and competent in using ICT as well as being active researchers and publishers.</p> |
| <p>9. HR Development and training</p> | | <p>Apart from educational workshops internally organised by the departments of NTC Kabale, HR development and training is done by MoESTS.</p> <p>Calls for applications from the employees aspiring for continued education need to be done early enough with the relevant institutions in addition to public averts .</p> |
| <p>10. Organisational capacity to adapt and change</p> | | <p>NTC Kabale has embraced various CPD workshops to the benefit of the institution and employees and has adapted innovations which include new teacher development programmes such as ATL, ECD, SESEMAT, etc.</p> <p>All academic and non-academic staff need to be encourage to developed skills in ICT and to embrace innovative ideas.</p> |
| <p>10.1 Leadership style and organisational mind-set</p> | <p>NTC Kabale is characterized by an interactive, interpersonal and (partly) empowering leadership-style. Two-way communication between staff and management as well as horizontal coordination between teams and staff are common within NTC Kabale. Delegation of responsibilities to teams and staff is a common practice and HR development is provided with significant resources. Individual performance and team performance are equally valued.</p> <p>However, NTC Kabale does not yet fully integrate HR Development and creative innovation into its strategic planning. To a certain extent HR Development is expected to respond to directives rather than to facilitate them.</p> | |

| | | |
|---------------------------------|--|--|
| 10.2 Organisational flexibility | <p>NTC Kabale has a history of self-assessment and adapting to change. The need for change and innovation is broadly acknowledged and the NTC effectively fosters creative new ideas. Planned innovation is supported and NTC Kabale invests in skills development of capable, confident and trusted change agents. Staff at all levels are valued and given the tools and support to learn and to help the organization ahead. NTC Kabale provides for environments where teams and individuals can experiment and test innovation.</p> | |
|---------------------------------|--|--|

1.3.4 NTC Mubende

NTC Mubende - a public education institution - was established in 1984 by the Government of Uganda. It is located along the Kampala - Fort Portal Highway, approximately 4 km from Mubende town.

NTC Mubende offers two programs :

- Diploma in Education Secondary Education (DES) : 637 pre-service students (237 women).
- Diploma in Education Primary Education (DEP) : 357 in-service students (145 women).

The staff level at NTC Mubende is at 100 %. The team comprises of 3 management staff, 33 lecturing/technical staff, and 22 non-teaching/support staff (58 staff in total).

NTC Mubende is the only teacher training college in Uganda that specialises in vocational teacher education and training for secondary education. It currently offers 4 vocational subjects including agriculture, business, art and design, and music. The planned Lower Secondary Education Reform, introducing eight learning areas that encompass the old subjects, will require a profound reflection on the organisation and the educational courses offered at NTC Mubende. Traditional vocational subjects will be integrated in the learning area Technology and Enterprise.

The Technology and Enterprise programme of study incorporates six specific themes :

- Crop Production and Animal Husbandry
- Self-employment and Money
- Food Technology
- Housing and Construction
- Water, Sanitation and Hygiene
- Machines and Technology

A learner will acquire knowledge, understanding, skills and values/attitudes by a series of modules. The modules help a learner to acquire a complete set of skills that are useful in daily living. This approach particularly addresses the aspect of acquiring these skills as life skills which one can live with irrespective of whether one is at school or not. Skills will have been acquired to enable the learner engage in productive activities that are income generating.

Themes are the organising mechanism for presenting the expected learning. Each theme deals with a set of concepts, understandings, skills, values and attitudes that have inherent philosophical linkages. Each theme appears in all the four years. The range of expected learning will be scoped and sequenced.

It goes without saying that the new approach will profoundly affect the way NTC Mubende is organised, managed and functioning today.

NTC Mubende seeks - as stated in its vision - to become a centre of academic, professional and vocational excellence. The major focus is on vocational excellence which is in line with its mission of producing competent, dedicated and self-reliant teachers. The college emphasises four core values : commitment, team work, integrity and transparency. A committed person whose integrity is not questionable is likely to be transparent and therefore more productive. People don't work in isolation but rather work with others.

NTC Mubende - being a vocational training college – holds a great potential to initiate and nurture projects that can benefit both the NTC and the neighbouring communities. The college farm has a poultry unit, a piggery unit, a goat rearing unit, a cattle unit and a crop husbandry unit. The Department of Art and Design conducts an annual exhibition which attracts both the college community and the neighbouring communities. The Business Education Department introduced community attachment programs where the staff and students help the business community in record keeping and business management. The Music Department has partnered with the local communities to make local musical instruments. These projects however are not operating to full capacity due to financial and management challenges.

A quick tour of the premises shows that infrastructure facilities are largely affected by inappropriate management, insufficient maintenance and inappropriate use (and allocation) of existing structures. Staff offices are cramped for space. Classrooms and laboratories are insufficient in number and in a poor state. Existing facilities are not fit for learner-centred approaches. Absence of workshops hampers the quality of education in core vocational studies. A small library exists (and is in use) but book collections are outdated, do not cover the range of subjects offered, or are to some part irrelevant to the curriculum. Halls of residence are congested and/or are unfit for human habitation. Sanitation facilities for both boys and girls are inadequate. Access to water is insufficient.

Nevertheless a well-equipped computer lab with internet connectivity providing WIFI services to the college community is available. Access to ICT facilities, internet connectivity and user confidence (for academic and administration staff) remain a challenge however.

The college has approximately 790 acres of land. A land title exists for 270 acres but there is no copy available at the college. The land is not fenced which puts the boundaries land at risk of illegal encroachment.

One particular aspect hampering the professional development of NTC Mubende at all levels is the limited time spent by academic staff 'on-site'. 75 % of the staff commutes between Kampala and Mubende. As a result most of the staff are only present at the NTC Mubende during 2 or 3 days a week (or in some cases only during weekend days).

1.3.5 Institutional Analysis NTC Mubende

The institutional analysis is based on the organisational self-assessment conducted by NTC Mubende in the framework of the SDHR project. This analysis reflects the views, priorities and areas of improvement as identified by the Mubende management team. An external validation of the self-assessment - if deemed necessary - and an update of the state of affairs can be conducted at the start of the project in order to assess progress on each of the 10 dimensions.

Five key areas have been identified by the NTC for immediate assistance in strengthening the organisational performance and human resource systems of the college :

Organisational performance management

In its organisational performance analysis, it is observed by the NTC management that quality data for informed decision making are not sufficiently available. Administration and academic staff face difficulties

in setting clear and measurable targets. As a result it is difficult to assess and to evaluate progress and performance. The NTC management feels the college does not meet the national standards yet : resources seem inadequately used and time management appears to be a key problem. NTC Mubende is often unable to meet externally set targets such as deadlines for examination and for submission of reports to the government.

In order to remedy this situation, the management team would like to install an appropriate management information system adapted to the needs of the college ; develop a structured system for planning and measuring organisational performance; and develop a systematic performance reporting framework in line with the college needs.

These tools and systems are believed to allow for actively involving staff in target setting, performance measurement and appraisal and for regular evaluation of the college performance. Remedial actions could be taken based on accurate and on-time information. Pro-active policy improvement will allow for structural change in the long run. Clear links will need to be established between the college's vision, mission, values and its performance, contributing to visible quality standards and stakeholder satisfaction.

This will require to develop the following skills with NTC staff : performance target setting ; performance report writing ; assessment of organisational needs and performance parameters ; and management and leadership.

Strategies and planning

In its organisational performance analysis, it is observed by the NTC management that administration and academic staff lacks appropriate skills in planning and budgeting, resulting in poor utilisation of human and financial resources. Planning and budgeting insufficiently contributed to the realisation of the vision, mission and values of NTC Mubende.

In order to remedy this situation, the management team would like to re-develop key strategic plans and budgets and introduce systematic performance reporting, measurement, monitoring and evaluation. Clear links will need to be established between resource mobilisation and usage, and the vision, mission and values of the NTC.

This approach is believed to result in well-conceived plans and budgets at all levels, involving and mobilising human resources in line with the vision, mission and values of the college, proper use of human and financial resources, and better service delivery to the satisfaction of major stake holders.

This will require to develop the following skills with NTC staff : planning and budgeting ; measuring, monitoring and evaluating planned/executed activities, computing and report writing.

Organisational capacity to adapt to change

In its organisational performance analysis, it is observed by the NTC management that newly recruited staff often fail to adapt to their new responsibilities and environment while present staff appear to resist embracing new developments in education and stick to traditional ways of teaching. Staff seem insufficiently prepared to use new, learner-centred methodologies and technologically advanced equipment in teaching. The management fears not being able to meet the requirements of future governments' programs and standards, resulting in teacher training that is no longer relevant to the current and future needs of schools.

In order to remedy this situation, the management team would like to strengthen the capacity of the NTC understand development pattern and to positively accommodate and to adapt to change. This will require building both individual and collective capabilities and strengthen interpersonal leadership style and communication.

This approach is believed to allow for timely and effective execution of government programs as the dynamic staff will rationally take on change. As (technological) environments will continue to change rapidly in the future, teacher trainers and teachers trainees will be expected to have the flexibility and capacities to adapt to an ever changing and globalising environment.

This will require to develop the following skills with NTC staff : emotional adjustment skills, teamwork, listening and reading skills, adaptability and dynamism, leadership rather than management skills.

Tasks, responsibilities, competencies and skills

In its organisational performance analysis, it is communicated by the NTC management that current job profiles and descriptions are developed at central level with little or no consultation. Some key job requirements are missing from the current government descriptions and need to be integrated by means of a review process. It is observed that most staff insufficiently live up to their defined roles for effective and efficient performance. Tasks and responsibilities are often being carried out mechanically, only remotely taking into account job profiles and descriptions.

In order to remedy this situation, the management team would like to see job profiles and job descriptions be redeveloped by the Education Service Commission (ESC) and tasks, responsibilities, competencies and skills be redefined in close consultation with the NTCs. Job descriptions and tasks should closely relate to the organisation chart of the NTC and act as the basis for job performance assessments.

The proposed review would allow for a relevant and all-inclusive scheme of service for tertiary (teacher education) institutions in Uganda. A revised college organisational chart would answer to the future role of and new staff profiles would be integrated. Staff would benefit from clear demarcations and descriptions of various tasks and responsibilities at different levels, contributing to improved performance and professional relations in the NTCs.

This will require to develop the following skills with NTC staff : developing job profiles and descriptions, analytical skills, team spirit and team work, managerial and leadership skills.

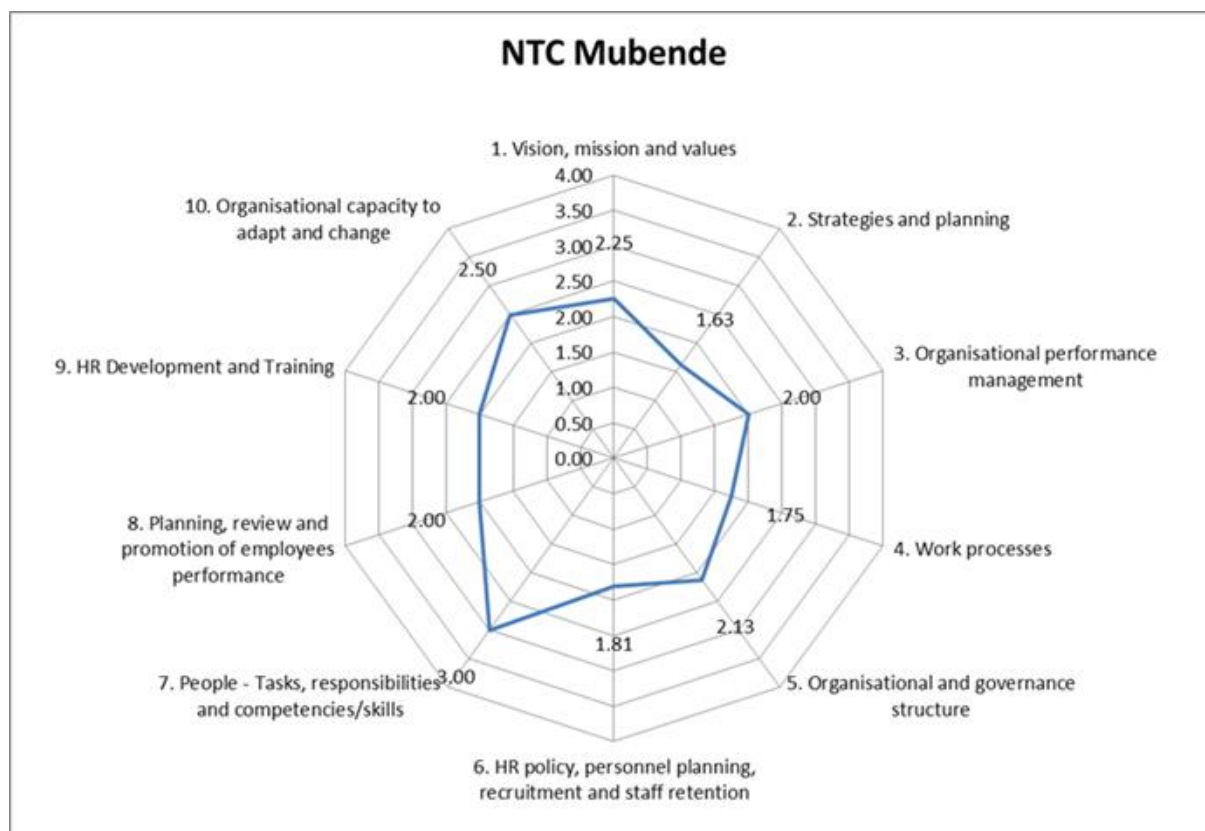
Human Resources development and training

In its organisational performance analysis, it is observed by the NTC management that not all staff have the required skills in general and the teacher training skills in particular to offer quality training to future teachers. Standard practices and procedures - even for routine tasks - seem to be missing. This situation results in variable quality of service delivery.

In order to remedy this situation, there is a need for a structured staff development plan, adapted to the specific needs of NTC Mubende. This five or ten year plan should cover and address both short-term and long-term training needs. Policy statements and manuals on HR development and training need to be developed in collaboration with the governing council and approved by MoESTS.

The most urgent needs identified relate to best practices in effective (financial and human resource) management and leadership ; best practices in teaching for secondary education and teacher training in particular. Attention must be paid to adopting the vision, mission and values of the NTC as well.

1.3.6 Organisational self-assessment NTC Mubende



A summary of the organisational self-assessment conducted by NTC Mubende is presented below :

| Topic | Development level | Justification and area(s) of improvement |
|---|--|---|
| 1. Vision, mission and values | NTC Mubende has explicitly defined its vision, mission and values. These are known by employees and are partly contributing to staff commitment and organisational performance. However significant improvement of the vision and mission statement is still needed. | NTC Mubende has well-defined and developed vision, mission and values. Staff is committed and driven by these aspects. There is a need however to revisit the mission, vision and values to bring them in line with current trends. All staff need to be fully associated in the reflexion. |
| 2. Strategies and planning | | NTC Mubende has prepared a 5 year strategic plan and annual budgets as a basis for planning, monitoring and evaluation. There is still a need however to improve the quality of the strategic plans and budgets and involve all departments and services of NTC Mubende. |
| 2.1 Involvement with and scope of strategy setting and planning | Within the mandatory planning and budgeting framework, key persons within NTC Mubende define strategic and operational goals and targets. Such goals are at least partly in line with the vision, mission and values. | |
| 2.2 Strategy setting and planning as a forward looking process, properly informed by conclusions of monitoring & evaluation | --- | |

| | | |
|---|---|--|
| 2.3 Effectiveness of organisation performance management | Policy, strategy and planning have limited added value for NTC Mubende's performance and its capacity to fulfil its mandate. | |
| 3. Organisational performance management | | Performance areas and indicators are defined and various committees meet to review performance. There is still a need however for clearly defined performance areas and targets, performance indicators, regular reviews and follow-up of activities, and performance report writing. |
| 3.1 Indicators and measurement of organisational performance | NTC Mubende has embarked on a somehow structured system for planning and measuring organisational performance in part of its roles and functions. Nonetheless, other important roles and responsibilities are not yet covered and significant improvement or further development of organisational performance measurement is still needed. | |
| 3.2 Organisational performance review and improvement process | A relevant number of key performance results of NTC Mubende are registered, analysed, reported and followed up on against set targets. Building on such performance review, improvement actions are, to some extent, agreed upon and somehow implemented. However such performance review and improvement process is still insufficiently generalised and requires further improvement. | |
| 3.3 Effectiveness of organisational performance management | The performance management system is partly contributing to enhanced performance with management somehow involving teams and employees in the process. However such effectiveness of performance management remains limited to part of the NTC's performance areas. It is still insufficiently generalised and requires further improvement. | |
| 4. Work processes | | Work processes (job descriptions) are well developed by the Education Service Commission (ESC). Human Resource Personnel of ESC and MoESTS make visits to the NTC to update staff on their roles. The Governing Council ensures work processes are followed. There is still a need for risk identification and mitigation as well as a review of job processes and descriptions. |
| 4.1 Existence and scope of work process management | NTC Mubende somehow documents its key primary processes (core mandate); distinguishing the consecutive process steps and corresponding responsibilities. This is done using operations and/or procedures manuals or other type of documentation of the NTC's work processes. Work processes and respective process steps are partly coupled to process-level performance indicators and targets. Employees involved - also newcomers - are at least basically informed on how to undertake their part in applying these work processes. | |

| | | |
|--|--|--|
| 4.2 Risk management and quality assurance at the level of work processes | Even though critical or hazardous moments may be known and followed up in one way or another by the person(s) in charge, NTC Mubende is not yet using a structured approach to organise, manage and improve its management related to (steps in) its work processes. | |
| 4.3 Control, review and improvement of work processes | Control and follow up on the implementation of work processes are performed at hierarchical level. Initiatives for improvement of work processes are regularly taken (such as on the basis of process indicators and performance measurements). Management generally involves employees who have the required competencies to support and elaborate process improvement. | |
| 4.4 Effectiveness of work processes | While such management of work processes is already contributing to NTC Mubende's performance in a number of areas, significant further development is still needed. Areas of further development include documenting the still un-covered work processes, fostering synergy between different work processes, benefiting from new opportunities (such as through making good use of ICT) to reinvent work processes, enhance efficiency, ensure more proactive improvement of work processes, etc. | |
| 5. Organisational and governance structure | | Organisational structure is well-defined and functional right from the ministry level. There is a need to update the organisational design to meet the challenges of announced education reforms. Teamwork and clear communication will be key to this process. |
| 5.1 Organisational design | The organisational structure and the corresponding assignment of roles, powers and responsibilities are clearly defined and are at least partly fitting the mandate, mission and vision of NTC Mubende. These are, to some extent, conducive for the NTC's performance. | |
| 5.2 Steering and coordination mechanisms | The reporting channels and mechanisms for work consultation and coordination are clearly defined and are at least partly fitting the mandate, mission and vision. Follow up of business operations and their performance is performed hierarchically and persons in charge report regularly. The existing steering and coordination mechanisms are to some extent conducive for the NTC's performance and effectiveness. But significant further improvement is required. | |
| 6. HR policy, personnel planning, recruitment and staff retention | | Staffing policy is provided by the Uganda Government Public Service (Public Service Standing Orders). Staffing answers to NTC needs in terms of vision, mission and values. Recruitment levels are met thanks to the current posting of new staff. There is still a need to look into possibilities for staff motivation and (financial) incentives. Structured data and analysis of human resource turnover and retention are insufficient. |

| | | |
|--|---|--|
| 6.1 HR Policies and systems | Basic policies and processes have been established. They provided minimal guidance for the major part of HR areas such as recruitment and selection, follow up of employees, and training policy. Within the legal and regulatory framework, these HR policies are at least partly attuned to the particular requirements of NTC Mubende. | |
| 6.2 HR planning / staffing plan | An HR plan and overall staffing plan as well as an annual HR action plans exist. They are at least partly based on the goals and staffing needs of NTC Mubende. More regular review and updating of such staffing plans is required. | |
| 6.3 HR management function | The HR management function is somehow developed and established with HRM staff. However, a significant improvement of the HR management function is still required. | |
| 6.4 Recruitment, motivation and staff retention | There are no structured data available on staff retention rates and on the factors influencing staff turnover. NTC Mubende succeeds poorly in attracting, motivating and retaining the skilled staff it needs to succeed in fulfilling its mandate. | |
| 7. People : tasks, responsibilities and competencies/skills. | There are job descriptions with a basic description of tasks and responsibilities for most employees. The organisational chart and job descriptions are (at least partly) attuned to each other and are updated from time to time. | Job description with clearly defined tasks are available. Assignments are executed according to NTC organisational design and job requirements. There is however a need for regular review of job profiles and work processes. |
| 8. Planning, review and promotion of employees' performance. | Within the applicable legal and regulatory framework, NTC Mubende invests in follow-up on employee performance. There are regular follow-up interviews and (at least annual) individual performance reviews with a focus on optimising staff performance in (most) key areas of performance. There is a written individual performance report for each employee. The existing individual employee performance review practices are considered to be somehow contributing to staff performance. This at least for a significant part of employees. | Legal framework exists. Annual employee performance appraisal carried out. Develop dynamic and appropriate appraisal system for HR. Staff development in terms of training |
| 9. HR Development and training | NTC Mubende partly stimulates its leaders, managers and staff to develop their professional skills and to attend training where required. Individual training needs are assessed and an individual training plan is drawn up for at least a significant part of employees. This is done in consultation with the employee involved. Every year NTC Mubende provides an effective training offer for at least one third of its staff. At least half of the planned trainings or other skills development initiatives are effectively conducted. | Ongoing training programs relate to ATL, SESEMAT, etc. There is a need to develop a staff development poly based on the identified local needs .as well as a structured training/staff development plan. |
| 10. Organisational capacity to adapt and change | | Ongoing programs (ATL) support change in pedagogy. There is a need to develop competencies on change and leadership. |

| | | |
|---|--|--|
| 10.1 Leadership style and organisational mind-set | NTC Mubende is characterized by an interpersonal leadership-style. Two-way communication between staff and management as well as horizontal coordination between teams and staff are increasingly considered to be important but are still to be generalised. Delegation of responsibilities to teams and staff and HR development are nascent but still at their initial stages and they are provided with insufficient resources. Individual performance is more valued than team performance. | |
| 10.2 Organisational flexibility | The need for change and innovation is increasingly acknowledged and NTC Mubende does encourage new ideas. However, many people within the NTC are fearful of moving forward. Implementing change can take too long and the pay-off remains uncertain. Within NTC Mubende there is still a tendency to highlight the risk factors of change. NTC Mubende still lacks capable, confident and trusted change agents. | |

1.3.7 Conclusion

Summarizing, it can be stated that key areas brought forward in the organisational self-assessments and institutional analyses of NTC Kabale and Mubende constitute the basis for the 3 result areas identified for this project :

- The college organisation and culture ;
- The college learning environment, especially the infrastructure and equipment ;
- The conditions and approaches to teaching and learning.

Both NTCs will enhance its ability to develop and use management information systems to ensure regular evaluation of college performance, identify and implement remedial actions, and make suggestions for changes in policy. Proper strategic plans and balanced budgets at different levels of the NTCs will facilitate effective use available financial and human resources and contribute to timely and effective execution of the national teacher education programs.

Attention to staff development, research and publications will contribute to developing best practices in teaching in general and teacher training in particular. In order to improve staff performance, staff need to be actively involved in target setting, performance management and appraisal. Since change is inevitable in all future situations, the NTCs need to create dynamic working and learning environments and need to build on professional teams able to adapt to challenges ahead.

1.4 An Overview of Procurement in the Education Sector

Public procurement plays an important role in the delivery of services in the Education Sector. Public procurement regulations and procedures also provide the legal basis of many of the partnerships between the public and private sectors in the delivery of education services. Therefore it requires skills in governance in terms of public accountability for the resources used and technical skills across a wide variety of areas in the delivery of works, goods and services.

The accounting officer of the Ministry, the contracts committee, the Procurement and Disposal Unit, the user department and the evaluation committee are key stakeholders in MoESTS procurement process.

1.4.1 Official Regulations and Procedures

The policy and regulatory framework for procurement in the education sector falls under the Public Procurement and Disposal of Assets (PPDA) Act (2003), the PPDA Regulations for central government (2003) and its subsequent amendments. As referred to in section 1.4.2.B, the NTC procurement process is also guided by the PPDA Guidelines for Schools (2005). These simplified guidelines were specifically developed for institutions such as schools that have limited capacity within their staff structure for procurement personnel.

1.4.2 Procurement and Disposal Unit (PDU)

The roles of the PDU are :

- to advise user departments on individual procurement and disposal methods and practices ;
- to ensure that submissions are made to a contracts committee on time and in the correct manner and to request additional meetings when required ;
- to manage pre-tender meetings ;
- to manage tender closings and tender openings ;
- to manage the evaluation process ;
- to monitor contract management by user departments and to ensure implementation of contracts in accordance with the terms and conditions of the awarded contract ; and
- to report any significant departures from the terms and conditions of an awarded contract to the accounting officer and contracts committee.

According to section 25 of the PPDA Act (2003), PDU is *responsible for the management of all procurement and disposal activities within its jurisdiction in accordance with this Act, regulations and guidelines made under this Act*. Section 32 of the PPDA Act describes the tasks of the PDU as follows:

- to recommend the composition of the evaluation and negotiation committees, for the approval of the Contracts Committee ;
- to contract independent advice as may be necessary in the discharge of its functions ;
- to ensure compliance with this Act, regulations and guidelines made under this Act, and best practices ;
- to manage bid proposals and pre-qualification submissions and make recommendations on them to the Contracts Committee ;
- to provide bid clarifications; and
- to receive bids.

The MoESTS PDU is positioned as a support unit in MoESTS, reporting to the Permanent Secretary.

The PDU is relatively well staffed with suitably qualified personnel. It is headed by an Assistant Commissioner. He is supported by the following staff as per the PDU staff list :

- 8 Procurement Officers (principal, senior and assistant levels)
- 3 Procurement Assistants
- 6 Procurement trainees, and
- 2 Administrative staff

The PDU benefits from procurement capacity building programmes organised by the PPDA Authority.

These cross-ministry programmes focus on the whole procurement cycle, normally on issues identified in the PPDA's procurement audits and other assessments including the Public Expenditure and Financial Accountability (PEFA) assessment. Major capacity building initiatives include training on the implementation of procurement regulations, procurement planning, transparency initiatives including the publication of information on the internet using the PPDA's tender portal and the introduction of procurement monitoring systems.

The PPDA has the capacity to train user departments within the Ministry. Although PDU can play a role in supporting the capacity and monitoring the performance of the NTCs, this has not been a feature of their work plans to date.

1.4.3 Contracts Committees

The contracts committee role is to ensure that all decisions meet the basic principles and rules of public procurement and disposal. This includes:

- approval of tender documents and any addenda before issuing them to tenderers ;
- nominate contracts committee members to attend and witness pre-tender meetings, tender openings and tender closings ;
- approve membership of evaluation committees and negotiation teams ;
- approve evaluation reports for tenders ;
- award tenders or reject tenders ;
- receive and consider micro-procurement report ;
- approve contract documents and amendments ; and
- approve procurement and disposal contract final reports.

The members of the contracts committee are nominated by the MoESTS for a one-year period. The membership is approved by the Secretary to the Treasury - MoFPED.

1.4.4 The Evaluation Committee

An evaluation committee should be appointed by the Permanent Secretary for each tender consisting of technical officers and persons recommended by the Procurement and Disposal Unit and approved by the contracts committee. The number of members of the evaluation committee depends on the value and complexity of the procurement. A member of the user department may be included on the evaluation committee. However the committee should have a mix of skills from different departments and stakeholders to ensure the availability of the necessary management, financial and technical skills to evaluate the submitted tenders.

1.4.5 Role of User Departments

The role of the user department is to prepare an annual and quarterly procurement and disposal work plan based on the approved budget, which shall be submitted to the PDU for implementation. The user department may seek technical assistance in the completion of their role, e.g. from PDU or CMU. It is the user department's responsibility to initiate procurements and provide the statement of requirements to the PDU. The PPDA regulations also state that the user department should be responsible for contract management. However, this has proved to be a challenge in MoESTS (according to the PDU) as the user departments often lack the skills required to manage infrastructure projects.

1.4.6 Procurement Performance in the MoESTS:

The GoU assesses procurement performance through procurement audits, which are normally conducted on an annual or bi-annual basis by the PPDA Authority. These audits assess the level of risk in procurements and disposals that were completed by the PDU.

PPDA procurement audits *provide a lot of relevant information that enables the PDU to identify weaknesses and improve its performance*. While the level of satisfactory performance has increased over time, it has been observed there is also a significant increase in procurement that falls within the level of high risk. The main weaknesses contributing to high risk procurements were :

- high levels of price variance from the estimated price;
- failure to properly initiate procurements;
- irregular delays in the procurement process;
- failure to seek Solicitor General's clearance as required by the PPDA regulations;
- failure to appoint contract managers as required;
- absence of contract management, payment and delivery records on file and absence of physical verification of goods delivered.

1.5 Construction Management Unit in MoESTS

The Construction Management Unit (CMU) is formally established within MoESTS with a clear role and mandate. Administratively the unit is part of the Finance and Administration Department. However for technical matters, the CMU reports directly to the PS and collaborates horizontally with the different user departments.

The current mission of the CMU is to ensure qualitative and timely construction of government education facilities in the Country. The mandate of CMU is :

- to ensure qualitative and timely execution of all construction activities in the Ministry ;
- to provide technical support, supervise centrally procured construction activities and ensure Local Governments' compliance to the guidelines.

In the objectives and terms of reference of CMU, some more specific elements are stated :

- coordinate all the construction activities of the MoESTS ;
- provide technical support to the Local Government and other beneficiary institutions regarding the construction of Government Educational Facilities in order to promote timely completion of civil works and secure the compliance by all parties with the approved guidelines. Develop and review construction guidelines and technical handbooks ;
- to assist sub-sectors in the Ministry with designs and documentation of construction contracts for planned projects ;
- to supervise and monitor construction works in the education sector and to ensure quality and timely delivery of works that have value for money, including sanctioning of payments for contractors upon satisfactory performances of contracts ;
- to prepare bills of quantities and technical designs for construction.

Within CMU, there is a clear focal point or account manager per 'user department'. In the current context, the section head is assigned with a (implicit) role of 'account manager' for the corresponding user department / sub-sector.

CMU has an operational presence in the field with 40 District Engineering Assistants who are mainly involved in monitoring small construction works. CMU has a reasonable knowledge of the reality in the field and maintains regular contacts with its stakeholders in the field.

CMU is a crucial national partner for the current TTE, Kaliro, Muni projects and for any new projects that are being developed in the education sector as part of Belgian Development Cooperation. In the line of these developments, an organisational assessment of the CMU was conducted in April 2015. The main overall conclusions of that assessment can be consulted in the Muni TFF.

1.6 Support from Development Partners to TIET

1.6.1 Interventions supported by the Belgian Development Cooperation

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

The specific objective of the Uganda - Belgium TTE project is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) service. The intervention focuses mainly on four selected colleges : the National Teachers' Colleges Kaliro and Muni, Community Polytechnic Instructor's College Abilonino, and Mulago Health Tutors' College. For the pedagogical activities the 3 remaining NTCs at Kabale, Mubende and Unyama as well as Nakawa Vocational Training Institute were involved.

In order to achieve the specific objective, the project has defined a strategy that addresses four areas:

- Strengthening the teacher education system at college level in the field of communication, support supervision, strategic management and lecturers' qualifications (Result 1) ;
- Strengthening the management capacity of the supported colleges (Result 2) ;
- Improving the quality of teaching and learning in the supported colleges (Result 3) ;
- Rehabilitating, extending and equipping the college facilities, including a sustainable and effective maintenance of the facilities (Result 4).

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

A number of the TTEs lessons learnt and achievements to date will link up to the 3 result areas of this intervention. In the field of pedagogy, TTE has trained mentor teachers, strengthened peer to peer support and initiated pedagogical projects in the NTC partner institutions. Students already started picking up benefits from the pedagogical projects and ATL in terms of learning how to apply new teaching approaches.

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

- follow-up on HIV/AIDS workplace policy by designing a monitoring system and visiting the Teacher Training Institutions to follow up on their progress and to provide them with advice on their annual HIV/AIDS work plan ;
- action research on gender in teacher training institutions aligned to the ATL approach ;
- behavioural change workshops on renewable energy in NTCs requesting support in developing proposals for the green environment projects.

Lastly, TTE has assisted the NTCs in strengthening relationships between the TIET department, teachers' colleges and the local community. TTE will also support the NTCs in developing communication

strategies in order to address internal and external communication issues between the NTCs and its stakeholders.

As a result of the mid-term review conducted in 2014, TTE will :

- For result 1 : support the completion of the diagnosis of internal and external support supervision. TTE will also support the implementation of the TIET department Strategic Management Plan.
- For result 2 : continue to support the implementation of the NTCs strategic plan. TTE will collaborate with UNESCO on the teacher competency profiles and follow up (with MoESTS) on the installation and approval of academic management software and training plans. The project will also continue to support income-generating and pedagogical projects in the NTCs. In line with TTE's focus on infrastructure, the capacity of the NTCs to manage the maintenance of the infrastructure will remain an important priority.
- For result 3 : continue to roll out ATL modules that have been developed in close collaboration with the TIET department and other stakeholders. TTE will support the integration of ATL into the curriculum and into future pedagogy projects. Guidelines to support this process will be developed. There will be a continued focus on action research related to gender, development of good practices, and lessons learnt. Scholarships for NTC academic staff and capacity development in library management remain priority areas of the project.
- For result 4 : complete the implementation of phase 1 of the infrastructure master plans in Kaliro and Muni, focusing on education facilities (classrooms, libraries etc.) and provision of appropriate furniture and equipment to enhance the quality of teacher education in the newly constructed (and rehabilitated) facilities.

B. NTC Kaliro (EUR 7,500,000 : 2016-2020)

NTC Muni (EUR 7,500,000 : 2016-2020)

The interventions in Kaliro and Muni build on the achievements of and the lessons learnt from the TTE project. Both projects focus on strengthening policy development and strategic planning within the sub-sector and support MoESTS to strengthen the capacities of the targeted NTCs.

The specific objective of the intervention is *to improve teaching and practice orientated learning facilities sustained by strengthened management'*

To achieve this objective, the projects have defined a strategy that addresses three areas :

- the organisational and financial management capacity of the NTC (result 1) ;
- increased access to quality training and learning facilities (result 2) ; and
- the institutional capacity of the TIET Department (Kaliro), PDU and CMU (Muni) (result 3).

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

As the capacity of the NTCs remains limited in areas related to strategic, financial, human resource and academic management, capacity development in organisational and financial management will be an important focus of these intervention. In addition, the Kaliro project will support MoESTS in developing effective sub-sector strategies and improve the quality of central level support to all NTCs. This will be complementary to the focus of the Muni project, where the organisational capacity of the procurement (PDU) and construction management (CDU) units of MoESTS will be strengthened.

As the intervention supports institutions at both central and local level, it provides the opportunity to improve the feedback mechanism between both levels.

C. Skilling Uganda (EUR 16,000,000 : 2015-2020)

The Skilling Uganda project focuses on institutional support to the BTVET sub-sector with a strong emphasis on demand driven skills development. Particular attention will be given to the development of *funding for skills development*, improving the quality of BTVET training, the qualification process, and access to BTVET in close collaboration with the TIET department.

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

- Supporting the further development and implementation of sector policies and reforms ;
- Strengthening statistical and M&E systems of the whole BTVET sector ;
- Ensuring that relevant institutions at central and decentralised levels are empowered to implement their mandates ;
- Supporting the quality of assessment and examination systems, and
- Supporting BTVET coordination mechanisms.

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

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

D. Support to beneficiary institutions for the Skills Development of their Human Resources (EUR 6,482,598 : 2014-2019)

The 5 NTCs as well as TIET, PDU and CMU (MoESTS) have been selected as beneficiary organisations for the Support to Development of Human Resources (SDHR) project.

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

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

After developing the HRD and training planning (phase 2), SDHR project will start funding HDR initiatives and training for the organizations (phase 3).

The project plans to enter this phase of funding training mid-2016. It will therefore be important that the NTC projects coordinate their capacity development activities with the SDHR project to ensure that activities are complementary and supportive of the objectives and results of the respective projects.

E. Belgo-Ugandan Study and Consultancy Fund

MoESTS has received funding through the Belgo-Ugandan Study and Consultancy Fund to finance the harmonisation of the National Teachers Colleges' (NTCs) curriculum with the recently revised lower

Secondary Schools curriculum. The revised CURASSE curriculum has eight compulsory learning areas. The learning associated with each Learning Area is part of a broad, general education and lays a foundation for a productive life and also for specialization. However, in order to implement this curriculum, it is necessary to re-align the curriculum currently in use in National Teachers' Colleges (NTCs) with the revised lower secondary school curriculum.

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

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

A. UNESCO

UNESCO has been an important partner to the TIET department. Between 2011 and 2013, MoESTS conducted a comprehensive diagnostic TTISSA study with support of UNESCO. The study revealed a number of challenges in teacher teaching and teacher management in Uganda.

In order to address some of the identified areas for improvement in the Ugandan education system, the CapEFA project was created. The CapEFA project consists of four main components :

- Strengthening teacher management information systems (TMIS) and EMIS ;
- Harmonisation of teacher training programmes and development of a Continuous Professional Development framework ;
- Updating and consolidating the various teacher issue documents into one comprehensive teacher policy document ; and
- Setting up of a social dialogue platform for the discussion on teacher status.

UNESCO is also implementing a project funded by the Chinese Trust Foundation, to create awareness among teacher educators on the integration of ICT in teaching and learning, and on the use of ICT as a pedagogical tool. The project has three main components:

- Institutional capacity development (infrastructure) ;
- Institutional capacity development (human resources), and
- Networking and partnerships to support school-based continuous professional development.

In this last component, focus is on the development and use of a Learning Management System (LMS) for teacher educators. It will use material of existing interventions (among others TTE) and will be piloted in Shimoni Core Primary Teachers' College, Nakawa Vocational Training Institute, and Kyambogo University.

B. World Bank

The World Bank has provided support to the GoU for the implementation of the Uganda Post-Primary Education and Training Project (UPPET) since 2007, including a needs assessment and master plan for the rehabilitation and expansion of the National Teachers' Colleges (NTCs) in Kabale and Mubende⁷with

⁷ During phase 1 of the Uganda Post-Primary Education and Training Project, needs assessment studies were conducted for NTC Kabale and Mubende. However, Phase 1 of the World Bank project ended when the master plans for both NTCs were still at the design stage. Phase II of the World Bank loan is still under negotiation. The Belgian Development Co-operation was requested by the Government of Uganda to finance an intervention at NTC Kabale and Mubende during a meeting chaired by the Prime Minister in the presence of the Minister of EoSTS, representatives of the Belgian Embassy and the Belgian Technical Co-operation. It has

the aim of increasing their training capacity. Those masterplan only include pedagogical requirements for teacher training emerging from the CURASSE curriculum ; environmental friendly architecture ; and sustainable energy to a very limited extent. A revision will be required to integrate these aspects into the designs.

The World Bank has provided extended support to curriculum review of lower Secondary Education (CURASSE). Negotiations between WB and the GoU are still ongoing for the roll-out and mainstreaming of the secondary education reform. A pilot phase is scheduled in 20 front-runner schools in 2017. Mainstreaming is expected to take place from 2018 onwards.

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

- Increasing the availability of well-trained secondary school teachers.
- Institutionalizing in-service training of serving teachers, Head teachers and Education managers.
- Enhancing support to education managers, school managers and administrators ; and
- Enhancing community participation in school activities.

Implementation of the STDMS will depend on available funding.

C. Islamic Development Bank

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

D. JICA

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

- established an in-service training system;
- strengthened in-service training for science and mathematics teachers;
- capacity development for policy making and teaching methods.

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

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

E. IrishAid

IrishAid has signed a Technical Assistance agreement to support Saint Simon-Peters Vocational Training Institute in Hoima District, Western Uganda. This programme is relevant for the BTC Skilling Uganda project, as it has a strong quality control and market linkages component. Irish Aid has contracted private

been communicated MoESTS would rather see World bank concentrate on the CURASSE reform and leave the rehabilitation of Kabale and Mubende to other development partners. A budget envelope of 100 mio USD to address priorities in the Education Sector will be made available by WB but GoU needs to decide what priorities will be addressed. This process might take up to 18 months as parliamentary approval is required.

sector expertise (Q-Training, a subsidiary of Q-Sourcing, a South African Human Resources service company) as technical assistance provider.

IrishAid delegated the implementation of a 6 mio EUR extension to 'Support to Skilling Uganda' to the Belgian Development Agency⁸. "Support to Skilling Uganda - Karamoja" aims at strengthening BTVET provision in the Karamoja region and can be considered as a geographical extension of the Belgian funded Support to Skilling Uganda intervention. It follows the same strategic approach and is contributing to the same objectives as the SSU-intervention, while targeting a new geographical area. The intervention it is focusing on supporting the BTVET reform agenda, strengthening the national, regional/local Skills Development stakeholders, and piloting new competitive and demand driven Skills Development funding mechanisms. Finally, for the Karamoja region, the project will support two formal training providers in Moroto and Nakapiripirit in raising the quality and quantity of their skills provision and ensuring that more Karamojong can attend skills training relevant to the local labour market and economy.

⁸ The Belgian Development Agency will implement a 2.5 mio EUR intervention on behalf of the European Union (funded by the EU Trust Fund) as well, aiming at increasing access to quality BTVET for refugees and host communities in Northern Uganda

2 STRATEGIC ORIENTATIONS

2.1 Intervention principles

The following principles will apply to the intervention :

- Alignment : the project aligns to the strategies, plans and policies of MoESTS at central and local level ;
- Holistic and systems-based approach respecting the principle of consolidating previous achievements and institutionalising best practices of TIET and Belgian (and/or other) interventions in the education sector ;
- Programme approach : the project will link up with other projects of Belgian Development Cooperation in the education sector, in particular with the TTE, Kaliro and Muni projects which are based upon the same intervention principles ;
- Environmental friendly infrastructure and sustainable energy ;
- Use of ICT as accelerator for innovation and transformation ;
- Mainstreaming cross-cutting issues ;
- Focus on capacity development.

2.2 Alignment

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

- the recognition of the importance of teachers as the backbone of education ;
- pre- and in-service training programmes to equip teachers to effectively deliver quality work in the classroom ;
- the reformed curriculum which also emphasizes pedagogy (among others) to enhance teacher competencies ;
- the need to develop incentives to attract not only better candidates for teacher training, particularly in key areas of maths and science, but also greater numbers to meet increasing demand ;
- supporting teacher training colleges to have adequate instructional materials, infrastructure and facilities in terms of laboratories, library and ICT facilities.

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

At NTC level, the project will align to the implementation framework of the aforementioned policy. In addition, the project will support the NTCs Strategic Plans or assist in developing them.

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

- the Public Finance and Accountability Regulations 2007 ;
- the PPDA Regulations and in particular the PPDA Guidelines for Schools 2005 ;
- the various standing orders and public sector management policy of the Ministry of Public Service;
- other policies, regulations and guidelines of the GoU that may be relevant to the projects activities.

2.3 Holistic and systems approach

2.3.1 Systems approach : Support to Central and Local Levels

A systems approach means that the overall objective of the intervention of the Belgian-Ugandan cooperation is to reinforce the performance of the Ugandan system as a whole, not just to solve local problems. The Belgian-Ugandan interventions aim for structural change in the education system, in such a way that the colleges and support services of MoESTS (TIET, PDU, CMU) work more effectively together and that the internal organisation of each partner has significantly improved. The interventions aim at strengthening strategic organisations at different levels of the sector. Although it is geographically impossible to cover the whole country, it is feasible to strengthen the teacher training system by providing support to key national structures (like TIET and NTCs) and by sharing lessons learnt that are taken up for further dissemination over the country.

The project will support the revision and implementation of the Strategic Plan of NTC Kabale and NTC Mubende (as a part of the TIET strategic plan). It is expected that the project will support areas of the strategic plan that can have a measureable impact on the quality of teacher education in the NTCs. When feasible, the project - in coordination with TIET - may decide to invite representatives from other NTCs to attend training and other capacity building activities.

The project will also work in close collaboration with the Construction Management Unit and the Procurement and Disposal Unit at MoESTS. Developing the institutional and organisational capacities of these units (TIET, DPU, CMU) and well as technical assistance to the delivery of sustainable infrastructure is part of the Kaliro and Muni projects.

In particular, the Construction Management Unit will be supported by the Muni project in developing operational capacities to fulfil its role, mandate, and responsibilities including the working relations with the various departments and units within MoESTS. The PDU, will be assisted in developing more efficient procurement and contract management processes.

Operation and maintenance strategies will be supported at both the MoESTS and NTC levels. Two-way communication, information sharing and feedback (between policy making and strategy development at central level on the one hand, and information emerging from the implementation of innovative ideas at the NTC level at the other hand) will be maintained as a central characteristic of the Belgian-Ugandan interventions in the education sector.

2.3.2 Holistic approach

The intervention in NTC Kabale and NTC Mubende (together with the interventions in NTC Kaliro and NTC Muni) will build on the current Belgian-Ugandan approach to teacher education, focusing on 3 interrelated aspects :

- organisational and management support to NTCs and central services (TIET, CMU, PDU) ;
- sustainable development of effective learning facilities and capacity development for infrastructure maintenance ;
- professional development for teacher training, in particular introduction and consolidating of learner-centred methodologies (active teaching and learning - ATL) ;
- support the implementation and regular review of NTCs Master Plan for the sustainable development of its infrastructure and associated services.

Strengthening Organisation and Management Capacity

Delivering quality teacher education requires strong and proficient institutions. As MoESTS is the key policy maker in relation to teacher education, it is considered the project's main partner. However, the project might also coordinate with other key institutions including the Ministry of Public Service (MoPS) on performance management and HRM issues, and the MoFPED on issues related to planning and financial management (e.g. introduction of new financial management and accounting software).

Support to Infrastructure Development in the NTC

Available master plans for infrastructure development will need to be updated along with the available strategic plans. The master plan will represent the strategic infrastructure priorities in a clear and phased way that will enable the NTC to deliver its strategic objectives. This intervention will build upon and complement the information and master plans for NTC Kabale and Mubende made available with World Bank support. As construction of education facilities is an important component of the project with the objective of creating access to effective learning facilities, the project's strategic focus is to ensure that lifecycle costs, operation and maintenance and respect for the environment are taken into consideration by the NTCs.

Support to Teaching and Learning in the NTC

This intervention will consolidate and complement the pedagogical approaches introduced by the TTE project. The project will also prepare (in a first step) for an extension of pedagogical approach that are key to the revised secondary education curriculum to a limited number of partner school. School practice - as a powerful learning tool in teacher education – will also be given attention.

As the project is based at both the central level (TIET) and implementation level (NTC), it provides an opportunity to test new policy initiatives and provide feedback on the relevance and effectiveness of these initiatives from the implementers and beneficiaries' perspectives.

2.4 Programme approach

All Belgian-Ugandan interventions in bilateral cooperation within a given development sector gradually move towards working together in a complementary and synergetic manner. In this case, efforts are focused on the agreed general objective of strengthening the national education system. Projects are no longer considered as stand-alone interventions, but rather as different points of entry to the same national system.

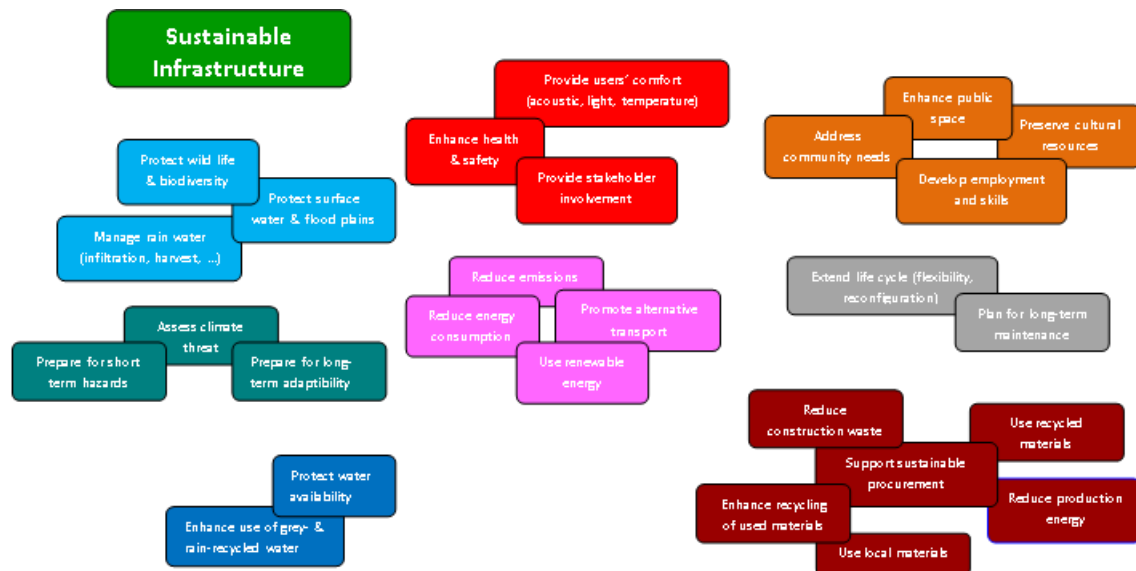
Besides the TTE, Kaliro and Muni projects, the Belgian Development Cooperation supports the Skilling Uganda (SSU) project and the 'Support to Beneficiary Institutes for the Skills Development of their Human Resources (SDHR) project.

In order to make efficient use of the available human resources different resource, the intervention in Kabale and Mubende will build on the achievements and the dynamics created by the TTE project. Furthermore, as the NTC Kaliro and Muni projects will be implemented in during more or less the same period the activities will be developed and implemented in close collaboration. In order to maximize potential synergies and complementary functions with SDRH and the Skilling Uganda project, technical coordination will be organised and available human resources will be shared were possible and feasible. Joint programming and regular coordination meetings with all interventions in the education sector will be put in place in order to strive for a common vision and a shared technical dialogue (including technical support to the policy dialogue through the Embassy of Belgium). Where possible, monitoring and evaluation of the different projects will be coordinated and integrated in one single exercise.

2.5 Environmental friendly and sustainable infrastructure

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, and to do so in a sustainable manner.

In the schedule below, some aspects are shown that will be taken into account when aiming for sustainable infrastructure. This list is not exhaustive.



Sustainable infrastructure, as considered by the project, will at least cover the following concepts :

2.5.1 In relation to the environment

Reduce the environmental impact of the materials used

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

- Use of local materials to reduce transportation costs and transport emissions ;
- Use of recycled materials to reduce the amount of waste disposal during construction ;
- Procure materials that are environmental-friendly produced.

The project's design team will also look at the possibility to reuse materials when a building's lifecycle would come to an end. The whole lifecycle of the materials and their environmental impact will therefore be taken into account, from production till disposal.

Enhance the green environment

The college premises will be designed and maintained in a way that the local biodiversity, land and water will be protected and preserved. One of the key elements is to promote the use of greywater⁹ and rainwater in order to preserve the surface water. Another element will be to prevent use of pesticides and to control the use of invasive fauna and flora.

⁹ Greywater is all waste water generated in households or office buildings from streams without faecal contamination.

Reduce emissions & promote renewable energy

Emissions will be reduced by :

- promoting alternative transport methods if possible, e.g. use of public transport or bicycles ;
- reducing energy consumption, e.g. through smart design and behavioural change.

The project will also promote renewable energy sources and include where feasible renewable energy systems such as solar panels and/or biogas systems in the master plans.

Manage waste disposal

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

2.5.2 In relation to people

Enhance health and safety

The project will enhance health and safety for both men and women involved in all phases of the lifecycle of the infrastructure :

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

Provide comfort and wellbeing

Sustainable infrastructure aims at providing a comfortable environment to its users. This means that the infrastructure will be designed to create well-lit and well-ventilated spaces, with good acoustic and thermal conditions. Attention will be paid to reducing noise pollution and ensuring that temperature in and around the buildings is maintained at the comfortable level.

Involve stakeholders at all levels

The infrastructure activities will affect NTC staff and students but the local community as well. Therefore, in the decision making process, the project will aim at involving all stakeholders where possible. Involving direct beneficiaries will not be limited to the decision making process. It will also mean taking into account specific needs in the design (e.g. learner-centred pedagogy, gender-specific requirements, special needs for people with disabilities, etc.).

Opportunities for the local community will be at the level of a positive economic impact by promoting decent work and possibilities for local knowledge and skills development.

Promote social inclusion

Social inclusion will be a point of attention during all phases of the construction activities. Social inclusion demands special attention for, among others :

- gender-related issues, such as equal opportunities for both man and women, and attention to safety issues for female students (as they are of victim of harassment and violence) ;
- accessibility of classrooms, labs, libraries, sanitation facilities, student accommodation, etc. for people with disabilities ;
- attention to stigma and discrimination of people (e.g. orphans and vulnerable children (OVC), including people living with HIV (PLHIV)).

Control aesthetic impact

Aesthetics of school buildings are not always considered as a means to enhance students' attention and consideration towards their learning environment. It is however an important factor to be taken into consideration: a pleasant environment is conducive to learning. This is not a call for any fashionable or expensive extravaganza, but rather for the promotion of simple but pleasant architecture that takes into account appropriate proportions, material contrasts, space, natural light conditions, etc.

2.5.3 In terms of management

Plan for long-term maintenance

Sustainable infrastructure also means planning for maintenance during the infrastructure's life-cycle. This will be addressed from the design stage onwards. Learning facilities will be designed in such a way that they can last for long with minimum and low cost maintenance. Maintenance will be planned for in its different aspects : technical, organisational and financial.

Search for innovative technical solutions

The project will offer the opportunity to look into innovative technical solutions, holding potential for future stages of intervention in infrastructure. These solutions should look into sustainability issues such as use of local materials, reduction of impact on surface water, etc. User-friendly, sustainable and standardised designs will make a positive contribution to future interventions in infrastructure.

2.6 Mainstreaming of crosscutting themes

The intervention has identified environment, gender and HIV/AIDS as crosscutting issues to be taken systematically into account for each of the activities undertaken by the project as part of a commitment to promote a rights-based approach to education.

In addition to addressing crosscutting themes at the level of the NTC, it is important that the project management team develops an attitude to systematically question how activities will contribute to the implementation of the national and sectoral policies and legislation on gender, HIV/AIDS, ...

Therefore it is recommended that the project will work in close collaboration with the gender and HIV/AIDS focal points at the MoESTS as well as with the technical expert on sexual and gender-based violence and focal points in the NTCs.

The project will build upon the lessons learnt and good practices identified by the TTE project, which has developed interesting tools in this respect. It is important that the approach to the crosscutting themes is properly monitored and documented and that initiatives are taken to capitalise on the lessons learnt and the good practices.

As explained above, attention to environment-friendly and sustainable infrastructure will include a focus on gender-appropriate facilities, special needs, and reduction carbon footprints.

2.7 Focus on ICT

Information and Communication Technology (ICT) can contribute to improved access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. The project will assist NTC Kabale and Mubende in installing and using the tools and software packages developed under the TTE project, notably tools and software packages relating to Human Resource management, Financial management, academic management, asset management, and Monitoring and Evaluation.

The project will look into further opportunities enabling innovation to improve the quality, equity and accessibility of teacher training. Strategic and organisational development plans at NTC Kabale and Mubende are still unclear on what organisational and pedagogical adjustments are required to fully integrate ICT as an accelerator for innovation and transformation. Today's infrastructure only permits the use of ICT and mobile technology to a limited extent. Moreover the academic staff feel insecure about using new devices and technologies in active teaching and learning modules.

Project activities will permit to create access to internet connections and integrate digital technology in administration, teaching, and learning. Digitalisation of data will facilitate informed decision-making at local and central levels. Use of innovative technology (internet, computers, tablets, smart phones, ...) will create a portal to a huge number of (freely accessible) learning resources. Academic staff and students will be trained on how to access dynamic educational materials. This will enable new types of learning and help support different learning trajectories (differentiate instruction) and paces. Students can for instance learn content outside the classroom and then apply knowledge creatively during class sessions.

The project will look into possibilities and opportunities to employ digital technologies to develop build the capacity of teachers, to explore what pedagogies support learning with digital technologies, to define characteristics of high quality digital learning content, to differentiate learning and improve assessment, and to strengthen education management and information systems.

2.8 Focus on capacity development

Capacity development can be defined at different levels. The most relevant for this project are:

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

2.8.1 Capacity development at the individual level

Although organisational capacity depends to a high extent on the individual capacity of its human resources, the sum of all individual capacities does not automatically equal the capacity of the organisation. Individual competency gaps may exist at various levels and in different aspects of the functioning of an individual and/or the organisation. These include :

- poor basic training ;
- lack of practical skills or inability to turn theoretical knowledge into practice ;
- weak management skills ;
- obstructive working environment.

Therefore, it is important that capacity development at the individual level should not be reduced to training only. For this reason the project will identify the individual needs for professional development through an organisational self-assessment. This will lead to identifying actions and measures that need to be addressed simultaneously and will create an enabling environment for individual and organisational development.

2.8.2 Capacity development at the organisational and institutional level

This project¹⁰ will mainly focus on strengthening the organisational and management capacity of NTC Kabale and Mubende. The project will assist NTC Kabale and NTC Mubende in linking its institutional performance targets to TIET sub-sector targets in order to enhance its capacity to monitor and analyse its performance against its own targets.

As a similar way of working is introduced by the SDHR project, joint analysis and programming between the different interventions is to be encouraged.

¹⁰ The Kaliro and Muni projects will particularly focus on developing institutional capacity at central level (MoESTS - TIET, CMU and PDU). Key aspects that will be addressed include the role of CMU and developing capacities related to the current institutional and regulatory framework of PDU and TIET.

3 INTERVENTION FRAMEWORK

3.1 General objective

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

3.2 Specific objective

NTC Kabale and Mubende produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.

3.3 Expected results

- **Result 1** : Management competencies and implementation capacities of NTC Kabale and Mubende strengthened.
- **Result 2** : Appropriate teaching and learning environment and facilities available at NTC Kabale and Mubende.
- **Result 3** : Pedagogical approaches to pre- and in-service teacher training effectively applied at NTC Kabale and Mubende and in partner schools.

3.4 Activities

The National Teachers' Colleges (5) have been supported on 3 interrelated fields : organisational support, infrastructure and pedagogical approaches. This intervention will build on and complement the achievements of the NTC Kabale and Mubende to date. This includes the elaboration and completion of the NTCs Strategic Plans, further development and (partial) implementation of the master plan, and support to the professional development of teacher trainers, teachers and education managers.

Several similar activities will be implemented in other NTCs by the TTE, Kaliro and Muni projects creating opportunities for joint activities and learning. When feasible, activities will be expanded to all (5) NTCs. A flexible approach will be adopted, to maximize the benefits of this support to the NTCs.

As all NTCs, TIET department, CMU and PDU are selected as Beneficiary Institutes of the SDHR project, activities related to capacity development on different topics will be coordinated between the TTE, Muni, Kaliro, Kabale and Mubende project on one hand and SDHR project on the other. A clear link will also be established with the SDHR project in order to ensure complementary and coordinated support in this area.

3.4.1 Result 1 : management competencies and implementation capacities strengthened.

Activity 1.1 : Consolidate and strengthen NTC management capacities

Strengthen strategic planning and analytical capacities

This activity will appraise and validate the Organisational Assessment (OA) of NTC Kabale and Mubende, done in collaboration with the SDHR project. The Organisational Assessment assisted the NTCs to reflect on and to map its organisational capacities. SDHR assisted NTC Kabale and Mubende in the prioritisation and description of the areas for improvement of their organisational performance. The focus will be on their capacity to deliver their mandated roles and responsibilities in line with education

sector policy, the public service policy and relevant regulatory frameworks. After validating the assessment and areas for improvement, the project will support the NTC in the implementation of defined activities in the learning and developments plans (in close collaboration with the Kaliro, Muni and SDHR projects).

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

- develop and implement their annual plans ;
- improve communication with internal and external stakeholders ;
- review and update regularly (every 3 years) the overall strategic plan ;
- analyse different reports e.g. performance reports, results of exams of students, financial analysis, etc. ;
- align their plans to the strategic plans of TIET/ MoESTS ;
- analyse the performance of NTC graduates and develop strategies on how NTCs can strengthen the employability of their graduates. The project can support NTC Kabale and Mubende (jointly with NTC Kaliro, Muni, and eventually Unyama) to conduct a sample survey of graduates from recent years to gather information of their successes and challenges in gaining employment.

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

Develop an action plan for improved management of students

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

Improve downward accountability

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

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

This will involve :

- participation of students representatives in annual planning and budgeting process, firstly through student representatives in the Governing Council ;
- posting of financial transfers from the central government and progress on collection of other revenues on accessible notice boards ;
- availability of in-year budget execution reports to college stakeholders on request ;
- posting results of annual external audits on accessible notice boards.

Strengthen monitoring and evaluation systems

The NTCs' strategic plans include a M&E framework at output and outcome level. However, the selected indicators depend on individual NTC reports and are not aligned to the TIET strategy. The project will assist the NTCs to review the current M&E measurement framework, particularly at the outcome level. The indicators used in the NTC M&E framework will be aligned to the indicators from the TIET strategy (e.g. number of students enrolled and graduated, % achieving various grades, indicators of lecturer and student practice performance) and other relevant GoU indicators e.g. PFM indicators (audit, budget performance, accounting) and public service management indicators (e.g. performance contracts, staff appraisal). Also gender sensitive indicators will be taken into account.

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

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

Support NTC annual planning and budgeting capacity

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

Support implementation of the communication strategy

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

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

Strengthen financial management systems

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

Based on the mandate of the NTC, it is expected that this analysis will focus on :

- PFM outturns including indicators on budget credibility (revenues and expenditure), budget classification and predictability of transfers from the central government ;
- comprehensiveness and transparency including transparency of inter-governmental fiscal relations and access of stakeholders to fiscal information ;

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

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

- the development of financial management systems in line with the regulatory framework ;
- training staff in financial management systems and the skills required to effectively implement these systems ;
- the definition of targets and indicators to monitor and evaluate the financial management system.

Lessons learnt from PFM capacity development activities will be shared with the TIET department, other NTCs and similar organisations.

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

Support NTC procurement planning and implementation

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

- assisting the NTC to analyse its procurement performance and compliance with the procurement regulatory framework ;
- developing capacity development activities to improve compliance ;
- support the NTCs capacity to monitor and report on procurement activities.

Strengthen the financial base of the NTC

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

- support the NTC management, Governing Council and Student representatives to review the current fee structure in terms of amount of fees paid and the timing of payments ;
- support the development and credible implementation of NTC policies on fee payment ;
- mentor the NTC on management of fee collection and expenditure from revenues generated.

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

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

Most of these activities will be further developed under result 3.

Consolidate and strengthen systems on academic management

The TTE project in collaboration with UNESCO supported the MoESTS in strengthening academic management practices. The purpose of this activity is to transfer the achievements to date to NTC Kabale and Mubende. With support of the TTE project, different technical and digital options for academic

management are being examined in order to select and develop a proper system. Once the appropriate option has been selected by TIET and stakeholders, the installation of the system will be supported and staff will be trained in using the system. In the second stage, this intervention will closely collaborate with NTC Kaliro and Muni to support :

- the expansion of the system both in terms of contents and in terms of users once education managers teachers and students are comfortable with the software ;
- upgrading of software packages where applicable: e.g. library management; payroll & school fees management; inventory, transport management ;
- improvement of coordination and complementarity of the academic management system and other management systems used in the college ;
- develop the system to allow students to access the information so that they can consult their marks, timetables, etc.

Consolidate and strengthen the system of support supervision

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

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

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

NTC staff currently receive limited induction and training when joining the NTCs. It is projected that a considerable number of new staff will be required for the NTCs in the near future. This intervention will participate in the development of a training and support programme for new academic staff (under the Kaliro and Muni projects), which will first be tested in the NTCs before it is integrated into official strategies, policies and guidelines of MoESTS. This activity will be further developed under result 3.

Pilot a realistic 'practice programme'

In the current practice programme, students can improve their skills by participating in observation exercises at the NTC. In the guidelines some practice time is foreseen in the demonstration schools at the site of the college. In reality, those demonstration schools do not exist. For this reason a revised teacher practice programme will be piloted at NTC level in close collaboration with TIET. The possibility to work closely with existing secondary schools within the neighbouring areas of the college will be examined. This activity will be further developed under result 3.

Support continuous improvement on ATL practices

Based on the achievements of the TTE project, this project will consolidate and further develop the professional competencies of teacher trainers in general and subject (learning area) specific methodologies required for the implementation of the CURASSE curriculum. This activity will be further developed under result 3.

The project will also provide feedback to TIET on the effectiveness of the continuous training packages on ATL for academic staff of the NTCs including recommendations for revisions. The further development of E-learning platforms, which will be first tested by UNESCO and UTAMU, will be considered.

Activity 1.4 : Consolidate and strengthen HRM systems and practices

Strengthen the implementation of a results oriented staff appraisal system

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

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

Pilot implementation of the updated professional orientation system

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

Support the development and implementation a system of continuous training

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

Support the implementation of workplace policies

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

These activities will be integrated into a capacity development plan for the NTCs. Priority capacity development activities will be selected on an annual basis by the NTC and other stakeholders. The implementation of an effective sex and reproductive health and rights education programme will be promoted. Attention will be given to the promotion of violence free schools (NTCs) as well.

Activity 1.5 : Establish and institutionalise a system of maintaining NTC facilities

Consolidate the maintenance plan and strengthen maintenance management

NTC Kabale and Muni have a large number of assets (land, equipment, vehicles, etc.) to manage and to maintain. However, the present management capacity, financial means and resources are insufficient to carry out this important task. The project will therefore focus on increasing the capacity of the NTC to manage and maintain its assets.

This activity will especially focus on :

- *Reviewing and consolidating of the existing maintenance plan* : In order to identify the next steps to be conducted, the existing maintenance plan and specifically its implementation at college level will be reviewed. Based on the review, actions will be taken to consolidate the maintenance plan

and further strengthen the estate department of the NTC. This activity will be further developed under result 2.

- *Raising awareness for maintenance* : Awareness on the values of the institution's assets is very important. Specific awareness raising will be organised for the people involved in maintenance management. These activities might include training or a study tour to visit colleges with well-developed maintenance systems.
- *Identifying and analysing best practices* : An analysis will be done to look into different possibilities and methods for maintenance (e.g. outsourcing of the maintenance activities). Together with the people involved, and based on the revised maintenance plan, the awareness activities and the conducted analysis, best practices for consolidating maintenance will be selected.

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

- *Budgeting and planning for maintenance* : The goal is to increase knowledge and capacity of the people involved in maintenance planning and budgeting. They will be able to plan for maintenance works taking into account timing and budget aspects (e.g. estimate maintenance costs for the short and long term, draw lessons from previous experiences, plan maintenance activities in function of the budget available, etc.).

A (digital) working method (maintenance work plan) on planning and budgeting maintenance will be developed, working on aspects on how to register maintenance issues and set priorities among the issues.

- *Decision making on maintenance activities* : Staff in the estate department will learn how to plan the maintenance activities, not only in terms of the available budget, but also for estimating future maintenance budgets. A focus on low cost preventive maintenance, which can reduce the high costs of corrective maintenance in the long run will be included. Therefore staff will be trained in maintenance planning, estimation of works to be executed, and priority setting. Simple user aids such as tools on how to organise building and equipment inspection will be developed. The possibility of setting up a decision making committee for the maintenance budget will be analysed and if found feasible, such a committee will be installed at each NTC.
- *Maintenance budget* : The project will assist the NTC in looking into possibilities to increase the budget allocated to maintenance. The grants and fees that the college receives per student are insufficient to cover all NTC costs. Maintenance of assets (especially constructed infrastructure) is currently considered as a low priority. However, the deterioration of buildings due to lack of maintenance causes depreciation of the assets' value. Therefore it is in the best interest of the NTC to assure a proper and appropriate maintenance budget from the start. Possible modalities that can be looked into to increase the maintenance budget are :
 - A small contribution by staff living on the campus : Staff living outside the campus have to pay a rent. A small contribution of staff living on campus might be considered as an option to assure the maintenance of the staff houses.
 - Renting out the colleges' facilities : e.g. renting out the multipurpose hall or sports facilities to private people or the local community.
 - Possibilities for student accommodation to be constructed and managed by private developers, either inside or outside the campus : The feasibility of this option will largely depend on private students and their willingness to rent accommodation outside the campus. However, feasibility will also depend on the vision of the NTC management on the conditions and requirements for teacher education. Public students are sponsored through the government and are entitled to accommodation on the campus. Revenues coming from private students' fees are important to the NTC.

Besides the above mentioned options for increasing the maintenance budget, the project will research experiences built and modalities tried elsewhere. Any scenario will keep need to keep in mind that an increased capacity of student accommodation will increase maintenance costs, and thus will require increase in the maintenance budget. Financial balancing will be necessary between revenues depending on the number of students and the costs, including maintenance.

Review roles and responsibilities of the estate department

Roles and responsibilities of the estate department within NTCs will be reviewed, including both the responsibilities and duties of the department itself and the tasks of different people working within the department. The different aspects they should be working on, and be trained for, will be defined in close collaboration with the estate department staff. The relationship with CMU will also be revisited. CMU has a role to play in supporting the NTC to improve their asset management and maintenance activities.

Training staff from the estate department

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

Training of the technical staff will include continuous technical training on renewable energy installations installed (if any). Other useful technical training could be on electricity, borehole maintenance and repair, plumbing or simple construction repairs. When training the staff, it will be taken into account that present staff will need to transfer acquired skills to future staff.

Support behavioural change of users

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

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

| | | | | | |
|----------|-----------|--|---|----------------|----------------|
| <i>A</i> | <i>01</i> | <i>Institutional strengthening NTC (including crosscutting themes)</i> | | | <i>306,500</i> |
| A | 01 | 01 | Strategic management (including cross-cutting themes) | BTC management | 90,500 |
| A | 01 | 02 | PFM | BTC management | 62,000 |
| A | 01 | 03 | Academic management (including crosscutting themes) | BTC management | 44,000 |
| A | 01 | 04 | HR management (including cross cutting issues) | BTC management | 70,000 |
| A | 01 | 05 | Consolidate and strengthen the maintenance capacity (including crosscutting themes) | BTC management | 40,000 |

Table 2 : Global budget for the different activities of result 1

3.4.2 Result 2 : Appropriate teaching and learning environment and facilities available.

The activities under result 2 will facilitate the implementation of the strategies developed under Result 1 (organisation and management) and Result 3 (strengthened pedagogical skills) at NTC Kabale and Mubende. Result 2 will focus on increasing the quality of the existing pedagogical facilities, both in terms of infrastructure and in terms of furniture and equipment. Priority will firstly be given to teaching and learning facilities and secondly to administration facilities.

The focus will therefore be on:

- renovation of the existing pedagogical and administrative facilities, creating healthy, safe and environmental friendly teaching, learning and working conditions ;
- construction of a new resource centres, including library and ICT facilities ;
- equipment for part of the renovated and newly constructed buildings, in order to ensure proper functioning of these facilities.

In addition, the assets management and maintenance system of NTC Kabale and Mubende will be supported in order to ensure the future utilisation of the facilities.

Activity 2.1 : Update and fine-tune infrastructure needs assessment and master plans for NTC Kabale and Mubende

In 2011 a needs assessment study was executed for NTC Kabale and Mubende. Based on that study master plans and detailed designs were developed by a consultant firm, financed by the World Bank project. However, for several reasons, the master plans and completed designs need to be reviewed and updated. Under impulse of the TTE project, new pedagogical approaches were developed (ATL, user friendly libraries, ICT4Education) which were insufficiently taken into account during the development of the master plans and the designs. In addition, concepts like sustainable architecture and renewable energy - crucial quality criteria for BTC projects - were not covered. And thirdly, the Governing Councils of NTC Kabale and Mubende were not involved in approving the master plans. Therefore, the master plans need to be fine-tuned before construction works can take place.

Analysis of existing needs assessments and master plans to fit future capacity and pedagogical requirements (including ATL , User Friendly Libraries, environment and rights-based issues).

The project will study and analyse the previously developed master plans and designs, and the requirements for and the documentation available on the design process. The project will meet with the consultants that developed the master plans and designs for a better understanding of the proposed plans.

In order to retain and revalue the input of stakeholders, a workshop will be organised with the 2 NTCs and other relevant stakeholders (TIET, CMU) involved to review the existing master plans of NTC Kabale and Mubende. Lessons learnt from the master plans in NTC Kaliro and Muni (and instructor colleges) will be shared ; implications of recently introduced pedagogies for the design of teaching and learning facilities will be analysed ; proposals on sustainability and efficient use of energy will be discussed ; and a shared understanding of what the master plans should cover will be developed. Adaptations and updates of the existing plans may be necessary and will be agreed upon by mutual agreement. NTC stakeholders to be involved in the appraisal of the master plans are students, staff and governance board members.

During this workshop, the long-term (future) needs of NTC Kabale and Mubende will be updated as well. These needs will be ranked according to priority, taking into account the following actions :

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

Participatory development of master plans.

Based on the above, the master plans will be (re)developed. The following aspects are key during that process :

- The vision and strategy of the NTCs ;
- The identification and ranking of priorities ;
- The inclusion of sustainable architecture and renewable energy ;
- The prioritisation and phasing of implementation.

The new master plans will be approved by all stakeholders, including the Governing Council of NTC Kabale and Mubende and the MoESTS partners.

Activity 2.2 : Rehabilitate and/or construct selected facilities in NTC Kabale, including supply of furniture and equipment

Once the master plan and priority setting being concluded, the construction process will consist in several phases. The aim is to design sustainable infrastructure with good quality conditions for teaching, learning and working. In order to verify the sustainability of design and construction itself, the project will use the most appropriate rating system such as BREEAM or Envision.

Facilitate and monitor the preparation of designs, specifications and approvals of plans for works and supplies: prepare ToR and tender documents for consultants, procurement, master plans, detailed designs and specifications, tender documents for works and supplies, etc.

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

As explained above, emphasis will be put on sustainable design, which includes environmentally friendly infrastructure, building a healthy and safe environment, and promoting a gender-friendly design. The project will continue working on the achievements and lessons learnt from the TTE project and will apply even more sustainable design principles. To improve the sustainable design of the NTCs and to look for innovative solutions, consultants and experts can be hired for specific design issues.

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 rain water harvesting.

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

- *Renewable energy* will be taken into account when designing the master plans. Renewable energy techniques such as solar panels will be recommended for the resource centres. Biogas and water heaters will be considered as well.
- *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 mosquitos and facilitates the spread of malaria and other insect borne disease.
- *Access for persons with disabilities* is the last, but not the least in this list of aspects to be taken into account when designing the colleges. In particular, access for wheelchair users is to be ensured, through measures such as accessible slopes and wide doors. A quick review will be done with the college to see what other requirements persons with disabilities might have to enable them to follow courses in the college, in order to give the necessary input for the design.

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

For the learning facilities, some specific aspects are to be taken into account. The intended (i.e. desired) approach for learning facilities aims at creating a stimulating teaching and learning environment allowing for the integration of the newly introduced pedagogical (ATL) methods (flexible space, exhibition panels, rear blackboards...), and a more lively and colourful atmosphere, while being environmentally friendly and gender sensitive. This approach has implications for the type of furniture and equipment to be provided, for classroom setting and for classroom size.

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

Furniture and equipment

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.

An analysis will be conducted to assess the needs of NTC Kabale and Mubende in terms of equipment, with a special attention to ICT equipment. Similar to the construction process, it will be checked what equipment (and how) can be produced and provided by the technical schools supported by the Support to Skilling Uganda project.

Terms of references for the delivery of equipment will be elaborated by a consultant with the specific knowledge and/or experience.

Facilitate and monitor the works and supplies: procurement, supervision, quality control, approvals, etc.

The designs, BoQs and specifications will be used for the procurement of works. The cost estimations by the consultants will set the scope of works, but the indicative budgets for NTC Kabale are as follows :

| NTC Kabale | Facility | Scope | Quantity (m2) | Rate per m2 | Amount in Euro |
|---|---|--|---------------|-------------|------------------|
| renovation | office block | main offices for administration | 270 | 280 | 75,600 |
| | library and staff offices | old library, to be converted into staff room, staff room into board room | 1,100 | 280 | 308,000 |
| | lecture rooms | 5 large lecture rooms, including sanitary facilities | 720 | 300 | 216,000 |
| | science rooms | 3 science labs, 3 lecture rooms to be converted into labs, 1 lecture room, including sanitary facilities | 1,800 | 300 | 540,000 |
| new construction | resource centre | library and ICT facilities, including sanitary facilities | 900 | 400 | 360,000 |
| sub-total construction costs | | | | | 1,499,600 |
| external works | drainage, water, electrical, waste disposal, other | 10% of total construction costs | | 10% | 149,960 |
| sub-total works | | | | | 1,649,560 |
| preliminary costs | | 7% of total construction costs | | 7% | 115,469 |
| contingencies | | 10% of total construction costs | | 10% | 164,956 |
| sub-total works, including preliminary and contingency costs | | | | | 1,929,985 |
| ICT equipment | for all pedagogy and admin | estimation | lump | | 50,000 |
| science equipment | for science department | estimation | lump | | 50,000 |
| furniture | classroom furniture, storage furniture, office furniture | 7% of total construction costs, excluding external works | | 7% | 115,469 |
| design and engineering | all renovations, all new construction, all external works, all furniture, all equipment | 15% of total costs for works and supplies | | 15% | 321,818 |
| total | | | | | 2,467,273 |

For the execution of the works, the following aspects will be considered:

Safety on site

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

- People working in the project with a responsibility related to the construction site will attend a training session about safety on site, in order to know their roles and responsibilities, and to increase awareness. The partners of the project (CMU, PDU, estate officer at NTC level) will be equally invited to attend this training.
- People working on the construction site will attend a short introduction/training about safety on site at the beginning of the construction period, in order to raise awareness among workers about their rights. Training for the people working on site will also include activities in the area of HIV prevention as part of the HIV and AIDS workplace policy.

A safety plan will be developed before the construction works are started. This safety plan will be conducted by the contractor in collaboration with BTC and CMU. The plan contains for example (non-exhaustive) a risk assessment of most frequent safety issues encountered during construction ; a plan in case of emergency: first aid contacts, hospitals to go to... ; which measures can be taken to improve safety: personal protective materials, fencing of the construction site, ...

- Frequent control of safety issues on site will be guaranteed. An safety coordinator will be visiting the site at least one a week. The contractor himself will have a person on site responsible for day-to-day safety issues.
- The safety issues encountered during the construction period will be registered and reported. They will be a base for lessons learnt for all stakeholders involved in the construction process.

Site supervision

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

Education on site

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

Furniture and equipment

For the delivery of equipment will include installation but preferably maintenance as well, at least for the first year. This will allow for maintenance and for developing the capacity and competencies of technical staff from the estate department of NTC Kabale and Mubende to maintain the equipment.

Activity 2.3 : Rehabilitate and/or construct selected facilities in NTC Mubende, including supply of furniture and equipment

Please refer to activity 2.2 above for the narrative part.

The designs, BoQs and specifications will be used for the procurement of works. The cost estimations by the consultants will set the scope of works, but the indicative budgets for NTC Kabale are as follows

| NTC Mubende | Facility | Scope | Quantity (m2) | Rate per m2 | Amount in Euro |
|------------------------|---|--|---------------|--------------|---|
| renovation | main block | main offices for administration, lecture rooms, storage, lab, library, board rooms, ICT lab, staff room, sanitary facilities | 3,000 | 270 | 810,000 |
| new construction | resource centre | library and ICT facilities, including sanitary facilities, now in main block | 600 | 390 | 234,000 |
| | | | | | sub-total construction costs |
| | | | | | 1,044,000 |
| external works | drainage, water, electrical, waste disposal, other | 10% of total construction costs | | 10% | 104,400 |
| | | | | | sub-total works |
| | | | | | 1,148,400 |
| preliminary costs | | 7% of total construction costs | | 7% | 80,388 |
| contingencies | | 10% of total construction costs | | 10% | 114,840 |
| | | | | | sub-total works, including preliminary and contingency costs |
| | | | | | 1,343,628 |
| ICT equipment | for all pedagogy and admin | estimation | lump | | 50,000 |
| furniture | classroom furniture, storage furniture, office furniture | 7% of total construction costs, excluding external works | | 7% | 80,388 |
| design and engineering | all renovations, all new construction, all external works, all furniture, all equipment | 15% of total costs for works and supplies | | 15% | 221,102 |
| | | | | total | 1,695,118 |

Activity 2.4 : Strengthen maintenance and asset management of NTC Kabale and Mubende

In order to avoid rapid deterioration and depreciation of the constructed infrastructure and the provided furniture and equipment, NTC Kabale and Mubende will be receive support for the maintenance and asset management activities, both during the project and after project closure¹¹.

Whilst the activities under result 1 are focusing on the institutional strengthening of the estate department, in order to better manage their tasks of asset management, this activity will focus on the actual maintenance itself. To ensure the result of increased access to 'quality facilities', it is important that the constructed facilities are well maintained.

¹¹ Involvement of pilot schools under the SSU project for maintenance activities could be explored and promoted during/after project implementation where feasible.

Review maintenance and assets management programme for NTC Kaliro and Muni, and detail for NTC Kabale and Mubende.

The maintenance programme developed by the TTE project will be adapted for the facilities of NTC Kabale and Mubende. The adapted programme can then be implemented by the colleges.

Train end users on operational aspects and behavioural change aspects.

The training activities developed as a part of the maintenance programme will cover both the operational aspects (relevant to assets managers), and the behavioural change aspects (relevant to the whole college community).

Activity 2.5 : Develop standards for student and staff accommodation in Teacher Training College

Study existing policies, designs, costs and experiences with accommodation in the Education sector.

The NTCs are responsible for accommodating students and staff (by government policy). However, the present infrastructure facilities are insufficient in terms of capacity and quality. The project will study and analyse existing policies and related designs in collaboration with CMU. Experiences in the education sector - but also in other public sectors - will be studied and lessons will be taken from those projects.

Develop alternative strategies for approval by MoESTS.

Based on the above, alternative strategies for accommodating students and staff members will be developed. Those will be presented to the MoESTS as options for future projects.

| A 02 Infrastructure | | | | 4,441,500 | |
|---------------------|----|----|---|----------------|-----------|
| A | 02 | 01 | Infrastructure needs assessment and master plans | BTC management | 10,000 |
| A | 02 | 02 | Rehabilitation and expansion of learning facilities NTC Kabale | Co-management | 2,470,000 |
| A | 02 | 03 | Rehabilitation and expansion of learning facilities NTC Mubende | Co-management | 1,700,000 |
| A | 02 | 04 | Strengthen asset management & maintenance | BTC management | 7,500 |
| A | 02 | 05 | Develop standards for NTC infrastructure | BTC management | 5,000 |
| A | 02 | 06 | Technical assistance | BTC management | 249,000 |

Table 3 : Global budget for the different activities of result 2

3.4.3 Result 3 : Pedagogical Approaches to pre- and in-service teaching training effectively applied at NTC and in partner schools.

Uganda's National Development 2010-2015 sets out a vision to transform Uganda *into a modern and prosperous country*. The NDP recognises the existing weakness in education, including the low efficiency and variable quality at secondary level. The current Education Sector Strategic Plan (2009-2018) sets out strategies to improve the quality of secondary education. One of the strategies of the MoESTS is to revise the curriculum and improve instruction and assessment. This revision will strongly affect the teacher education curriculum and will require a fundamental paradigm and mind shift in secondary education and secondary teacher training.

The reforms are based on :

- The development of a holistic education for personal and national development based on clear shared values ;
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed ;
- A focus on the key skills that are essential to work, to learning and to life, and which will promote life-long learning ;
- The creation of eight learning areas to allow a clear focus on essential learning to a deeper level, and to remove unnecessary and out of date content ;
- An integrated and inclusive approach that will develop the ability to apply learning in practical situation.

The eight learning areas will encompass the old subjects and will allow for an integrated and inclusive approach that will develop the learner's ability to apply learning in practical situations. The approach by 'learning area' is expected to promote a cross-curricular teaching and learning approach.

The secondary education reform will present a whole series of challenges to teacher education that need to be addressed by the Government and Uganda and MoESTS. Among others, it will be necessary to re-align the current teacher education curriculum implemented by the NTCs with the revised lower secondary school curriculum. There will be a need for teacher training institutions and universities to adjust their curricula to function with the revised Lower Secondary Curriculum.

Government of Uganda and MoEYS (TIET), in collaboration with the Ugandan-Belgian Study Fund, has procured a study and road map to develop a framework for the harmonisation of the National Teachers Colleges' (NTCs) curriculum with the recently revised lower Secondary School Curriculum, Assessment and Examination Reform.

Pending this framework and the official introduction of the new curriculum, this project will develop key competencies of teacher trainers and teacher education to strengthen the capacity of the NTC to address the present and future challenges. It is widely acknowledged that in order to improve the quality of education there is a need to place pedagogy and its training implications at the centre of teacher education reform.

Activity 3.1 : Strengthen professional competencies of NTC academic staff.

Teacher educators need to be equipped to play a central role in the provision of teacher education and training at the pre (DES) and in-services stages (DEP). Teacher educators, like future teachers and students, must learn and practice their skills in order to excel in their profession. It has been observed however that very few teacher educators received formal training in how to teach student teachers. NTC academic and technical support staff have been trained to become secondary teacher but most, if not all, have never received education and training in methodologies of teaching, cooperation and learning appropriate for student teachers and professional teachers.

When considering how to remedy this situation, it is also important to consider new and emerging trends in education that NTC staff will need to include in teacher education. Teacher educators will be expected to teach and support future teachers (pre-service) and professional teachers (in-service) how to cope with challenges that will characterize future classrooms.

In order to support the professional development of present and future teacher educators, the project will - *in close collaboration with the mandated government structures and the NTC* - develop, pilot, mainstream and institutionalise a series of professional development modules addressing priorities expressed by the NTC academic staff (induction modules for teacher training) :

- Adult learner principles and teacher training skills ;
- Student-centred methodologies (ATL) and Pedagogies for large groups ;
- Competence-based teaching and learning and 21st century skills ;
- Teaching by learning areas ;
- Supervision/tutoring/mentoring skills.

It will be important not only to develop the modules and to train present academic staff at NTC Kabale and Mubende but also to mainstream and institutionalise the programme in order for it to be accessible to all colleges and universities involved in teacher education ; and in order to train future teacher educators as the present course of study seems to fall short of expectations.

In order to support the harmonisation of national teachers' training colleges curriculum with the revised secondary school curriculum, assessment and examination reform, the following support could be considered during a later stage of the project :

- Assist academic staff in (*methodologically*) reforming their training programmes.
- Assist academic staff in moving towards *competence-based* teacher education.
- Assist academic staff in incorporating *assessment for learning* approaches into their courses.
- Assist academic staff in integrating the *new syllabuses* into their curriculum modules.
- Assist academic staff in incorporating the lower secondary *reform philosophy* into their educational studies modules.
- Assist academic staff in making *textbook* use and other pedagogical tools an integral element of methodology modules.

Activity 3.2 : Facilitate access to information and quality pedagogical content.

New technologies allow teacher educator and students to access specialised materials well beyond textbooks, in multiple formats, with few constraints in time or space. It offers innovative platforms for collaboration in knowledge creation, where teachers can share and enrich teaching materials.

Technology can enhance experiential learning, foster project-based and inquiry-based pedagogies, facilitate hands-on activities and co-operative learning and deliver formative real-time assessments. It can also support learning and teaching communities with new tools, such as remote and virtual labs, interactive, non-linear courseware based on state-of-the-art instructional design, sophisticated software for experimentation and simulation, social media and serious games.

For that reason the project will promote user friendly libraries and use of technologies to enhance teaching and learning.

User friendly libraries

A user friendly library refers a library which is easy to use, attractive, warm and comforting place which welcomes to use the resources available. It provides personalised and in-person help to users in a friendly environment.

In order to turn existing, traditional libraries at NTC Kabale and Mubende into service-oriented and user-friendly resource centres the project will :

- Assess existing libraries at Kabale and Mubende and identification of priority needs.
- Develop consolidation/action plan for (user-friendly) libraries at NTC Kabale and Mubende.
- Implement training for librarians on user friendly libraries (8 modules - 20 days - assignments).
- Complete and upgrade book collections relevant to secondary education and teacher training at NTC Kabale and Mubende.
- Create access to online fora and virtual libraries for NTCs.
- Install (and standardise among NTCs) an open source library management system (e.g. KoHa) and train librarians involved on its use.

Architectural requirements for user-friendly libraries will be integrated into the infrastructure master plan (please refer to activities 2.1 and 2.2).

Information and Communication Technology.

Information and communication technology (ICT) has revolutionised virtually every aspect of life and work. Teacher educators are expected to help educate students to become critical consumers of internet services and electronic media, to make informed choices and avoid harmful behaviours.

However NTC academic and technical support staff seem insufficiently familiar with new technologies and pedagogies that make the most of technology. If not addressed properly adding 21st-century technologies to traditional teaching practices might just dilute the effectiveness of teaching and learning.

In order to be effective and address the individual and collective learning needs of all NTC staff, the project will :

- Assess the existing practices on the use of ICT in teaching and learning.
- Develop consolidation/action plan for promoting the use of ICT in general and the use of ICT in teaching and learning in particular.
- Implement basic/advance training for the use of ICT (office package) for administrators (to facilitate NTC administration) and for academic staff (to facilitate teaching and learning).
- Implement basic/advance training for the use of ICT in teaching and learning (IT4Education) for academic staff, librarians and students in order to facilitate collaboration among teaching staff and to enhance collaboration between academic staff, librarians and students to enhance critical thinking, research skills and communities of practice).

This component of the project will take into account the UNESCO's ICT Competency Framework for Teachers. UNESCO in has created this international benchmark which sets out the competencies required to teach effectively with ICT. UNESCO's Framework emphasizes that it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers need to be able to help the students become collaborative, problem-solving, creative learners through using ICT so they will be effective citizens and members of the workforce. The Framework therefore addresses all aspects of a teacher's work :

- Understanding ICT in education
- Curriculum and assessment
- Pedagogy
- ICT
- Organization and administration
- Teacher professional learning

The Framework is arranged in three different approaches to teaching, matching three successive stages of a teacher's development. The first is *Technology Literacy*, enabling students to use ICT in order to learn more efficiently. The second is *Knowledge Deepening*, enabling students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. The third is *Knowledge Creation*, enabling students, citizens and the workforce they become, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

By crossing the three approaches to teaching based on human capacity development - technology literacy, knowledge deepening, and knowledge creation - with the six aspects of a teacher's work - understanding ICT in education, curriculum assessment, pedagogy, ICT, organization and administration and teacher professional learning - a framework of 18 modules is created.

The ICT Competency Framework for Teachers is aimed at helping Uganda to develop comprehensive national teacher ICT competency policies and standards, and should be seen as an important component of an overall ICT in Education Master Plan.

Activity 3.3 : Turn school practice into a powerful learning tool

School practice is a challenging but important part of teacher training, offering student teachers experience in the actual teaching and learning environment. NTC students are required to go for school practice for a period of 50 days a year. However, effectiveness of the school practice is often eroded by a range of challenges : limited number of partner schools, geographical distance, low and uneven levels of teacher expertise, inconsistent quality of supervision, conflicting pedagogies (ATL, pair and group work, cooperative learning versus notes-based and exam-oriented teaching) and a lack of resources. These challenges, if not addressed, will continue to affect student teachers' performance during school practice.

In order address these challenges, it will be necessary to develop an understanding of how student teachers learn in school teaching practices, as learning opportunities for student teachers in school practices are often very different. In view of the announced reforms, it will be key to develop an organised system which can ensure the development of skilled and qualified professional teachers.

An in-depth survey conducted by the MoESTS in collaboration with the TTE project identified and analysis existing practices, and proposed strategies to address observed gaps and shortcomings. The survey has shown that most teacher training providers have no mechanisms in place to initiate, negotiate, develop and manage (public/private) partnerships . No memoranda of understanding with host institutions or partner schools (outlining the roles and responsibilities of each partner, and the expected output of the partnership) are available. There is a need to develop standard guidelines for teacher training providers, host institutions and partner schools, and the supervising entities on the organisation and monitoring of school practice. The professional relationships between university supervisors, teacher educators, host teachers and student teachers affects the quality of the student's practical experience. Competent supervisors/mentors and required to help students assume the full range of duties of a professional teacher.

Therefore the project - *in close collaboration with the mandated government structures, universities and the NTCs* - will :

Develop a school practice syllabus for secondary teacher training

In collaboration with the awarding universities, a school practice syllabus will be developed including :

- activities to be implemented by the student ;
- learning objectives to be attained by the student ;
- resources/equipment to be availed at the host institute ;
- assessment of the student during school practice ;

The final school practice syllabus should be officially approved and integrated into the teacher education curriculum.

Develop criteria for host institutions to be eligible for school practice

In close collaboration with the mandated government structures, key stake holders will be identified at different levels. Minimum criteria will be defined for host schools to be eligible for school practice. Roles and responsibilities of the main stakeholders participating in the process will be defined (see below) and will most likely include :

- National Teachers' Colleges (Management, Heads of Department, Lecturers, School Practice Officers, ...) ;

- Host institute / partner school ;
- Awarding university ;
- MoESTS (TIET) and/or other relevant stake holders.
- Student Teachers.

Once approved, criteria for host institutes and roles and responsibilities need be clearly communicated to all stakeholders involved.

Define the role and responsibilities of the main stakeholders to be involved in school practice

- Define individual roles and responsibilities (ToRs) ;
- Define reporting lines (organogram) ;
- Where required, institutionalise/officialise positions ;
- Develop competencies of stakeholder on line with the identified roles and responsibilities.

Develop school practice assessment methodologies and tools

Methodologies and tools included in the Support Supervision Manual (developed in collaboration with the TTE project) and classroom observation tools (for assessing teaching practices) will underpin the development of assessment methodologies tools for school practice to be used by host teachers, teacher educators and supervisors from awarding universities.

Tools to monitor and follow-up the revised school practice approach need to be developed by MoESTS as well.

Develop financial guidelines and partnership agreements

The project will assist the MoESTS (TIET) and other Government Structures involved in developing

- *Official financial guidelines* (cost sharing plan) to support the implementation of the school practice activities by NTCs (and other teacher education providers) and host institutes/partner schools ;
- Develop *official financial guidelines* to support the monitoring activities by MoESTS and awarding universities ;
- Develop multi-partner contracts or memoranda of understanding (NTC, host institute, student teacher).

Guidelines, templates and contracts will need to be officialised and communicated to all stakeholders involved by the Authorities involved.

Strengthen capacity of host institutes and competencies of key stakeholders

Professional development modules (for key stake holders) including :

- Mentoring methodologies and tools ;
- Assessment methodologies and tools ;
- Supervision methodologies and tools

will developed in order to improve effectiveness of school practice activities. Those modules should be integrated at a later stage into the induction program for teacher educators (see activity 3.1)

A similar programme will be develop in order to enhance system supervision at national level and will be linked to the monitoring and evaluation activity below.

Monitor and review school practice performance.

- Conduct *end of school practice performance reviews* at regional/national level

Activity 3.4 : Create a network of partner schools and strengthen their pedagogical capacities

NTCs and secondary schools would mutually benefit from establishing pedagogical partnerships. For the NTC it would offer opportunities to reinforce the link between theory and practice by feeding experience of practitioners into campus course study and actively involving them into professional development courses. It would offer opportunities for in-situ observation, analysis and micro-teaching. Partner schools could benefit from professional development activities and in-school support to become centres of excellence in learner-centred pedagogies and role-models for the introduction of the revised secondary curriculum. Furthermore, partner schools could be actively involved in piloting a revised school practiced policy (see activity 3.3) and preparing the dissemination of active teaching and learning methodologies in teaching and learning.

Therefore, the project will - in collaboration with MoESTS (TIET / Secondary Department) and the NTCs involved - :

- Identify a maximum of 3 schools within walking distance of the NTC interested in establish a partnership with the NTC (partner schools) ;
- Train school directors, directors of study, and (head)teachers on ATL methodology relevant to the secondary school curriculum (5 training modules, assignments and portfolio) ;
- Provide support supervision to partner schools to become ATL role models for pre-service and in-service teacher training ;
- Document, evaluate, and draw lessons from ATL introduction into partner schools ;
- Support the development of a national roll-out plan for ATL (by eventually exploring links and integration into the CURASSE Teacher Support Programme and Monitoring Framework for the Teacher Support Work).

Activity 3.5 : Support pedagogical activities improving quality of teaching and learning (research and publications)

Conducting research is critical as it will prompt teacher educators and institutes to challenge their own assumptions. Through research activities, teacher educators will become both users and creators of knowledge, and engage in a process of continued reflection and development. NTCs could encourage academic staff to conduct research and publish scientific articles on pedagogical issues emerging from the reform process and at the same teach student teachers. Next to individual research, collaborative research and publication could be promoted within one NTC or among NTCs.

- Support on Action Research and Pedagogical projects promoting ATL and activities *allowing every learner to develop understandings and skills according to his or her abilities*.
- Capitalisation, dissemination and knowledge sharing of experience gained from ATL and reform activities (project communication, research activities and publications).

| A 03 | | Pedagogy | | 1,991,000 |
|------|----|----------|---|------------------------|
| A | 03 | 01 | Strengthen professional competencies of NTC academic staff. | BTC management 475,000 |
| A | 03 | 02 | Facilitate access to information and quality pedagogical content | BTC management 300,000 |
| A | 03 | 03 | Turn school practice into a powerful learning tool | BTC management 199,000 |
| A | 03 | 04 | Create a network of partner schools and strengthen their pedagogical capacities. | BTC management 197,000 |
| A | 03 | 05 | Support pedagogical activities improving quality of teaching and learning (research and | BTC management 100,000 |
| A | 03 | 06 | Technical assistance | BTC management 720,000 |

Table 4 : Global budget for the different activities of result 2

3.5 Indicators and means of verification

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

3.6 Description of beneficiaries

The direct beneficiaries of the project are the NTC management, academic and technical support staff, and the present and future students who will have an enhanced experience during teacher training in terms of the quality of academic and practical training and facilities available to them. NTC management, academic and technical support staff will also benefit from the upgraded facilities, skills development and institutional development initiatives. The project will also reach out to school directors, directors of study, and (head)teachers of participating partner schools.

The MoESTS will also be a direct beneficiary in terms of institutional support through the NTCs. The specific departments and units that will be directly involved are the TIET department, the Procurement and Disposal Unit, and the Construction Management Unit.

Other indirect beneficiaries are :

- Other NTCs and teacher education institutions that will participate in activities and learn from the experience of this project.
- Other departments who work directly with TIET, CMU and PDU and NTCs.

3.7 Risk Analysis

3.7.1 Implementation risks

| Risks | Risk Level | Alleviation measure |
|--|--------------|---|
| Alternative (and permanent) accommodation for 150 female and 250 male students is not provided for by mid-2017 (Mubende), impacting the execution stage of the infrastructure component. | High | Commitment of Ugandan Partner to be integrated in the Specific Agreement. Creation of a separate budget line for infrastructure works in Mubende. Close follow-up by PSC. |
| Vision and strategy for vocational subjects (Technology and Enterprise learning area) not redefined in time, impacting the design stage of the infrastructure component. | Intermediate | Consultation with Secondary Education Department. Close follow-up by PSC. |
| VAT reimbursements to contractors by the Ugandan Services (co-management contracts) are slow. | High | Close follow-up by PSC. |
| Currency exchange fluctuations. | Intermediate | Include safety margins in cost calculations. Regular monitoring of budget, in particular for infrastructure works, and adaptation of plans if required. |

| | | |
|---|--------------|---|
| Accidents at construction sites. | High | Through specification in the tender, the provision of safety training and safety materials will be mandatory for the contractor Proper follow-up will be under the responsibility of the Consultancy Firm and CMU (ID activities) |
| Poor quality of craftsmanship of contractors. | Intermediate | Infrastructure experts will closely monitor the quality of the executed works and will provide support to procurement and contract management. |
| Delays in procurement process. | Intermediate | Support to the organisational development of CMU and PDU, including working procedures. Take into account lessons learnt from TTE project on delays in procurement. |
| Announced CURASSE reform is not fully implemented as scheduled. Announced reform of Teacher Education Curriculum and integration of teacher profiles are subject to delay. | Intermediate | Identified professional development activities only partially depend on the future framework and can be implemented in any context. |

3.7.2 Management risks

| Risks | Risk Level | Alleviation measure |
|--|--------------|--|
| Work load of Programme Coordinator, Project co-coordinator and ATI are higher than expected. | Intermediate | Work load can be distributed over the different NTC projects. Coordination meetings will be put in place. |
| Lack of motivation of individuals in the different institutions. | Low | All staff will be informed and involved to a maximum extent from the beginning. |

3.7.3 Effectiveness risks

| Risks | Risk level | Alleviation measure |
|---|--------------|--|
| The capacity of the NTC to absorb multiple capacity development initiatives | Intermediate | The programme/project team will mentor the NTC management and staff. A work plan with clear priorities will be developed in a participatory way. |
| NTC graduates face difficulties in being recruited as a teacher after graduation. | High | A tracer study will help to map the employment levels of NTC graduates and will help to identify deficiencies and obstacles in entry to the job market |

3.7.4 Sustainability risks

| Risks | Risk level | Alleviation measure |
|---|--------------|---|
| The NTCs lack the organisation culture to maintain infrastructure and their ability to change is limited. | High | Different support activities will be adopted : provision of tools, provision of the necessary means, activities to change attitudes towards maintenance. Follow-up of commitments by the PSC. If required, BTC informs Embassy of Belgium on issues arising. |
| High pressure to accept more students than the available space allows for. | High | The layout plans and specifications for the furniture will determine the number of students per room. |
| Increasing need for teachers may undermine increased sustained access to teacher education. | Intermediate | The project will share good practices in infrastructure development with the GoU and will support the TIET department in developing plans for the expansion of NTCs. |
| Gaps in skills and resources will hamper MoESTS continuous organisational development support to NTCs after the completion of the project. | Intermediate | NTCs will base their work plans on the (limited) skills and resources available at MoESTS. MoESTS (TIET, CMU, PDU) is a beneficiary of the SDHR project and of the Institutional development activities of the Kaliro and Muni projects. |
| Trained academic and technical support staff retire or quit the education system. | Intermediate | The capacities of all staff members will be strengthened. Staff management and planning will be addressed as a part of the organisational development activities. |
| Government budget allocated to teacher education remains at a status quo at best. NTC budget remains insufficient to cover incurred costs. | Intermediate | Advocacy by TIET and MoESTS. Regularly monitor available budget. |

3.7.5 Fiduciary risks

| Risks | Risk level | Alleviation measure |
|---|------------|---|
| Corruption in construction, procurement and service delivery. | Medium | <p>National and international staff for finance and administration will perform ex-ante and ex-post controls.</p> <p>Development of a clear Programme Implementation Manual, adequately detailing the policies and procedures (per diem, accommodation, logistics, materials, etc.), control mechanisms, and financial follow-up tools.</p> <p>Payments and flow of funds will be centralised at the Programme/Project Management Unit.</p> |

4 RESOURCES

4.1 Financial resources

Belgian contribution

The Belgian contribution amounts to 8,000,000 EUR.

Ugandan Contribution

The contribution of the Government of Uganda is estimated at 10% of the Belgian contribution equivalent to 800,000 EUR.

This contribution includes Import Tax and Value-Added Tax (VAT) next to the provision of office space and mobilisation of Government staff.

Providing alternative (and permanent) accommodation options to 150 female and 250 male students currently lodged at the main building at NTC Mubende (timely and in a sustainable way) is the full responsibility of the Ugandan partner.

4.2 Human resources

| PROG UNIT |
|--------------------------|
| Prog Change Mgr. (MOEST) |
| Prog Mgr. (BTC) |
| PROG EXPERTISE POOL |
| ITA Procurement Expert |
| NTA Procurement Expert |
| ITA Architect/Infra |
| 2 RAFI |
| NTA M&E |
| NTA C for D |

| COMPONENT 1: TTE (23M€ hors TTE) | | | | |
|--|-----------------------------------|------------------------|---|-------------------------|
| (TTE) | MUNI (7,5M€) | KALIRO (7,5M€) | MUBENDE/KABALE (8M€) | |
| Interv. Change Mgr. | Interv. Change Mgr. | | | |
| Interv. Mgr. ITA EDUC | Interv. Mgr. ITA EDUC INST DEV | | Interv. Mgr. ITA PEDAG/TT | |
| | CMU Focal Point | | | |
| 2 engineering assistants | PDU Focal Point | | | |
| | NTA Architect/infra | | NTA Architect/infra | |
| Procurement Officer | | | Project Secondary Education Focal Point | |
| Senior Accountant | Financial Officer | | | |
| | Accountant | | | |
| Administrative/ account assistant | Assistant | | | |
| 3 Drivers | 1 Driver | 1 Driver | 2 Drivers | |
| Secretary | | | | |
| Office Attendant | | | | |
| Field Office Mulago/Albino | Field Office Muni | Field Office Kaliro | Field Office Kabale | Field Office Mubende |
| ITA Advisor Mulago/Abilonino College | Field Officer | Field Officer | Field Officer | Field Officer |
| 4 NTA | NTC Focal Point | NTC Focal Point | NTC Focal Point | NTC Focal Point |

4.2.1 The intervention team

The intervention (project) team is responsible for the operational implementation of the project activities. The intervention team will be accommodated and based at the Ministry of Education, Science, technology and Sports, Directorate of Higher Technical and Vocational Education and Training (TIET).

Sharing of Human Resources with the Kaliro and Muni projects is envisaged to build a single team.

The intervention team will be composed of :

At central level

The intervention management team at central level will be shared with the interventions “Improve teacher training in national teachers’ college Muni” and “Improve teacher training in national teachers’ college Kaliro”.

| Intervention Management | Months and % on project budget ¹² | Contracting Party | Financial contribution |
|--|--|-------------------|------------------------|
| Intervention Management | | | |
| Intervention Change Manager (from MoESTS) | 48 months (40% ¹³) | MoESTS | Ugandan |
| Intervention Manager (ITA Pedagogy and Teacher Training) | 48 months (100%) | BTC | Belgian |
| Intervention Technical Expertise | | | |
| ITA Institutional Development | 48 months (budget Kaliro-Muni) | BTC | Belgian |
| Programme National Architect Expert | 42 months (100%) | BTC | Belgian |
| ITA Pedagogy and Teacher Training (Intervention Manager) | 48 months (100%) | BTC | Belgian |
| Intervention (Project) Support Staff | | | |
| Project Assistant | 48 months (50 % ¹⁴) | BTC | Belgian |
| Accountant | 48 months (50 %) | BTC | Belgian |
| Financial Officer | 48 months (budget Kaliro-Muni) | BTC | Belgian |
| Driver (pooled) | 48 months (100 %) | BTC | Belgian |
| Driver (pooled) | 48 months (100 %) | BTC | Belgian |

Terms of Reference (ToR) for the position of Intervention Change Manager, Intervention Manager, ITA institutional Development, National Architect Expert, ITA Pedagogy and Teacher Training are annexed to the document (annex 7.3).

¹² For positions financed by the Belgian financial contribution

¹³ 20% Kaliro, 20% Muni, 40% Kabale and Mubende

¹⁴ 25% Kaliro, 25% Muni, 50% Kabale and Mubende (same for the position of accountant)

At local level (Kabale and Mubende)

| Intervention (Project) local staff | | | |
|---|-------------------|-----|---------|
| Intervention (Project) Field Officer in Mubende | 42 months (100 %) | BTC | Belgium |
| Intervention (Project) Field Officer in Kabale | 42 months (100 %) | BTC | Belgium |

Focal Points

| Project focal points | | | |
|---|-----------------|--------|---------|
| Project CMU Focal point (identified in framework of Kaliro/Muni) | 48 months (20%) | MoESTS | Ugandan |
| Project PDU Focal point (identified of in framework of Kaliro/Muni) | 48 months (20%) | MoESTS | Ugandan |
| Project Secondary Education Focal Point | 48 months (10%) | MoESTS | Ugandan |
| Project NTC Kabale Focal Point | 48 months (50%) | MoESTS | Ugandan |
| Project NTC Mubende Focal Point | 48 months (50%) | MoESTS | Ugandan |

Optional

To be defined during implementation :

| | | | |
|---------------------------------|----------------|-----|---------|
| International junior assistants | max. 24 months | BTC | Belgium |
| Ugandan young professionals | max. 24 months | PSC | Belgium |

International junior assistants will be funded by the Junior Programme and are not part of the intervention budget. The possibility to 'team up' Ugandan young potentials with international junior experts is provided for to promote peer development. Ugandan young professional are to be funded by the intervention. Provisions have been included in the budget for this purpose.

4.2.2 The education programme unit

In the framework of the bilateral cooperation programme Uganda and Belgium are gradually moving towards a comprehensive integrated programme approach in the teacher training sub-sector, harmonising and creating synergies between activities in the TTE, Kabale, Kaliro, Mubende, and Muni projects, SDHR project, SSU project and other development partners in Education.

A such pooling and sharing of human resources and technical expertise is to be encouraged to the benefit of the Uganda-Belgium Education Programme. Time is allocated to different interventions according to an allocation key (% of time).

Programme unit

| Programme Management | Months and % on project budget | Contracting Party | Financial contribution |
|--|--------------------------------|-------------------|------------------------|
| Programme Change Manager (appointed by MoESTS) | 48 months (20%) | MoESTS | Ugandan |
| Programme Manager (BTC) | 48 months (20% ¹⁵) | BTC | Belgian |

Programme technical expertise

| Programme Support Staff | Months and % on project budget | Contracting Party | Financial contribution |
|---|--------------------------------|-------------------|------------------------|
| Programme Administrative and Finance Officer (RAFi) | 48 months (30%) | BTC | Belgian |
| Programme International Procurement Expert | 48 months (20%) | BTC | Belgian |
| Programme National Procurement Expert | 48 months (50%) | BTC | Belgian |
| Programme International Architect Expert | 48 months (20%) | BTC | Belgian |

The Education Programme Change Manager will be appointed by MoESTS (Directorate of Higher Technical and Vocational Education and Training).

Terms of Reference (ToR) for the position of Programme Change Manager, Programme Manager, Programme Administration and Finance Officer (RAFi), Programme International Procurement Expert, Programme National Procurement Expert, and Programme International Architect Expert are annexed to the document (annex 7.3).

Ugandan contribution

MoESTS, in particular TIET, Secondary department, CMU, PDU, NTC Kabale and NTC Mubende will ensure participation of technical, academic, administrative and support staff to project committees and project activities.

4.3 Other resources

4.3.1 Services

Belgian contribution (project budget)

- Consultancies
- Maintenance of project equipment and vehicles
- Communication costs
- Training

Where appropriate, Service Level Agreements will be concluded for services delivered by the BTC representation Office in Uganda, Education Programme staff, Project staff, etc.

¹⁵ 40% SSU, 20% Kairo, 20% Muni, 20% Kabale and Mubende

4.3.2 Investments

Belgian contribution (project budget)

- Infrastructure, furniture and equipment for NTC Kabale and Mubende
- Project motorbike (2) for the project field office in Kabale and Mubende
- Project office equipment
- Purchase of basic equipment for NTC project office

4.3.3 Other

Procurement of project vehicles is not foreseen. Vehicles available in the Kaliro and Muni project will be pooled and vehicles available in the TTE project will be transferred to the Kaliro, Muni, Kabale and Mubende projects during project closing.

Ugandan contribution

Office space for the Programme and Project teams will be provided by MoESTS at the Directorate of Higher Technical and Vocational training and at TIET.

Office space for the Project Field Officers will be provided by NTC Kabale and NTC Mubende respectively.

A detailed project budget is presented below.

| TOTAL BUDGET : UGA 15 031 01 (Kabele - Mubende) | | | Modality | BUDGET TOTAL | % | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | |
|---|--|--|----------|------------------|----------------|----------------|------------------|------------------|------------------|-----------|
| A | Improved teaching and practice-oriented learning facilities sustained by strengthened management. | | | 6,739,000 | 84.24% | 467,000 | 1,031,000 | 3,416,000 | 1,825,000 | |
| A 01 | <i>Institutional strengthening NTC (including crosscutting themes)</i> | | | 306,500 | 3.83% | 72,500 | 85,000 | 77,500 | 71,500 | |
| A 01 01 | Strategic management (including cross-cutting themes) | | | 90,500 | | 22,000 | 24,500 | 22,000 | 22,000 | |
| A 01 02 | Procurement and Financial Management | | | 62,000 | | 12,000 | 22,000 | 17,000 | 11,000 | |
| A 01 03 | Academic management (including crosscutting themes) | | | 44,000 | | 11,000 | 11,000 | 11,000 | 11,000 | |
| A 01 04 | HR management (including cross cutting issues) | | | 70,000 | | 17,500 | 17,500 | 17,500 | 17,500 | |
| A 01 05 | Consolidate and strengthen the maintenance capacity (including crosscutting themes) | | | 40,000 | | 10,000 | 10,000 | 10,000 | 10,000 | |
| A 02 | <i>Infrastructure</i> | | | 4,441,500 | 55.52% | 63,500 | 321,000 | 2,728,500 | 1,328,500 | |
| A 02 01 | Infrastructure needs assessment and master plans | | | 10,000 | | 5,000 | 5,000 | 0 | 0 | |
| A 02 02 | Rehabilitation and expansion of learning facilities NTC Kabale | | | 2,470,000 | | 0 | 150,000 | 1,590,000 | 730,000 | |
| A 02 03 | Rehabilitation and expansion of learning facilities NTC Mubende | | | 1,700,000 | | 0 | 100,000 | 1,065,000 | 535,000 | |
| A 02 04 | Strengthen asset management & maintenance | | | 7,500 | | 0 | 0 | 5,000 | 2,500 | |
| A 02 05 | Develop standards for NTC infrastructure | | | 5,000 | | 0 | 0 | 2,500 | 2,500 | |
| A 02 06 | Technical assistance | | | 249,000 | | 58,500 | 66,000 | 66,000 | 58,500 | |
| A 03 | <i>Pedagogy</i> | | | 1,991,000 | 24.89% | 331,000 | 625,000 | 610,000 | 425,000 | |
| A 03 01 | Strengthen professional competencies of NTC academic staff. | | | 475,000 | | 75,000 | 150,000 | 150,000 | 100,000 | |
| A 03 02 | Facilitate access to information and quality pedagogical content | | | 300,000 | | 50,000 | 75,000 | 100,000 | 75,000 | |
| A 03 03 | Turn school practice into a powerful learning tool | | | 199,000 | | 4,000 | 135,000 | 55,000 | 5,000 | |
| A 03 04 | Create a network of partner schools and strengthen their pedagogical capacities. | | | 197,000 | | 2,000 | 60,000 | 100,000 | 35,000 | |
| A 03 05 | Support pedagogical activities improving quality of teaching and learning (research and | | | 100,000 | | 20,000 | 25,000 | 25,000 | 30,000 | |
| A 03 06 | Technical assistance | | | 720,000 | | 180,000 | 180,000 | 180,000 | 180,000 | |
| Z | GENERAL MEANS | | | 1,261,000 | 15.76% | 302,000 | 301,000 | 333,000 | 325,000 | |
| Z 01 | <i>Staff</i> | | | 901,200 | 11.27% | 205,800 | 244,800 | 244,800 | 205,800 | |
| Z 01 01 | International technical assistance | | | 504,000 | | 126,000 | 126,000 | 126,000 | 126,000 | |
| Z 01 02 | Field support staff | | | 210,000 | | 45,000 | 60,000 | 60,000 | 45,000 | |
| Z 01 03 | National support staff | | | 139,200 | | 34,800 | 34,800 | 34,800 | 34,800 | |
| Z 01 04 | Uganda Young Potentials/Professionals | | | 48,000 | | 0 | 24,000 | 24,000 | 0 | |
| Z 02 | <i>Investments</i> | | | 58,000 | 0.73% | 58,000 | 0 | 0 | 0 | |
| Z 02 01 | Vehicles | | | 8,000 | | 8,000 | 0 | 0 | 0 | |
| Z 02 02 | Office equipment | | | 20,000 | | 20,000 | 0 | 0 | 0 | |
| Z 02 03 | Equipment IT | | | 20,000 | | 20,000 | 0 | 0 | 0 | |
| Z 02 04 | Office rehabilitation | | | 10,000 | | 10,000 | 0 | 0 | 0 | |
| Z 03 | <i>Running costs</i> | | | 133,800 | 1.67% | 33,200 | 33,200 | 33,200 | 34,200 | |
| Z 03 01 | Maintenance IT | | | 5,000 | | 1,000 | 1,000 | 1,000 | 2,000 | |
| Z 03 02 | Vehicles | | | 48,000 | | 12,000 | 12,000 | 12,000 | 12,000 | |
| Z 03 03 | Telecommunications | | | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 | |
| Z 03 04 | Office consumables | | | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 | |
| Z 03 05 | Missions | | | 24,000 | | 6,000 | 6,000 | 6,000 | 6,000 | |
| Z 03 06 | External communication | | | 6,000 | | 1,500 | 1,500 | 1,500 | 1,500 | |
| Z 03 07 | Training | | | 10,000 | | 2,500 | 2,500 | 2,500 | 2,500 | |
| Z 03 08 | Financial costs | | | 4,000 | | 1,000 | 1,000 | 1,000 | 1,000 | |
| Z 03 09 | Other | | | 4,800 | | 1,200 | 1,200 | 1,200 | 1,200 | |
| Z 04 | <i>Audit, monitoring and evaluation and support</i> | | | 168,000 | 2.10% | 5,000 | 23,000 | 55,000 | 85,000 | |
| Z 04 01 | Audit, Evaluation, Capitalisation | | | 148,000 | | 0 | 18,000 | 50,000 | 80,000 | |
| Z 04 02 | Backstopping Est/Ops/Controlling | | | 20,000 | | 5,000 | 5,000 | 5,000 | 5,000 | |
| TOTAL | | | | 8,000,000 | 100.00% | 769,000 | 1,332,000 | 3,749,000 | 2,150,000 | |
| | | | | Co-Management | 4,170,000 | 52.13% | 0 | 250,000 | 2,655,000 | 1,265,000 |
| | | | | BTC-Management | 3,830,000 | 47.88% | 769,000 | 1,082,000 | 1,094,000 | 885,000 |

5 IMPLEMENTATION MODALITIES

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

5.1 Contractual framework and Administrative Responsibilities

The legal framework of this intervention is governed by :

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

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

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

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

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

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

5.1.1 Institutional anchorage

Institutionally, the programme is anchored in the Ministry of Education, Science, Technology and Sports (MoESTS) in the Directorate of Higher Technical and Vocational Education and Training, more particularly in the TIET department, with focal points in the Secondary Department, CMU, PDU and field offices in Kabale and Mubende based in the NTC.

5.1.2 Technical responsibility

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

An official designated from the Directorate of Higher Technical and Vocational Education and Training (TIET) will take the role of full-time Intervention Change Manager and the International Technical Assistant appointed by BTC will be the Intervention Manager.

5.1.3 Financial responsibility

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

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

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

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

5.2 Project Life Cycle

The Specific Agreement is valid for 60 months.

The project execution period is of 48 months.

5.2.1 Preparatory phase

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

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

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

Estimated costs during the preparatory phase:

| | |
|--|----------|
| HR costs | |
| Recruitment costs for staff to be financed by the intervention | € 10,000 |
| Logistic costs | |
| ICT equipment | € 5,000 |

5.2.2 Execution Phase

A. Project Start-up phase

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

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

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

B. Operational phase

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

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

C. Operational closure phase

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

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

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

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

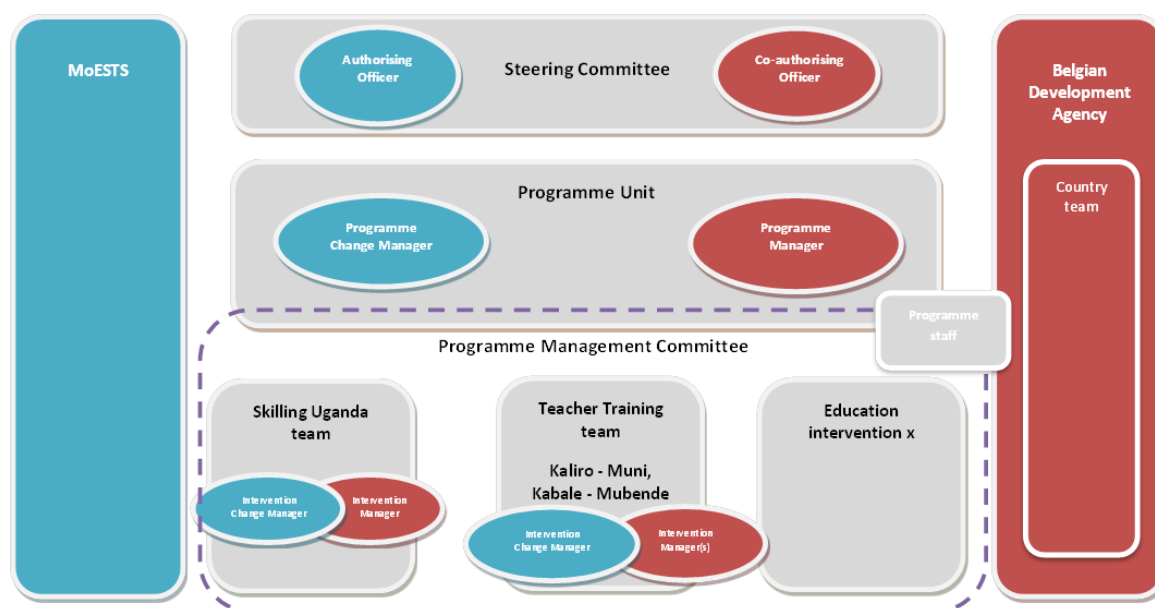
Beyond the validity of the Specific Agreement, no expenditure will be accepted unless it relates to commitments entered into force before the expiry date of the Specific Agreement and has been approved by the last Project Steering Committee.

D. Administrative Closure phase

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

5.3 Implementation and follow-up structures

5.3.1 General presentation



5.3.2 Programme Steering Committee (PSC)

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

A. Composition

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

- MoESTS (Permanent Secretary), chair ;
- BTC (Resident Representative or his delegate), co-chair ;

- Ministry of Finance, Planning and Economic Development ;
- The Ministry of Gender, Labour and Social development.

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

- Commissioner Education Planning and Policy Analysis ;
- Commissioner Teacher & Instructor Education ;
- Commissioner of Technical and Vocational Education.

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

B. Role and functions

- Supervise the respect of the engagements of the parties ;
- Assess the development results obtained by the projects (strategic quality assurance and control) and approve planning and recommendations from the projects annual results reports;
- Validate Grant Agreements proposed by the project teams ;
- Approve eventual adjustments or modifications of results described in the TFFs, while respecting the specific objective, projects duration and total budget as described in the Specific Agreements while ensuring coherence and feasibility of the actions ;
- Resolve any problems that cannot be solved at the project management teams level ;
- Approve and ensure the follow-up of recommendations formulated in the reviews (MTR and ETR) reports ;
- Based on the financial reporting and audit reports advice on corrective actions to ensure the achievement of the project's objectives ;
- Ensure approval of the final report and the final closure of the projects ;
- Ensure approval of the reports related to the disbursement and use of projects funds based on the quarterly budget and planning follow-up submitted by the Project Managers.

C. Operating mode

- The PSC establishes its rule of order ;
- The PSC meets upon invitation of its chair at least twice a year. Extraordinary meetings can be held upon request of one of its member. The invitation shall be received by the members at least 7 days before the meeting. The invitation shall include an agenda, suggested decisions and supporting documents ;
- The PSC meets for the first time (at the latest) three months after the signature of the Specific Agreement of each project ;
- Decisions of the PSC shall be taken by consensus. Decisions of each meeting of the PSC shall be recorded in minutes signed by its present voting members ;
- A PSC is held at the latest three months before the end of the activities of a project in order to approve the final report and prepare the modalities of the project closure ;
- The Programme Management will act as the Secretariat for PSC and will provide the necessary information to its members in advance of each meeting ;
- Each individual project can convene a specific individual steering committee meeting when relevant.

5.3.3 The Intervention Management Team (PMT)

MoESTS designates a part time national intervention change manager within the Directorate of Higher Technical and Vocational Education and Training (TIET), detached by MoESTS after BTC's no-objection.

The intervention change manager and the intervention manager will be supported by :

- project staff at central level (shared with the Muni and Kaliro projects) located within MoESTS in the Directorate of Higher Technical and Vocational Education and Training (TIET), with focal points in the CMU, PDU, and the Secondary Department ;
- the education programme unit.

The full list of intervention and programme staff is presented in Chapter 4.2 Human Resources.

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

The intervention management responsibilities comprise of¹⁶:

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

5.3.4 The Education Programme

The Uganda-Belgium cooperation sees its number of interventions in the education sector increase and has defined a Programme Approach. The interventions currently part of the Programme are the following :

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

¹⁶ Non exhaustive list

- Improve the teachers secondary education training of secondary teachers in national teachers' college Muni ;
- Improve the teachers secondary education training of secondary teachers in national teachers' college Kabale and Mubende ;
- (Support to Beneficiary Institutions for the Skills development of their Human resources).

Programme organisational structure :

Programme management

- A Programme Change Manager appointed by MoESTS
- A Programme Manager appointed by BTC

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

- RAFI (2)
- International Architect Expert
- International Procurement Expert
- National Procurement Expert

Among others, the programme unit is responsible for:

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

It is also foreseen to put in place a Programme Coordination Committee. The Programme Coordination Committee will be composed of :

- Programme Change Manager MoESTS
- Programme Manager BTC
- Programme RAFI
- Intervention change managers and managers

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

5.4 Operational Management of the intervention

5.4.1 Human Resources Management

Recruitment

BTC HQ will select and contract the Intervention Manager and the Programme Manager through BTC procedures with the non-objection of MoFPED and manage their contract and salary.

| | Intervention Manager | | Other project Staff | |
|---------------------------|----------------------|-------------|---------------------|-------------|
| FUNDED BY | Project funds | | Project funds | |
| PROCESS | System | Resp | Syst | Resp |
| ToR | Joint (in the TFF) | | BTC | |
| Publication | BTC | BTC | BTC | BTC |
| Candidates pre selection | BTC | BTC | BTC | BTC |
| Selection of candidates | BTC | BTC | BTC | BTC |
| ANO | ANO from MoFPED | | NA | |
| Signature of the contract | BTC | BTC | Ugandan legislation | BTC |
| Individual evaluations | BTC | BTC | BTC | BTC |
| | | | | |

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

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

Additional remarks

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

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

5.4.2 Construction management

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

5.4.3 Financial Management

Bank Accounts

Co-management

From the signature of the Specific Agreement a main bank account in co-management will be opened

at a commercial bank in Uganda or at the Bank of Uganda named “BTC project - co-management - Kabale/Mubende “ in EURO. Other bank accounts in co-management (operational accounts) can be opened when needed.

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

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

The Authorizing and Co-Authorizing Officer are mutually responsible for the opening of the accounts. They are responsible for adding and removing signatory rights on the mandatories of the accounts, in accordance with the internal rules of their respective organisation. In case of modification, the party concerned shall communicate it to the bank and formally inform the other party.

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

BTC-management

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

Funds transfer

First transfer

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

Subsequent transfers

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

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

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

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

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

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

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

5.4.4 Financial planning

Preparation of annual and multiyear budgets

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

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

Monitoring and budgetary commitments

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

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

Accounting

Accounting is done on a monthly basis according to BTC rules and regulations and its own financial system and tool. The accounting documents must be signed for approval by the Project Manager and Co-Manager and sent to the Co-Authorizing Officer (BTC Resident Representative). The accounting documents that must be forwarded to the BTC Representation include an electronic file, the supporting documents as well as the bank statements and petty cash statements. The accounting documents must be up to date, accurate, reliable and according to accounting standards and rules in place.

Eligible costs are actuals costs which meet the following criteria :

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

5.4.5 Budget Management

Budget constraints

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

Budget change

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

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

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

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

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

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

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

5.4.6 Management of Grant Agreements

In accordance with Article 8 of the BTC Law, BTC can provide financing to one or more third-party partners for the achievement of part of the activities of the TFF or for a project activity that contributes to the achievement of the objectives of the intervention. Grants will be awarded in accordance with the modalities described in the BTC guide for the elaboration and follow-up of Grant Agreements. Public or private entities that are awarded grants are called "beneficiary parties". The beneficiaries of the actions funded by the grant are called "final beneficiaries".

The use of a Grant Agreement is not provided for in this TFF. However, if the Intervention Management identifies the need to use a grant, it must obtain formal approval of the Steering Committee in writing. An official demand is introduced to the Steering Committee by means of a report, clearly motivating why, in this case, the public procurement regulations do not apply.

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

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

5.4.7 Public Procurement Management

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

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

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

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

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

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

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

5.5 Monitoring & Evaluation

5.5.1 Monitoring

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

5.5.2 Baseline

Establishing a comprehensive baseline at the start of the intervention is a BTC system requirement. The M&E framework will be aligned with existing frameworks and methodologies already used by the partner and the TTE, Kaliro and Muni projects.

A comprehensive Baseline Report will be presented to the PSC at the first Steering Committee meeting (start-up PSC). The PSC takes note of the Baseline Report and validates the way the intervention will be monitored. The main goal of the PSC should be to assure that the Baseline Report guarantees sound monitoring.

5.5.3 Operational Monitoring

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

Results Monitoring

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

Final Monitoring

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

Evaluation: Mid-Term Review and End-Term Review

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

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

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

5.5.4 Financial and procurement audit

Project audit

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

The auditor's reports must be presented to the Steering Committee. The audit reports will include recommendations and proposal of corrective actions.

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

BTC Audit

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

5.6 Taxes and Duties

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

5.7 Modification of the TFF

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

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

The request of the above modifications has to be motivated by the Project Management Team and approved by the Steering Committee. The exchange of letters requesting these modifications shall be initiated by the Ugandan Government and shall be addressed to the Belgian Embassy in Uganda.

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

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

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

5.8 Closure of the intervention

Financial Statement

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

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

Balances

Unused funds on bank accounts will be transferred to BTC.

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

Expenses after the end of the Specific Agreement

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

6 CROSSCUTTING THEMES

6.1 Environment

As stated in chapter 1 and in chapter 2, and in line with the lessons learnt from the TTE project, environment issues will be integrated into the project at two levels: as a design and construction issue (use of materials, sustainable buildings, renewable green environment etc.) and as a management issue (waste management, awareness raising, building capacity etc.).

Eco-design and construction

In constructing the facilities of the two colleges, the project will apply environment-friendly techniques and construction materials. Passive components of the approach will cover maximising greening of the NTC premises, orientation of facilities according to dominant sun and wind directions, maximum use of day light, rainwater harvesting and natural ventilation.

Due attention will also be given to the use of maintenance-friendly construction materials with minimal environmental impact as well recycling re-usable materials. The guiding principles will be included in terms of references, tender documents, etc.

Renewable energy

As an active component, the project will promote renewable energy such a solar power and, if possible, biogas installations in the master plans. These systems will carbon foot prints and contribute to a more environment friendly school.

Waste management

Proper attention will be given to waste reduction, management and recycling at NTC level. Particular attention will be given to on-site waste management during the rehabilitation and construction period. Waste generated by the rehabilitation and construction activities should not have a negative impact on the surrounding environment.

Capacity development

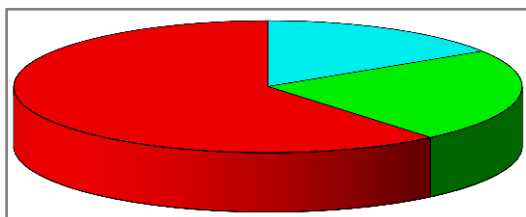
Part of the environmental activities relate to awareness raising and capacity development of end users and technical support staff at NTC Kabale and Mubende.

Environment budget scan

An environment-specific budget scan will review the different results and activities for the inclusion of environmental aspects using 4 criteria :

- Environment-blind (planned) expenses (and activities) : the 'environment-blind' activities and expenses do not have an effect/impact on environmental issues. Most of the general means in the budget are labelled as 'blind' expenses. These activities are labelled **in blue**.
- Environment-sensitive (planned) expenses : the 'environment-sensitive' activities and expenses take into account climate/environment related issues, without being transformative. Activities relating to organisational development are labelled as 'environment-sensitive' expenses. They are labelled in **green**.
- Environment-transformative (planned) expenses : the 'environment-transformative' expenses and activities have a (direct) positive impact on climate/environment challenges. Infrastructure-related activities qualify for this criterion. They are labelled **in red**.
- Environment-machinery strengthening (planned) expenses : no activities and expenses are foreseen to strengthen the national machinery on environment. However, one could consider some of the support activities to the TIET department and other MoESTS departments as 'machinery strengthening activities, that may lead to the strengthening of national focal points.

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



| TOTAL BUDGET : UGA 15 031 01 (Kabele - Mubende) | | Modality | BUDGET TOTAL | % | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|--|----------------|------------------|----------------|----------------|------------------|------------------|------------------|
| A | Improved teaching and practice-oriented learning facilities sustained by strengthened management. | | 6,739,000 | 84.24% | 467,000 | 1,031,000 | 3,416,000 | 1,825,000 |
| A 01 | Institutional strengthening NTC (including crosscutting themes) | | 306,500 | 3.83% | 72,500 | 85,000 | 77,500 | 71,500 |
| A 01 01 | Strategic management (including cross-cutting themes) | BTC management | 90,500 | | 22,000 | 24,500 | 22,000 | 22,000 |
| A 01 02 | Procurement and Financial Management | BTC management | 62,000 | | 12,000 | 22,000 | 17,000 | 11,000 |
| A 01 03 | Academic management (including crosscutting themes) | BTC management | 44,000 | | 11,000 | 11,000 | 11,000 | 11,000 |
| A 01 04 | HR management (including cross cutting issues) | BTC management | 70,000 | | 17,500 | 17,500 | 17,500 | 17,500 |
| A 01 05 | Consolidate and strengthen the maintenance capacity (including crosscutting themes) | BTC management | 40,000 | | 10,000 | 10,000 | 10,000 | 10,000 |
| A 02 | Infrastructure | | 4,441,500 | 55.52% | 63,500 | 321,000 | 2,728,500 | 1,328,500 |
| A 02 01 | Infrastructure needs assessment and master plans | BTC management | 10,000 | | 5,000 | 5,000 | 0 | 0 |
| A 02 02 | Rehabilitation and expansion of learning facilities NTC Kabale | Co-management | 2,470,000 | | 0 | 150,000 | 1,590,000 | 730,000 |
| A 02 03 | Rehabilitation and expansion of learning facilities NTC Mubende | Co-management | 1,700,000 | | 0 | 100,000 | 1,065,000 | 535,000 |
| A 02 04 | Strengthen asset management & maintenance | BTC management | 7,500 | | 0 | 0 | 5,000 | 2,500 |
| A 02 05 | Develop standards for NTC infrastructure | BTC management | 5,000 | | 0 | 0 | 2,500 | 2,500 |
| A 02 06 | Technical assistance | BTC management | 249,000 | | 58,500 | 66,000 | 66,000 | 58,500 |
| A 03 | Pedagogy | | 1,991,000 | 24.89% | 331,000 | 625,000 | 610,000 | 425,000 |
| A 03 01 | Strengthen professional competencies of NTC academic staff. | BTC management | 475,000 | | 75,000 | 150,000 | 150,000 | 100,000 |
| A 03 02 | Facilitate access to information and quality pedagogical content | BTC management | 300,000 | | 50,000 | 75,000 | 100,000 | 75,000 |
| A 03 03 | Turn school practice into a powerful learning tool | BTC management | 199,000 | | 4,000 | 135,000 | 55,000 | 5,000 |
| A 03 04 | Create a network of partner schools and strengthen their pedagogical capacities. | BTC management | 197,000 | | 2,000 | 60,000 | 100,000 | 35,000 |
| A 03 05 | Support pedagogical activities improving quality of teaching and learning (research and | BTC management | 100,000 | | 20,000 | 25,000 | 25,000 | 30,000 |
| A 03 06 | Technical assistance | BTC management | 720,000 | | 180,000 | 180,000 | 180,000 | 180,000 |
| Z | GENERAL MEANS | | 1,261,000 | 15.76% | 302,000 | 301,000 | 333,000 | 325,000 |
| Z 01 | Staff | | 901,200 | 11.27% | 205,800 | 244,800 | 244,800 | 205,800 |
| Z 01 01 | International technical assistance | BTC management | 504,000 | | 126,000 | 126,000 | 126,000 | 126,000 |
| Z 01 02 | Field support staff | BTC management | 210,000 | | 45,000 | 60,000 | 60,000 | 45,000 |
| Z 01 03 | National support staff | BTC management | 139,200 | | 34,800 | 34,800 | 34,800 | 34,800 |
| Z 01 04 | Uganda Young Potentials/Professionals | BTC management | 48,000 | | 0 | 24,000 | 24,000 | 0 |
| Z 02 | Investments | | 58,000 | 0.73% | 58,000 | | | |
| Z 02 01 | Vehicles | BTC management | 8,000 | | 8,000 | 0 | 0 | 0 |
| Z 02 02 | Office equipment | BTC management | 20,000 | | 20,000 | 0 | 0 | 0 |
| Z 02 03 | Equipment IT | BTC management | 20,000 | | 20,000 | 0 | 0 | 0 |
| Z 02 04 | Office rehabilitation | BTC management | 10,000 | | 10,000 | 0 | 0 | 0 |
| Z 03 | Running costs | | 133,800 | 1.67% | 33,200 | 33,200 | 33,200 | 34,200 |
| Z 03 01 | Maintenance IT | BTC management | 5,000 | | 1,000 | 1,000 | 1,000 | 2,000 |
| Z 03 02 | Vehicles | BTC management | 48,000 | | 12,000 | 12,000 | 12,000 | 12,000 |
| Z 03 03 | Telecommunications | BTC management | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 |
| Z 03 04 | Office consumables | BTC management | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 |
| Z 03 05 | Missions | BTC management | 24,000 | | 6,000 | 6,000 | 6,000 | 6,000 |
| Z 03 06 | External communication | BTC management | 6,000 | | 1,500 | 1,500 | 1,500 | 1,500 |
| Z 03 07 | Training | BTC management | 10,000 | | 2,500 | 2,500 | 2,500 | 2,500 |
| Z 03 08 | Financial costs | BTC management | 4,000 | | 1,000 | 1,000 | 1,000 | 1,000 |
| Z 03 09 | Other | BTC management | 4,800 | | 1,200 | 1,200 | 1,200 | 1,200 |
| Z 04 | Audit, monitoring and evaluation and support | | 168,000 | 2.10% | 5,000 | 23,000 | 55,000 | 85,000 |
| Z 04 01 | Audit, Evaluation, Capitalisation | BTC management | 148,000 | | 0 | 18,000 | 50,000 | 80,000 |
| Z 04 02 | Backstopping Est/Ops/Controlling | BTC management | 20,000 | | 5,000 | 5,000 | 5,000 | 5,000 |
| TOTAL | | | 8,000,000 | 100.00% | 769,000 | 1,332,000 | 3,749,000 | 2,150,000 |

6.2 Rights-based approach

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

6.2.1 Gender

In the Ugandan Constitution, men and women are considered equal before the law in all aspects of political, social and cultural life. However, in reality, opportunities for men and women are not found equal. Addressing and promoting gender equality and gender mainstreaming in a teacher education project is therefore relevant for a number of reasons. Gender equality is a priority on the international

agenda (SDG no. 5). Gender parity in education is a fundamental human right and the foundation for equal opportunities. Furthermore, teachers play a key role in the transmission of values, knowledge and attitudes.

The project will support the implementation of workplace policies on Gender in NTC Kabale and Mubende, including support to the gender focal persons. Specific activities will be structurally embedded in the NTC strategic plans. Any skills development activities will be integrated into the capacity development plan for the NTC.

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

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

A Violence Free Learning Environment is one of the fundamental human rights of children. The UN Convention on the Rights of the Child (CRC) requires Governments to ensure that children grow up, learn, complete the education cycle and develop in a violent free environment. The Constitution of Uganda (1995) protects the dignity and safety of every Ugandan including children. The Education Act 13 (2008) reinforces education as a right of all persons and gives effect to the Universal Primary Education Policy and to Universal Post Primary Education and Training Policy of Government. In addition, these provisions ensure that all Ugandan children have a constitutional right to be educated without humiliating and degrading treatment.

Despite the commitments, available research conducted by the (former) Ministry of Education and Sports and its partners, shows that children are exposed to different forms of violence and may learn new forms of violence while in schools. Unfortunately, violence against children is perpetrated by categories of people such as teachers, other school staff, community members and parents who have an obligation to protect and ensure safety and security of the children under their care.

MoESTS is committed to promoting a violence free learning environment throughout the country. Guidelines on reporting, tracking, referral and response (RTRR) to violence against children in schools aim at responding vigilantly to violence against children in schools through a clear reporting tracking, referral and response mechanism. All stakeholders engaged in education services in Uganda are urged to make use of and comply with the guidelines so that violence against children in schools is eliminated and a violence free learning environment becomes the norm in all early childhood centres, primary and secondary schools in Uganda.

Particular attention will be given by the project to :

- Create awareness and sensitization on child the right to a violence free environment ;
- Empower the focal points and committees at NTC to deal with cases of violence against students/staff ;
- Enforce the professional code of conduct for teaching and non-teaching staff and other school rules and regulations for learners ;
- Build the capacity of NTC to report and track cases of violence ;
- Build partnerships and network with key actors.

Healthy & safe working/living conditions

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

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

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

Accommodation plays a significant part in both teacher educators and trainees' life. Dormitory rooms will be constructed in a way that both boys/men and girls/women feel safe. Adequate washing and toilet facilities will be constructed to reduce the impact of menstruation-related issues on girls'/women's performance and attendance.

The staff and students will be trained on behavioural change at NTC level on healthy living conditions (hygiene, sanitation, school health policy. Quite often women teachers and students are absent from class due to a lack of access to sanitary pad, analgesics, and adequate washing and toilet facilities.

Sports- and recreational facilities are an important part of the educational environment, adding to the wellbeing of students. The project will look for possibilities for more (outdoor) living and recreation space for students and include sport facilities into the master plan.

Promoting gender-sensitive attitudes and behaviours

As a part of the strategic plans, each NTC will develop an institutional policy, supporting the Gender in Education Policy. The Policy will define what attitudes and behaviours are expected in and around the NTC. Gender-awareness activities will be included in the annual plans to (re)vitalise this policy.

As women's presence and careers are (adversely) affected by pregnancy-related issues, it is important to ensure that the NTC put in place an effective sex and reproductive health education programme that informs girls about how to protect them from early, repeated or unwanted pregnancy and sensitizes boys about the consequences of sexual relationships. Most NTCs are lacking a policy and positive attitude towards the re-entry of girls who become pregnant during education. The project will encourage the NTCs to use their resources to motivate girls who have become pregnant to continue their education.

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

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

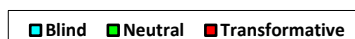
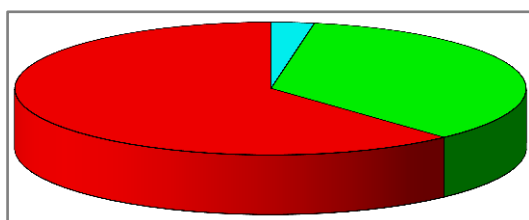
Giving female teachers the same opportunities as male teachers

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

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

Gender budget scan

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



| TOTAL BUDGET : UGA 15 031 01 (Kabele - Mubende) | | Modality | BUDGET TOTAL | % | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|---|----------------|------------------|----------------|----------------|------------------|------------------|------------------|
| A Improved teaching and practice-oriented learning facilities sustained by strengthened management. | | | 6,739,000 | 84.24% | 467,000 | 1,031,000 | 3,416,000 | 1,825,000 |
| A 01 | <i>Institutional strengthening NTC (including crosscutting themes)</i> | | 306,500 | 3.83% | 72,500 | 85,000 | 77,500 | 71,500 |
| A 01 01 | Strategic management (including cross-cutting themes) | BTC management | 90,500 | | 22,000 | 24,500 | 22,000 | 22,000 |
| A 01 02 | Procurement and Financial Management | BTC management | 62,000 | | 12,000 | 22,000 | 17,000 | 11,000 |
| A 01 03 | Academic management (including crosscutting themes) | BTC management | 44,000 | | 11,000 | 11,000 | 11,000 | 11,000 |
| A 01 04 | HR management (including cross cutting issues) | BTC management | 70,000 | | 17,500 | 17,500 | 17,500 | 17,500 |
| A 01 05 | Consolidate and strengthen the maintenance capacity (including crosscutting themes) | BTC management | 40,000 | | 10,000 | 10,000 | 10,000 | 10,000 |
| A 02 | <i>Infrastructure</i> | | 4,441,500 | 55.52% | 63,500 | 321,000 | 2,728,500 | 1,328,500 |
| A 02 01 | Infrastructure needs assessment and master plans | BTC management | 10,000 | | 5,000 | 5,000 | 0 | 0 |
| A 02 02 | Rehabilitation and expansion of learning facilities NTC Kabale | Co-management | 2,470,000 | | 0 | 150,000 | 1,590,000 | 730,000 |
| A 02 03 | Rehabilitation and expansion of learning facilities NTC Mubende | Co-management | 1,700,000 | | 0 | 100,000 | 1,065,000 | 535,000 |
| A 02 04 | Strengthen asset management & maintenance | BTC management | 7,500 | | 0 | 0 | 5,000 | 2,500 |
| A 02 05 | Develop standards for NTC infrastructure | BTC management | 5,000 | | 0 | 0 | 2,500 | 2,500 |
| A 02 06 | Technical assistance | BTC management | 249,000 | | 58,500 | 66,000 | 66,000 | 58,500 |
| A 03 | <i>Pedagogy</i> | | 1,991,000 | 24.89% | 331,000 | 625,000 | 610,000 | 425,000 |
| A 03 01 | Strengthen professional competencies of NTC academic staff. | BTC management | 475,000 | | 75,000 | 150,000 | 150,000 | 100,000 |
| A 03 02 | Facilitate access to information and quality pedagogical content | BTC management | 300,000 | | 50,000 | 75,000 | 100,000 | 75,000 |
| A 03 03 | Turn school practice into a powerful learning tool | BTC management | 199,000 | | 4,000 | 135,000 | 55,000 | 5,000 |
| A 03 04 | Create a network of partner schools and strengthen their pedagogical capacities. | BTC management | 197,000 | | 2,000 | 60,000 | 100,000 | 35,000 |
| A 03 05 | Support pedagogical activities improving quality of teaching and learning (research and | BTC management | 100,000 | | 20,000 | 25,000 | 25,000 | 30,000 |
| A 03 06 | Technical assistance | BTC management | 720,000 | | 180,000 | 180,000 | 180,000 | 180,000 |
| Z | GENERAL MEANS | | 1,261,000 | 15.76% | 302,000 | 301,000 | 333,000 | 325,000 |
| Z 01 | <i>Staff</i> | | 901,200 | 11.27% | 205,800 | 244,800 | 244,800 | 205,800 |
| Z 01 01 | International technical assistance | BTC management | 504,000 | | 126,000 | 126,000 | 126,000 | 126,000 |
| Z 01 02 | Field support staff | BTC management | 210,000 | | 45,000 | 60,000 | 60,000 | 45,000 |
| Z 01 03 | National support staff | BTC management | 139,200 | | 34,800 | 34,800 | 34,800 | 34,800 |
| Z 01 04 | Uganda Young Potentials/Professionals | BTC management | 48,000 | | 0 | 24,000 | 24,000 | 0 |
| Z 02 | <i>Investments</i> | | 58,000 | 0.73% | 58,000 | 0 | 0 | 0 |
| Z 02 01 | Vehicles | BTC management | 8,000 | | 8,000 | 0 | 0 | 0 |
| Z 02 02 | Office equipment | BTC management | 20,000 | | 20,000 | 0 | 0 | 0 |
| Z 02 03 | Equipment IT | BTC management | 20,000 | | 20,000 | 0 | 0 | 0 |
| Z 02 04 | Office rehabilitation | BTC management | 10,000 | | 10,000 | 0 | 0 | 0 |
| Z 03 | <i>Running costs</i> | | 133,800 | 1.67% | 33,200 | 33,200 | 33,200 | 34,200 |
| Z 03 01 | Maintenance IT | BTC management | 5,000 | | 1,000 | 1,000 | 1,000 | 2,000 |
| Z 03 02 | Vehicles | BTC management | 48,000 | | 12,000 | 12,000 | 12,000 | 12,000 |
| Z 03 03 | Telecommunications | BTC management | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 |
| Z 03 04 | Office consumables | BTC management | 16,000 | | 4,000 | 4,000 | 4,000 | 4,000 |
| Z 03 05 | Missions | BTC management | 24,000 | | 6,000 | 6,000 | 6,000 | 6,000 |
| Z 03 06 | External communication | BTC management | 6,000 | | 1,500 | 1,500 | 1,500 | 1,500 |
| Z 03 07 | Training | BTC management | 10,000 | | 2,500 | 2,500 | 2,500 | 2,500 |
| Z 03 08 | Financial costs | BTC management | 4,000 | | 1,000 | 1,000 | 1,000 | 1,000 |
| Z 03 09 | Other | BTC management | 4,800 | | 1,200 | 1,200 | 1,200 | 1,200 |
| Z 04 | <i>Audit, monitoring and evaluation and support</i> | | 168,000 | 2.10% | 5,000 | 23,000 | 55,000 | 85,000 |
| Z 04 01 | Audit, Evaluation, Capitalisation | BTC management | 148,000 | | 0 | 18,000 | 50,000 | 80,000 |
| Z 04 02 | Backstopping Est/Ops/Controlling | BTC management | 20,000 | | 5,000 | 5,000 | 5,000 | 5,000 |
| TOTAL | | | 8,000,000 | 100.00% | 769,000 | 1,332,000 | 3,749,000 | 2,150,000 |

6.2.2 / AIDS

HIV/AIDS workplace policy for education institutions (2004) is are being implemented at the NTCs. The project will assist in the national fight against HIV/AIDS by :

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

As the decline in HIV/AIDS infections has recently stagnated in Uganda, and new infections are on the rise again, it will be important to promote prevention through access to correct information and awareness, but also to put in place an effective sex and reproductive health and rights education programme (see also above.)

7 ANNEXES

7.1 Logical framework

| | Intervention logic | Indicators | Baseline value | Target | Sources of verification | Hypotheses |
|-----------|--|--|--|--|---|--|
| GO | <p><u>Global objective</u></p> <p>Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET).</p> | <p>% of students reaching defined levels of average competence in selected subjects / learning areas in (non-) target schools.</p> <p>S4 completion rate in (non-) target schools.</p> | <p>English S2 : 49,3%</p> <p>Maths S2 14/15 : 41,5%</p> <p>Sciences (Biology) S2 : 20,5%</p> <p>Completion rate : 40%</p> <p>Passing rate : 95,7%</p> | <p>English S2 : 100%</p> <p>Maths S2 : 100%</p> <p>Sciences (Biology) S2 : 100%</p> <p>Completion rate : 100%</p> <p>Passing rate : 100%</p> <p>* Targets set by the Partner</p> | <p>Joint Assessment Framework</p> <p>MoESTS annual performance reports</p> <p>TIET annual performance reports</p> | <p>A significant number of Teacher Training Graduates find their way to the classroom each year.</p> <p>Teacher training curriculum is in line with the teacher competency profile and the revised secondary school curriculum (CURASSE).</p> |
| SO | <p><u>Specific objective</u></p> <p>NTC Kabale and Mubende produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.</p> | <p>Number of NTC graduates matching the teacher competency profile (passing rates).</p> | <p>Kabale :</p> <p>Passing rate on graduation :</p> <ul style="list-style-type: none"> - Total : 91,4% - Men : 95,1% - Women : 84,1% <p>Mubende :</p> <p>Passing rate :</p> <ul style="list-style-type: none"> - Total : 91,2% - Men : 89.7% - Women : 94.1% | <p>Passing rates on graduation remain at least at the same level after improved assessment and testing with no significant differences between the scores of boys and girls.</p> | <p>TIET annual performance reports</p> <p>NTC annual performance report</p> | <p>Assessment/Evaluation tools (from awarding universities) sufficiently reflect the desired teacher competency profile.</p> <p>NTCs will remain a key player in secondary teacher training.</p> <p>Modules and tools will be validated and institutionalised.</p> |

| | | | | | | |
|--|--|---|--|--|--|--|
| R 1 | <p><u>Result 1</u></p> <p>Management competencies and implementation capacities of NTC strengthened.</p> | <p>Institutional development plans in place and operational (strategic management, financial management, infrastructure/asset management, procurement, human resources).</p> <p>Degree of implementation of each of the 5 institutional development plans for the period 2016-2020 (number of activities successfully implemented over the total number of activities planned).</p> <p>Strengthened management (on a scale from 1-4) :</p> <p><i>Planning and school improvement as a continuous process guided by all stakeholders according to the vision and mission of the NTC (planning)</i></p> <p><i>Instructional leadership to support quality teaching and learning proved and facilitated by NTC management (professional development)</i></p> <p><i>Staff qualifications and leadership skills acknowledged, verified and utilised by NTC management to enhance collective expertise for the quality and improvement of the school (personnel qualifications and skills)</i></p> <p><i>The Management leads, manages, and utilizes all human resources for the sustainable development and quality of the school (human resources management)</i></p> | <p>Kabale : ID plan expired in 2015. Mubende : To be formulated.</p> <p>No data available as ID plans are yet to be defined.</p> <p>Kabale (on average) : 2.6 Mubende (on average) : 2.6</p> <p>Kabale (on average) : 2.5 Mubende (on average) : 2.9</p> <p>Kabale (on average) : 2.6 Mubende (on average) : 2.6</p> <p>Kabale (on average) : 2.7 Mubende (on average) : 3.0</p> <p>Data collection ongoing (to be completed from baseline report)</p> | <p>Institutional development plans fully in place and operational (5 sub-plans as per government requirement).</p> <p>At least 70% of the planned activities are successfully implemented.</p> <p>Target : Minimum 3.0</p> | <p>NTC annual performance reports. Project progress reports Project M&E reports (MoRe)</p> | <p>NTC Management and Academic workforce will be assured of stability.</p> |
| Kabale - Mubende (UGA 15 031 11) Final Version | | | | 108 | | |

| | | | | | | |
|------------|--|---|---|---|--|---|
| | | <p><i>Finance and school infrastructure managed according to government rules and regulations (Infrastructure and Finance management)</i></p> <p>Average performance score given by NTC staff (organisational self-assessment : 10 dimensions)</p> | <p>Kabale (on average) : 2.4 Mubende (on average) : 3.0</p> <p>Overall score Kabale : 2.44 Overall score Mubende : 2.11</p> | <p>Target for priority areas : 3.5 Target for non-priority areas : 3.0</p> | | |
| R 2 | <p><u>Result 2:</u></p> <p>Appropriate teaching and learning environment and facilities available.</p> | <p>Stimulating and safe facilities that promotes social, physical, and intellectual learning needs of all students (on a scale from 1-4)</p> <p>Average satisfaction of teacher trainees / teaching staff / non-teaching staff with the infrastructure facilities at NTC (on a scale from 1-4)</p> | <p>Kabale (on average) : 2.1 Mubende (on average) : 2.0</p> <p>Kabale (on average) : 1.9 Mubende (on average) : 1.8</p> | <p>Target : Minimum 3.0</p> <p>Target : Minimum 3.0</p> | <p>NTC annual performance reports. Project progress reports Project M&E reports (MoRe)</p> | <p>VAT policies will remain stable during the project execution period.</p> |
| R 3 | <p><u>Result 3:</u></p> <p>Pedagogical approaches to pre- and in-service teacher training effectively applied at NTC and in partner schools.</p> | <p>Planning and preparation of lessons stems from the belief that active teaching and learning is important and appropriate to support the NTC Mission and vision ... (on a scale from 1-4).</p> <p>Courses/modules/lessons are learner-centred and differentiated based on students' ability, interests, background, ... (on a scale from 1-4).</p> <p>Varied teaching and learning strategies are experienced by students to enhance active participation and improve achievement for both boys and girls according to their interests and abilities (on a scale from 1-4).</p> | <p>Kabale (on average) : 2.8 Mubende (on average) : 2.6</p> <p>Kabale (on average) : 2.8 Mubende (on average) : 2.9</p> <p>Kabale (on average) : 2.8 Mubende (on average) : 2.8</p> | <p>Target : Minimum 3.0</p> <p>Target : Minimum 3.0</p> <p>Target : Minimum 3.0</p> | <p>NTC annual performance reports. Project progress reports Project M&E reports (MoRe)</p> | <p>Reformed secondary school curriculum will be rolled-out and implemented.</p> |

| | |
|--------------|---|
| | Activities to reach Result 1 |
| R 1 | <u>Result 1</u> : Management competencies and implementation capacities of NTC strengthened. |
| A 1.1 | <p>Consolidate and strengthen NTC management capacities.</p> <ul style="list-style-type: none"> - Strengthen strategic planning and analytical capacities. - Development of an action plan for improved management of students. - Improve downward accountability. - Strengthen M&E systems. - Support NTC annual planning and budgeting capacity. - Support implementation of communication strategy. |
| A 1.2 | <p>Consolidate and strengthen financial management and procurement practices in the NTC.</p> <ul style="list-style-type: none"> - Strengthen financial management systems. - Support NTC procurement planning and implementation. - Strengthen the financial base of NTC. |
| A 1.3 | <p>Consolidate and strengthen practices on teacher education and academic management.</p> <p><i>(Most of these activities will be further developed under result 3)</i></p> <ul style="list-style-type: none"> - Consolidate and strengthen systems of academic management. - Consolidate and strengthen the system of support supervision. - Support the NTC implementing a programme for integration of new staff. - Pilot a realistic practice programme. - Support continuous improvement on ATL. |
| A 1.4 | <p>Consolidate and strengthen HRM systems and practices.</p> <ul style="list-style-type: none"> - Strengthen the implementation of a results oriented staff appraisal system. - Pilot implementation of the updated professional orientation system - Strengthen capacities of staff in line with their roles and responsibilities |

| | |
|-------|--|
| A 1.5 | <ul style="list-style-type: none"> - Support the development and implementation of a system of continuous training. - Support the implementation of work place policies. <p>Establish and consolidate a system of maintenance in the NTC.</p> <ul style="list-style-type: none"> - Consolidate the maintenance plan. - Implement a behavioural change programme of users. |
|-------|--|

| Activities to reach Result 2 | |
|------------------------------|---|
| R 2 | <u>Result 2</u> : Appropriate teaching and learning environment and facilities available. |
| A 2.1 | <p>Update and fine-tune infrastructure needs assessment and masterplans for NTC Kabale and Mubende.</p> <ul style="list-style-type: none"> - Analysis of existing needs assessments and master plans to fit future capacity and pedagogical requirements (including ATL , User Friendly Library, environment and rights-based issues). - Participatory development of master plans based on the vision and strategy of the NTCs. - Ensure the inclusion of sustainable architecture and renewable energy in the master plans. - Facilitate the prioritisation and phasing of the implementation of the master plans. |
| A 2.2 | <p>Rehabilitate and/or construct selected facilities, including supply of furniture and equipment.</p> <ul style="list-style-type: none"> - Facilitate and monitor the preparation of designs, specifications and approvals of plans for works and supplies : prepare ToR and tender documents for consultants, procurement, master plans, detailed designs and specifications, tender documents for works and supplies, etc. - Facilitate and monitor the works and supplies : procurement, supervision, quality control, approvals, etc. |
| A 2.3 | <p>Strengthen maintenance and asset management of NTC Kabale and Mubende.</p> <ul style="list-style-type: none"> - Review maintenance & assets management for NTC Kaliro/ Muni, and detail for NTC Kabale and Mubende. - Train end users on operational aspects. - Train end users on behavioural change aspects. |
| A 2.4 | <p>Develop standards for student and staff accommodation in Teacher Training College.</p> <ul style="list-style-type: none"> - Study existing policies, designs, costs and experiences with accommodation in the Education sector. - Develop alternative strategies for approval by MoESTS. - Design pilot project for implementation of the agreed strategy. |

| | |
|--------------|--|
| | Activities to reach Result 3 |
| R 3 | Result 3 : Pedagogical approaches to pre- and in-service teacher training effectively applied at NTC and in partner schools. |
| A 3.1 | <p>Strengthen professional competencies of NTC academic staff.</p> <p><i>In close collaboration with the mandated government structures and the NTC, develop, pilot, mainstream and institutionalise a series of professional development modules addressing priorities expressed by the NTC academic staff (induction modules for teacher training) :</i></p> <ul style="list-style-type: none"> - teacher training skills, - teaching adult learners, - pedagogies for large groups, - competence-based teaching and learning and 21st century skills, - teaching by learning areas, - student-centred methodologies (ATL), and - supervision/tutoring/mentoring skills. |
| A 3.2 | <p>Facilitate access to information and quality pedagogical content.</p> <p><i>User friendly libraries.</i></p> <ul style="list-style-type: none"> - Asses existing libraries at Kabale and Mubende (and partner schools) and identification of priority needs. - Develop consolidation/action plan for (user-friendly) libraries at NTC (and partner schools). - Implement training for librarians on user friendly libraries (8 modules - 20 days - assignments). - Complete and upgrade book collections relevant to secondary education and teacher training at NTC (and partner schools). - Create access to online fora and virtual libraries for NTC. <p><i>Information and Communication Technology.</i></p> <ul style="list-style-type: none"> - Assess the existing practices on the use of ICT in teaching and learning. - Develop consolidation/action plan for promoting the use of ICT and the use of ICT in teaching and learning. - Implement basic/advance training for the use of ICT (office package) and the use of ICT in teaching and learning. |

A 3.3**Turn school practice into a powerful learning tool**

In close collaboration with the mandated government structures and the NTC :

- Develop a school practice syllabus for secondary teacher training.
- Develop criteria for host institutions to be eligible for school practice.
- Define the role and responsibilities of the main stakeholders to be involved in school practice.
- Develop school practice assessment methodologies and tools.
- Develop financial guidelines and partnership agreements.
- Strengthen capacity of host institutions and competencies of key stakeholders.
- Monitor and review school practice performance.

A 3.4

Create a network of partner schools and strengthen their pedagogical capacities.

- Identify a maximum of 3 schools within walking distance of the NTC interested in establish a partnership with the NTC (partner schools).
- Train school directors, directors of study, and (head)teachers on ATL methodology relevant to the secondary school curriculum (5 training modules, assignments and portfolio).
- Provide support supervision to partner schools to become ATL role models for pre-service and in-service teacher training.
- Document, evaluate, and draw lessons from ATL introduction into partner schools.
- Support the development of a national roll-out plan for ATL (by eventually exploring links and integration into the CURASSE Teacher Support Programme and Monitoring Framework for the Teacher Support Work).

A 3.5

Support pedagogical activities improving quality of teaching and learning (research and publications)

- Support on Action Research and Pedagogical projects promoting ATL and activities allowing every learner to develop understandings and skills according to his or her abilities
- Capitalisation, dissemination and knowledge sharing of experience gained from ATL and reform activities (project communication, research activities and publications).

7.2 Implementation calendar

| Budget Code | Results/activities | Year 1 | | | | Year 2 | Year 3 | Year 4 |
|-------------|---|--------|----|----|----|--------|--------|--------|
| | | Q1 | Q2 | Q3 | Q4 | | | |
| A_01 | Management competencies and implementation capacities of NTC strengthened | | | | | | | |
| A_01_01 | Consolidate and strenghten NTC management capacities | x | x | x | x | x | x | x |
| A_01_02 | Consolidate and strenghten financial management and procurement practices | | x | x | x | x | x | x |
| A_01_03 | Consolidate and strengthen practices on teacher education and academic management | | x | x | x | x | x | x |
| A_01_04 | Consolidate and strengthen HRM systems and practices | | x | x | x | x | x | x |
| A_01_05 | Establish and consolidate a maintenance system | | | x | x | x | x | x |
| A_02 | Appropriate teaching and learning facilities are availble | | | | | | | |
| A_02_01 | Update and fine-tune infrastructure needs assessment and masterplans | x | x | x | x | | | |
| A_02_02 | Rehabilitate/Construct, equip and furnish selected facilities | | | | | x | x | x |
| A_02_03 | Strengthen maintenance and asset management | | | | | | x | x |
| A_02_04 | Develop standards for students and staff accommodation in NTC | | | | | | x | x |
| A_03 | Pedagogical approaches to PRE/INSET for teachers effectively applied at NTCs and in partner schools | | | | | | | |
| A_03_01 | Strengthen professional competencies of NTC academic staff | | | x | x | x | x | x |
| A_03_02 | Facilitate access to information and quality pedagogical content | | | x | x | x | x | x |
| A_03_03 | Turn school practice into a powerful learning tool | | x | x | x | x | x | x |
| A_03_04 | Create a network of partner schools and strengthen their pedagogical capacities | | x | x | x | x | x | x |
| A_03_05 | Support pedagogical activities improving quality of teaching and learning (research) | | | | | x | x | x |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

7.3 ToR long-term personnel

7.3.1 Programme Change Manager (MoESTS)

The Programme Change Manager (PC) will be selected by MoESTS from within the MoESTS Directorate of Higher Technical and Vocational Education and Training with a 'no objection' agreement of BTC. S/he will supervise the Programme Coordination Committee (PCC) and will work on a part-time basis in coordination with the International Programme Manager.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

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

Reporting to MoESTS, the PC's specific tasks include :

- Develop and mobilise influence networks with the stakeholders ;
- Ensure that networks and communication is established with the people involved in the sector ;
- Facilitate access to resources needed for the programme with the partner institutions ;
- Provide strategic technical guidance to ensure that the different interventions are coherent with the MoESTS objectives and processus ;
- Overlook financial management and timely compilation of progress reports and budgeted work plans for the following period for consideration by the PSC ;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC ;
- Organise the Programme Coordination Committee ;
- Act on behalf of the Chairperson of the PSC when authorised, and report back to the Chairperson on actions taken ;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities.

The PC will discuss and agree with the Chairperson of the PSC on the form and frequency of reporting. Besides periodic progress and financial reports the PM will provide the following reports :

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

Minimum profile :

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

7.3.2 International Programme Manager (BTC)

The International Programme Manager (PM) will be recruited by BTC and presented to the MoESTS. S/he will be one of the members of the PCC and PMT, and will work on a full-time basis in coordination with the programme and Intervention Change Manager.

Duty station: Kampala

Duration of the assignment: 48 months with regular field visits

Tasks

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

As programme manager s/he :

- Must ensure, in close consultation and collaboration with the Programme Change Manager of MoESTS, the coordination between the different interventions ;
- Makes sure that the strategy of the programme is consistent and ensures a technically sound implementation ;
- Makes sure that the programme is coherent with MoEST strategic sector vision and is complementary to other actions in the sector ;
- Adopts the governance strategies of the programme ;
- Coach the Programme, supervise the work of Programme Unit ;
- Prioritises and, where applicable, arbitrates in the allocation of resources shared by interventions ;
- Pools together and coordinates the use of internal and external expertise to the benefit of the interventions ;
- Promotes a climate of consultation and collaboration, ensures information is properly shared within the programme, and organises the Programme Coordination Committee meetings ;
- Manages the risks for the achievement of programme results and adopt all necessary recommendations for the Steering Committee ;
- Oversees the planning and reporting processes of the interventions so as to ensure programme coherence ;
- Supervises the interventions' financial management and timely compilation of progress reports and budgeted work plans for the following period for consideration by the PSC ;
- Is responsible for Programme consolidated monitoring/reporting ;
- Organises bi-annual Programme Steering Committee (PSC) meetings; Prepares the contents and agenda of the PSC meetings ;
- Presents to the Programme Steering Committee the state of progress of programme components and the proposed recommendations ;
- Participates, without voting right, in the Programme Steering Committee meetings and ensures its secretariat ;
- Is responsible for regular communication with BTC on the management and supervision of Programme implementation ;
- Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of activities under the intervention component ;
- Ensures coordination and exchange of experiences between the programme and intervention and other related interventions and activities ;
- Provides input to policy dialogue ;
- Is the principal interface for relations with programme stakeholders ;
- Supports the Programme Change Manager in his/her change management role.

Minimum profile

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

7.3.3 Programme RAFI

The International Administration, Finance and Contracting Expert will be recruited by BTC and presented to the MoESTS. S/he will be a member of the PCC.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

Budget management and financial reporting :

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

HR management :

- Ensure administrative management of the local personnel with the help of the administrative and accounting officer (contracts, payroll, days-off) ;
- Help the Intervention Managers and co-managers with the recruitment process of local staff ;
- Technical assistance ;
- Provide advice to the MoESTS and NTCs in order to improve their financial management and procurement ;
- Provide assistance in the development of new procedures and tools.

Manage the financial and administrative team of the program :

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

Profile

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

7.3.4 Programme International Procurement Expert

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

Duty Station : Kampala

Duration of Assignment : 48 months

Tasks

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

- Revise the proposed procurement documents (public procurement plans, tender specifications, contract notices, reports....) and discuss them with the project teams and make recommendations ;
- Ensure an a priori control and issue the notices of no objection following applicable thresholds in function of the applicable legislation ;
- Provide advice to project teams on important dossiers in order to allow them to be aware of legal options (according to Belgian and Ugandan procurement laws), to assess and to correctly finalise the dossiers ;
- Study the laws, regulations and documents on Belgian and Ugandan public procurement.

Ensure the monitoring of the evolution of the Belgian and Ugandan public procurement legal, regulatory and procedural framework :

- Draw up information documents for the project teams ;
- Provide advice on management of public contracts ;
- Assist the projects in their dialogue with the authorities of Uganda, namely with the national control instances ;
- Ensure the follow-up and treatment of court cases.

Ensure overall monitoring and analysis of public contracts :

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

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

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

Provide technical support to the dialogue with the Ugandan authorities :

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

Profile

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

7.3.5 Programme National Procurement Expert

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

Duty Station : Kampala

Duration of Assignment : 48 months

Tasks

- Manage the application of the Belgian/Ugandan procurement legislation ;
- Manage procurement correspondences ;
- Review specifications and provide relevant feedback ;
- In a timely manner, follow up legal opinions with the local legal advisor ;
- Support projects in the initiation and evolution of tender processes, in fact participating in procurement planning with projects ;
- In an innovative way, develop and apply a quality control mechanism for contract execution by providers (integrate M&E in contract management) ;
- Manage the tender registry ;
- Support in the management of the new grant system recently approved ;
- Roll out innovations/changes in the Belgian and Ugandan procurement legislation.

Profile

- University graduate in project management related field ;
- Good understanding of the Belgian and Ugandan procurement legislation ;
- Working experience with GoU structures, especially the procurement processes ;
- Working experience working with bilateral or multilateral agencies ;
- M&E experience and a good understanding of the project cycle ;
- Fluency in English.

7.3.6 Programme International Architect Expert

The Programme International Architect Expert (ITA Infra) will be recruited by BTC and presented to the MoESTS. S/he will be one of the members of the PMC, and will work on a full-time basis in coordination with the Programme Change Manager, Intervention Change Manager and Intervention Manager.

Duty station: Kampala with regular field visits

Duration of the assignment: 48 months

The Programme International Architect Expert (ITA Infra) will report to the Intervention Manager and Intervention Manager and will ensure that the members of the PCC and PMT are well informed of project progress and adequately supplied with sufficient information to carry out their decision-making responsibilities. Together with the Intervention Manager, s/he is the final responsible for the progress and quality of the infrastructure component of the intervention.

Tasks

- Oversee the design process and construction process for the infrastructure and furniture & equipment of the two colleges, including procurement, contracting, quality control, approvals, monitoring of progress and budget control ;
- Advise on and follow-up infrastructure components for other educational projects ;
- Support and manage national engineers working on the education infrastructure projects ;
- Work closely together with the Construction Management Unit (CMU) to strengthen their technical capacities and to support the institutional development according to agreed work plans ;
- Monitor the budget for the infrastructure works ;
- Work closely together with the other international and national expert of the other components to ensure the comprehensive approach of the projects/programme ;
- Contribute to the Education interventions' progress and annual reports in the filed of infratsructure ;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities related to infrastructure ;
- Ensure coordination and exchange of experiences between the project and other related experiences related to infrastructure works ;
- Provide an input in terms of innovative approaches and technologies related to capacity building, awareness-raising, alternative design, construction of infrastructure facilities, and their evaluation.

Related to organisational strengthening of CMU and in cooperation with the institutional development expert :

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

Profile

- Master degree in relevant field ;
- 5 years of experience as a Intervention Manager in construction projects, from design over construction till operation & maintenance ;
- 2 years of experience with sustainable construction techniques and O&M Management ;
- People management and/or change management skills ;
- Knowledge of organisational management (HR, budget, planning, ...) is an asset ;
- Knowledge of innovative and environmental friendly construction techniques and equipment is an asset ;
- Experience in public tendering & procurement ;
- Experience in school design & construction is an asset ;
- Working in development countries ;
- Willing to travel within the country.

7.3.7 Intervention Change Manager (MoESTS)

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

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

The IC will report to the Programme Change Manager and ensure that the /programme unit is well informed of project progress and is adequately supplied with sufficient information to carry out any decision-making responsibilities. The IC will work in close cooperation with the Project Mmanager.

Reporting to MoESTS, the IC 's specific tasks include :

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

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

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

Profile :

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

7.3.8 Intervention Manager and International Pedagogy & Teacher Education Expert

The Intervention Manager (IM) and International Pedagogy & Teacher Education Expert (TT) Expert will be recruited by BTC and presented to the MoESTS. S/he will be one of the members of the PMC and PMT, and will work on a full-time basis in coordination with the programme and Intervention Change Managers and the Programme Manager.

Duty station: Kampala with regular field visits

Duration of the assignment: 48 months

Tasks

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

As Intervention Manager s/he will:

- Ensure that the strategy of the project is consistent with the Education Programme and implemented in a technically sound manner ;
- Coach and supervise the work of Project Team members ;
- Oversees the planning and preparation phase of all components of the Project ;
- Develops - and revise if necessary - ToR for all local staff, and ensures proper recruitment of the local staff ;
- Organises, coordinates and supervises the implementation of project activities in accordance with the approved project work plans ;
- Supervises financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans of the project for the following period for consideration by the PSC ;
- Contributes to the project final report at the end of the intervention ;
- Is responsible for regular communication with BTC on the management and supervision of Project implementation ;
- Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of project activities ;
- Is an authorised account-holder for the accounts.

As technical expert for pedagogy and teacher training (TT) s/he will :

- Oversee the planning and preparation phase of the pedagogical component of the project in the different institutions ;
- Provide direct technical support to all activities and brings a key contribution to the promotion of learner-centred education and active learning methodologies ;
- Coach and follow-up the project field officers on pedagogical matters ;
- Makes sure the strategy of the project is consistent and ensures a technically sound implementation of the project activities under result 3 ;
- Ensure that national and international sector specialists supporting the improvement of teaching and learning are recruited on time, properly briefed and prepared for their assignment ;
- Organise, coordinate and supervise the implementation of pedagogical activities in accordance with the approved project work plans in all NTCs in Kaliro, Muni, Kabale and Mubene ;
- Provide technical expertise and guidance on the implementation of project activities at the level of the central government, in particular the TIET department, to strengthen their technical capacities and to support the institutional development according to agreed work plan.
- Work in close coordination with the project infrastructure experts on pedagogical aspects of activities focusing on construction and asset management/maintenance.
- Work in close coordination with the ID who will take direct responsibility for result 1.
- Ensures coordination and exchange of experiences between the project and other related interventions and activities;

Profile

- University degree (minimum Master level) in Education with at least 10 years of experience in teacher education and pedagogy. Experience in ICT competency frameworks and Technology for Education would be an asset ;
- Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers ;
- Managed similar international cooperation projects;
- Proven and extensive experience in teacher training and coaching of professionals
- Experience in ICT competency frameworks and Technology for Education
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset ;
- Clear and concise writing skills and experience in preparing reports and other administrative and technical documents ;
- Good communication, presentation and facilitation skills;
- Fluency in English.

7.3.9 Institutional Development Expert

The International Institutional Development (ID) Expert will be recruited by BTC and presented to the MoESTS. S/he will act as Intervention Manager for the Kaliro and Muni projects and provide technical expertise and guidance on ID to the Kaliro, Muni, Kabale and Mubende projects.

Duty station: Kampala with regular field visits

Duration of the assignment: 48 months

Tasks

As technical expert for Institutional Development (ID) in Kabale and Mubende, s/he will :

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

Minimum profile

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

7.3.10 Programme National Expert Infrastructure

The national infrastructure engineer will be recruited to support infrastructure works in Kabale and Mubende. S/he will be contracted by BTC and based in the PMT. S/he will be functioning directly under the supervision of the Programme International Architect Expert.

Duty station: Kampala

Duration of the assignment: 42 months

Tasks

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

Profile

- Master degree in civil or architectural engineering ;
- 5 years of experience as a Intervention Manager in construction projects, including design, construction, operation and maintenance ;
- Knowledge of innovative and environmental friendly construction techniques is an asset ;
- 2 years of experience with sustainable construction techniques and O&M Management ;
- Experience with equipment such as solar panels, bio gasses, etc. is an asset ;
- Experience in school design & construction ;
- Experience in public tendering & procurement ;
- Experience in working with an international organisation or NGO ;
- Mature, good communicator and team player ;
- Fluency in English.

7.3.11 Project Field Officer

2 national (education) experts will be recruited by BTC Kampala, who will be assigned to work full-time in the NTC. S/he will focus predominantly on institutional capacity, teacher education and academic management in the NTC, supporting management and academic staff of the college in the delivery of project objectives. The national expert will have specific responsibility for the achievement of result 1 and 3 of the project.

Duty Station: 1 expert to be placed in NTC Kabale - 1 expert to be placed in NTC Mubende

Duration of Assignment: 42 months

Tasks

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

Profile

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

7.3.12 Focal point CMU

The Focal Point CMU will be selected by MoESTS from within the MoESTS. S/he will supervise the infrastructure component and will work on a part-time basis in the coordination with the Programme International Architect Expert.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

Related to infrastructure :

- Planning of all project activities related to the infrastructure component, including furniture and equipment (assessments, designs, procurement, contracting, supervision and execution) ;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans ;
- Contracting, if needed, short-term consultancy services, including writing TORs, evaluate proposals and negotiate with service providers ;
- Developing execution modalities for the works ;
- Controlling the budget for the infrastructure component, including services, furniture and equipment ;
- Organising the partial and final handover of both works and equipment, including the supply of furniture and equipment ;
- Be responsible for regular communication with MoESTS on the management and supervision of project implementation related to the infrastructure component ;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities ;
- Ensure coordination and exchange of experiences between the project and other related experiences.

Related to co-management of CMU for the infrastructure component :

- Organise, coordinate and supervise the implementation of project activities in accordance with the approved project work plans related to the infrastructure component ;
- Give technical guidance on project methodology and strategy ;
- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC ;
- Contribute to compilation of the project reports ;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC ;
- Be responsible for regular communication with BTC on the management and supervision of project implementation ;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities.

Profile

- Master degree in relevant field ;
- Good Intervention Managerial skills ;
- Knowledge of organisational management (HR, budget, planning, ...) ;
- 8 years of experience in construction projects, from design, over construction till operation & maintenance ;
- Experience in public tendering & procurement ;
- 5 years of experience as a Intervention Manager in construction projects or other ;
- Experience in school design & construction ;
- Willing to travel within the country ;
- Fluency in English.

7.3.13 Focal point PDU

The Focal Point PDU will be selected by MoESTS from within the MoESTS. He/she will supervise the procurement component and will work on a part-time basis in the coordination with the Intervention Manager, Programme International Architect Expert, and Programme International/National Procurement Expert.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

Related to procurement

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

Profile

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

7.3.14 Focal point Secondary Education Department

The Focal Point SED will be selected by MoESTS from within the MoESTS. S/he will facilitate the activities in secondary schools (activities 3.3 and 3.4) and will work on a part-time basis in the coordination with the Project Co-manager and International Expert Teacher Education.

Duty station: Kampala

Duration of the assignment: 48 months

Tasks

- Participate in planning of project activities directly intervening in secondary schools ;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans ;
- Be responsible for regular communication with MoESTS on the management and supervision of project implementation related to the procurement component ;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities ;
- Ensure coordination and exchange of experiences between the project and other related experiences.

Profile

- Master degree in relevant field ;
- Good Intervention Managerial skills ;
- Knowledge of school management ;
- Experience in educational reform and school support programmes ;
- Experience in in-service training for teachers ;
- Willing to travel within the country ;
- Fluency in English.

7.3.15 Focal point NTC

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

Duty station: Kabale or Mubende.

Duration of the assignment: 48 months

Tasks

- Planning of all project activities related to the institutional capacity building at NTC level (organisation, management (result 1) and teacher education (result 3)) ;
- Support the implementation of project activities in accordance with the approved project work plans ;
- Be responsible for regular communication with the NTC and MoESTS on the management and supervision of project implementation related to the institutional development component and the teacher education component at NTC level ;
- Ensure the capturing and integration of lessons learnt and experience drawn from the implementation of project activities.

Profile

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