



## 2020 Results Report

### Interventions

Improve teacher training in  
National Teachers' College

MUNI

UGA 15 029 11

KALIRO

UGA 15 030 11

MUBENDE - KABALE

UGA 15 031 11

UGANDA

## Table of contents

### Contents

<b>1</b>	<b>ABBREVIATIONS.....</b>	<b>5</b>
<b>2</b>	<b>SUMMARY OF THE INTERVENTIONS.....</b>	<b>7</b>
2.1	INTERVENTIONS FORM .....	7
2.2	SELF-EVALUATION OF PERFORMANCE .....	9
2.2.1	<i>Relevance</i> .....	9
2.2.2	<i>Effectiveness</i> .....	10
2.2.3	<i>Efficiency</i> .....	11
2.2.4	<i>Potential sustainability</i> .....	12
2.2.5	<i>Conclusions</i> .....	12
<b>3</b>	<b>MONITORING OF RESULTS .....</b>	<b>15</b>
3.1	EVOLUTION OF THE CONTEXT .....	15
3.1.1	<i>General and institutional context</i> .....	15
3.1.2	<i>Management context</i> .....	16
3.2	PERFORMANCE OF OUTCOME .....	18
3.2.1	<i>Progress of indicators</i> .....	18
3.2.2	<i>Analysis of progress made</i> .....	18
3.3	PERFORMANCE OF OUTPUT 1 .....	20
3.3.1	<i>Progress of indicators</i> .....	20
3.3.2	<i>State of progress of the main activities</i> .....	22
3.3.3	<i>Analysis of progress made</i> .....	23
3.4	PERFORMANCE OF OUTPUT 2 .....	26
3.4.1	<i>Progress of indicators</i> .....	26
3.4.2	<i>State of progress of the main activities</i> .....	26
3.4.3	<i>Analysis of progress made</i> .....	27
3.5	PERFORMANCE OF OUTPUT 3 .....	28
3.5.1	<i>Progress of indicators</i> .....	28

3.5.2	<i>State of progress of the main activities</i> .....	29
3.5.3	<i>Analysis of progress made</i> .....	30
<b>4</b>	<b>BUDGET MONITORING</b> .....	<b>33</b>
<b>5</b>	<b>RISKS AND ISSUES</b> .....	<b>34</b>
5.1	RISKS .....	34
5.2	ISSUE MANAGEMENT .....	35
<b>6</b>	<b>SYNERGIES AND COMPLEMENTARITIES</b> .....	<b>37</b>
6.1	WITH OTHER INTERVENTIONS OF THE PORTFOLIO .....	37
6.2	WITH THIRD-PARTY ASSIGNMENTS .....	37
6.3	OTHER SYNERGIES AND COMPLEMENTARITIES .....	37
<b>7</b>	<b>TRANSVERSAL THEMES</b> .....	<b>38</b>
7.1	ENVIRONMENT AND CLIMATE CHANGE .....	38
7.2	GENDER .....	38
7.3	DIGITALISATION .....	39
7.4	DECENT WORK .....	39
<b>8</b>	<b>LESSONS LEARNED</b> .....	<b>40</b>
8.1	THE SUCCESSES .....	40
8.2	THE CHALLENGES .....	41
8.3	STRATEGIC LEARNING QUESTIONS .....	41
8.4	SUMMARY OF LESSONS LEARNED .....	42
<b>9</b>	<b>STEERING</b> .....	<b>43</b>
9.1	CHANGES MADE TO THE INTERVENTION .....	43
9.2	DECISIONS TAKEN BY THE STEERING AND MONITORING COMMITTEE .....	44
9.3	CONSIDERED STRATEGIC REORIENTATIONS .....	49
9.4	RECOMMENDATIONS .....	49
<b>10</b>	<b>ANNEXES</b> .....	<b>50</b>
10.1	QUALITY CRITERIA .....	50
10.2	UPDATED LOGICAL FRAMEWORK AND/OR THEORY OF CHANGE .....	54
10.3	SUMMARY OF MORE RESULTS .....	55
10.4	‘BUDGET VERSUS ACTUALS (Y – M)’ REPORT .....	56

10.5 RESOURCES IN TERMS OF COMMUNICATION .....57

## 1 Abbreviations

ATL	Active Teaching & Learning
BTVET	Business, Technical, Vocational Education and Training
CCI	Cross Cutting Issues
CMU	Construction Management Unit (MoES)
CPD	Continuous Professional Development
CSP	Continuous School Practice
D/HTVE T	Director/ Higher, Technical, Vocational Education and Training
DES	Directorate of Education Standards
D4D	Digitalisation for Development
EDP	Education Development Partners
EPPA	Education Planning and Policy Analysis (Department of the MoES)
GBV	Gender Based Violence
GoU	Government of Uganda
GSE	Government Secondary Education (Department of the MoES)
GTM	General Teaching Methods
ICT	Information and Communication Technology
ID	Institutional Development
IDB	Islamic Development Bank
ISE	International Sector Expert
JE	Junior Expert
JICA	Japan International Development Agency
KYU	Kyambogo University
M&E WG	Monitoring and Evaluation Working Group (of the MoES)
MAK	Makerere University
MoES	Ministry of Education & Sports (Uganda)

MCC	Ministry Contracts Committee (MoES)
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisation
NTC	National Teachers' College
NTP	National Teacher Policy
PC	Project Coordinator
PDU	Procurement and Disposal Unit (of the MoES)
PPDA	Public Procurement and Disposal Act
PSI	Private Schools and Institutions (Department of the MoES)
PSS	Partner Secondary School
S2 S4	Senior 2 Senior 4 (secondary school)
SC	Steering Committee
SDHR	Support to the Development of Human Resources
SLE	Safe learning environment
SSU	Support to Skilling Uganda
T&L	Teaching and Learning
TFF	Technical & Financial File
TIET	Teachers, Instructors Education & Training department (Department of the MoES)
ToC	Theory of Change
ToR	Terms of Reference
TTE	Teacher Training Education project
UNITE	Uganda National Institute of Teacher Education
UPPET	Universal Post-Primary Education & Training

## 2 Summary of the interventions

### 2.1 Interventions form

<b>Name of the project</b>	Teacher Training Education Project
<b>Title of the interventions</b>	Improve Teacher Training in National Teachers' Colleges – Muni, Kaliro, Kabale, Mubende
<b>Code of the interventions</b>	UGA1502911 (Muni) UGA1503011 (Kaliro) UGA1503111 (Kabale – Mubende)
<b>Location</b>	Kampala, Muni, Kaliro, Kabale, Mubende, Unyama
<b>Total budget</b>	<b>Belgian contribution: EUR 23.000.000 :</b>  UGA1502911 (Muni) : 7,5 millions UGA1503011 (Kaliro): 7,5 millions UGA1503111 (Kabale – Mubende): 8 millions  <b>GoU contribution: EUR 2.300.000</b> (in kind)
<b>Partner institution</b>	Ministry of Education and Sports (MoES)
<b>Start date of the Specific Agreements</b>	Muni & Kaliro: 4/11/2015  Mubende/Kabale: 28/07/2016
<b>Start date of the interventions – Opening steering committee</b>	4 October 2016 for the 3 interventions
<b>Expected end date of execution</b>	From January 2021, the closing phase will start
<b>End date of the Specific Agreements</b>	27/07/2021 (Muni & Kaliro specific agreements were extended by an exchange of letters)
<b>Target groups</b>	<u>All</u> : Management, staff and students of NTCs <u>Muni</u> : Management and staff of the Construction Management Unit (CMU) and the Procurement and Disposal Unit (PDU) of the MOES

	<p><u>Kaliro</u>: Management and staff of the Teacher and Instructor Education and Training (TIET) Department of the MOES</p> <p><u>Kabale/Mubende</u>: Staff of participating partner secondary schools</p>
<b>Impact</b>	Contribute to improved quality of post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET).
<b>Outcome</b>	NTCs produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.
<b>Outputs</b>	<p>1) Management competencies and implementation capacities strengthened in NTCs, Teacher, Instructor, Education and Training (TIET) department, Construction Management Unit (CMU) and Procurement Disposal Unit (PDU)</p> <p>2) Appropriate teaching and learning environment and facilities available at NTCs</p> <p>3) Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools</p>
<b>Year covered by the report</b>	2020



## 2.2 Self-evaluation of performance

The self-evaluation of performance was done through a staff survey filled in by project staff from Enabel and TIET Department. The data collected were analysed and then discussed in a project team meeting.

The results of the self-evaluation are aligned with the external evaluation done by consultants in the context of the interim review conducted between November 2020 and January 2021. All criteria were rated at the same performance.

### 2.2.1 Relevance

	Performance
Relevance	A

The project is in harmony with the GoU priorities detailed in the Uganda’s Vision 2040, which recognizes the provision of universal primary and secondary education as a human right. It also highlights the importance of changing the curriculum and methods of instruction and adapting the education system to Uganda’s development objectives. The project is in harmony with the Second **National Development Plan** (NDP II) 2015/16-2019/20, and the NDP III (2020/21-2024/25), that prioritize investment in school infrastructure, as well as a specific objective on improving human capital. The project supports the implementation of the reforms under the **Education and Sports Sector Strategic Plan** (ESSP) newly developed for 2020-2025, which is designed to contribute to achieving Uganda’s international commitments enshrined in the UN-SDGs, specifically, SDG4. The project constitutes a key contribution to the **National Teacher Policy** adopted in 2019, and to the **Digital Agenda** for the Education and Sports Sector (still under development) as the project is drawing lessons to mainstream Open, Distance and eLearning (ODEL) in teacher training. The intervention is also fully aligned with the national plans and policies relating to **Gender**; such as the Uganda Gender Policy (2007), the Gender in Education Policy (2009), the National Policy on Elimination of Gender-based Violence in Uganda (2016). The action also supports the implementation of **national guidelines** and frameworks in the different Colleges such as the Continuous Professional Development Framework and the Social Dialogue Framework.

In 2020, the Sandbox Strategy developed with the Colleges clearly **answered the needs** issued from the closure of schools in March 2020. Indeed, the action focused on ensuring communication between College and students, piloting new ways of results based management, improving skills of lecturers so that they are able to ensure the continuity of learning. As stated by the mid-term review: *“The project was found very handy and flexible in responding to the challenges encountered as a result of the COVID-19 pandemic. Under the project, it was possible to adopt hybrid modes of*

*teaching using ICT. This is a very commendable level of flexibility that made the project very relevant.”*

The active participation of Colleges’ stakeholders in the implementation of the Sandbox strategy and in the construction works also demonstrates how the action is aligned with beneficiaries’ expectations.

The year 2020 also demonstrated the relevance of the approach to support the central institutions, namely TIET and CMU. The project has indeed supported different priorities from the TIET Department (National Teacher Policy Secretariat, UNITE Task Force workshops...). The innovative collaboration modalities with CMU for the procurement and follow up of constructions, despite the COVID-19 related restrictions, have also answered CMU’s expectations. As stated by the mid-term review: *“The TTE project was also found to have supported the TIET and CMU departments of the MoES in strengthening organization planning, supervision, monitoring and evaluation, and reporting capacities.”*

### 2.2.2 Effectiveness

	<b>Performance</b>
<b>Effectiveness</b>	B

Despite the uncertainties brought by the COVID-19 pandemic, and the closing of schools as soon as March 2020, the project implementation was effective throughout the year. The key activities planned for this year have been implemented.

Following the closing of schools, one of the first steps was to ensure that **communication** is maintained between NTC management, staff and students through a bulk SMS system. A video-conferencing system has also allowed the Colleges to hold an unlimited number of meetings to support management and teaching. Once the communication was strengthened, it became possible to pilot new ways of supporting the Colleges in conducting new ways of results based management through monthly online meetings to discuss progress and challenges. As stated in the mid-term review: *“It was found out that TIET and the NTCs had reasonably developed skills in planning, budgeting, management and oversight through better communication, reporting and results-based management (RBM) mechanisms. The investments in RBM were found to have been successful in helping NTCs and TIET to identify targets and follow them up through field visits and regular review meetings It was also established that budgetary support provided to NTCs through the ID grants had helped them improve their capacities for budgeting, reporting and accountability, especially through digitalised reporting and accounting systems.”*

In terms of infrastructure, despite a full lockdown where no movement was allowed for more than 3 months, 2020 has seen construction works being handed over in 4 NTCs out of 5. A low performing contractor in Mubende NTC led to delays in constructions

work. However, the stop of the contractor’s contract and the procurement of a new company allowed to have the constructions work progressing well throughout 2020 in view of completion in 2021. Despite delays due to the international and national transport restrictions, most of the equipment and furniture were delivered in 2020. In addition, the positive collaboration with CMU has *“helped the CMU department staff to improve the soft skills of the engineers and other agents as they oversee the implementation of infrastructure development interventions of the TTE project.”*

For pedagogy, focus has been put in 2020 on the use of ICT in Teaching and Learning so that NTC teachers ensure the continuity of learning during the schools closing - from Mid-March to Mid-October 2020 for Year 2 students, and up to now for Year 1 students. The Study on E-learning Readiness conducted in NTCs, with IPSOS in December 2020 demonstrated how effective the Sandbox Strategy was in supporting the NTC lecturers to ensure the continuity of learning:

- 62% of students indicated that they participated in distance learning (77% for Year 2, 47% for Yr 1)
- 77% of the NTC lecturers were able to access the one-stop portal where all resources for distance teaching were uploaded. 56% rated it as extremely useful
- 60% of the lecturers accessed the help desk, composed of ICT Champions and ATL Mentors, and 98% found it useful in facilitating e-learning.

In this context, staff and students have high positive attitudes for e-learning.

### 2.2.3 Efficiency

	<b>Performance</b>
<b>Efficiency</b>	B

In the design of all activities, efficiency is taken into account by developing low-cost systems, for continuous school practice and support supervision for example, with the objective to both ensure efficiency and sustainability.

In 2020, with the closing of schools, the project has also tested alternative ways of organising activities, through online training, online meetings, which are less costly and which proved effective.

2020 saw different delays in project implementation (delivery of furniture and equipment, constructions work, RBM system, exchange program Uganda Belgium, etc.) as explained by the mid-term review: *“The score has taken cognisance of the effects of the COVID-19 pandemic. (...) There were delays in the timely implementation of different activities due to the COVID-19 pandemic. This affected the level of performance as regards the efficiency measure.”* However, these delays do not threaten the achievement of expected results.

#### 2.2.4 Potential sustainability

	<b>Performance</b>
<b>Potential sustainability</b>	B

In order to ensure sustainability, a participatory approach with partner and beneficiaries (via participation to TIET meetings, project management meetings, monthly online reviews with Colleges, etc) has been taken. However, the continuous changes in the management positions within the Colleges at times jeopardizes sustainability, and requires a lot of efforts to mitigate the situation.

For the management of the NTCs, the changes induced in the previous years by the project were slightly negatively impacted by the closing of schools. The Quarterly Performance Reviews, among all 5 NTCs, could not take place. The digital transformation of the management practices of the Colleges, for financial and HR management, was put on hold for several months. As a mitigation measure, performance reviews were organised with NTCs in a different manner, and online. The lockdown allowed the College ICT Manager to develop an in-house academic management software which is currently being rolled out to other Colleges. Once the NTCs will re-open, potentially in February 2021, it will be important to make sure the changes which were taking roots, are strengthened in view of sustainability.

Buildings and renovations are being carried out in a way to increase energy efficiency and reduce operation costs. That increases sustainability but questions remain in terms of budget availability for later maintenance and repair works. In 2020, with the handover of the construction works to the Colleges, several trainings on maintenance were organised in order to contribute the sustainability of all the infrastructure and equipment. In 2021, an advocacy towards the Ministries of Education and Finance, on a basis of an evidence-based policy for maintenance of public education institutions will be conducted.

Finally, most activities are designed in order to develop low-cost systems, articulated with the actors' official responsibilities whose skills are strengthened (NTC helpdesk, etc.). However, the absence of the revision of the teacher training curriculum prevents the institutionalisation of the pedagogy initiatives. A key step in this field was the establishment of the UNITE (Uganda National Institute of Teacher Education) Task Force in October 2020. In 2021, as in previous years, the project will strongly advocate for a curriculum review. This advocacy process will be facilitated by the highest visibility and recognition of the project gained in 2020, through the capitalisation journey.

These considerations contribute to potential sustainability of the intervention.

#### 2.2.5 Conclusions

Considering the measures taken to tackle the outbreak of the COVID-19 pandemic, 2020 brought a lot of uncertainty worldwide. Nevertheless, the project demonstrated

high capacities of adaptation to the new situation and by doing so, secured key expected results – as well as non-expected results.

### **NTC lecturers demonstrated good practices in ensuring the Continuity of Teaching & Learning**

The implementation of the TTE Sandbox supported the NTCs in ensuring the continuity of learning despite the closing of schools. As a result, 62% of students participated in distance learning.

This was possible through a strong peer to peer system, called the helpdesk, which allowed an increased collaboration among NTC teaching staff. The Study findings on e-learning readiness showed that 60% of the lecturers accessed the Helpdesk, and 98% found it useful in facilitating e-learning.

The NTCs good practices were showcased in national (for the Teacher Day 2020) and international events (UNESCO Mobile Learning Week 2020).

### **NTC community works and studies in a safer environment**

The interventions have also greatly improved the facilities in which the NTC community works and studies, making the campus a safer place for both staff and students.

The infrastructure of the Colleges has been upgraded in 2020: on average 94% of the construction work is done. Equipment and Furniture have also been delivered in the Colleges.

The works for the Early Childhood Development centres are now completed in all 5 NTCs, in order to welcome young children of staff, students, and community. Those centers, are now ready for opening, as soon as GoU guidelines allow it.

The Manifesto for Climate Responsive Design, developed with international and national professionals, was also widely disseminated in 2020.

### **NTC staff and students have positive attitudes towards digitalisation in management and teaching practices**

The closing of schools in Uganda has contributed towards a change in the attitudes of staff and students towards the use of digitalisation in their practices.




In 2020, the Colleges were forced to take the road of digitalisation. In the context of the closing of the education institutions from March 2020, the NTC management staff have found new ways to run their institution through online staff meetings, performance review meetings, etc. Prior to 2020, the Colleges had also taken steps to strengthen their financial and human resource management practices through the use of software. In this area, the project will need to re-conduct more efforts to come back to the initial gains, considering these two initiatives were widely impacted by the governmental measures to tackle COVID-19.

In terms of pedagogy, the adoption of ICT in Teaching and Learning was hugely increased due to the new situation. The teaching staff were trained on different Education Technology tools they can use to ensure the continuity of learning. These pedagogical approaches have also been cascaded to the students' teachers, through a pilot system of online masterclasses for them. As a result, 70% of students feel comfortable using ICT tools in Teaching and Learning. Several staff took this as an

opportunity to upgrade their skills through online courses. The first online course in teacher training in Uganda, on general teaching methods, was launched.

Consequently, in 2020, important progress has been made in all project components to achieve expected results. If some delays were noted, they do not impact the achievement of the expected results.

The focus in the coming year will be on knowledge management, in order to increase the sustainability of the results, and on innovation through the bridging phase.

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<p>Kampala, 29 February 2021</p>		

## 3 Monitoring of results<sup>1</sup>

### 3.1 Evolution of the context

#### 3.1.1 General and institutional context

Concerning the general context, as for other parts of the world, Uganda was impacted in 2020 by the **COVID-19 pandemic**.

Following the identification of the first case of COVID-19 infection on 21st March 2020, the government decided to close all educational institutions.

In this context, the MoES has developed a COVID-19 Response Plan which focuses on preparedness for school re-opening and continuity of learning during the closure of education institutions for primary and secondary education, through radio and television. Part of the plan is funded through the Global Partnership for Education (GPE). The Emergency Education Response Project (EERP) supports students learning in pre-primary, primary and lower secondary schools during education system closures and ensure a safe school reopening and student re-entry.

Since mid-October 2020, the government is implementing a phased re-opening, focusing on candidate classes. This means that for most of the students, schools remain closed.

This unprecedented situation emphasizes a large number of challenges, which were already present but are now worsened, as documented by the survey conducted by UNESCO<sup>2</sup>:

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

However, this situation is also a reservoir of opportunities. Changes which were seen as impossible one year ago are seen as required now. The situation accelerates the adoption of ICT in Teaching and Learning.

As a result, a lot of changes are taking place in the Ugandan teacher training system which is now more focused on distance learning. This has created a shift from face to face learning in the classroom to adopting distance learning and virtual teaching methods.

Despite the pandemic, 2020 saw several changes in the **institutional context**.

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<sup>1</sup> 'Results' means 'development results'; Impact regards the general objective; outcomes regard the specific objective; output regards the expected result; intermediate outcomes regard changes resulting from the achievement of the outputs allowing progress towards the outcome of the intervention, at a higher level.

<sup>2</sup> UNESCO, Survey on ICT practices, 2020 (draft PowerPoint).  
Results Report

In July 2020, the Government of Uganda adopted the National Development Plan III for the period 2020/21-2024/25. The plan prioritizes investment in school infrastructure, as well as a specific objective on improving human capital.

In the last quarter of 2019 and in 2020, the Ministry focused on the development of the Education and Sports Sector Strategic Plan (ESSP) drafted for the period 2020-2025. The document is designed to contribute to achieving Uganda's international commitments enshrined in the UN-SDGs, more specifically, SDG4. However, Uganda is now transitioning to a programmatic approach, and has drafted in November 2020 a Human Capital Development Programme Implementation Action Plan (PIAP). To date, the relations between the ESSP and the PIAP are not fully clear.

A key step in 2020 is the elaboration of the Digital Agenda for the Education and Sports Sector.

In October 2019, the adoption of the National Teacher Policy provided the roadmap of the actions to be taken in the coming years by the teacher training sub-sector. In order to professionalise the teaching profession, the policy foresees:

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

In October 2020, the UNITE Task Force secretariat was appointed.

TIET also developed its strategy for 2020-2030, aligned with NTP and ESSP.

### **3.1.2 Management context**

#### **3.1.2.1 Partnership modalities**

The interventions are managed for key decisions by the Steering Committee. The Steering Committee regulations were approved in November 2018, and do not need any change. Considering the epidemiological situation, it was decided to opt for the organisation of virtual Steering Committee meetings. The **Steering Committee** met physically in February 2020 and virtually in November 2020. In between, 2 key modifications related to HR set up and budget modifications were approved by signature of documents in June 2020.



The interventions remain anchored in the **TIET** Department of the MoES. The relations with the department remained very good. The 2 project coordinators appointed by TIET Department take an active role in the management of the project. Project management meetings were organised on a regular basis (7 meetings in 2020) with both TIET and Enabel representatives. 2020 saw the appointment of a new commissioner for the department, leading for a need to rebuild the relationship in order to continue the change management. Meetings between TIET Commissioner and Project Co-Coordinator also took place, though at less regular frequency than in the previous year. On a quarterly basis, project updates are shared during the TIET meeting with the whole department.

The shift from “co-management” to “own management” for the constructions work, questioned the need to support **PDU** capacity building, in a context where their interest and their role in the project implementation was weak. This situation was discussed in the 2020 Steering Committee, and it was agreed to move the budget foreseen for PDU to other project priorities.

Since 2017, the TTE project has signed **grant agreements** with the National Teachers’ Colleges to support the implementation of the NTC’s work-plan. The grant agreements are aligned with the Ugandan fiscal year. In November 2019, 5 grants agreements for the fiscal year 2019-2020 were signed. The grant agreements contribute to strengthening the institutional capacities of the NTC in order to raise and absorb more funds from other donors, in view of sustainability. Considering the governmental measures to tackle the covid-19 pandemic, which resulted in the closing of the education institutions for 7 months, the grants were extended up to December 2020.

The constant **changes in the staff** managing the supported institutions (new Principals, new Deputies, etc.) had a negative influence on the implementation of the intervention, and the adoption of the change process.

#### **3.1.2.2 Operational modalities**

Following the measures taken by the Government of Uganda, which led to a full lockdown for more than 3 months, 2020 focused on the adoption of new working modalities: working at home, staff rotation at the office, digital meetings and events.

2020 has seen the arrival of several new staff in the support team: Financial Controller, Account Assistant, Finance and Contracting Coordinator, Drivers.

Despite the challenges and the changes, the team has been working effectively and in a collaborative spirit.

For activity implementation, the operational modalities were reviewed considering the unprecedented situation: the training of NTC staff took place online instead of face to face, the follow up of constructions works was done on site by consultants and local supervision team, etc. More importantly, the project and TIET developed the TTE Sandbox to support the NTCs in ensuring the continuity of learning despite the closing of schools.

## 3.2 Performance of outcome



### 3.2.1 Progress of indicators<sup>3</sup>

<i>Specific objective / Outcome: NTCs produce competent teachers through: 1) effective use of acquired management, 2) proper use of improved infrastructure and facilities, and 3) pedagogical competencies</i>						
Result	Progress indicators/markers	Base value 2016	Value preceding year 2018	Value preceding year 2019	Value reporting year 2020	Target (2020 - 2021)
<b>Competent teachers</b>	Number of NTC graduates matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91,2% - Men: 89.7% - Women: 94.1%	92%	94% (average data is for Unyama & Mubende NTCs)	Data not yet available	Passing rates on graduation remain at least at the same level with no significant differences between the scores of boys and girls
<b>Effective management</b>	Existence of Annual Work Plans for each Institution	No integrated mechanism for planning, budgeting and monitoring	1/institution	1/institution	5 workplans (1/institution)	1/institution
<b>Effective management</b>	% of progress of implementation of each annual Action Plans	No integrated mechanism for planning, budgeting and monitoring	60%	56%	Non available (due to COVID 19 pandemic, RBM reporting tools weren't used)	At least 70% of the planned activities are successfully implemented
<b>Effective use of facilities</b>	% of implementation of new and renovated NTC facilities	0%	9%	74.25%	94%	100%
<b>Effective use of pedagogical competences within NTCs</b>	Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)	3,2 (class observation)	2,9 (self-declaration)	2.8 (self-declaration)	3-5

### 3.2.2 Analysis of progress made

The outcomes to be achieved are at 4 different levels, measured by five different indicators.

Concerning the **competency profile of the teachers trained** in the institutions, the project is unable to provide data considering that the 2019 and 2020 final exams

<sup>3</sup> You may use the table given or replace it with your own monitoring matrix format. Add/delete columns in function of the context (certain interventions will have to add columns for preceding years while – new – interventions will not have values for the preceding year).

were not yet moderated by Kyambogo University. The issue has been raised several times in the 2020 steering committee meetings as this situation prevents NTC students to be graduated and apply for teaching positions.

Regarding the **effective management** of the supported institutions, the strategy for the results-based management in the 5 NTCs was reviewed considering the closing of the Colleges and the risks of COVID-19 transmission. In March 2020, the Colleges submitted to the TIET Department annual results-based workplans aligned with their budgets. During the full lockdown from March to June 2020, the Colleges did not receive any budget from the MoES for their plan implementation. From October 2020, monthly online meetings were organised per College in order to maintain the transparent and collaborative approach which had been created in the previous years.

Concerning the digitalisation of the Colleges' financial management, the shift from the manual system to a dedicated software was impeded by the difficulties with the service provider which led to the termination of their contract. At the end of 2020, a new service provider has been identified to install and train the Colleges on QuickBooks Software. 2021 will focus on the consolidation of this change process.

The innovation introduced in 2018 to strengthen HR management through a simple tool to measure staff's presence in the Colleges has been presented to the D4D Competition in 2020. Despite, the innovation was not awarded, this simple tool has huge impact in reducing staff absenteeism. With the closing of schools in 2020, the use of the tool was put on hold but Colleges have been encouraged to reuse it in the last quarter of 2020. The pandemic situation did not allow to develop as planned specific tools to measuring the quality of the activities done once on site.

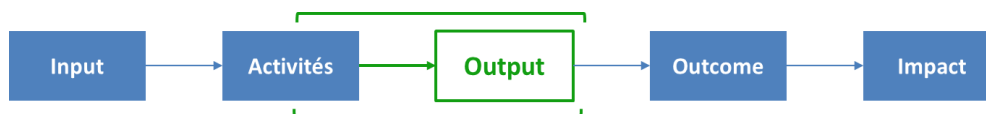
As to the **access** component, the infrastructure of the Colleges are currently under construction and rehabilitation is reaching full completion. A new contractor was identified to continue the works in NTC Mubende following the failure of the previous contractor. Equipment and furniture were also delivered in the Colleges. In 2020, the focus was on the proper use of the infrastructure and their maintenance, in order to strengthen the sustainability.

Concerning the **pedagogical competences**, 2020 radically focused on ICT in T&L considering the necessity to ensure distance learning. Through the successful implementation of the TTE Sandbox, NTC teachers learnt, among others, how to prepare slide presentations, how to conduct online tests, how to create educational tools. The first real online course on teaching methods has also been co-created with staff and students and rolled out in 2020.

The **capitalisation journey** took a central stage in 2020 with the dissemination of a capitalisation document on the 3 components of the project in the context of the Digital Celebration of the Teachers' Day in October 2020.

Globally speaking, for all project components, 2020 has seen the implementation of the main activities which were planned despite the uncertainties brought by the COVID-19 Pandemic. Many changes took place in the Colleges and in 2021 the project will focus on their consolidation, in view of sustainability.

### 3.3 Performance of output 1<sup>4</sup>



#### 3.3.1 Progress of indicators

**Output 1:** Management competencies and implementation capacities strengthened in NTCs, Teacher, Instructor, Education and Training (TIET) department, Construction Management Unit (CMU) and Procurement Disposal Unit (PDU)

#### Output Area 1.1: Supervision and Monitoring System in place for the Secondary teacher education system (5 NTCs + TIET)

Result	Indicators	Base value 2016	Value preceding year 2018	Value preceding year 2019	Value reporting year 2020	Final Target (2020 - 2021)
Strengthened M&E framework	Number of quarterly meetings at each level (per FY)	No formal monitoring mechanism	4	4	4	4 (per FY)
Strengthened M&E framework	Data completion rates	No formal monitoring mechanism	83.3 % (FY2017-2018)	81.00%	Non available (Considering the COVID 19 pandemic, and closing of education institutions, the RBM reporting tools weren't used)	80.00%

#### Output Area 1.2: Strategic management and implementation capacity of NTCs strengthened

Result	Indicators	Base value 2016	Value preceding year 2018	Value preceding year 2019	Value reporting year 2020	Final Target (2020 - 2021)
Capacity development	Average performance score given by NTC staff (organisational self-assessment)	2.3	N/A	2.56	Non Applicable (SDHR was completed in 2019)	Target for priority areas : 3.5 Target for non-priority areas : 3.0
Capacity development	% of implementation of NTCs training plans	0%	76%	83%	Non Applicable (SDHR was completed in 2019)	100%

<sup>4</sup> The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s).

For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).  
Results Report

<b>Capacity development</b>	% of implementation of NTCs capacity development plans	Plans developed in September 2017	29% (data FY 2017-2018)	81% (Data FY 2018-2019)	53%	80%
<b>Staff management</b>	Time on Task (% of days at station per month)	No formal monitoring mechanism	34%	36%	13%	Increasing
<b>Academic and financial management</b>	Number of NTCs whose academic management processes are digitalized	0 (Smart Campus not operational)	0 (Smart Campus terminated)	0 (tender launched)	0 (software is developed, but not in use yet)	5
	Number of NTCs whose financial management processes are digitalized	0	5	3	3	5
<b>IT management</b>	Availability of Internet connectivity	Unknown	69.5% (second semester 2018)	66%	Non applicable (education institutions were closed)	90%
<b>Financial management</b>	Execution rates (global / Grants agreements)	-	Grant: 65% Global College budget: N/A	Grant: 98% Global College budget: N/A	84%	90%
<b>Financial management</b>	% of rejected expenditures	-	3% (FY 2017-18)	2% (FY 2018-19)	2%	Less than 5%
<b>Safe Learning Environment</b>	Number of NTCs integrating violence/SLE in their annual action and budget plan	-	5	5	5	5

### Output Area 1.3: TIET strengthened

Result	Indicators	Base value 2016	Value preceding year 2018	Value reporting year 2019	Value reporting year 2020	Final Target (2020 - 2021)
<b>Capacity development</b>	SDHR: Overall performance score given by TIET members during organizational self-assessment exercise	2,6 (on a scale from 1-4)	N/A	3	Non Applicable (SDHR was completed in 2019)	3.0 (on a scale from 1-4)
<b>Capacity development</b>	% of implementation of TIET training plan	0%	54%	85%	Non Applicable (SDHR was completed in 2019)	100%
<b>Operational management</b>	Number of quarterly reviews for TIET	No formal monitoring mechanism	4	4	3	4
<b>TIET's vision for policy design</b>	Availability of a long term strategic plan for Teacher Training in Uganda	0	0	0 (draft available)	1	1
<b>TIET as pilot of the whole teacher training system</b>	Integrated monitoring system in place for PTE and ITE	0	0	0	0	2

### Output Area 1.4: CMU and PDU strengthened

Result	Indicators	Base value 2016	Value preceding year 2018	Value reporting year 2019	Value reporting year 2020	Final Target (2020 - 2021)
<b>Guidelines for sustainable infrastructures</b>	Number of guidelines disseminated	0	0	0 (Manifesto printed, to be disseminated early 2020)	1	1 per priority area
<b>Capacity development</b>	SDHR: Overall performance score given by CMU members during organizational self-assessment exercise	1,4 (on a scale from 1-4)	Will be conducted during final year of SDHR project	2.1	Non Applicable (SDHR was completed in 2019)	3.0 (on a scale from 1-4)
<b>Capacity development</b>	% of implementation of CMU training plan	0%	56%	56%	Non Applicable (SDHR was completed in 2019)	100%
<b>Efficiency of the service delivery</b>	Level of timeliness of the procurements done by PDU	Criteria to be defined during baseline study	Baseline study not accepted by the beneficiary	Baseline study not accepted by the beneficiary	Non applicable (collaboration with PDU stopped)	N/A
<b>Capacity development</b>	SDHR: Overall performance score given by PDU members during organizational self-assessment exercise	1,4 (on a scale from 1-4)	Will be conducted during final year of SDHR project	2.98	Non Applicable (SDHR was completed in 2019)	3.0 (on a scale from 1-4)
<b>Capacity development</b>	% of implementation of PDU training plan	0%	70%	70%	Non Applicable (SDHR was completed in 2019)	100%

### 3.3.2 State of progress of the main activities

State of progress of the <u>main</u> activities <sup>5</sup>	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>6</sup>	Seriously delayed <sup>7</sup>
<b>1.1: Supervision and Monitoring System in place for the Secondary teacher education system (5 NTCs + TIET)</b>				
Development of harmonised work-plans for the 5 NTCs		X		
Development of harmonised budgets for the 5 NTCs		X		
Setting-up of an integrated monitoring mechanism for the 5 NTCs		X		
Organisation of Quarterly Performance Reviews			X	

<sup>6</sup> The activities are delayed; corrective measures must be taken.

<sup>7</sup> The activities are more than 6 months behind schedule. Major corrective measures are required.

<b>1.2: Strategic management and implementation capacity of NTCs strengthened</b>				
Preparation and follow-up of Grant Agreements		X		
Digitalisation of academic management				X
Support to HR management through social dialogue		X (was not planned in 2020)		
Support to maintenance strategies of the NTCs		X		
Support ICT equipment and maintenance in the NTCs		X		
Support NTC procurement systems		X		
Support NTC Communication		X		
<b>1.3: TIET strengthened</b>				
Implementation of support (ad hoc)		X		
Development and follow up of an integrated work-plan TIET (TIET Strategy)		X		
Digitalisation of the Teacher Registry		X		
Support ICT equipment and maintenance		X		
Support TIET communication		X		
Strengthen TIET coordination and supervision roles		X		
<b>1.4: CMU and PDU strengthened</b>				
Implementation of support strategies (site visits, procurement of IT equipment)		X		
Guidelines for CMU developed, available for all and used		X		

### 3.3.3 Analysis of progress made

#### **Output Area 1.1: Supervision and Monitoring System in place for the Secondary teacher education system (5 NTCs + TIET)**

To stimulate the NTC management to take the lead role in the results-based management framework (RBM), it was decided from the financial year 2019 – 2020 to take a College-based approach. This would also ensure a higher involvement of the committees in the Colleges. The data analysis workshops on site are then followed by a joined quarterly review where we look at the results, these are describable or measurable changes resulting from a cause-and-effect chain. The new approach immediately displayed better quality of data. It also helped to embed more the practice in the NTC/TIET practices. However, due to the closing of the schools because of the pandemic (March 2020) only one series of on-site data analysis workshops and one quarterly performance review took place in February 2020.

The TTE project shifted its work towards digitalization, which refers to the use of digital tools and opportunities, but also to the social phenomenon of increasing importance of digital technology, online communication and online spaces or communities. To ensure the continuity of learning and management during the

COVID-19 crisis, the TTE Sandbox was established. It is a place to experiment with EdTech (Educational Technology). As part of a quick response to the crisis, the ID team assisted the Pedagogical team to ensure the continuity of learning through the organization of and participation in Communities of Practice (CoP), co-creation of ICT tutorials, setting up helpdesk, etc. Also, in management practices, new digital tools were introduced such as Zoom: the tool is now being used in management meetings. A SMS bulk system was put in place so that management can contact students etc. Senior Management Communities (5) were set up on Moodle, an online Learning Management System (LMS). During these monthly meetings specific managerial topics of discussion are being scheduled via Zoom and the debate continues on the LMS (Since September 2020).

The pandemic illustrates the value of digitalization, but is also a stark reminder of the remaining digital divide: have all the managers, the lecturers, the students access to technological tools at home? How is the network working in the rural areas? What digital tools worked best? Internal research was done on this topic, and consultants conducted a study on e-learning readiness. And although Enabel stimulates the use of open or free software, the cost of data to access the internet is still expensive. TTE therefore decided to assist managers and lecturers with data for participation in TTE activities during work@home.

### **Output Area 1.2: Strategic management and implementation capacity of NTCs strengthened**

The pandemic has derailed many activities that were planned in 2020; on the other hand, the crisis also illustrates the value of digitalization. Since the closing of the schools, we further supported the transformative process of integrating digital technologies into institutional development, as it will have a significant impact even in post Covid-19 times.

In 2020 support was given to 3 Colleges to install the financial management software. However, we discovered that the consultant had installed illegal copies of the software QuickBooks. While taking the necessary action against the service provider Global Digital Service Ltd, a new tender for QuickBooks was prepared and awarded in the last quarter of 2020. During the support missions for QuickBooks, assistance was also given to ICT maintenance. A need for a serious upgrade of the ICT equipment became apparent for QuickBooks to function properly. A tender is being prepared accordingly.

Follow up support for procurement in the Colleges was also given to ensure quality budgeted work plans for 2020/2021. The Guidelines and toolbox on “Procurement & Contracts Management in the NTCs” was distributed (15 copies per NTC).

Compared to last year, and even if the grant duration was extended, the execution rates of the grants agreement for FY 2019-2020 is much lower because of the closing of the schools. The average execution rate is 59% (as per Q3 accountability). Fields visits by the TTE finance team was given to guide the administrative teams in the Colleges during these extraordinary times.

Following a hackathon in 2019, a member of a winning team took up the challenge to further prototype and develop an academic management system adapted to the needs of the NTCs. So instead of awarding the procurement launched to a commercial system again, it was decided to support the installation of the academic management system that was developed by an ICT officer of NTC Unyama. 5 Academic Management systems are currently being rolled out.



In terms of further strengthening the capacity of NTCs, new online course are in full development:

- HRM Course - <https://open-learning.enabel.be/course/view.php?id=35>
- Leadership and management - <https://open-learning.enabel.be/course/view.php?id=32>
- Communication skills - <https://open-learning.enabel.be/course/view.php?id=31>
- Finance management, planning and budgeting - <https://open-learning.enabel.be/course/view.php?id=44>
- Gender course - <https://open-learning.enabel.be/course/view.php?id=39>

### **Output Area 1.3: TIET strengthened**

The project continued to support the TIET department through various workshops and maintenance activities of their equipment. TIET was also supported to finalize and disseminate the 10 year strategic plan to all the TIET staff and plan activities for the first year of implementation 2021/22. TIET strategic plan and financial sustainability study were presented and validated by the M&E Working Group. The support previously given to the National Teachers Policy secretariat at TIET has been extended to activities of the Uganda National Institute of Education (UNITE) by supporting activities of the Task Force for the establishment of UNITE.

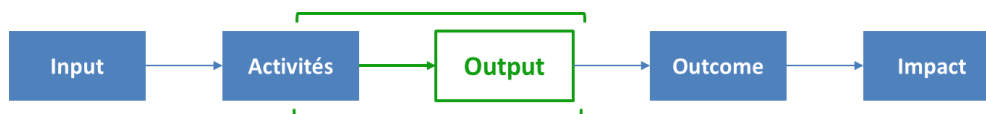
### **Output Area 1.4: CMU and PDU strengthened**

In 2020, the project disseminated the Manifesto on Climate Responsive Design for East Africa, following the February 2019 Forum which was organized together with CMU. The Manifesto is currently being turned into a website and online course.

In 2020, due to the lockdown, CMU and the project team implemented new ways of doing procurement, through digital means. This has been a lesson learnt appreciated by CMU, as it could consequently reduce the time of tendering process within the Ministry.

The collaboration with PDU was stopped in 2020, following the decision of the steering committee.

### 3.4 Performance of output 2<sup>8</sup>



#### 3.4.1 Progress of indicators

Output 2: Appropriate teaching and learning environment and facilities available at NTCs						
Result	Indicators	Base value 2016	Value preceding year 2018	Value reporting year 2019	Value reporting year 2020	Final Target (2020 - 2021)
Access to quality training and learning facilities	Number of infrastructure constructed according to benchmarked standards of the sustainable and renewable energy designs	0	0	0	3	4
Maintenance of training and learning facilities	Number of NTCs with operational maintenance and assets management plan in place	0	0	5	5	5

#### 3.4.2 State of progress of the main activities

State of progress of the <u>main</u> activities <sup>9</sup>	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>10</sup>	Seriously delayed <sup>11</sup>
2.1 Design & Supervision consultancies tendered, contracts signed		X (completed)		
2.2 Master Plans made or updated, presented and commented		X (completed)		
2.3 Preliminary Designs made, presented and commented		X (completed)		
2.4 Detailed Designs and Tender Documents approved		X (completed)		
2.5 Tender for construction done and evaluated, contracts signed		X (completed)		
2.6 Construction Supervised and monitored		X (ongoing)		
2.7 Construction Completed and Accepted		4 out 5 complete & 1 ongoing		
2.8 Defects Liability period repairs done and works accepted		4 out 5 (ongoing) & 1 yet to start		
2.9 Operational trainings done, awareness raising trainings done		X (ongoing)		
2.10 Evaluation phase 1 sustainability analysed, lessons presented		X (completed)		

<sup>8</sup> The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s). For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).

<sup>10</sup> The activities are delayed; corrective measures must be taken.

<sup>11</sup> The activities are more than 6 months behind schedule. Major corrective measures are required.

### 3.4.3 Analysis of progress made

In 2018 we focused on the preparatory activities (studies, design, etc.). In 2019, the focus was to kick start the construction works themselves with first batch in October 2019. All works (new buildings and renovations) got underway in 6 different construction contracts, divided over the 5 NTC's, at an average of 2 million euros for each contract.

In January 2020, the 2 smaller contracts; one for renovation of the Art Centre in NTC Mubende (Eur 95,000) and second one for the Construction of Early Childhood Development Centre (ECDC) at NTC Unyama (Eur 54,000) came on board with a combined cost of Euros 150,000. The ECDC (Early Childhood Development) Center in Unyama was an addition in order to treat all NTC's equally and contribute to safe learning or working environment for parents (either staff or students).

All works are supervised by the three (3) designing consultants. A local College-based supervision team and Enabel's infrastructure unit together with CMU of MoES supplement these follow up activities.

The project estimated an average total progress of 94% by the end of 2020.

At the moment five (5) out of six (6) main contracts listed above have been completed and handed over.

The works completed are under defect liability period and all snags are on the account of the contractor as provided for by the contract for the next 12 months.

The construction and renovation works are ongoing in NTC Mubende. In late 2019, the construction company had been terminated for low performance. Following a re-tendering process in 2020, the works in Mubende are now at 65% progress.

The Project has a big furniture and equipment component whose design was part of the main works of design consultants. All the 4 contracts for furniture (consisting of beds, chairs, tables, cabinets and mixed items) have been supplied, verified, installed and end-user training conducted during the installation phase to provide a chance to the sustainability of the supplies.

The equipment component included ICT and laboratory equipment for NTC Mubende and NTC Kabale. The procurement phase for ICT equipment has been concluded and supply will follow early 2021. For the Lab equipment, procurement is ongoing.

Maintenance activities have continued to be an important addition for the NTC's well-functioning.

Direct support activities and grants follow up have been conducted in all the Colleges.

Warranty period follow up for the sustainability equipment; generator and stabilizer installed at NTC Unyama, Mubende, Kabale and upgraded water system at NTC Unyama to address any outstanding defect has been done.

Designing, printing, delivery in all Colleges of awareness-raising materials has been achieved during the year 2020 except in NTC Mubende due to ongoing main civil works.

Albeit the delays caused due to Covid-19 lockdown and subsequent standard operating procedures (SOPs), we are confident that the expected results will be achieved.

### 3.5 Performance of output 3<sup>12</sup>



#### 3.5.1 Progress of indicators

Output 3: Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools						
Result	Indicators	Base value 2016	Value preceding year 2018	Value preceding year 2019	Value reporting year 2020	Final Target (2020 -2021)
<b>Strengthened pedagogical support</b>	Average satisfaction of female and male academic staff with the amount and quality of pedagogical support provided by KYU (on a scale from 1 to 4)	N/A	N/A (data will be collected in 2019)	2.5	2.1	3
<b>Strengthened pedagogical support</b>	Average satisfaction of female and male pedagogic staff with the amount and quality of support provided by mentors in the NTCs (mentorship system) (on a scale from 1 to 4)	N/A	N/A (data will be collected in 2019)	2.7	2.6	3
<b>Strengthened professional competencies of NTC academic staff</b>	Average satisfaction expressed by pedagogic staff (M/F) following Continuous Professional Development activities (professional development modules, support supervision system, training...) (on a scale from 1 to 4)	N/A	N/A (data will be collected in 2019)	2.7	2.6	3
<b>Increased access to information and pedagogical content</b>	Average satisfaction of female and male pedagogical staff regarding the libraries and ICT facilities (on a scale from 1 to 4)	N/A	N/A (data will be collected in 2019)	2.6	3.2	3
<b>Increased access to information and pedagogical content</b>	Average satisfaction of female and male students regarding the libraries and ICT facilities (on a scale from 1 to 4)	N/A	2.6	2.8	2.8	3
<b>Increased access to information and pedagogical content</b>	Level of application by lecturers of ICT in teaching and learning (on a scale from 1 to 4)	N/A	2.6 (class observation)	2.7	3.8	2.5

<sup>12</sup> The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s). For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).  
Results Report

<b>School practice turned into a learning tool</b>	Level of application by NTC students of ATL in continuous school practice (on a scale from 1 to 4)	N/A	3.2 (self-declaration)	3 (class observation)	Non Applicable (CSP did not place due to school closing)	2.5
<b>School practice turned into a learning tool</b>	% of DES students (M/F) doing CSP activities in the NTC and in the partner secondary schools	0%	99%	75%	(CSP did not place due to school closing)	75%
<b>Partner secondary schools strengthened</b>	Level of application by secondary school teachers of ATL (on a scale from 1 to 4)	To be collected	N/A (data will be collected in 2019)	2.9	Non Applicable (did not place due to school closing)	2.5
<b>Partner secondary schools strengthened</b>	% of partner secondary schools trained in violence prevention and response	0	100%	100%	0 (school closing)	80%
<b>Pedagogical activities supported</b>	Number of DES students submitting personal projects	0	0	0	0	The activity was cancelled following MTR
<b>Pedagogical activities supported</b>	Number of lecturers developing /published researches (action or academic)	16	79	56	0	increasing number from year to year

### 3.5.2 State of progress of the main activities

State of progress of the <u>main</u> activities <sup>14</sup>	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>14</sup>	Seriously delayed <sup>15</sup>
<b>3.1 Strengthen professional competencies of NTC academic staff (professional development modules)</b>				
A.3.1. a Module on Adult Teaching and Learning		X		
A.3.1. b Revision of General Methods Course		X		
<b>3.2 Facilitate access to information and quality pedagogical content</b>				
3.2. a Develop / Consolidate user friendly libraries		x		
3.2. b Strengthen the use of Information and Communication Technology in Teaching and Learning		x		
<b>3.3 Develop and institutionalise a system of continuous school practice</b>				X (due to closing of schools, it did not take place)
<b>3.4 Create a network of partner schools for school practice and strengthen their pedagogical capacities</b>				
<b>3.5 Support pedagogical activities improving quality of teaching and learning</b>				
3.5.a Support Action and Academic Research of lecturers		x		
3.5.b Support personal projects of students	Cancelled following MTR recommendations			

<sup>14</sup> The activities are delayed; corrective measures must be taken.

<sup>15</sup> The activities are more than 6 months behind schedule. Major corrective measures are required.

### 3.5.3 Analysis of progress made

Output 3 concerns the **effective application of pedagogical approaches** to teacher training in NTCs (pre-service, ATL and ICT in T&L) and in partner schools (in-service, ATL).

Considering the closing of schools, and the necessity to ensure distance learning, 2020 radically focused on ICT in T&L.

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

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

From this Sandbox, a virtual **hackathon** was organized to kick start the lecturers' involvement and inspire creativity in unpacking the different technologies to plan their digital lessons. More than 70 NTC lecturers participated in this hackathon, each pitching a number of tools they intended to use to deliver and develop lesson content.

Enabel also introduced a series of **Community of Practice (CoP)** sessions taking place every Thursday at 2:30 pm via video conferencing. Through these knowledge-sharing events, College lecturers attended virtually meetings where they learnt how to use the different digital tools for lesson delivery such as screen-casting, podcasting, video conferencing, E-books and Padlet. These sessions have gained popularity in the teacher Colleges as the numbers of participating lecturers has steadily grown from 82 to 230 over the period of 5 months. All in all 20 CoPs were accomplished in 2020.

While the concept of CoP sessions is intended for the benefit of lecturers in the teachers' Colleges, the idea has also trickled down to secondary schools. Teachers in the network of partner secondary schools surrounding the NTCs have taken part in these virtual meetings aimed at gaining new skills.

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

When the lesson content is developed, it is then uploaded to a **one-stop portal** for easy access, initially for lecturers, and ultimately for students in the teachers' Colleges.

Created through Padlet, this portal hosts all teaching and learning resources such as tutorials on ICT for distance learning, lessons developed by lecturers on different subjects and open education resources for secondary education.

See: <https://padlet.com/teachertraininguganda/Sandbox>.

On partial reopening of the Colleges on September 15th 2020, the TTE project has engaged the DES II teacher trainees in weekly **ICT in T&L Masterclasses** with the intention of empowering them with ICT skills. These masterclasses have been conducted in all the Colleges on a weekly basis with a particular College in charge each week. The first ICT master class for the College teacher trainees was conducted on 5th.11.2020 led by Mubende National Teachers' College and the subsequent Colleges followed suit. These masterclasses are an acknowledgement of the importance of ICT literacy as a key skill for students of the 21st century and four masterclasses were concluded in 2020. In every College, to support the masterclasses, laptops from the Junior Programme were donated to the Students' Guild.

At the end of 2020, a Survey was conducted by IPSOS to measure the NTC readiness for e-learning. This survey also provides some data which reflects the effectiveness of the action in 2020:

- 62% of students indicated that they participated in distance learning (77% for Year 2, 47% for Year 1)
- 77% of the NTC lecturers were able to access the one stop portal. 56% rated it as extremely useful
- If only 30% of the students accessed the one stop portal, 62% of the students who used the One Stop Portal indicated that it is a very useful tool
- 60% of the lecturers accessed the help desk, and 98% found it useful in facilitating e-learning.

The online course on **General Teaching Methods** has been finalised and is hosted on Open Learn Create digital Platform. The course has been launched at different fora from teacher day celebrations on 8th October, and later in the Colleges where both lecturers and student trainees were enrolled on the course with great enthusiasm exhibited among the users. By end of 2020, 217 staff and students had completed the course.

In March 2020 the TTE project and Annoncer La Couleur engaged the 5 General Teaching Methods lecturers in an **exchange visit** (Belgium-Uganda) to expose a culture of Global Citizenship Education and improve intercultural competences. The exchange project entailed a visit from four Belgian teacher trainers to NTC Unyama. Next to activities related to Global Citizenship Education, the project took advantage of the exchange visit to include some aspects which are directly linked to the pedagogy activities implemented in the NTCs: practice of Active Teaching and Learning, ICT in Teaching and Learning. The final output of the exchange visit was the preparation and delivery of a co-lesson related to a global topic. This gave participants the opportunity to put the abstract principles of Global Citizenship Education into practice and showcase a good practice of use of ICT Tools and Active Teaching and Learning methodologies. The successful co-constructed lessons reflected a successful exchange visit.

Although the **library management software**, Koha, was installed in all the Colleges, the glitch for most of the Colleges has been delayed maintenance processes

for ICT equipment in the context of school closing. Some of the servers in the Colleges have broken down either due to power surges or lightening striking the servers hence slowing down the distribution of books (check in and out of the library books). There is need to address these challenges through installing lightening arrestors & having power surge protectors. This will be tackled early 2021. As end of 2020, the system of borrowing the books through the software is fully functional in 4 Colleges.

In 2020, the Colleges were each provided with a 2,000 EUR package to support **continuous professional development** of their staff by undertaking a number of online courses. This system has allowed 63 NTC staff to follow a course of their choice.

All NTC teachers were also invited to join a **training on the new lower secondary school curriculum** in October 2020. Aligned with this new lower secondary school curriculum, the National Teacher Policy adopted in October 2019 foresees to avail a new curriculum for teacher training at degree level by September 2021 at the latest. A key step in this field was the establishment of the UNITE (Uganda National Institute of Teacher Education) Task Force in October 2020. In this context, several Task Force preparatory workshops were supported by the project in the last quarter of 2020. In 2021, the focus will be on advocacy to make sure that the new curriculum includes ATL, ICT (basic skills and in T&L), Gender Responsive Pedagogy and CSP. This process will be facilitated by the highest visibility of the project outputs gained in 2020, through the capitalisation journey.

In 2020, due to the closing of schools, and then a later on the partial re-opening, some **activities could not take place**. This is the case for Action Research the system of Continuous and Examination School Practice, reducing consequently the collaboration with partner secondary schools (PSS). However, this does not impact the achievement of results.



## 4 Budget monitoring

Here below is the execution rate, for the 3 interventions. These data does not include the commitments.

	Budget	Expenditures		Balance	Disbursement rate
		Previous Y	2020		
<b>Total</b>	<b>23.000.000 €</b>	<b>14.691.681 €</b>	<b>5.433.330 €</b>	<b>2.874.989 €</b>	<b>87,50%</b>
<b>Result 1</b>	1.221.500 €	857.275 €	134.115 €	230.110 €	81,16%
<b>Result 2</b>	14.658.820 €	9.055.523 €	4.209.000 €	1.394.297 €	90,49%
<b>Result 3</b>	2.212.000 €	1.293.256 €	353.498 €	565.246 €	74,45%
<b>General Means</b>	4.907.680 €	3.485.628 €	736.717 €	685.335 €	86,04%

Budget modifications were approved by the steering committee in June 2020. In this meeting, it was agreed to move the budget foreseen for PDU to other project priorities, in a context where their interest and role in the project implementation was weak.

In February 2020, an audit was conducted by the Belgian Court of Auditors in cooperation with the Internal Auditor of Enabel. The aim of the audit was to express an opinion about Enabel's annual financial statements as per year 2019, and to ascertain whether the contracts were awarded and executed with due regard the applicable rules and regulations. The overall appreciation was satisfactory.

## 5 Risks and Issues

### 5.1 Risks

The main major risk managed during the implementation period was the **delays in project implementation** due to the full lockdown (from March to July 2020), the closing of educational institutions (from March to October 2020), and then the social violence in a context of elections preparation (November and December 2020). As a mitigation measure, the team has implemented new ways of working: remote supervision of construction works, digital meetings, online events, staff rotation at the office, etc.

Another major risk managed by the intervention in 2020 is the fact that **NTC graduates do not become secondary school teachers**, for administrative reasons. DES students graduating from NTC are supposed to receive two documents by KyU: one transcript and one diploma certificate. Following the huge advocacy process done by the project in 2018 and 2019, the backlog was cleared. In 2020, the issue continued to be followed up by the Steering Committee so that the students who took exams in July 2019 received their documents. However, to date, 2019 exams were not yet moderated by KyU. The advocacy process will continue.

The table below only presents the key risks which were tackled in 2020. For a complete risk matrix, kindly refer to Pilot.

Identification of risks			Risk analysis	
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact
Construction below expected quality and delayed completion of construction	01/12/2016	DEV	High	Low

Risk mitigation			Follow-up of risk
Action(s)	Resp.	Deadline	Progress
<ol style="list-style-type: none"> <li>Intensify monitoring and supervision.</li> <li>Close follow up of timelines to remain within the validity period of the specific Agreement</li> <li>Take firm decisions when needed</li> </ol>	VAN LINT Jan	30/06/2021	All construction work in 4 Colleges out are nearly concluded. Local supervision team continue site visits on a regular basis to identify snags. Monthly site meetings done by infrastructure team. Consultants are preparing the final documentation. After re-tendering of Mubende contracts, construction work are now in good progress and will be concluded within specific agreements.

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	To
NTC graduates do not start working in secondary schools	01/12/2016	DEV	Medium	High	Hi

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Tracer study	HALLET Virginie	30/06/2021	1. Tracer Study conducted in 2019 shows that 81% of 2017 graduates are teachers. 2. Process of issuance of the backlog of Diplomas Certificates was escalated to the Steering Committee.	In Progress
Follow up on the release by KyU of transcripts and Diploma certificates for the NTC graduates of 2019	HALLET Virginie	04/11/2019	Process is being followed up with the NTC management and steering committee. Different letters have also been sent to PS for follow up.	In Progress

## 5.2 Issue Management

One of the main issues cleared by the intervention in 2020 is the fact that NTC **Mubende does not own its land**. Following the follow up by the consultant in charge of the supervision of works in the College and the steering committee meetings, Buganda Land Board, in a letter from March 2020, committed to regularise the situation and maintain NTC Mubende on the land.

A **second major risk** managed by the intervention is the non-revision of the NTC curriculum which leads to the **non-institutionalisation of the good practices**, especially in the field of pedagogy. The National Teacher Policy adopted in October 2019, foresees that starting in 2021, NTC will be training degree holders (and not diploma graduates as it is currently the case). This change requires a complete review of the NTC curriculum which will be led by UNITE. In 2020, the MoES conducted a baseline survey for the curriculum review, to which TTE project provided inputs. The Task Force to establish UNITE has also been created in October 2020 and is being supported by the project (for website development, for workshops, etc.).

However, this progress is not sufficient for hoping for a new curriculum by September 2021 as planned. As a result, in 2020, the project strengthened its advocacy towards the Ministry to make sure that the changes brought by TTE project will be institutionalised through the new curriculum (Active Teaching and Learning, ICT basic skills, ICT in T&L, Gender responsive pedagogy, Continuous school practice, etc.).

Issue Description			Period of Identification	Issue category	Potential Impact
No land title in possession of NTC Mubende (but in Buganda Kingdom)			01/12/2016	JUR	High
Issue mitigation			Follow-up of Issue		
Action(s)	Resp.	Deadline	Progress		Status
Closely follow up of decisions from Inter Ministry Council on Land issues. Escalate to steering committee	HALLET Virginie	30/06/2020	Commitment from PS that the land is secure (Letter of September 2018). Commitment from Buganda Land Board to regularise the situation and maintain NTC Mubende on the land (Letter of March 2020). Follow up of decisions from Inter Ministry Council on Land issues during SC.		In Progress

Identification of Issue				Issue analysis
Issue Description	Period of Identification	Issue category	Potential Impact	
Institutionalisation of ATL	03/03/2019	OPS	High	
Issue mitigation		Follow-up of Issue		
Action(s)	Resp.	Deadline	Progress	Status
Advocate so that NTC Curriculum is reviewed in order to include ATL	HALLET Virginie	30/06/2021	The new NTP policy foresees a change in the institution responsible for NTC curriculum (from KyU to UNITE), which will become a degree level. This requires a review of the NTC curriculum. The project will strengthen its advocacy towards UNITE to make sure that the changes brought by TTE project will be institutionalised through the new curriculum (Active Teaching and Learning, ICT basic skills, ICT in T&L, Gender responsive pedagogy, Continuous school practice...).	In Progress
Ensure questions on ATL are part of the Education Paper (exam), under general teaching methods	HALLET Virginie	30/06/2021	Advocacy was done towards KyU in 2019 so that exams include questions on ATL, while waiting for an official curriculum,	In Progress

## 6 Synergies and complementarities

### 6.1 With other interventions of the Portfolio

In 2020, synergies were effective with 2 other interventions of the portfolio: the Support to Skilling Uganda (SSU) intervention and the Support to Development of Human Resource (SDHR) intervention.

Both TTE and **SSU** Program took part in the organisation of the Kampala Innovation Week, with a bootcamp on ICT skills. The collaboration between TTE and SSU is also strong on infrastructure: a website and an online course on sustainable infrastructure are being designed together.

With **SDHR**, the collaboration has been continuous in 2020, with the elaboration of online courses on management of education institutions based on the SDHR training materials.

This collaboration has allowed to increase impact and visibility.

### 6.2 With third-party assignments

NA – the project team does not implement assignments for third party donors.

### 6.3 Other synergies and complementarities

The collaboration with the **Embassy of Belgium**, on Education topics, was high. Currently, the Embassy of Belgium is chairing the **Education Development Partners Group**. Enabel in 2020 has increased its participation to the EDP network, with mainly the contribution to the strategic documents under preparation: Education Sector Plan, Program Implementation Action Plan, etc.

Beyond regular participation to EDP meeting, the project has also established good relationships with key actors to coordinate major Teacher Training activities, especially Irish Aid. The project is complementary to the contributions of the other Development Partners in Uganda, particularly UNESCO, VVOB and World Bank in the field of teacher training.

2020 also saw a positive collaboration between the TTE project and 2 programmes led by Enabel Headquarters. A collaboration was set with **Annoncer La Couleur** which led to the successful organisation of an **exchange visit** (Belgium in Uganda) around Global Citizenship Education. A collaboration was also set with the Junior Programme: the laptops from the previous juniors were handed over to NTC Students Guild in order to organise weekly **ICT in T&L Masterclasses**.

## 7 Transversal themes

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

### 7.1 Environment and climate change

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

Uganda already faces significant impacts of climate change: temperatures are rising, drought and wildfires are starting to occur more frequently, rainfall patterns are shifting. All these challenges constitute risks of new shocks for the education system.

The Colleges are supported to become more resilient to these climate change risks, through the significant infrastructure component. The goal here is to design, build and make use of sustainable infrastructure to facilitate teaching and learning in an energy efficient manner.

Environment is an important aspect of the **sustainability approach** followed in the **design of the constructions** in all Colleges. Consultants were requested to present their sustainability approach and adjust their design according to prevailing winds, solar influences, and local topography. They presented solutions for solid waste management, rainwater harvesting, surface and drain water collection and treatment, and the use of construction materials focusing on durability and environment friendliness.

At College level, students and teachers are encouraged to participate in waste management and energy efficiency **awareness** activities that will continue over the next years. In this context, in 2020, awareness raising posters were developed.

Following the **Forum** organised in February 2019 by TTE, SSU and CMU, a '**Manifesto** to raise awareness for Climate Responsive Design' was widely disseminated to all participants and stakeholders in 2020. It is now being used to frame a website and an online course on this topic, which will be launched in 2021.

### 7.2 Gender

Throughout all result areas, the project seeks to improve the environment in which students are learning and staff are working through better management, construction and teaching practices. In every Steering Committee, the **GBV follow up matrix** is presented to review the project contribution to the implementation of the national action plan on GBV.

Infrastructure includes a focus on gender-responsive facilities, particularly for dormitories and sanitation facilities. Early childhood centres have been built in all Colleges to welcome the young children allowing their parents (student teachers and teacher trainers) to study and work freely.

However, considering the closing of schools since March 2020, little actions have been undertaken in 2020 to raise awareness on gender issues, and to promote a Safe Learning Environment. An awareness Campaign had been prepared for 2020 and has been pushed to 2021.

### 7.3 Digitalisation

TTE project considers digitalisation as a **catalyst for the development of the Colleges**. The 3 project components use Digitalization as a leverage to develop the Colleges:

- The infrastructure component allows access to digital infrastructure: staff and students from the Colleges have access to brand new resource centres, with computer labs and 21st century libraries, where they can access online & offline, digital and non-digital resources
- The institutional development component promotes the digital transformation of the management practices. Different management software have been introduced in the institutions for financial, academic, HR and library management
- The pedagogy component in 2020 skilled NTC staff on the use of ICT to ensure the continuity of learning. Among others, they learnt how to prepare slide presentations, how to conduct online tests, how to create educational tools. The first real online course on teaching methods has also been co-created with staff and students, and rolled out in 2020.

The project was also evaluated in the context of the field mission of the Evaluation of Digital for Development's strategic note of the Belgian Cooperation, commissioned by the Federal Public Service Foreign Affairs, and executed by EY consultancy services. The TTE project was document as a good practice.

### 7.4 Decent work

The project conducted in 2019 a **Tracer Study** of NTC students who graduated in 2017. 91% of the respondents were employed – 81% as teachers - mostly in private schools (79%). Graduates found it easy to find employment, and majority (51%) got their first job within 6 months after graduation. Graduates are teaching the classes they were trained for: 98% teaches O' level (S1-S4).

However, it is important to note that 60% of the employed graduates were dissatisfied with their current jobs citing poor or delayed salaries.

88% of the graduates noted gaining good practical skills, knowledge and professional methods from the institutions. Graduates received a high rating by employers in all skills, specifically subject knowledge and teaching methods. 86% of employers think NTC graduates are more professional, hands-on and committed to work compared to those from other Professional institutions. These data show to which extent the graduates trained in the supported institutions are competent.

Considering the epidemic situation, a Tracer Study was not re-conducted in 2020. The Tracer Study will be planned once new students are graduating, after moderation of exams by KyU.

## 8 Lessons learned

In 2019, TTE project started his capitalisation journey. The central objective of the process is to ensure that the knowledge which has been gained is shared both internally and externally, and reach people who can make use of the lessons learned. The project team has defined the capitalisation products they want to develop during the project implementation: an impact video, a capitalisation website, a capitalisation document.

The capitalisation journey took a central stage in 2020 with the dissemination of a capitalisation document on the 3 components of the project in the context of the Digital Celebration of the Teachers' Day in October 2020.

The different communication supports developed in 2020 (see annex 10.6) contributes to this capitalisation.

### 8.1 The successes

- The project team demonstrated high **adaptation capacity** for the implementation in a totally new and constantly changing context due to the COVID-19 Pandemic. The project effectively supported the Colleges to ensure the continuity of learning during the school closure. The good practices were recognised and showcased both in national (Teachers' Day) and international events (UNESCO Mobile Learning week, ...).
- The NTC staff, and the project team as well, embarked on a **learning journey**, where innovation and creativity are encouraged, where successes are celebrated, and where we learn from errors. This system has allowed the development of a strong **Peer2Peer Support** community within the project and the NTCs. Staff members discovered that they are themselves powerful resources for capacity building. This success is a key step in view of sustainability.
- The team managed to view the situation as a reservoir of **opportunities**. Changes which were seen as impossible one year ago were suddenly seen as required. The situation has accelerated the adoption of **ICT** in Teaching and Learning.
- **User centred approaches**, by which the products are designed with the users (ex: General Teaching Methods online course, TTE Sandbox) require time and are rewarding as they contribute a lot to the mind shift process.
- Quality **knowledge management products**, disseminated with relevant communication strategies, increase project visibility and is an excellent basis for advocacy.
- A **comprehensive approach**, such as in TTE project, which encompasses work on infrastructure, management and pedagogical capacities, are beneficial to the supported institutions. However, it requires a lot of agility to manage 3 very different components as a single project, and not as 3 different silos. Transversal themes of Gender, Digitalisation and Environment, as well as the knowledge management journey, has helped us to make the "glue" between the different project components.
- **Gender** transformative change require well-developed approaches. A key requirement is to ensure that the beneficiary institutions acknowledge that there is a problem, for it to be tackled properly. In addition, it is not enough to raise awareness on GBV without introducing special measures for effective case management. In this context, it is important to have a multi-stakeholders approach so that a global answer can be provided.



## 8.2 The Challenges

- The measures taken by the Government of Uganda to tackle the COVID-19 pandemic led to **uncertainty** in project implementation.
- The school closing and then partial reopening called for **different ways** to manage educational institutions and to ensure the continuity of learning.
- The constant **changes in the staff** managing the supported institutions (new Principals, new Deputies, etc.) had a negative influence on the adoption of the change process and consequently jeopardizes sustainability. In this context, repetition is key !
- Institutional anchorage, such as TTE within the TIET Department, and high visibility of project successes facilitate project implementation but do not guarantee institutionalisation nor scaling up of the innovations. Despite the Government is fully involved in the project Steering Committee, and in the project implementation through the TIET Department, despite the recognised added value of the innovations piloted, the GoU **commitment to institutionalise** the changes brought by the project is still weak in a context where the financial resources for the education sector are being reduced. Here as well, advocacy and networking with other EDPs remain primordial.
- The current **curriculum** used in supported Colleges is outdated (1992) and does not meet the needs of the 21st Century teachers. Key topics such as Active Teaching and Learning, Gender-responsive pedagogy and ICT in Teaching and Learning are not part of the curriculum. This situation of non-revision of the curriculum prevents the institutionalisation of the initiatives lead by the project – mainly for the pedagogy component. In this context, advocacy remains an ally.

## 8.3 Strategic learning questions

For the “soft” components of the project - institutional development, maintenance and pedagogy, most learning questions relate to **capacity building effectiveness**. A key learning point in 2020 is the importance of Peer 2 Peer Support where staff as students find the resources they require for learning by themselves (thanks to the opportunities offered by Internet in order to access to quality content) and among their peers.

Although, the TTE project was not designed as a D4D project (**Digital for Development**), digital tools have become unavoidable in the context of school closure. The study on e-learning readiness demonstrated that access to ICT equipment is quite high for both staff and students. The attitudes of staff and students are also very positive towards digitalisation and e-learning. However, the study showed that access to equipment, digital literacy skills and positive attitudes are not sufficient. From the study findings, the main barrier is currently access to Internet. The key learning point here is the importance to find the right balance between all variables in view of sustainable change in digital behaviour: access to ICT equipment, internet connectivity, attitudes and skills.

For 2021, the project team would like to focus on the following strategic learning questions:

- For the infrastructure component, the main learning question is to what extent the College will have the **technical and financial capacity to maintain** the constructions and equipment?
- For the “soft” components, the main learning question is to what extent can the **knowledge and use of psychological theories on behavioural change** can help us define better awareness and training strategies in order to induce a long lasting change at the level of individual (in use of ATL), of the College (in participatory approach to management), of the Ministry (in coordination)?

- To what extent can **quality knowledge management** products influence the adoption, adaptation and scaling up of good practices at individual level (ATL, ICT, etc.), at NTC level (maintenance) and central level (curriculum review)?
- To what extent, can the **grant modality** be used as a capacity building tool for public institutions, such as NTCs, in implementation of RBM?

## 8.4 Summary of lessons learned

Lessons learned	Target group
<i>A <b>comprehensive approach</b>, such as in TTE project, which encompasses work on infrastructure, management and pedagogical capacities, are beneficial to the supported institutions.</i>	<i>Country Portfolio, Representation, Enabel departments in Brussels, Belgium</i>
<i>In any project, <b>digitalization</b> can be used as an enabler to catalyse development. Even if TTE project is not a pure D4D project, it contributes a lot to D4D.</i>	<i>Intervention, Country Portfolio, Representation</i>
<i>Finding the <b>right balance</b> between different variables in view of sustainable change in <b>digital behaviour</b> is key: access to ICT equipment, internet connectivity, attitudes and skills.</i>	<i>Intervention, Country Portfolio, Representation</i>
<i><b>Capacity building</b> strategies are very effective and more sustainable when they are based on Peer 2 Peer Support.</i>	<i>Intervention, Country Portfolio, Representation</i>
<i><b>Gender</b> transformative change require well-developed approaches. A key requirement is to ensure that the beneficiary institutions acknowledge that there is a problem, for it to be tackled properly. In addition, it is not enough to raise awareness on GBV without introducing special measures for effective case management.</i>	<i>Intervention</i>
<i><b>Participatory approaches</b>, by which the products are designed with the users (ex.: General Teaching Methods online course) require time and are rewarding as they contribute a lot to the mind shift process.</i>	<i>Intervention</i>
<i>The constant <b>changes in the staff</b> managing the supported institutions (new principals, new deputies, etc.) has a negative influence on the adoption of the change process and consequently prevents sustainability. In this context, repetition is key !</i>	<i>Intervention</i>
<i>Institutional anchorage, such as TTE within TIET Department, facilitates project implementation but does not guarantee institutionalisation nor scaling up of the innovations. Advocacy and networking with other EDPs remain primordial.</i>	<i>Intervention, Country Portfolio</i>

## 9 Steering

### 9.1 Changes made to the intervention

Following the request of the October 2019 Steering Committee to **align the duration** of Kaliro & Muni interventions with Kabale/Mubende intervention, the duration of the specific agreements of Kaliro and Muni were amended in March 2020.

Budget modifications were also approved by the Steering Committee in June 2020. In this meeting, it was agreed to move the budget foreseen for PDU to other project priorities, in a context where their interest and role in the project implementation was weak.

Updates in the Human Resource set up were also approved by the Steering Committee in February and June 2020.

In November 2020, the technical and financial proposal for the bridging phase was also approved by the Steering Committee.

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## 9.2 Decisions taken by the Steering and monitoring committee

The table below only presents the key decisions which were taken in 2020. For a complete overview, kindly refer to Pilot.

Decision				
Budget for <b>maintenance</b> should be allocated from capitation grant		04/10/2016		Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Advocacy to have a budget for maintenance allocated from capitation grant.	PM team	30/06/2021	A budget for maintenance is currently included in NTC grant agreement. Advocacy will continue for having it included from the capitation grant.	In Progress
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Encourage NTCs to allocate benefits from income generating activities to maintenance	CORNILLE Bart	30/06/2021	A study was done to propose to the NTCs different scenarios for their financial sustainability.	In Progress

Decision				
MoES needs to pursue the <b>land title for NTC Mubende</b>		28/11/2018		Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
<b>Pursue land title for NTC Mubende</b>	N/A	31/01/2020	Commitment from PS that the land is secure (Letter of September 2018). Commitment from Buganda Land Board to regularise the situation and maintain NTC Mubende on the land (Letter of March 2020). Follow up of decisions from Inter Ministry Council on Land issues during SC.	Completed

Decision				
MoES needs to closely follow up on the <b>certificates issue by KyU</b>			28/11/2018	Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
MoES to submit a report to Enabel on the certificates issue by KyU	PM	18/01/2019	However, the data collected from the NTCs show that the backload of Certificates has been settled up to 2018. Concerns have been raised to the Steering Committee as 2019 graduation did not take place yet.	In Progress

Decision				
The NTC DES <b>Curriculum</b> needs to be revised			20/02/2019	Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Advocate towards KYU to mobilize funds for the revision of the NTC curriculum	Kamwana Jonathan	15/03/2019	The new NTP policy foresees a change in the institution responsible for NTC curriculum (from KyU to UNITE), which will become a degree level. This	In Progress

			requires a review of the NTC curriculum. The project will strengthen its advocacy towards UNITE to make sure that the changes brought by TTE project will be institutionalised through the new curriculum (Active Teaching and Learning, ICT basic skills, ICT in T&L, Gender responsive pedagogy, Continuous school practice, etc.).	
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Decision		
The request to <b>re-tender for construction work in NTC Mubende</b> , using negotiated procedures is supported.	18/02/2020	Steering Committee

Decision		
The new HR set up for the finance team and the following recruitments are approved:  - 1 Finance Project Controller to start in March 2020  - 2 Young Professional Account Assistants: one to start in July 2020, and a second one to start in January 2021 if the need is confirmed	18/02/2020	Steering Committee
The extension of expatriate positions is approved	18/02/2020	Steering Committee

<ul style="list-style-type: none"> <li>• Approve the extension of Infrastructure International Expert up to May 2021</li> <li>• Approve the extension of Institutional Development Expert up to May 2021</li> <li>• Approve the extension of Project co-coordinator up to June 2021</li> </ul>		
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Decision		
<p>The following recruitments are approved:</p> <ul style="list-style-type: none"> <li>- Expert for E-Learning in Institutional Development</li> <li>- Expert for Infrastructure</li> <li>- Junior Infrastructure Officer</li> </ul>	16/06/2020	Steering Committee

Decision		
Budget change proposal is approved.	29/06/2020	Steering Committee



### 9.3 Considered strategic reorientations

The focus on the coming year will be on **consolidation** of all the 3 results areas, while bringing in **innovations** in the context of the bridging phase.

In 2021, the proper use and the **maintenance** of the infrastructure will be at the core of the project as well, in order to strengthen the sustainability.

**Knowledge management** will definitively take an important place, in order to increase the visibility and sustainability of the results.

### 9.4 Recommendations

Recommendations	Actor	Deadline
Prepare an addendum to the Specific Agreement UGA1503111 in order to extend the duration and channel additional budget that will cater for activities in the 5 NTCs, CMU and TIET Department.	Embassy of Belgium in Uganda, Enabel and the MoES	1 <sup>st</sup> Semester 2021
Conduct an interim review which will lead to an updated theory of change and logical framework.	Embassy of Belgium in Uganda, Enabel and the MoES	1 <sup>st</sup> Quarter 2021
Conduct the end-term review for the 3 interventions (UGA1502911, UGA1503011, UGA1503111) at the end of the extension of the Kabale and Mubende specific agreement.	Embassy of Belgium in Uganda, Enabel and the MoES	End of 2022
Strengthen the implementation, monitoring and sustainability of D4D interventions		End of 2022

## 10 Annexes

### 10.1 Quality criteria

<b>1. RELEVANCE: The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.</b>					
<i>Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>					
Appraisal of RELEVANCE: Total score		A	B	C	D
		X			
<b>1.1 1.1. What is the current degree of relevance of the intervention?</b>					
X	A	Clearly still anchored in national policies and the Belgian strategy, meets the commitments on aid effectiveness, extremely relevant for the needs of the target group.			
	B	Still embedded in national policies and the Belgian strategy (even though not always explicitly so), relatively compatible with the commitments on aid effectiveness, relevant for the needs of the target group.			
	C	A few questions on consistency with national policies and the Belgian strategy, aid effectiveness or relevance.			
	D	Contradictions with national policies and the Belgian strategy, the commitments on aid effectiveness; doubts arise as to the relevance vis-à-vis the needs. Major changes are required.			
<b>1.2 Is the intervention logic as currently designed still the good one?</b>					
X	A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses clearly identified and managed; intervention exit strategy in place (if applicable).			
	B	Appropriate intervention logic even though it could need certain improvement in terms of hierarchy of objectives, indicators, risks and hypotheses.			
	C	Problems pertaining to the intervention logic could affect performance of an intervention and its capacity to control and evaluate progress; improvements required.			
	D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.			

<b>2. EFFICIENCY OF IMPLEMENTATION TO DATE: A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.</b>					
<i>Do as follows to calculate the total score for this quality criterion: At least two 'A's, no 'C' or 'D' = A; two 'B's = B, no 'C' or 'D' = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>					
Appraisal of the EFFICIENCY: Total score		A	B	C	D
			X		

<b>2.1 To what extent have the inputs (finances, HR, goods &amp; equipment) been managed correctly?</b>	
	<b>A</b> All inputs are available in time and within budget limits.
x	<b>B</b> Most inputs are available within reasonable time and do not require considerable budgetary adjustments. Yet, there is still a certain margin for improvement possible.
	<b>C</b> The availability and use of inputs pose problems that must be resolved, otherwise the results could be at risk.
	<b>D</b> The availability and management of the inputs is seriously lacking and threaten the achievement of the results. Considerable changes are required.
<b>2.2 To what extent has the implementation of activities been managed correctly?</b>	
	<b>A</b> Activities are implemented within timeframe.
x	<b>B</b> Most activities are on schedule. Certain activities are delayed, but this has no impact on the delivery of outputs.
	<b>C</b> The activities are delayed. Corrective measures are required to allow delivery with not too much delay.
	<b>D</b> The activities are seriously behind schedule. Outputs can only be delivered if major changes are made to planning.
<b>2.3 To what extent are the outputs correctly achieved?</b>	
	<b>A</b> All outputs have been and will most likely be delivered on time and in good quality, which will contribute to the planned outcomes.
x	<b>B</b> The outputs are and will most likely be delivered on time, but a certain margin for improvement is possible in terms of quality, coverage and timing.
	<b>C</b> Certain outputs will not be delivered on time or in good quality. Adjustments are required.
	<b>D</b> The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.

**3. EFFECTIVENESS TO DATE: Extent to which the outcome (specific objective) is achieved as planned at the end of year N**

*Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C', no 'D' = C; at least one 'D' = D*

<b>Appraisal of EFFECTIVENESS:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Total score</b>		<b>X</b>		

**3.1 At the current stage of implementation, how likely is the outcome to be realised?**

	<b>A</b>	It is very likely that the outcome will be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.
X	<b>B</b>	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have not had much of an impact.
	<b>C</b>	The outcome will be achieved only partially, among other things due to the negative effects to which the management was not able to fully adapt. Corrective measures should be taken to improve the likelihood of achieving the outcome.
	<b>D</b>	The intervention will not achieve its outcome, unless significant fundamental measures are taken.
<b>3.2 Are the activities and outputs adapted (where applicable) in view of achieving the outcome?</b>		
	<b>A</b>	The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.
x	<b>B</b>	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances in view of achieving the outcome. Risk management is rather passive.
	<b>C</b>	The project has not fully succeeded to adapt its strategies in function of the evolving external circumstances in an appropriate way or on time. Risk management is rather static. A major change to the strategies seems necessary to guarantee the intervention can achieve its outcome.
	<b>D</b>	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.

**4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).**

*Do as follows to calculate the total score for this quality criterion: At least three 'A's, no 'C' or 'D' = A; maximum two 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D*

<b>Appraisal of POTENTIAL SUSTAINABILITY: Total score</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
		X		

<b>4.1 Financial/economic sustainability?</b>		
	<b>A</b>	Financial/economic sustainability is potentially very good: Costs related to services and maintenance are covered or reasonable; external factors will have no incidence whatsoever on it.
	<b>B</b>	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.
X	<b>C</b>	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or in relation to the target groups, or else in terms of the evolution of the economic context.
	<b>D</b>	Financial/economic sustainability is very questionable, unless major changes are made.

<b>4.2 What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?</b>		
	<b>A</b>	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continue to produce and use the results.
X	<b>B</b>	Implementation is strongly based on the Steering Committee and other relevant local instances, which are also, to a certain extent, involved in the decision-making process. The likelihood that sustainability is achieved is good, but a certain margin for improvement is possible.
	<b>C</b>	The intervention mainly relies on punctual arrangements and on the Steering Committee and other relevant local instances to guarantee sustainability. The continuity of results is not guaranteed. Corrective measures are required.
	<b>D</b>	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.
<b>4.3 What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?</b>		
	<b>A</b>	The intervention receives full policy and institutional support and this support will continue.
	<b>B</b>	The intervention has, in general, received policy and institutional support for implementation, or at least has not been hindered in the matter and this support is most likely to be continued.
X	<b>C</b>	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.
	<b>D</b>	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee sustainability of the intervention.
<b>4.4 To what degree does the intervention contribute to institutional and management capacity?</b>		
	<b>A</b>	The intervention is integrated in the institutions and has contributed to improved institutional and management capacity (even though it is not an explicit objective).
X	<b>B</b>	The management of the intervention is well integrated in the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required. Improvement is possible in view of guaranteeing sustainability.
	<b>C</b>	The intervention relies too much on punctual instances rather than on institutions; capacity development has failed to fully guarantee sustainability. Corrective measures are required.
	<b>D</b>	The intervention relies on punctual instances and a transfer of competencies to existing institutions, which is to guarantee sustainability, is not likely unless fundamental changes are made.

## **10.2 Updated Logical framework and/or Theory of Change**

No significant change to the logical framework was done in the past 12 months.

In 2021, the indicators will be further finetuned through the monitoring and evaluation review which will take place in January 2021, with the support of an external expertise, in a participatory approach with project staff and partners.

In a gender approach, the indicators will be disaggregated each and every time possible and will include specific gender responsive indicators (indicator on GBV, or indicator on the gender digital divide, etc.).

The updated logical framework will then be validated by the Steering Committee in the first semester of 2021.

### 10.3 Summary of MoRe Results

Results or indicators of the logical framework changed during the last 12 months?	No
Report of the Baseline registered in PIT?	Yes
MTR Planning (registered report)	Yes (October 2019)
ETR Planning (registered report)	No (Planned for end of 2022)
Backstopping missions since 01/01/2012	Registered in Pitweb

## **10.4 'Budget versus Actuals (y – m)' Report**

See attached the 'Budget versus Actuals (y – m)' Report'.



## 10.5 Resources in terms of communication

The project has developed a number of Information, Education and Communication (IEC) materials to support the implementation of activities within the National Teachers' Colleges. These materials range from articles, studies, publications and documentaries. Below is the current list of available materials:

### Articles:

1. Transforming Information into Shareable Knowledge - Uganda:  
<https://open.enabel.be/en/UGA/2197/1159/u/transforming-information-into-shareable-knowledge-uganda.html>
2. In Uganda, MTN, a Telecommunications Provider and Enabel Partner to Promote Distance Learning:  
<https://open.enabel.be/en/UGA/2197/1158/u/in-uganda-mtn-a-telecommunicatins-provider-and-enabel-partner-to-promote-distance-learning.html>
3. Enabling the Continuity of Learning - Uganda:  
<https://open.enabel.be/en/UGA/2197/1096/u/enabling-the-continuity-of-learning-uganda.html>
4. Digitalization the Solution to Teacher Absenteeism - Uganda:  
<https://open.enabel.be/en/UGA/2167/1082/u/digitalization-the-solution-to-teacher-absenteeism-uganda.html>
5. NTC Lecturers Redefining the Teaching Process in Uganda:  
<https://open.enabel.be/en/UGA/2166/1165/u/ntc-lecturers-redefining-the-teaching-process-in-uganda.html>
6. National Teachers' Colleges Receive Newly Constructed Buildings:  
<https://open.enabel.be/en/UGA/2166/1204/u/national-teachers-colleges-receive-newly-constructed-buildings-uganda.html>
7. Enabling the Continuity of Learning in Uganda: The Impact of the Covid-19 Pandemic on the Education System: <https://www.ukfiet.org/2020/enabling-the-continuity-of-learning-in-uganda-the-impact-of-the-covid19-pandemic-on-the-education-system/>

### Posters:

1. Screencasting Challenge:  
<https://www.facebook.com/EnabelinUganda/posts/1815347038597442>
2. Make it Work from Home:  
<https://drive.google.com/file/d/1jYHSZ5J3fxCmsj2dBBPJwzXg3NuOqy5W/view?usp=sharing>
3. Maintenance Posters:  
<https://drive.google.com/file/d/14xuv2nFAGbMRtVX9t39GsHoeR2KtWaIr/view?usp=sharing>  
[https://drive.google.com/file/d/1nF8KXsQ3H1TFZLqT7OxD\\_CZ7vxhJwBby/view?usp=sharing](https://drive.google.com/file/d/1nF8KXsQ3H1TFZLqT7OxD_CZ7vxhJwBby/view?usp=sharing)

[https://drive.google.com/file/d/1aDSb1U8XB6\\_l7WV9M71e5zFXz8ckmH1l/view?usp=sharing](https://drive.google.com/file/d/1aDSb1U8XB6_l7WV9M71e5zFXz8ckmH1l/view?usp=sharing)

4. DIY Soap Tutorials:  
[https://drive.google.com/file/d/1NHzDQmRDIcoUMiY5jJ2CC\\_NHObPWkaPo/view?usp=sharing](https://drive.google.com/file/d/1NHzDQmRDIcoUMiY5jJ2CC_NHObPWkaPo/view?usp=sharing)

[https://drive.google.com/file/d/1NHzDQmRDIcoUMiY5jJ2CC\\_NHObPWkaPo/view?usp=sharing](https://drive.google.com/file/d/1NHzDQmRDIcoUMiY5jJ2CC_NHObPWkaPo/view?usp=sharing)

General Teaching Methods Poster:

<https://drive.google.com/file/d/1ZvgWI8hXla81qUL-78iTFIx4pEC67wTz/view?usp=sharing>

### **Videos:**

1. Launch of a Distance Learning Strategy in Times of Covid-19 in Uganda:  
<https://open.enabel.be/en/UGA/2197/1148/u/launch-of-a-distance-learning-strategy-in-times-of-covid-19-in-uganda.html>
2. Creation of Promotional Materials to Inform on Coronavirus - Uganda:  
<https://open.enabel.be/en/UGA/2197/1079/u/creation-of-promotional-materials-to-inform-on-coronavirus-uganda.html>
3. Speak Out Your Feelito! – A Campaign to End Gender-Based Violence in Colleges – Uganda: <https://open.enabel.be/en/UGA/2197/1078/u/speak-out-your-feelito-a-campaign-to-end-gender-based-violence-in-colleges-uganda.html>
4. Making It Work At Home – Some Video Tips from Uganda on How to Work Efficiently from Home:  
<https://open.enabel.be/en/UGA/2197/1077/u/making-it-work-at-home-some-video-tips-from-uganda-on-how-to-work-efficiently-fom-home.html>
5. Belgium and Uganda Teacher Exchange Programme:  
<https://open.enabel.be/en/UGA/2197/1076/u/belgium-and-uganda-teacher-exchange-programme.html>
6. Uganda Teachers Say What They Think of the TTE Sandbox Strategy:  
<https://open.enabel.be/en/UGA/2167/1146/u/ugandan-teachers-say-what-they-think-of-the-tte-sandbox-strategy.html>
7. Time-on Task Improving Teacher Attendance – Uganda:  
<https://open.enabel.be/en/UGA/2167/1088/u/time-on-task-improving-teacher-attendance-uganda.html>
8. Pedagogy Tip Video: Lesson Plan in National Teachers' College – Uganda:  
<https://open.enabel.be/en/UGA/2167/1075/u/pedagogy-tip-video-lesson-plan-in-national-teachers-college-uganda.html>
9. Pedagogy Tip Video: Project-Based Learning in National Teachers' Colleges in Uganda: <https://open.enabel.be/en/UGA/2166/1074/u/pedagogy-tip-video-project-based-learning-in-national-teachers-college-in-uganda.html>
10. Pedagogy Tip Video: Learning Stations in Uganda:  
<https://open.enabel.be/en/UGA/2166/1073/u/pedagogy-tip-video-learning-stations-in-uganda.html>

11. National Teachers' College in Uganda Go Digital:  
<https://open.enabel.be/en/UGA/2166/1072/u/national-teachers-colleges-in-uganda-go-digital.html>
12. How to Apply Problem-Based Learning in a Classroom:  
<https://open.enabel.be/en/UGA/2166/978/u/how-to-apply-problem-based-learning-in-a-classroom.html>
13. How to Make Your Own Face Mask:  
[https://www.youtube.com/watch?fbclid=IwAR1xTON5fd8Ci1xRxzKIASACx9uJmjA1v4pTtpYyL7P\\_BOEU8e5ESIPYDlA&v=hBhJlxu5ITo&feature=youtu.be](https://www.youtube.com/watch?fbclid=IwAR1xTON5fd8Ci1xRxzKIASACx9uJmjA1v4pTtpYyL7P_BOEU8e5ESIPYDlA&v=hBhJlxu5ITo&feature=youtu.be)

### **Publications:**

1. ICT Tutorials:  
<https://drive.google.com/drive/folders/1BO6VHjnFwVTI8Vco5n6jOgUjwoerg-RR?usp=sharing>
2. Capitalization Document:  
[https://issuu.com/tteugandaenabel/docs/29092020\\_finalcapdoc](https://issuu.com/tteugandaenabel/docs/29092020_finalcapdoc)

**One Stop Portal:** <https://padlet.com/teachertraininguganda/Sandbox>

### **Studies:**

1. Interim Review and e-learning Readiness (on-going)

### **Events:**

1. Kampala Innovation Week:  
<https://www.facebook.com/EnabelinUganda/posts/1874980735967405>
2. Teacher Day:  
[https://www.facebook.com/watch/live/?v=370390047674764&ref=watch\\_permalink](https://www.facebook.com/watch/live/?v=370390047674764&ref=watch_permalink)  
Teacher Day Report:  
<https://infogram.com/teacher-day-report-1hnp27w1k8dy4gq?live>
3. UNESCO event: Presentation of the Sandbox during the Innovation Week
4. Infrastructure inauguration in Kabale NTC on 27<sup>th</sup> November