



## Closing Report

Interventions

Improve teacher training in  
National Teachers' College

MUNI

UGA 15 029 11

KALIRO

UGA 15 030 11

UGANDA

Belgian development agency

[enabel.be](http://enabel.be)

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## 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/HTVET	Director/ Higher, Technical, Vocational Education and Training
DES	Directorate of Education Standards
D4D	Digitalisation for Development
EDP	Education Development Partners
EPPA	Education Planning and Policy Analysis (Department of the MoES)
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



## 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
<b>Code of the interventions</b>	UGA1502911 (Muni) UGA1503011 (Kaliro)
<b>Location</b>	Kampala, Muni, Kaliro, Kabale, Mubende, Unyama
<b>Total budget</b>	<b>Belgian contribution: EUR 15.000.000 :</b>  UGA1502911 (Muni) : 7,5 millions UGA1503011 (Kaliro): 7,5 millions <b>Ugandan contribution: EUR 1.500.000 (in kind)</b>
<b>Partner institution</b>	Ministry of Education and Sports (MoES)
<b>Start date of the Specific Agreements</b>	4 November 2015 for the 2 interventions
<b>Start date of the interventions – Opening steering committee</b>	4 October 2016 for the 2 interventions
<b>Expected end date of execution</b>	The closing phase started in January 2021
<b>End date of the Specific Agreements</b>	27 June 2021 (Muni & Kaliro specific agreements were extended through an amendment)
<b>Target groups</b>	<u>Both</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. <u>Kaliro</u> : Management and staff of the Teacher and Instructor Education and Training (TIET) Department of the MOES.
<b>Impact</b>	Increased access to quality post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET).
<b>Outcome</b>	Improved teaching and practice-oriented learning facilities sustained by strengthened management
<b>Outputs</b>	1: The organisational and financial management capacity of NTCs Kaliro and Muni to deliver their strategic priorities is strengthened. 2: Access to quality training and learning facilities in NTC Kaliro and Muni is increased. 3/Kaliro: The institutional and organisational capacity of the TIET Department is strengthened

	3/Muni: The capacity of CMU and PDU to deliver their services in a timely, efficient and effective way is strengthened
<b>Years covered by the report</b>	2016 - 2021



## 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.

### 2.1 Relevance

	Performance
Relevance	A

The project is in harmony with the Government of Uganda (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.

The strategies developed at Colleges level clearly answer the needs of the Secondary teacher education system (5 NTCs + TIET), especially the setting up of the “result based” monitoring framework. The action also focused on improving knowledge and skills of lecturers and secondary school teachers, according to their training needs. The active participation of Colleges’ stakeholders in the implementation of the construction works also demonstrated how the action was aligned with beneficiaries’ expectations.

The years 2016-2021 demonstrated the relevance of the approach to support the central institutions, particularly TIET and CMU. The project has indeed supported different priorities from TIET Department (National Teacher Policy Secretariat, UNITE Task Force workshops, Teacher Education Symposia...). The innovative collaboration modalities with CMU for the

procurement and follow up of constructions 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.”

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 colleges 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 was 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 also demonstrated how the action is aligned with beneficiaries’ expectations.

## 2.2 Effectiveness

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

The project implementation was effective throughout the years. The key activities planned were implemented.

This has led towards a better management of the NTCs with the setting up of an integrated and systemic mechanism for planning, budgeting and monitoring and with the implementation of grants agreement.

As stated in the midterm 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 be 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*”.

The Digital transformation of the Colleges also started with the introduction in 2019 of a digital tool for HR management and a financial management software, and the development of a an in house academic management software in 2020.

In terms of infrastructure, the implementation period saw all construction works completed and handed over in the 2 NTCs concerned by these interventions: Kaliro and Muni. These were accomplished despite a full lockdown in 2020 where no movement was allowed for more than 3

months. 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, NTC lecturers were acknowledged as mentors for in service secondary school teachers. In 2018, the focus was put on strengthening the application of ATL among NTC lecturers and partner secondary school staff. In 2019, the focus was put on the use of ICT in Teaching and Learning. Additionally, the focus in 2020 was 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 March 2021 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 Year 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.

### 2.3 Efficiency

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

The key activities planned for the years 2017 – 2021 were implemented. The main operational strategies were strongly built as well as the capacities of the team that carried them out.

In the design of all activities, efficiency was 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 also tested alternative ways of organising activities, through online trainings, online meetings, which were 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 ...) as explained by the midterm review: *“This affected the level of performance as regards the efficiency measure.”* However, these delays did not threaten the achievement of expected results.

## 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, setting up of a national pedagogy team, and frequent reviews with colleges...) was taken.

For the management of the NTCs, the changes induced by the project were well accepted: the success of the Quarterly Performance Reviews were very encouraging. The signature of the grant agreements with the colleges was used to strengthen the institutional capacities to raise and manage more funds. However, the closing of schools in 2020 slightly negatively affected the changes induced in the previous years; 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 a College ICT Manager to develop an in house academic management software, whose rolling out had commenced in 2020. As the NTCs re-open, in March 2021, it will be important to make sure the changes, which were taking roots, are strengthened in view of sustainability in the context of the bridging phase.

Buildings and renovations were carried out in a way to increase energy efficiency and reduce operation costs. In 2020, with the handover of the construction works to the Colleges, several trainings on maintenance were organised in order to contribute to the sustainability of all the infrastructure and equipment. That increased sustainability but questions remained in terms of budget availability for later maintenance and repair works. 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 in the context of the bridging phase.

Finally, most activities were designed in order to develop low cost systems, articulated with the actors' official responsibilities whose skills are strengthened (system of NTC based mentors, continuous school practice, NTC helpdesk...). These considerations contribute to potential sustainability of the interventions. However, the absence of 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 process will be facilitated by the highest visibility of the project outputs gained in 2020, through the capitalisation journey.

## 2.5 Conclusions

Throughout the years, important progress was made in all project components to achieve expected results.

**The students trained in the institutions are competent teachers**

The project conducted in 2019 a Tracer Study of NTC students who graduated in 2017. 91% of the respondents were employed – 81% as teachers. 88% of the graduates noted gaining good practical skills, knowledge and professional methods from the institutions. Graduates received a high rating by employers in all skills, specifically subject knowledge and teaching methods. 86% of employers think NTC graduates are more professional, hands-on and committed to work compared to those from other professional institutions. These data show to which extent the graduates trained in the supported institutions are competent teachers.

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

The interventions also greatly improved the facilities in which the NTC community works and studies, making the campus a safer place for both staff and students. Following the Study completed in 2019, Gender Based Violence was recognised as a problem, and measures were taken to tackle it. This contributed to a safer environment for staff and students.

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

### **NTC lecturers are competent in ATL**

Concerning the pedagogical competences, the effective use of ATL by lecturers within NTCs remains high (2.8 on a scale of 4). The use of ATL is also widely cascaded from NTC lecturers to the NTC students. The pilot system of continuous school practice, by offering the students more practice opportunities, has made them more confident. The teaching methods used by NTC graduates is an area employers particularly appreciate.

### **NTC management staff uses 21st century skills to run their institution**

With the introduction of the results based management in the 5 NTCs since 2017, Colleges' activities are implemented in a more transparent and collaborative approach. 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.

Concerning the digitalisation of the Colleges' financial management, the shift from the manual system to the digitized Excel e-vote book introduced in July 2018 to QuickBooks software at the end of 2019 was another progress. However, the 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 had been identified to install and train the Colleges on QuickBooks Software. 2021 will focus on the consolidation of this change process, in the context of the bridging phase.

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 re-used it since the last quarter of 2020.

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

The years 2019 and 2020 saw the introduction of very concrete ICT in T&L training modules in which NTC lecturers and students have expressed a lot of interest. The closing of schools in Uganda has contributed towards a change in their attitudes towards the use of digitalisation in their practices.

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. 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.

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.

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 and rolled out in October 2020, with more than 500 students having completed the course.

### Project good practices are documented

In 2020, the **capitalization journey** took a central stage with a focus on knowledge management, in order to increase the sustainability of the results. 2020 saw the dissemination of a capitalization document on the 3 components of the project in the context of the Digital Celebration of the Teachers' Day in October 2020

([https://issuu.com/tteugandaenabel/docs/29092020\\_finalcapdoc](https://issuu.com/tteugandaenabel/docs/29092020_finalcapdoc)).




ICT in Teaching and Learning Tutorials were also shared

(<https://drive.google.com/drive/folders/1BO6VHjnFwVTI8Vco5n6jOgUjwoerg-RR?usp=sharing>).

A One Stop Portal with all the different resources is also available and in full use

(<https://padlet.com/teachertraininguganda/Sandbox>).

The NTCs good practices were showcased in national (Teacher Day 2020) and international events (Unesco Mobile Learning Week 2020, D4D Prize 2020).

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Kampala, 11 May, 2021		

## 3. Assessment of the interventions strategy

### 3.1 Evolution of the context

#### 3.1.1. General and institutional background

In October 2019, the adoption of the **National Teacher Policy** gave 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 taskforce secretariat was appointed.

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

Concerning the general context, as for other parts of the world, Uganda was impacted in 2020 by the **COVID 19 pandemic**. 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. 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. This situation has led to the closing of the NTCs from March to mid-October 2020, when the government implemented a phased re-opening, focusing on candidate classes (Year 2 students in the case of NTCs).

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, 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, which is still a draft document, in the approval process.

### 3.1.2 Management context

#### 3.1.2.1 Partnership modalities

The interventions were managed for key decisions by the steering committee, which regulations were approved in November 2018 and did not need any change after then. The **Steering Committee** met at least twice per year.

The interventions remained anchored to the **TIET** Department of the MoES. The relations with the Department remained very good throughout the years. The 2 project coordinators appointed by TIET Department took an active role in the management of the project. Project management meetings were organised on a regular basis 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 continued to take place through the years, though at a less regular frequency in 2020, due to the pandemic situation. On a quarterly basis, project updates were shared during the TIET meetings with the whole department.

The shift from “co-management” to “own management” for the constructions work in 2018, 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 different Steering committee, and it was agreed in 2020 to move the budget foreseen for PDU to other project priorities.

From 2017, the TTE project signed annual **grant agreements** with the National Teachers' Colleges to support the implementation of the NTC's work-plan. The grant agreements were aligned with the Ugandan fiscal year. The grant agreements contributed to strengthening the institutional capacities of the NTCs in order to raise and absorb more funds from other donors, in view of sustainability.

In 2018, with the financial support of the Belgo-Ugandan Study and Consultancy Fund, a specific cooperation agreement was signed with **Ghent University** to conduct a study on Gender based violence in the National Teachers' Colleges and the Business, Technical and Vocational Education and training (BTVET) institutions supported by Enabel in Uganda. In the last quarter of 2019, the study results were disseminated in the institutions. Since then, GBV is now recognised as a problem in the institutions, and management was willing to tackle violence in campus. The study findings served as a basis to develop an awareness raising campaign on GBV in the National Teachers' Colleges, leading to safe learning environment.

#### 3.1.2.2. Operational modalities

The main operational strategies for NTCs, TIET and CMU, were strongly built over the years, as well as the capacities of the team who carry them out. The project highly benefitted from motivated and skills juniors Experts from the Belgian Junior Programme.



In early 2019, the Project Implementation Manual was updated.

The project staff were fully on-board in 2017, with a quite high turnover over the years. In this context, it was key to focus on **team bonding**: through stand up meetings, staff retreat, team building activities, etc.

“Coordination days” involving the whole staff were held on a regular basis, at least quarterly. This coordination time, when the 5 Field Coordinators were in the Kampala office, was an opportunity to review progress and prepare next steps. As a result, the team worked effectively and collaboratively.

### 3.2 Significant changes to the interventions strategy

The Government of Uganda received 3 grants from the Kingdom of Belgium to finance the Ugandan-Belgian interventions “Improve secondary teachers Education in the National Teacher’s Colleges (UGA 15 029 11, UGA 15 030 11, and UGA 15 031 11). If initially, the interventions were designed to cover 4 out of the 5 public NTCs (Muni, Kaliro, Mubende, Kabale), the Steering committee approved in August 2017, the inclusion of NTC Unyama in order to cover all national secondary teacher training institutions. Since 2017, the 3 interventions are considered **as a single project** – the Teacher Training Education (TTE) project, with shared objectives and resources, one unique Monitoring and Evaluation Matrix, one Steering Committee.

The below sections of the report will consequently follow the order of the outputs of the M&E Matrix, i.e:

- 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)
- 2) Appropriate teaching and learning environment and facilities available at NTCs
- 3) Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools.

In 2017, another key strategic re-orientation concerned the **Long term maintenance strategy**. Muni and Kaliro Technical and Financial Files foresaw the use of a Post-project maintenance fund of 1,4 millions Euros. The issue had been raised during the two backstopping mission from EST (education and infrastructure). It appeared that the provision of a fund for maintenance after the project completion had not been tested elsewhere. Considering the integrity issue in Uganda, the risk of misuse of this fund after project completion could not be under estimated. Thus, it had been decided to cancel this activity and reallocate the budget to other priorities.

In 2018, the shift of the administrative and financial management of the **infrastructure works** from procurement Ugandan law to Belgian law was another significant change – which finally led in 2020, to officially stopping the collaboration with PDU and allocate the funds to other project priorities.

During the October 2019 Steering Committee, the project management team requested the **alignment of the duration** of Kaliro & Muni interventions with Kabale/Mubende intervention. Following the Steering Committee approval and the exchange of letter, the duration of the specific agreements of Kaliro and Muni were amended in March 2020.

In 2019, the key budget modification approved by the same steering committee was to allocate the **budget from the reserve** to the Infrastructure result 2 (Kaliro & Muni) for extra investments in **equipment, furniture** and a **day-care** centre in Unyama.



## 4. Achieved Results

### 4.1 Performance of outcome



#### 4.1.1 Achieved indicators

Within the period of 2017 – 2020 of implementation, there were three academic years (2017-2018, 2018-2019 and 2019-2020) and on average, the 5 NTCs had a total of 461 staff and 5438 students per academic year.

<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 2018	Value 2019	Value 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 for students who enrolled in 2019/2020 academic year is not yet available, due to the COVID 19 pandemic	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 work plans (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% for NTC Kaliro & Muni)	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

#### 4.1.2 Analysis of the achievement of the outcome

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

In terms of the **competency profile of the teachers trained** in the institutions, 92% of the students who had their final exams in 2018, graduated successfully in 2019.

One of the major risks managed by the interventions was 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. However, since 2014, NTC students had not received their graduation documents, preventing them to register and be hired as a teacher. In 2018 and 2019, a huge advocacy process was led by the project which led to have the backlog cleared. A follow up is currently being done in the steering committees to make sure that the students who took exams in 2019 received their documents.

The project conducted in 2019 a Tracer Study of NTC students who graduated in 2017. 91% of the respondents were employed – 81% as teachers. 88% of the graduates noted gaining good practical skills, knowledge and professional methods from the institutions. Graduates received a high rating by employers in all skills, specifically subject knowledge and teaching methods. 86% of employers think NTC graduates are more professional, hands-on and committed to work compared to those from other Professional institutions. The data showed to which extent the graduates trained in the supported institutions were competent. In 2020, the project was unable to provide data considering that the 2019 and 2020 final exams were not yet moderated by Kyambogo University.

Regarding the **effective management** of the supported institutions, the results based management in the 5 NTCs took root, with three years of implementation (fiscal years 2017-18, 2018-19, 2019-20). Throughout the years, colleges have been submitting to TIET Department annual result based work plans aligned with their budget. As a result, the development and implementation of the College work plans was done in a more transparent and collaborative approach. However, the implementation of the work plan by the Colleges remained weak (56% in the final year of data collection).

As to the **access** component, designs were finalized in 2018 in participation with the future users and according to the latest pedagogical principles applicable for teacher training in Uganda and following the tender process, contracts were signed and construction works took off at the end of 2018. By the end of 2020, the constructions and rehabilitations in the 2 colleges reached full completion. 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**, a lot of focus was put from 2018 on the introduction of ATL in partner secondary schools via a mentorship system and on the implementation of the CPD Framework within the NTC. This strategic orientation also allowed to maintain high the effective use of pedagogical competences within NTC – and to widespread active methodologies from NTC lecturers to the NTC students.

The mentorship system became well rooted in the colleges. Mentors were acknowledged as relevant actors for in service training to secondary schools teachers. The collaboration between mentors and national experts was also well consolidated, thanks to the definition of collaboration modalities.

ATL was introduced in PSS through the piloting of the system of continuous school practice. The project survey findings demonstrated the pedagogical interest of such a system to strengthen the students' confidence. Following the advocacy process to focus more on teaching practice, the NTP

foresees one demonstration school per Teacher Training Institution. The teaching methods used by NTC graduates is an area that employers particularly appreciate.

The effective use of ATL by lecturers within NTCs remained high in 2020, despite a bit lower than the previous years. 2020, with the closing of schools, saw indeed the introduction of very concrete ICT in T&L training modules in which NTC lecturers have put a lot of energy – with less attention on the use of ATL, as they were working remotely.

Globally speaking, for all project components, the project managed to reach the expected results.

## 4.2 Performance of output 1



### 4.2.1 Achieved 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 2018	Value 2019	Value 2020	Final Target (2020 - 2021)
<b>Strengthened M&amp;E framework</b>	Number of quarterly meetings at each level (per FY)	No formal monitoring mechanism	4	4	4	4 (per FY)
<b>Strengthened M&amp;E framework</b>	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 2018	Value 2019	Value 2020	Final Target (2020 - 2021)
<b>Capacity development</b>	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
<b>Capacity development</b>	% of implementation of NTCs training plans	0%	76%	83%	Non Applicable (SDHR was completed in 2019)	100%
<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)	65%	80%
<b>Staff management</b>	Time on Task (% of days at station per month)	No formal monitoring mechanism	34%	36%	13% (this is due to the NTC closing)	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)	1%	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 2018	Value 2019	Value 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 2018	Value 2019	Value 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%

#### 4.2.2 Analysis of the realisation of the output

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

Since the fiscal year 2017-2018, a systemic and integrated “**result based**” **management Framework** was implemented in the 5 NTCs. The first step was to agree on a shared vision of the missions of the 5 NTCs based on the analysis of MoES and KyU policies as well on the NTCs regular tasks. This allowed to design a common template for the annual work-plans (2017-18, 2018-19 and 2019-20) and since then, it has been recognized as a real game changer. All committees in the NTCs needed to contribute directly or indirectly to achieving a set of development results. This led to an increased participation from staff in the colleges. The digital database was continuously updated, and change was easily visualized.

However, there was still need for management to take a lead role in the RBM process with the support of TIET. In this context, a benchmarking visit for field coordinators and deputy principals took place in NTC Unyama in December 2019 because the college had overtaken other colleges in terms of achieving results.

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 has also ensured a higher involvement of the committees in the Colleges. The data analysis workshops on site were then followed by a joined quarterly review where we looked 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 2020.

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, new digital tools were introduced in management practices,



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 the monthly online meetings specific managerial topics of discussion were being scheduled via Zoom and the debate continued on the LMS.

All this to say, the RBM model is celebrated for increasing transparency and accountability.

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

For **Finance Management**, the colleges transitioned in less than 3 years from the use of paper books over the Excel e-vote Book which was introduced in the NTCs in 2018, to a more contemporary accounting software. In 2019 some upgrades were done to the E-vote book but it remained not possible to handle multiple users simultaneously. The colleges then decided to opt for the installation of the offline desktop version of QuickBooks Enterprise 15.0. 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 was prepared accordingly, which will be awarded in the bridging phase.

From 2017, annual **grant agreements** were signed with the colleges as a way to strengthen their management capacities, in view of attracting other sources of funding in the future. Therefore, support through desk reviews and field visits by the TTE project (finance and operations) team were implemented throughout the years to ensure success of this initiative. Compared to previous years, and even if the grant duration was extended, the execution rates of the grants agreement for FY 2019-2020 was much lower because of the closing of the schools.

In order to improve the existing capacities in **procurement** management, Agile Investments Ltd trained all Colleges' key stakeholders (from their governing councils to the lecturers) in early 2019. This was deemed critical since this was an avenue through which over 70% of the College meagre resources are spent. The consultants tailored the PPDA Procurement Guidelines to the colleges setting and developed the toolbox, which lists all the required official templates. As a result, the Guidelines and toolbox on "Procurement & Contracts Management in the NTCs" was distributed in 2020 in each NTC (15 copies per NTC).

The implementation of Smart Campus, a **software for academic management**, was launched in Muni and Kaliro during the first phase of the project. In 2017-2018, the project supported its pilot implementation with an external technical support. The use of the software faced a lot of difficulties which were explained in the external assessment of Smart Campus done in 2018. This situation led to stopping the pilot experimentation. The main challenges were technical (no bank integration, no quality support...) and human (user involvement). Following the difficulties faced, a broad academic management assessment was done in 2019 by the project team. During the Kampala Innovation week (October 2019) one team also took up the challenge to design a prototype for an academic management system adapted to the needs of the NTCs. In fact, the above team actually won the education challenge of the hackathon dubbed 'Hack Una Matata'.

The report of the assessment and the input of the hackathon warranted the preparation of a new procurement. A lengthy process of procurement was launched in November 2019 but we failed to identify a good supplier. In 2020, a member of the 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 development of the academic management system that was developed by an ICT officer of NTC Unyama. The Academic Management system is currently being presented to each NTC and being fine tuned prior to its rolled out during the bridging phase.

Relating to **Human resources management**, following a request from the Colleges' management, one of the major innovations was the development of a tool to measure staff's **time on task**. This represented an interesting initiative in the Ugandan context where teaching staff absenteeism was recognized as a major challenge. Tools to measure time on task were developed in a participatory approach, taking advantages of the already existing college initiatives, initially on paper. However, the system revealed to be time consuming: the information recorded on paper had then to be manually entered into a database for analysis. Further brainstorming sessions allowed to co-create a digital attendance management tool. The backbone of the tracking system is KoBoCollect; KoBo Toolbox's data collection app is a free open-source tool for mobile data collection. The tool was designed to ease the NTC staff's daily attendance registration and results compilation with focus on their hours and days in the Colleges. Prior to the roll out of the digitalized platform, the system was piloted in NTC Muni for 1 month (March, 2019) and was approved for usage in the Colleges during the NTCs' quarterly review meeting in April 2019. It was then rolled out in all the NTCs and TIET Department in May, 2019. The time on task tool is now installed in all Colleges: a modern Android device is available at the entrance of each institution. When they enter and leave the institution, staff sign in & out on the tablet, by selecting their name, and making a selfie. This step works offline and does not require Internet. The forms are then uploaded on to the server; and the data is analysed in Excel. The analysis results are shared by management with their staff. This simple tool has had a huge impact. It not only reduced absenteeism drastically, it also whetted the appetite for more digital tools in management and in teaching & learning.

In 2017, **Continuous Professional Development** guidelines were developed and disseminated in all the colleges. A pilot implementation of the guidelines was done during the Fiscal Year 2017-18. Following the pilot implementation, the guidelines were revised via a participatory process. This led to updated guidelines, with an attractive lay out, which were successfully disseminated by the college CPD committees at the beginning of the Academic Year 2018-2019. An additional training for Continuous Professional Development Committee was organized in October 2018 on time on task, staff appraisal, career progression, Continuous Professional Development Framework.

Direct support for Continuous Professional Development activities was also provided by the project in 2019 and 2020, contributing to NTC staff motivation and allowing to take into account the subjects and not only teaching methods. CPD support was well appreciated by College staff (2.7/4). 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 allowed 63 NTC staff to follow a course of their choice.

Over 2018 and 2019, **Social dialogues** with different central Departments (HR, KyU, UNATU...) were organized in all colleges to inform on the policies on one hand; and collect difficulties faced on the other hand. This activity was a contribution to the implementation of the adopted Social Dialogue Framework. On the one hand, it helped MoES to disseminate important policies, rules and regulations; and all soft copies of HR policy documents were assembled for dissemination digitally to all the colleges. On the other hand, it helped identified the challenges faced by colleges in HR. The social dialogues reports served as basis for the lobby with HR department and Ministry of public services to advocate on the staffing gaps in NTCs (vacant positions, understaffing, need for new positions ...). A presentation summarizing all the findings was presented by the commissioner HR during the Teacher Day in Kabale (October 2019). This was a key milestone in the advocacy process to fill the HR gaps in the Colleges.

To improve the **ICT management** of the colleges, the following was done:

- All ICT equipment in the colleges were repaired in May 2018. With time, as capacities of ICT officers were strengthened, ICT maintenance was done by empowering ICT officers through peer-to-peer support.
- The colleges were equipped with new ICT Equipment (computers, printers, cameras...) in August 2018.
- ICT Manager & ICT Officer competency profiles were approved by the Teacher Education Working Group (October 2018), as a basis for lobby.
- ICT Managers' skills were strengthened via different training (Computer repair and maintenance, IT Essentials online training certified by CISCO Academy, ICT days organized by project staff, coding, ...)
- A participatory assessment on the migration from Windows to open-source was also done in 2019. Although Enabel has endorsed the digital principles (<https://digitalprinciples.org/>) in 2019 - one of the principles being the use of open-source software – it was decided not to organise the migration (April 2019).
- In 2019 and in 2020, TTE participated to Kampala Innovation Week (KIW) to showcase all its D4D tools together with the SSU and SDHR projects. TTE together with SSU also organised a hackathon, dubbed 'Hack Una Matata', during KIW 2019 and a bootcamp in 2020.
- 20 refurbished computers were also donated in 2019 by the Junior Programme to TTE – they were used in the 5 NTCs to organise Masterclasses on ICT in T&L for NTC students.

In terms of further strengthening the **management capacity** of NTCs, online courses were developed in 2020, and rolled out for the first time in 2021:

- 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>

The **maintenance capacity** of the colleges was strengthened mainly via the grant agreement for small maintenance and user awareness raising. Maintenance checklists were also developed and contributed to the improvement of the general maintenance of the Colleges.

Assets managers followed a training in March 2018 on facilities management.

Colleges received continuous support from the infrastructure staff, which was strengthened by the presence of a dedicated maintenance coordinator since 2018.

Colleges were also supported with different equipment that contribute to the reduction of operational costs of the NTCs (water harvesting, water filtering...).

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

Following the strategy for TIET capacity development elaborated in early 2018, different actions were taken to build TIET Capacities.

Support was provided by a private company for data entering in the Teacher registry. Then, TIET was supported with equipment to enter data in TMIS (Teacher Management Information System) in order to reduce the backlog of over 10,000 teachers that had not been cleared. That way we reduced the risk of deletion of teachers from the payroll. This digital platform reduces absenteeism of teachers in schools since they now can register fully online. The transformation of the system also helped TIET to identify unqualified teachers who had access to payroll with false documents. Since registration is a key component of teacher qualification in Uganda digitalizing the process made it much easier for recent graduates.

Financial and Technical support was given to the organisation of the Teacher Education Working Groups and of the Teacher Education Symposia (2018, 2019, 2020 and 2021).

The project supported the implementation of the SDHR training plans for TIET and supported IT equipment (repairing, new ICT Equipment).

In terms of communication, a support was provided for the elaboration and dissemination of TIET Newsletters.

Support was given to National Teachers policy secretariat that is responsible for the dissemination and implementation of the policy. A coordinator was recruited to spearhead the secretariat.

TTE supported the TIET department in developing proposals to solicit for extra funding to the Consultancy and Study Fund to further enhance their activities and the functioning of TIET institutions. This funding was used for the development and dissemination of a new strategic plan for TIET 2020-2030 and for developing sustainable models for the NTCs. TIET strategic plan and the financial sustainability study were presented and validated by the M&E Working Group in 2020. The support given to the National Teachers Policy secretariat at TIET was 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**

Both CMU and PDU were supported with ICT equipment and office consumables. The project also supported the implementation of the SDHR training plans for CMU and PDU.

***Concerning CMU specifically,*** the nearly day to day collaboration with the infrastructure team on the design and construction phases was a hands on capacity building. With the start of the construction work in the last quarter of 2018, CMU also piloted a site report managing software, for which tablets were procured.

In order to develop guidelines on sustainable infrastructure, the infrastructure team took part to a Conference in Brussels in 2018 on “Capacity Building for a sustainable built environment”. In February 2019 a conference (called ‘Forum to raise awareness for climate responsive design’) was organized together with CMU. The forum had an active participation of 120 professionals and focused on East Africa. The proceedings have been published in a book called ‘Manifesto for Climate Responsive Design’. It is to be followed by an online course and website to continue dissemination and discussions on the topics brought up during the conference.

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.

***Concerning PDU specifically,*** the collaboration over the years was not strong, with no representation to the organised meetings. This point was put on the table of different Steering Committee meetings. Considering the collaboration with PDU did not see any progress throughout the year 2019, the collaboration was officially stopped in 2020, following the decision of the steering committee.

## 4.3 Performance of output 2



### 4.3.1 Achieved indicators

Output 2: Appropriate teaching and learning environment and facilities available at NTCs						
Result	Indicators	Base value 2016	Value 2018	Value 2019	Value 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 (Mubende still ongoing)	4
Maintenance of training and learning facilities	Number of NTCs with operational maintenance and assets management plan in place	0	0	5	5	5

### 4.3.2 Analysis of the realisation of the output

Between 2017 and 2018, the tender to contract design and supervision consultants for Muni and Kaliro according to PPDA procurement rules had taken 14 months to complete. The tender for design and supervision consultants for Mubende and Kabale according to Belgian legislation and Enabel rules took 3.5 months to complete. In this context, the Project Steering Committee agreed to change from PPDA to Belgian legislation for further tendering and contracts for all infrastructure works.

In **2018** the project focused on the preparatory activities (studies, design, etc.). The evaluation of phase 1 sustainability design (such as solar chimneys, natural ventilation and lighting) was done by Transsolar Energietechnik. As part of the capacity building on Climate Responsive Design, some project members participated in the Climate Days organized by Enabel Headquarters in Brussels in October 2018. During the design process, in December 2018, a study tour was organized to Rwanda for stakeholders including the consultant companies in charge of designing the educational institutes. The study tour focused on sustainability of design and construction materials and working with students, women and the community. Lessons learned were presented at the Forum on Climate Responsive Design in Kampala early 2019, and were included in all construction works.

In **2019**, the focus was to kick start the construction works themselves. All works (new buildings and renovations) got underway in 6 different construction contracts, divided over the 5 NTC's (for a total of 12 million EUR).

In order to strengthen the safety of the infrastructure, and to reduce the costs for maintenance, the colleges were equipped with the following:

- delivery of health and safety equipment (fire extinguishers ...),
- delivery of mechanical tools and equipment (toolbox, saws, scales...),
- installation of Generator and Stabiliser (in Mubende, Kabale and Unyama),
- upgrade of the water system in Unyama
- and improvement of walkways & drainage channel in NTC Kabale.

In January **2020**, 2 smaller contracts; one for renovation of the Art Centre in NTC Mubende and a second one for the Construction of Early Childhood Development Centre (ECDC) at NTC Unyama came on board. The ECD (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 were supervised by the three (3) designing consultants and by a local College-based supervision team. Enabel's infrastructure unit, together with CMU of MoES supplemented the follow up of the activities.

In 4 NTCs (Muni, Kaliro, Kabale and Unyama), the construction contracts were completed in 2020 and handed over. The works completed are under defect liability period and all snags are on the account of the contractor for 12 months. In NTC Mubende, the construction and renovation works were still ongoing considering the construction company had been terminated for low performance in late 2019. Following a re-tendering process in 2020, the works in Mubende were at 94% progress by the end of March 2021.

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) were 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 lab equipment and ICT equipment was awarded in the first quarter of 2021, and preparations are ongoing for delivery. The lot for ICT equipment in NTC Kabale could not be concluded, and has been relaunched for award in the second quarter of 2021.

Maintenance activities continued to be an important addition for the NTC's well-functioning. Direct support activities and support through the grants were given in all the Colleges. Designing, printing, delivery in all Colleges of awareness-raising materials was achieved during the year 2020 except in NTC Mubende due to ongoing main civil works.

## 4.4 Performance of output 3



### 4.4.1 Achieved 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 2018	Value 2019	Value 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
<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 take 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 take 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 take 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

#### 4.4.2 Analysis of the realisation of the output

For the implementation of activities of output 3, which 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), a pedagogy team was set up in 2017 and comprised of representatives of TIET Department, KyU, Government Secondary Education, Private Schools and Institutions Department, NTC Principal Forum and Enabel. This team regularly met to agree on operational strategies for each activity related to pedagogy.

Globally, all pedagogy activities were on schedule throughout the four years. Activities implemented throughout the period include:

#### **Strengthen professional competencies of NTC academic staff (professional development modules)**

One training module was developed on **andragogy** for NTC students in August 2018 by National Experts. In a cascade approach, mentors were trained as trainers by national experts; and mentors, with the support of the national experts, trained their peers in the Colleges (September 2018). This activity contributed to the re-boost of the relationships between the mentors and national experts, to place the mentors at the chore of the mentorship system in the colleges. The training process was also a reminder for college staff of the ATL methodology, as it is also at key feature of the adult T&L process.

The project also supported participation to **international conferences**. 40 representatives from the different Colleges, TIET and Enabel participated in the DETA Conference, held in Rwanda, in August 2017, under the theme Getting practical about Sustainable Development Goal (SDG) 4 in Teacher Education in Africa. The conference was aimed at supporting quality teacher training in Africa mainly through the open distance learning mode. 4 representatives from Enabel, TIET and KyU also participated in the E-learning Conference held in Mauritius, in September 2017, on ICT4Education with specific focus on teacher education and skills development.

The first **online course on general teaching methods** was also co-created with NTC staff and students. The first meeting on the revision of the general methods course was held in December 2017 in order to agree with TIET Department and KyU management on the

operational strategy. In this context, the revision consisted in the development of 3 different deliverables:

Syllabus for Professional Studies (update of the current NTC syllabus for Education)

Teacher Guide on General Teaching Methods for year 1 (development with the technical support of Aga Khan University, taking into account the Guidelines from the Interuniversity council for East Africa)

An online course on General Teaching Methods for students (development)

For the online course development, a backstopping mission from Enabel HQ expert on digitalisation took place in June 2018. A survey on the use of ICT in the colleges was conducted, and an assessment of the best digital option was conducted in December 2018.

In order to ease the participation of General Teaching Methods Lecturers to the development of the activity, they were equipped with a Laptop, which was handed over to their college in December 2018. Considering that internally, the project had not yet acquired the required ICT skills for the online course development, the project benefited from a Junior Expert in Digitalisation. Following the assessment, Open Learn Create was selected as the best digital platform to host the online course on General Teaching Methods. The course was 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 18<sup>th</sup>/04/2021, 2249 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.

Lastly, considering the adoption by MoES of a new **lower secondary school curriculum**, all NTC teachers were invited to join a training on it in October 2020.

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

This activity consists in the development of the college libraries and the support for the use of ICT in Teaching and Learning.

#### ***User friendly libraries:***

To strengthen the user friendliness of the libraries, the capacities of library staff were built through the Online training ‘opening the book’, a membership subscription to the Uganda Library and Information Association (ULIA), Job shadowing on library organization.

The book collection was also fully improved through direct support and through the grant, with the provision of Secondary school textbooks and other necessary resources.

A library kit (photocopier, binding machine, laminating machine and paper cutting machine) was also secured for each NTC.

**Libraries** also took the road of digitalisation. A library management software, Koha, was installed in 2018 in all NTCs. In 2019, the library teams focused on the cataloguing of the books and users in the system, and on the implementation of user guide, code of conduct, and membership card. The aim at the end of 2020 was to have a functional system of borrowing the books through the software in the 5 Colleges. After delays due to the closing of schools, the system of borrowing the books through the software was fully functional in 4 Colleges at the end of 2020. A librarian competency profile was also validated by the Teacher Education Working group in October 2018, which is the basis to lead the advocacy towards the MoES to fulfill all librarian positions in the colleges.

### **ICT in T&L**

Preparatory steps have been done in 2018 in order to strengthen the use of ICT in Teaching and Learning in the colleges. In this context, all pedagogy staff from the colleges were, in collaboration with SDHR, trained on ICT basic skills.

2019 saw a shift from the 2017-18 focus on ATL to a focus on **ICT in T&L**. This new topic was introduced using an ATL approach: this allowed to maintain a high level of ATL application by NTCs lecturers. 5 ICT in T&L Champions were selected in every college to train their peers on the topic. To introduce the use of ICT in T&L, a training of trainers was organised for ICT Champions, who cascaded the training to their peers.

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 in September 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. 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.

## **Develop a school practice syllabus for secondary teacher training**

In June 2017, the NTC students were supported by KyU and TIET for their examination school practice. From October to December 2017, different meetings were organised in order to develop, in a participatory approach with representatives from NTCs and partner secondary schools, the Guide and Toolbox for the implementation of Continuous School Practice.

Following the pilot implementation from February to May 2018, the guidelines were revised via a participatory process. This led to updated guidelines, with an attractive lay out, which were successfully disseminated by the college School Practice committees at the beginning of the Academic Year 2018-2019.

In addition, to monitor the impact, a survey was conducted: it demonstrated the pedagogical interest of such a system to strengthen the students' confidence. A video was also realised to document the practices. These supported the advocacy process to have demonstration schools attached to the NTC where pre-service teachers can practice. Following the important advocacy to institutionalize the system, notably during the celebrations of the Teachers' Day, MoES decided to have one demonstration school attached to each teacher training institution (see National Teacher Policy).

The monitoring results also showed that NTC students actively used ATL when teaching. This was confirmed by the fact that 86% of employers highly appreciate the teaching methods exhibited by NTC graduates.

### **Network of partner schools**

The network with partner secondary schools allows to, on one side, offer in service teachers with an opportunity to observe and practice teaching in a real setting in the context of continuous school practice and on the other side, to introduce ATL in partner secondary schools.

In April 2017, each NTC selected the partner schools to collaborate with. This collaboration was formalised with official documents (letter and guidelines by Directorate of Basic Education), explaining the areas of collaboration between each NTC and their respective partner schools.

To support the coordination with partner secondary schools, 2 motorbikes were provided per college. All schools were also supported with a starting kit (pedagogical materials and 1 computer).

A training on ATL was organised for the staff of all partner secondary schools in September 2017. The training was facilitated by national experts and NTC mentors. Different follow up sessions were organised by the mentors in 2018 and 2019.

Gender unit missions were also organised in 2018 and 2019 to partner secondary schools in order to raise students' awareness of gender related issues.

In 2020, due to the closing of schools, some activities could not take place. This is the case for the system of Continuous and Examination School Practice, reducing consequently the collaboration with partner secondary schools (PSS).

### **Support pedagogical activities improving quality of teaching and learning**

**Action research**, by which staff self-reflect on their pedagogical practice and seek means to improve it - is also becoming a more common practice in the NTCs. In 2017, all NTCs were trained on academic research, in collaboration with SDHR, another Enabel project.

To stimulate the willingness to do action research, by demonstrating its benefits, in the Academic Year 2018-2019, a Contest on action research was launched in all colleges.

As part of the process, a training of NTC staff was organised by the National Experts (August 2018) followed up by a support for proposals development. The on-site defence and the central assessment led to the award of the best reports during the Teachers' Day (October 2019).

## 5. Synergies and complementarities

### 5.1 With other interventions of the Portfolio

Synergies were effective with 3 other interventions of the portfolio: the Support to Skilling Uganda (SSU), Support to Development of Human Resource (SDHR) project and the Consultancy and Study Fund.

With **SSU** Program, the study on GBV was conducted in 2019 in the institutions supported by both TTE and SSU. Dissemination supports (factsheets and posters) were developed commonly. The study results were commonly presented in different workshops and meetings. The collaboration between TTE and SSU was also strong on infrastructure: a Forum and a Manifesto on sustainable infrastructure were designed together.

With **SDHR**, the collaboration was continuous, with the organisation and follow up of the trainings in the Colleges. Synergies on the capitalisation process were also created.

**TTE, SSU and SDHR** jointly took part in communication events, during the Kampala Innovation Week: we organised a Hacketton on topics related to the respective interventions (2019) and a BootCamp on the use of ICT (2020).

Concerning the **Study and Consultancy Fund**, the project supported TIET Department to get financial support for the GBV Study, a study on financial sustainability of NTC, and the elaboration of TIET strategy.

This collaboration allowed to increase impact and visibility.

### 5.2 With third-party assignments

The staff working on Infrastructure lead the implementation of the project funded by Region Bruxelles Capitale (BEL160661T) on Renewable Energy Interventions in National Teachers' Training Colleges & Vocational Training Institutes.

### 5.3 Other synergies and complementarities

The collaboration with the **Embassy of Belgium**, on Education topics, was high. In 2019, the Embassy represented Belgium in EDP meetings on the basis of the advocacy points raised by the project and a GBV event was also commonly organised.

Since 2020, the Embassy of Belgium is chairing the **Education Development Partners Group**. Enabel in 2020 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 also established good relationships with key actors between 2019 and 2020, 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 organization 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 organize weekly **ICT in T&L Masterclasses**.

In 2018, with the financial support of the Belgo-Ugandan Study and Consultancy Fund, a specific cooperation agreement was signed with **Ghent University** to conduct a study on Gender based violence in the National Teachers' Colleges and the Business, Technical and Vocational Education and training (BTVET) institutions supported by Enabel in Uganda.



## 6. Priority themes

The project has identified Climate Change, Gender and Digitalization as the 3 main transversal themes that are integrated into each result. Result 1 particularly includes the issue of digitalization 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. Digitalization and gender are at the core of the pedagogical practices of result 3.

### 6.1 Environment and climate change

Environment is an important aspect of the sustainability approach followed in the **design** of all 5 colleges.

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

As part of the design an **Environmental Impact Assessment** was conducted. 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.

The Infrastructure Unit organized with CMU a **Forum** on 27<sup>th</sup> and 28<sup>th</sup> February 2019 in Kampala to raise awareness for **Climate Responsive Design** in East Africa. As a follow-up Feilden Clegg Bradley Foundation prepared proceedings ('**Manifesto** to raise awareness for Climate Responsive Design'). The books have been printed and disseminated to all participants and stakeholders in 2020.

At College level, students and teachers are encouraged to participate in waste management and energy efficiency **awareness** activities. In this context, awareness raising posters were developed to support the activities.

### 6.2 Gender

In order to consider gender issues, and to promote Safe Learning Environment, different actions were taken during the project implementation.

At central level, a **SLE team** was set up in 2017 with representatives from all project components, TIET and Gender Unit. The team met twice in 2017 to develop a **GBV matrix**, in order to follow

how the project contributes to the objectives of the national action plan. The GBV follow up matrix is since then followed up during the Steering Committee meetings.

At college level, different **missions** were organized in **2017, 2018 and 2019**, by the MoES Gender Unit to the different colleges, in order to raise awareness on gender and support NTCs in the development and implementation of **SLE work-plan**. Workshops were also organized by TIET, the Secondary Education Departments and the Gender Unit on gender concepts and the gender in education policy **in the partner secondary schools** in 2018 and 2019.

The project is also a member of **KyU Gender Equality Committee**, on behalf of Education Development Partners.

**SLE walks** were also organized in all colleges, with representatives of staff and students, in order to identify specific needs which if taken into account would contribute to a safer environment. As a result, infrastructure included a focus on gender-responsive facilities, particularly for dormitories and sanitation facilities. Early childhood centres were built in all Colleges to welcome the young children allowing their parents (student teachers and teacher trainers) to study and work freely.

The project took part in the implementation of the **Hackathon** organized by Representation (November 2018), on the theme ‘Creating a safe learning environment for Students in Uganda’ under Sustainable Development Goal-4.

With the financial support of the Study and Consultancy Fund, a **Gender based Violence study** was conducted in the education institutions supported by Enabel in Uganda: NTC and Vocational training institutions. A specific cooperation agreement was signed with Ghent University in April 2019. The study results were disseminated in the institutions. GBV is now recognised as a problem in the institutions, and management is willing to tackle violence on campus. The study findings served as a basis to develop an awareness raising campaign on GBV in the National Teachers’ Colleges, leading to safe learning environment. A GBV event was commonly organised with the Embassy of Belgium in 2019.

In March 2019 and March 2021, all Enabel **staff** took part in awareness raising sessions on gender.

### 6.3 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. A simple digital tool to track staff attendance has a huge impact to reduce staff absenteeism. In 3 years’ time, Colleges have moved from a paper based accounting system to a financial management software, allowing more transparency. Books borrowing in libraries is made simpler thanks to a digital software.
- The pedagogy component encourages the use of ICT in teaching and learning. Lecturers were trained on ICT basic skills and on the use of ICT in Teaching and Learning. In 2020 NTC staff used ICT to ensure the continuity of learning. The first real online course on

teaching methods was also launched in October 2020, with more than 500 students having completed the course.

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 documented as a good practice.

## 6.4 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. This data showed 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.

## 7. Sustainability

In order to ensure sustainability, a participatory approach with partner and beneficiaries (via participation to TIET meetings, project management meetings, setting up of a national pedagogy team, and frequent reviews with colleges...) was taken.

For the management of the NTCs, the changes induced by the project were well accepted: the success of the Quarterly Performance Reviews were very encouraging. The signature of the grant agreements with the colleges was used to strengthen the institutional capacities to raise and manage more funds. However, the closing of schools in 2020 slightly negatively affected the changes induced in the previous years for the management of the education institutions. As the NTCs re-open, in March 2021, it will be important to make sure the changes, which were taking roots, are strengthened in view of sustainability in the context of the bridging phase.

Buildings and renovations were carried out in a way to increase energy efficiency and reduce operation costs. In 2020, with the handover of the construction works to the Colleges, several trainings on maintenance were organised in order to contribute to the sustainability of all the infrastructure and equipment. That increased sustainability but questions remained in terms of budget availability for later maintenance and repair works. 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 in the context of the bridging phase.

Finally, most activities were designed in order to develop low cost systems, articulated with the actors' official responsibilities whose skills are strengthened (system of NTC based mentors, continuous school practice, NTC helpdesk...). These considerations contribute to potential sustainability of the interventions. However, the absence of revision of the teacher training curriculum prevents the institutionalisation of the pedagogy initiatives.

A key step in this field was the adoption of the National Teacher Policy adopted in October 2019. The policy foresees that starting in 2021, NTC will be training degree holders (and not diploma graduates as it is currently the case). This change requires a complete review of the NTC curriculum which will be led by the Uganda National Institute of Teacher Education. UNITE Taskforce was established in October 2020, and is being supported by the project (workshops, presentations, ...). In 2020, the MoES conducted a baseline survey for the curriculum review, to which TTE project provided inputs.

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

Another main issue concerning sustainability was the fact that **NTC Mubende did not own its land**. The Consultant in charge of the supervision of works in the College liaised with authorities to get the land title. The issue was also followed up during the steering committees. Buganda Land Board, in a letter from March 2020, committed to regularise the situation and maintain NTC Mubende on the land.

## 8. Lessons learned

In 2019, TTE project started his capitalisation journey. The central objective of the process was to ensure that the knowledge which had been gained is shared both internally and externally, and reach people who can make use of the lessons learned.

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 recognized and showcased both in national (Teachers' Day, Teacher Education Symposium) 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.
- **Gender** transformative change requires 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.
- 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, Digitalization and Environment, as well as the knowledge management journey, has helped us to make the "glue" between the different project components.
- Quality **knowledge management products**, disseminated with relevant communication strategies, increase project visibility and is an excellent basis for advocacy.
- **User centered approaches**, by which the products are designed with the users (ex: General Teaching Methods online course, Time on task, TTE Sandbox) require time and are rewarding as they contribute a lot to the mind shift process.
- **Teaching practice** is an essential tool for providing appropriate skills required by schools to students. Positive experience of continuous school practice has been developed and was a specific lesson learnt for the Ministry of Education – still to be included in a curriculum.

## 8.2 The Failures

- 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 institutionalization 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 recognized added value of the innovations piloted, the GoU **commitment to institutionalize** 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 institutionalization 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 **infrastructure component** the main learning question is to what extent the design of the infrastructure is **climate responsive**? To what extent does the infrastructure create a comfortable design while reducing the building's reliance on artificial energy? To what extent the design reflects the Ugandan weather conditions in the area where the buildings are constructed? These questions have been documented in a '**Manifesto** to raise awareness for Climate Responsive Design', which has been printed at the end of 2019, and widely disseminated.

For the institutional development and pedagogy components, most learning questions relate to **digital transformation**. Although, the TTE project was not designed as a D4D project (Digital for Development), digital tools have become unavoidable in these rapidly changing times. We therefore look at the Belgian D4D strategy and the 9 digital principles to guide us in our digital initiatives. In selecting digital tools to gather data, for example, on financial or academic management, we are always asking ourselves will the staff gain time, will it reduce costs and more importantly will they achieve better results? As much as possible we are trying to follow some of the 9 design principles, for example, is the software open source? Can we involve the users in the design? To document this process in the field on pedagogy a Tracer Study was conducted by IPSOS on the e-learning readiness of staff and students. The study 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.

Another learning question within pedagogy is to what extent active teaching and learning methodologies are being used? The **Tracer Study** of NTC students who graduated in 2017 was conducted in 2019. 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. These data show to which extent the graduates trained in the supported institutions are competent in teaching methods. The Study results have been widely shared through an infographic factsheet.

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 and 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.

#### 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 catalyze 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 behavior</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>

<p><i><b>Teaching practice</b> is an essential tool for providing appropriate skills required by schools to students. Positive experience of continuous school practice has been developed – still to be included in a curriculum.</i></p>	<p><i>Enabel departments in Brussels</i></p>
<p>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!</p>	<p><i>Intervention</i></p>
<p>Institutional anchorage, such as TTE within TIET Department, facilitates project implementation but does not guarantee institutionalization nor scaling up of the innovations. Advocacy and networking with other EDPs remain primordial.</p>	<p><i>Intervention, Country Portfolio</i></p>



## 9. Recommendations

Recommendations	Actor	Deadline
Take decision concerning further support to PDU capacity building	Steering Committee	Q2 of 2020
In the context of the bridging phase, 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	EY consultancy services	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.

<b>3. EFFECTIVENESS TO DATE: Extent to which the outcome (specific objective) is achieved as planned at the end of year N</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>					
<b>Appraisal of EFFECTIVENESS:</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Total score</b>			<b>X</b>		
<b>3.1 At the current stage of implementation, how likely is the outcome to be realised?</b>					
	<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.

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

	Intervention logic	Indicators	Baseline value	Target	Sources of verification	Hypotheses
<b>GO</b>	<p><u>Global objective</u> Increased access to quality post primary education and training, as part of Universal Post-Primary Education and Training (UPPET).</p>	Extent to which NTC graduates (male and female) have become teachers in secondary schools and/or training institutes and who indicate that they have been able to apply their teaching skills	N/D	N/D	Tracer study / questionnaires to be sent out to NTC graduates	A significant number of Teacher Training Graduates find their way to the classroom each year. Teacher training curriculum is in line with the teacher competency profile and the revised secondary school curriculum (CURASSE).
		% of students reaching defined levels of average competence in selected subjects / learning areas in (non-) target schools.	English S2 : 49,3% Maths S2 14/15 : 41,5% Sciences (Biology) S2 : 20,5%	English S2 : 100% Maths S2 : 100% Sciences (Biology) S2 : 100%	Joint Assessment Framework MoESTS annual performance reports TIET annual performance reports	
		S4 completion rate in (non-) target schools.	Completion rate: 40% Passing rate : 95,7%	Completion rate: 100% Passing rate : 100%	Joint Assessment Framework MoESTS annual performance reports TIET annual performance reports	
<b>SO</b>	<p><u>Specific objective</u> NTCs produce competent teachers through: 1) effective use of acquired management , 2) proper use of infrastructure</p>	Number of NTC graduates matching the teacher competency profile (passing rates) (M/F).	Passing rate on graduation: - Total : 91,3% - Men : 92,4% - Women : 89,1%	Passing rates on graduation remain at least at the same level after improved assessment and testing with no significant differences	TIET annual performance reports NTC annual performance report	Assessment/Evaluation tools (from awarding universities) sufficiently reflect the desired teacher competency profile. NTCs will remain a key player in secondary teacher training. Modules and tools will be validated and

	e and facilities, and 3) pedagogical competencies.			between the scores of boys and girls.		institutionalized.
	Existence of Annual Work-plans for each Institution	0	No integrated mechanism for planning, budgeting and monitoring	5 (1/NTC)	institutions' work-plan	
	% of progress of implementation of each annual Action Plans	No	integrated mechanism for planning, budgeting and monitoring	At least 70% of the planned activities are successfully implemented	Annual report /institutions	
	% of implementation of new and renovated NTC facilities (infrastructure component)	0		100 %	Infrastructure reports	
	Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3.2		3.5	Classroom observation tool Project survey	

R 1	<u>Result 1</u> Output area 1.1: Supervision and Monitoring System in place for the Secondary teacher education system (5 NTCs + TIET)	Number of quarterly meetings at each level	No formal monitoring mechanism	4	NTC and TIET reports	NTC Management and Academic workforce will be assured of stability.
	Data completion rates	No formal monitoring mechanism	80.00%	NTC and TIET reports		

Output area 1.2: Strategic management and implementation capacity of NTCs strengthened.	Average performance score given by NTC staff (organizational self-assessment)	Kabale (on average)-2.69 Mubende (on average)-1.99 Kaliro (on average)-1.89 Muni (on average)-2.68	"Target for priority areas : 3.5 Target for non-priority areas : 3.0"	Project reports and data
	% of implementation of NTCs training plans	0% (no plan)	100%	NTC Progress reports (SDHR)
	% of implementation of NTCs capacity development plans	0% (no plan)	80%	NTC Progress reports (Grants Agreement)
	Time on Task (academic and admin staff) (M/F) - Number of hours at station per month	No formal monitoring mechanism	Increasing number of hours per year (160 hrs being the maximum)	NTC records
	Number of NTCs whose academic & financial management processes are digitalized	0	5	NTC records
	Availability of Internet connectivity	Unknown	90%	NTC records
	Execution rates (global / Grants agreements)	N/A	90%	NTC financial reports
	% of rejected expenditures	N/A	Less than 5%	NTC financial reports
	Number of NTCs integrating violence/SLE in their annual action and budget plan	0	5	NTC annual plan
Output area 1.3: TIET strengthened	SDHR: Overall performance score given by TIET members during organizational	2,6 (on a scale from 1-4)	3	Project data



	self-assessment exercise				
	% of implementation of TIET training plan	0%	100%	TIET Progress reports	
	Number of quarterly reviews for TIET	No formal monitoring mechanism	4	TIET Progress reports	
	Availability of a long term strategic plan for Teacher Training in Uganda	0	1	Policy document	
	Integrated monitoring system in place for PTE and ITE	0	2	TIET Progress report	
Output area 1.4: CMU and PDU strengthened	Number of guidelines disseminated	0	1 per priority areas	CMU report	
	SDHR: Overall performance score given by CMU members during organizational self-assessment exercise	1.4 (on a scale from 1-4)	3	CMU report	
	% of implementation of CMU training plan	0%	100%	CMU report	
	Level of timeliness of the procurements done by PDU	Criteria to be defined during baseline study	Criteria to be defined after baseline study	Baseline + End of project studies	
	SDHR: Overall performance score given by PDU members during organizational	1.4 (on a scale from 1-4)	3.0	PDU report	

		self-assessment exercise				
		% of implementation of PDU training plan	0%	100.00%	PDU report	

<b>R 2</b>	<u>Result 2:</u> Improved access to quality (sustainable) training and learning environment and facilities	Number of infrastructure constructed according to benchmarked standards of the sustainable and renewable energy designs	0	4	Progress reports on implementation of master plan	VAT policies will remain stable during the project execution period.
		Number of NTCs with operational maintenance and assets management plan in place	0	5	Data from maintenance system NTC facilities	

<b>R 3</b>	<u>Result 3:</u> Pedagogical approaches to pre- and in-service teacher training effectively applied at NTC and in partner schools.	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	3	Project survey data	Reformed secondary school curriculum will be rolled-out and implemented.
		Average satisfaction of female and male pedagogic staff with the amount and quality of support provided by mentors in the NTCs (mentorship)	N/A	3	Project survey data	

	system) (on a scale from 1 to 4)				
	Average satisfaction expressed by pedagogic staff (F/M) following Continuous Professional Development activities (professional development modules, support supervision system, training...) (on a scale from 1 to 4)	N/A	3	Project survey data CPD Reports	
	Average satisfaction of female and male pedagogical staff regarding the libraries and ICT facilities (on a scale from 1 to 4)	N/A	3	Project survey data	
	Average satisfaction of female and male students regarding the libraries and ICT facilities (on a scale from 1 to 4)	N/A	3	Project survey data	
	Level of application by lecturers of ICT in teaching and learning (on a scale from 1 to 4)	N/A	2.5	Classroom observation Project survey	
	Level of application by NTC students of ATL in continuous	N/A	2.5	Classroom observation Site visits CSP reports	

	school practice (on a scale from 1 to 4)				
	% of DES students (M/F) doing CSP activities in the NTC and in the partner secondary schools	N/A	75%	CSP reports	
	Level of application by secondary school teachers of ATL (on a scale from 1 to 4)	N/A	2.5	Classroom observation Site visits Pre and post test	
	% of partner secondary schools trained in violence prevention and response	N/A	80%	Training reports	
	Number of DES students submitting personal projects	0	Increasing number from year to year	NTC reports	
	Number of lecturers developing /publishing researches (action or academic)	16	Increasing number from year to year	NTC CPD reports	

### 10.3 Decisions taken by the Steering and monitoring committee

The table below only presents the key decisions which were taken during the project implementation. 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				
<b>Consider all 5 NTCs as beneficiaries of the interventions, extend the soft components of the projects to all 5 NTCs</b>		2 August 2017		Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Idem	Project Coordinator	October 2017	Since 2017, the 3 interventions are considered as a single project – the Teacher Training Education (TTE) project, with shared objectives and resources, one unique Monitoring and Evaluation Matrix, one Steering Committee.	Completed

Decision				
<b>Reallocation of the maintenance fund</b> as proposed by the project is approved		21/02/2018		Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Idem	Finance Coordinator	March 2018	Budget updated	Completed

Decision				
The shift of the administrative and financial management of the <b>infrastructure works</b> from procurement Ugandan law to <b>Belgian law</b> is approved		21/02/2018		Steering Committee
Action			Follow-up	

Action(s)	Resp.	Deadline	Progress	Status
Idem	Finance Coordinator	March 2018	Budget updated	Completed

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
Pursue land title for NTC Mubende	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 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	In Progress

			responsive pedagogy, Continuous school practice, etc.).	
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Decision				
MoES should initiate the exchange of letters process by writing to the Ministry of Finance so that MoFPED can request Belgium to grant the alignment of Kaliro and Muni duration with Kabale/Mubende			16/10/2019	Steering Committee
Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Idem	Egau Dr. Jane	22/10/2019	Completed	Completed

## **10.4 Complete monitoring matrix**

See Excel sheet attached to the 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/>
8. Teacher Trainers at the Forefront of Ending Gender-Based Violence in the National Teachers' Colleges: <https://open.enabel.be/en/UGA/2197/970/u/teacher-trainers-at-the-forefront-of-ending-gender-based-violence-in-the-national-teachers-colleges.html>
9. Harnessing the Power of Innovation: <https://open.enabel.be/en/UGA/2197/955/u/harnessing-the-power-of-innovation.html>
10. Active Teaching and Learning Takes Root in National Teachers' Colleges:  
<https://open.enabel.be/en/UGA/2197/784/u/active-teaching-and-learning-takes-root-in-national-teachers-colleges.html>
11. Enabel Provides Pedagogical Support to the National Teachers' Colleges:  
<https://open.enabel.be/en/UGA/2166/788/u/enabel-provides-pedagogical-support-to-the-national-teachers-colleges.html>
12. Creating a Child Friendly Environment in the National Teachers' Colleges:  
<https://open.enabel.be/en/UGA/2166/838/u/creating-a-child-friendly-environment-in-the-national-teachers-colleges.html>
13. Practice Makes Perfect with the Continuous School Practice Pilot System in the National Teachers' Colleges: <https://open.enabel.be/en/UGA/2166/889/u/practice-makes-perfect-with-the-continuous-school-practice-pilot-system-in-the-national-teachers-colleges.html>

14. NTC Libraries Re-imagined: <https://open.enabel.be/en/UGA/2166/890/u/ntc-libraries-re-imagined.html>
15. Supporting the Teaching Profession in the National Teachers' Colleges: <https://open.enabel.be/en/UGA/2167/946/u/supporting-the-teaching-profession-in-the-national-teachers-colleges.html>
16. National Teachers' Colleges Get ICT Champions: <https://open.enabel.be/en/UGA/2167/891/u/national-teachers-colleges-get-ict-champions.html>
17. Integrating ICT in Teaching and Learning: <https://open.enabel.be/en/UGA/2167/786/u/integrating-ict-in-teaching-and-learning.html>

#### **Studies:**

1. The Incidence of Gender-Based Violence in National Teachers' Colleges and Business, Technical, Vocational Education and Training Institutions in Uganda. - relates to strategic learning.
2. Tracer Study of NTC graduates. - relates to strategic learning.
3. Interim Review and e-learning Readiness

#### **Posters:**

1. Screen casting 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/14xuv2nFAGbMRtVX9t39GsH0eR2KtWalr/view?usp=sharing>  
[https://drive.google.com/file/d/1nF8KXsQ3H1TFZLqT7OxD\\_CZ7vxhJwBbv/view?usp=sharing](https://drive.google.com/file/d/1nF8KXsQ3H1TFZLqT7OxD_CZ7vxhJwBbv/view?usp=sharing)  
[https://drive.google.com/file/d/1aDSb1U8XB6\\_I7WV9M71e5zFXz8ckmH1l/view?usp=sharing](https://drive.google.com/file/d/1aDSb1U8XB6_I7WV9M71e5zFXz8ckmH1l/view?usp=sharing)
4. DIY Soap Tutorials: [https://drive.google.com/file/d/1NHzDQmRDlc0UMiY5jJ2CC\\_NHObPWkaPo/view?usp=sharing](https://drive.google.com/file/d/1NHzDQmRDlc0UMiY5jJ2CC_NHObPWkaPo/view?usp=sharing)  
[https://drive.google.com/file/d/1NHzDQmRDlc0UMiY5jJ2CC\\_NHObPWkaPo/view?usp=sharing](https://drive.google.com/file/d/1NHzDQmRDlc0UMiY5jJ2CC_NHObPWkaPo/view?usp=sharing)
5. 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=IwAR1xTQN5fd8Ci1xRxzKIASACx9uJmjA1v4pTtpYyL7P\\_BOEU8e5ESIPYDIA&v=hBhjlxu5IT0&feature=youtu.be](https://www.youtube.com/watch?fbclid=IwAR1xTQN5fd8Ci1xRxzKIASACx9uJmjA1v4pTtpYyL7P_BOEU8e5ESIPYDIA&v=hBhjlxu5IT0&feature=youtu.be)
14. Responding to Gender-Based Violence in the National Teachers' Colleges:  
<https://open.enabel.be/en/UGA/2197/969/u/responding-to-gender-based-violence-in-the-national-teachers-colleges.html>
15. The Continuous School Practice Pilot System:  
<https://open.enabel.be/en/UGA/2197/935/u/the-continuous-school-practice-pilot-system.html>
16. Clearing the Dust: How Libraries are Changing in National Teachers' Colleges:  
<https://open.enabel.be/en/UGA/2197/847/u/clearing-the-dust-how-libraries-are-changing-in-national-teachers-colleges.html>
17. The Impact of Active Teaching and Learning in National Teachers' College Kabale:  
<https://open.enabel.be/en/UGA/2197/839/u/the-impact-of-active-teaching-and-learning-in-national-teachers-college-kabale.html>

18. 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>

19. ICT in Teaching and Learning:

<https://open.enabel.be/en/UGA/2167/931/u/ict-in-teaching-and-learning.html>

<https://open.enabel.be/en/UGA/2167/927/u/ict-in-teaching-and-learning.html>

<https://open.enabel.be/en/UGA/2167/930/u/ict-in-teaching-and-learning.html>

<https://open.enabel.be/en/UGA/2167/929/u/ict-in-teaching-and-learning.html>

<https://open.enabel.be/en/UGA/2167/928/u/ict-in-teaching-and-learning.html>

#### **Publications:**

1. Training Manual on Active Teaching and Learning
2. A Manifesto for Climate Responsive Design
3. ICT Tutorials: <https://drive.google.com/drive/folders/1BO6VHjnFwVTI8Vco5n6jOgUjwoerg-RR?usp=sharing>
4. Capitalization Document: [https://issuu.com/tteugandaenabel/docs/29092020\\_finalcapdoc](https://issuu.com/tteugandaenabel/docs/29092020_finalcapdoc)

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

#### **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

## 10.6 Personnel of the interventions

<b>STAFF EMPLOYED IN TTE PROJECT SINCE 2016 TO April 2021</b>						
	Personnel (title and name)		Sex (M/F)	Term of employment (and end date)		Intervention allocated to
S/N	Name	Title		Start Date	End Date	Intevention
<b>National staff made available by the partner country:</b>						
1	Abdul Kibedi	Project Coordinator / TIET Department	M	2016	to date	UGA1502911 (Muni) UGA1503011 (Kaliro) UGA1503111 (Mubende/Kabale)
2	Andrew Tabura	Project Coordinator / TIET Department	M	2016	to date	
3	Noeline Gwokyalya	M&E officer / Planning Department	F	2016	to date	
4	Kato Robert	Infrastructure Officer / CMU	M	2016	to date	
5	Aidah Kahala	Infrastructure Officer / CMU	F	2016	to date	
<b>Support staff, recruited locally by Enabel:</b>						
1	Jolly Kabaganda	Finance and Admin Officer	F	1/7/2017	30/6/2020	UGA1503111
2	Jovet Tweheheyo R.	Finance and Admin Officer	F	1/3/2016	30/6/2019	UGA1503011
3	Linda Nabirye	Finance and Admin Officer	F	1/7/2019	31/10/2022	UGA1503011 (UGA1503111 for the bridging)
4	Monica Maturu	Adminstration Officer	F	6/3/2017	31/12/2022	UGA1502911 (UGA1503111 for the bridging)
5	Barrett Nyamutale	Finance and Admin Officer	F	17/03/2017	31/5/2021	UGA1502911 (UGA1503111 for the bridging)
6	Stephen Lubowa	Procurement & Logistics Officer	M	26/11/2016	30/6/2021	UGA1502911 (UGA1503111 for the bridging)
7	Tabitha Nandera	Financial Controller	F	1/7/2020	30/6/2023	UGA1503011 (UGA1503111 for the bridging)

8	Joanitah Kyasiimire	Accounts Assistant	F	13/7/2020	31/3/2023	UGA1503011 (UGA1503111 for the bridging)
9	Abbas Mukwana	Driver	M	1/1/2017	31/3/2023	UGA1503111 (UGA1503111 for the bridging)
10	Fred Muyanja	Driver	M	1/1/2017	31/12/2022	UGA1503111
11	Sylvia Kengonzi	Office Care Taker	F	1/1/2020	31/5/2023	UGA1503111
12	Michael Kasolo	Driver	M	5/9/2016	31/10/2020	UGA1503011
13	Joseph Okoth Aroba	Driver	M	15/10/2018	31/10/2020	UGA1503111
14	Tadeo Katende	Driver	M	1/12/2020	31/12/2022	UGA1503011 (UGA1503111 for the bridging)
15	William Omuria	Driver	M	9/3/2017	31/12/2020	UGA1503111
16	William Seruburi	Driver	M	10/10/2017	19/6/2019	UGA1503111
<b>Training staff, recruited locally:</b>						
1	Frank Aggrey Waibale	National Infra Expert	M	5/11/2016	31/3/2023	UGA1502911 (UGA1503111 for the bridging)
2	Joseph Buhanga	National Expert in Public Finance Mgt.	M	4/12/2017	31/1/2018	UGA1502911
3	Denis Galabuzi	National Infra Expert	M	17/11/2016	16/7/2018	UGA1503111
4	Josephine Nalubega B	National Architect	F	8/1/2018	31/12/2022	UGA1503111
5	Denis Akwar	National Peda Officer CPD&Research	M	26/7/2018	31/5/2019	UGA1503111
6	Henry Ampaire	Field Coordinator	M	3/1/2017	7/3/2018	UGA1503111
7	Job Lakal	M&E Assistant	M	8th Jan 2019	9/2/2019	UGA1503111
8	Olwor Mashood	Driver	M	12/9/2016	31/8/2017	UGA1502911 (Muni) UGA1503011 (Kaliro)
9	Wilbert Ikilai	Field Coordinator	M	19/3/2018	31/8/2019	UGA1503111
10	Christopher Agatre Yiiki	Field Coordinator	M	1/3/2017	31/05/2021	UGA1502911

11	Kizito Odong	Field Coordinator	M	24/9/2018	29/2/2021	UGA1503011 (UGA1503111 for the bridging)
12		Field officer Pedagogy		1/3/2021	31/12/2022	
13	Flavia Mpierwe	Field Coordinator	F	'3/9/2018	29/2/2021	UGA1503111
14		Field Officer ID		03/01/2021	31/12/2022	
15	James Ojilong	Field Coordinator	M	3/9/2019	28/02/2021	UGA1503111
16	Clare Atuhire	Field Coordinator	F	'20/11/2017	29/2/2021	UGA1502911 (UGA1503111 for the bridging)
17		ID Intervention officer		1/3/2021	31/03/2022	
18	Margaret Friday Mbabazi	National Project Pedagogy Officer ,	F	1/10/2017	29/2/2021	UGA1503011 (UGA1503111 for the bridging)
19		Peda- Intervention Officer		1/3/2021	31/12/2022	
20	Robert Kisalama	Field Coordinator NTC Kaliro	M	1/1/2017	31/10/2020	UGA1503011 (UGA1503111 for the bridging)
21		Institutional Development officer		1/11/2020	29/2/2021	
22		Sector Expert Institutional Development		1/3/2021	31/3/2023	
23	Hannah Hanifa Nayoga	Project Management Assistant	F	1/2/2013	31/12/2016	UGA1503111
24		Field Coordinator Mubende		1/1/2017	1/8/2018	
25		National Peda Officer(Lib, ICT, & Safe learning		3/9/2018	28/2/2021	
26		Sector Expert Pedagogy		1/3/2021	31/3/2023	
27	John Nobert Onen	National Maintanance Officer	M	15/10/2018	5/31/2021	UGA1503011 (UGA1503111 for the bridging)
28	Dorothy Kyamazima	Communications Officer	F	26/02/2018	31/3/2023	UGA1503111

29	Hellen Namyalo	M&E officer	F	7/5/2018	31/3/2023	UGA1503111
30	Elizabeth B Nkwasure	E-Learning Expert	F	13/7/2020	31/5/2021	UGA1503011
31	Benard Acellam	Infra Assistant	M	17/8/2020	31/12/2022	UGA1503111
32	Francisco Odwogo	Grants Evaluation Officer	M	22/3/2021	21/7/2021	UGA1503011
33	Kakembo Philip	National Expert in Public Finance Mgt.	M	26/2/2018	30/6/2020	UGA1503011
<b>International Experts Enabel</b>						
1	Hannes Decraene	FCC	M	April 2012	Aug 2017	UGA1502911 (Muni) UGA1503011 (Kaliro)
2	Hans Lammbrecht	FCC	M	August,2016	September,2016	UGA1502911 (Muni) UGA1503011 (Kaliro)
3	Marten Treffers	Infra Expert	M	Oct 2012	June 2017	UGA1502911 (Muni) UGA1503011 (Kaliro)
4	Nicolas Cacciuttolo	ID Expert	M	2nd January,2017	July 2018	UGA1503011
5	Sebastien Lecomte	FCC	M	August,2017	14-Jun-19	UGA1503011
6	Jan Van Lint	Infra Expert	M	1/8/2016	31/3/2020	UGA1503011
7	Inge Dumortier	FCC	F	July 2019	July 2020	UGA1503011
8	Katrien Gielis	FCC	F	20/7/2020	Nov 2020	UGA1503011
9	Virginie Hallet	Intervention Manager	M	May 2017	30/06/2021	UGA1503111
10	Bart Cornille	ID Expert	M	26/11/2019	31/05/2021	UGA1503011
11	Arnaud Truyens	FCC	M	9/11/2020	30/04/2023	UGA1503011



## **10.7 Public procurement**

*See excel file attached with Public contracts.*

**Procurement register TTE (below 30,000 euros)**

				EUR		USD				
PROJECT CODE	UGA 15 02911, UGA 15 03011, UGA 15 03111			2017	4300					
PROJECT NAME	IMPROVE TEACHERS SECONDARY EDUCATION IN THE NATIONAL TEACHERS' COLLEGES			2018	4300	1.2				
YEAR OF REFERENCE	2017-2020			2019	4200					
QUARTER OF REFERENCE	all Q			2020	4200					
REGISTER OVERHEIDSOPDRACHTEN "UGANDA" REGISTRE MARCHÉS PUBLICS - TENDERS' LIST				Planned Budget (respective currency)	Planned Budget (EUR)	Contractor	Final amount of signed contract (local currency)	Final amount of signed contract (€)	Final amount invoiced (respective currency)	Final amount invoiced (equivalent in €)
BTC Number	Project code	Tender Title	Status							
<b>2017</b>										
TTE2_001	UGA 1503111	Renovation of Staff House at Kabale NTC	Complete			Sangobay engineering	UGX 61,406,100	€ 14,280	UGX 73,856,100	€ 17,176
TTE2_002	UGA 1503111	Renovation of Staff House at Mubende NTC	Complete			Trust Group Contractos	UGX 31,900,300	€ 7,419	UGX 40,931,000	€ 9,519
TTE2_003	UGA 1503111	ICT /Office Supplies for NTC Mubende & Kabale		€ 24,000.00	€ 24,000.00					
		Lot 1	Complete			MFI Doc Solutions	UGX 45,780,000	€ 10,647	UGX 45,780,000	#DIV/0!
		Lot 2	Complete			Mercury Computers	UGX 55,002,542	€ 12,791	UGX 55,002,542	#DIV/0!
TTE2_004	UGA 1503111	Procurement furniture NTC Kabale NTC Mubende	Complete	€ 14,882.50	€ 14,883	Malaysia Furnishing	UGX 52,199,178	€ 12,139	UGX 59,699,178	€ 12,139
TTE2_005	UGA 1502911	Procurement ICT needs assessment	Complete	€ 15,000.00	€ 15,000	Dita Ltd	UGX 28,470,000	€ 6,621	UGX 28,470,000	€ 6,621
TTE2_006	UGA 1503011	Partitioning of TIET offices	Complete	€ 12,000.00	€ 12,000	Jay Ambe (U) Ltd	UGX 51,760,000	€ 12,037	UGX 51,760,000	€ 12,037
<b>2018</b>										
TTE2_007	UGA 1502911	Fabrication and supply of storage racks for PDU	Complete	UGX 83,700,020	UGX 19,465.12	Fabrication Systems	UGX 73,606,058	€ 17,118	UGX 73,606,058	€ 17,118
TTE2_008	UGA 1503111	Repair of ICT equipment NTCs +partner departments MoE	Complete	€ 25,000	€ 25,000	Britech (U) Ltd	\$30,375	€ 25,313	\$30,375	€ 25,313
TTE2_009	50% UGA 1502911, 50% UGA 1503011	Supply & installation shared drive + shared printers CMU, PDU, TIET	Complete	€ 25,000	€ 25,000	Pipa technologies	\$29,748	€ 24,790	\$32,298	€ 26,915
TTE2_010	UGA 1502911	Procurement of consultant for academic mgt support Kaliro, Muni	Complete	€ 5,000	€ 5,000	Smartcampus	\$4,840	€ 4,033	\$4,840	€ 4,033
TTE2_011	UGA 1502911	Purchase of tablets for CMU, Infra teams	Complete	€ 5,400	€ 5,400	Aspire Capital ventures	UGX 25,650,000	€ 5,965	UGX 25,650,000	€ 5,965
TTE2_012	UGA 1502911	Maintenance of project computers	Ongoing framework	€ 2,500	€ 2,500	Canopy IT Solutions	€ 2,500	€ 2,500.00	0	
TTE2_013	UGA 1503111	Supply and delivery of secondary school text books	Complete	€ 1,689	€ 1,689	Aristoc Booklex	UGX 5,670,400	€ 1,319	UGX 5,344,830	€ 1,243
		Supply and delivery of secondary school text books	Complete	€ 1,689	€ 1,689	Mallory International	UGX 760,156	€ 176.78	UGX 760,156	€ 177
TTE2_014	UGA 1503111	Supply delivery installation of starting kit (office supplies) for partner secondary schools	Complete	€ 17,334	€ 17,334	Vikvine stationers	UGX 71,161,550	€ 16,549	UGX 71,161,550	€ 16,549
TTE2_015	20% UGA 1502911, 15% UGA 1502911, 65% UGA 1503111	Supply of motorbikes to 5 NTCs	Ongoing	€ 12,457	€ 12,457	Yamaha Nile Fishing Company	UGX 50,300,000	€ 11,698	UGX 49,595,800	11,534
TTE2_016		Consultancy services to assess feasibility of migration windows to open source in supported colleges	CANCELLED	€ 16,279	€ 16,279		0	0	0	0
TTE2_017	<b>33% each;</b> UGA 1502911 – A_03_02 UGA 1502911 – A_03_03 UGA 1503011 – A_03_01	Purchase of IT installation equipment CMU, PDU, TIET	Complete	€ 4,144	€ 4,144	Dita Ltd	UGX 19,635,000	€ 4,566	UGX 19,635,000	€ 4,566
TTE2_018	UGA 1503111	Quickwins for NTC Bursars + maintenance extras	Complete	€ 15,488	€ 15,488	Aspire Capital ventures	UGX 94,130,000	€ 21,890.70	UGX 94,130,000	€ 21,891
TTE2_019	UGA 1503111	Supply and delivery of camera equipment for Comms TTE	Complete	€ 1,475	€ 1,475	Anisuma traders	UGX 7,350,000	€ 1,709	UGX 7,350,000	€ 1,709

		Supply and delivery of camera equipment for Comms TTE	Complete	€ 926	€ 926	Elite Computers Ltd	UGX 2,971,200	€ 691	UGX 2,971,200	€ 691
TTE2_020	UGA 1503011	Purchase of Network equipment for MUK trial	Complete	€ 3,200	€ 3,200	IT Office (U) Ltd	UGX 21,996,182	€ 5,115	UGX 21,996,182	€ 5,115
TTE2_021	UGA 1503011	Consultancy services- Assess academic management software (Smart Campus) at NTC Muni and NTC Kailiro	Complete	€ 7,500	€ 7,500	Coseke (U) Ltd	UGX 34,500,000	€ 8,023	UGX 34,500,000	€ 8,023
		Consultancy services- Intallation of library software Koha + training of users at 5 NTCs	Complete	€ 6,000	€ 6,000	Coseke (U) Ltd	UGX 23,030,000	€ 5,356	UGX 23,030,000	€ 5,356
TTE2_022	UGA 1503011	Consultancy services to assess feasibility of migration from windows to open source OS in supported colleges	Complete	€ 20,000	€ 20,000	Fredrick rwakijuma & Micheal rujumba	UGX 70,000,000	€ 16,279	UGX 70,000,000	€ 16,279
TTE2_023	UGA 1502911	Consultancy services to provide customized Excel Electronic Vote Book for use by the NTCs in the Areas of Budget Implementation	Complete	€ 6,800	€ 6,800	Masterlinks Ltd	UGX 25,500,000	€ 5,930	UGX 25,500,000	€ 5,930
TTE2_024	UGA 1503111	Supply, delivery and intallation of Library Kit - printers etc Lot 1	Complete	€ 23,900	€ 23,900	MFI Doc Systems	UGX 97,225,000	€ 22,610	UGX 97,225,000	€ 22,610
		Supply, delivery and intallation of Library Kit - office supplies lot 2	Complete			Dita Ltd	UGX 10,500,000	€ 2,442	UGX 10,500,000	€ 2,442
TTE2_025	UGA 1503111	Design of Pedagogy documents	One off	€ 25,000	€ 25,000	Revolve Tack (U) Ltd	UGX 11,080,000	€ 2,577	UGX 11,080,000	€ 2,576.74
		Printing of Pedagogy documents	Ongoing framework				€ 25,000	€ 25,000	€ 25,000	€ 25,000
TTE2_026	UGA 1503011	Printing of TIET Competence Profiles (to sample)	Complete	€ 10,000	€ 10,000	TTB Investments Ltd	UGX 22,720,000	€ 5,284	UGX 22,720,000	€ 5,284
TTE2_027	33.3% UGA 1503011, 66.6% UGA 1503111	IT Equipment for new staff	Complete	€ 8,300	€ 8,300	Aspire Capital ventures	UGX 47,565,000	€ 11,062	UGX 47,565,000	€ 11,062
TTE2_028	UGA 1503011	Walkway & Drainage Channels	Complete	€ 21,500	€ 21,500	Gaspers Connectors & General Contractors	UGX 72,833,313	€ 16,938	UGX 72,833,313	€ 16,938
TTE2_029	UGA 1503111	Printer maintenance services TTE office	Expired	€ 2,500	€ 2,500	MFI Doc Systems	€ 2,500	€ 2,500		
TTE2_030	UGA 1503011	LOT 1 - production of branding materials	Expired	€25,000 for the 2 lots	€25,000 for the 2 lots	Revolve Tack (U) Ltd	€ 18,750	€ 18,750		
		LOT 2 - production of branding materials	Expired			Graphic Systems	€ 6,250	€ 6,250		
TTE2_031	UGA 1502911	LOT 3 - Water purification	Complete	€23,500 for the 3 lots	€23,500 for the 3 lots	Impact Water	UGX 11,090,000	€ 2,579	UGX 11,090,000	€ 2,579
		LOT 2 - General HSE	Complete			JMIC	UGX 56,260,000	€ 13,084	UGX 56,260,000	€ 13,084
		LOT 1 - Supply and delivery of HSE items to NTCs - Fire extinguishers	Complete			Fire & Safety Appliances Ltd	UGX 14,740,000	€ 3,428	UGX 14,740,000	€ 3,428
TTE2_032	UGA 1502911	Supply and delivery of mechanical tools to NTCs	Complete	€ 23,000	€ 23,000	Aspire Capital ventures	UGX 89,000,000	€ 20,698	€ 89,000,000	€ 20,698
TTE2_034	UGA 1503111	Supply of tents to NTC Kabale	Complete	€ 5,200	€ 5,200	Tents Africa Ltd	UGX 22,400,000	€ 5,209	UGX 22,400,000	5,209
TTE2_035	UGA 1503111	Assess digital format of E-textbook	Complete	€ 3,000	€ 3,000	Coseke (U) Ltd	UGX 9,100,000			
<b>2019</b>										
TTE2_033	UGA 1503111	Support kit to partner secondary schools	Complete	UGX 90,626,300	€ 21,578	Bakib (U) Ltd	UGX 80,643,400	€ 19,201	UGX 80,643,400	€ 19,201
TTE2_036	60% UGA 1503111, 20% UGA 1502911, 20% UGA 1503111	FMS - Vehicle trip and fuel monitoring	Ongoing framework	€ 2,500	€ 2,500	Fleet Monitoring Systems	€ 2,500	€ 2,500		
TTE2_037	UGA 1502911, UGA 1502911, UGA 1503011	Vehicle hire	Cancelled	€ 25,000	€ 25,000	Tach Car Hire	€ 25,000	€ 25,000		
TTE2_038	UGA 1503111	Tents to Mubende NTC	Complete	€ 4,500	€ 4,500	Tarpo Industries	UGX 18,800,000	€ 4,476	UGX 18,800,000	4,476
TTE2_039	UGA 1503011	Supply of Tablets for FC, M&E	Complete	€ 4,500	€ 4,500	Edgeline Solutions	UGX 11,300,000	€ 2,690	UGX 11,300,000	€ 2,690
TTE2_040	UGA 1503011	Design & Supervision ECD Unyama construction	Complete	€ 6,000	€ 6,000	Arch Design Architects & Eng	€ 7,500	€ 7,500		

TTE2_041	UGA 1502911	Fabrication & Supply of carts / Trolleys to NTCs	Cancelled (change of user priority)	€ 8,400						
TTE2_042	UGA 1503011	Laptops for TIET	Complete	€ 9,200	€ 9,200	Business Centre Ltd	UGX 32,713,000	€ 7,789	UGX 32,713,000	7,789
TTE2_043	UGA 1503111	Supply, Installation, Training - Tally to 4 NTCs	Ongoing	€ 10,000	€ 10,000	Global Digital Ltd	UGX 45,075,000	€ 10,732		
TTE2_044	UGA 1502911, UGA 1503011, UGA 1503111	Dedicated internet for office	Ongoing framework	UGX 21,000,000	€ 5,000	Iway Africa / Echotel	\$840 per month	€700 per month		
TTE2_045	UGA 1503111	Supply of PSS Portfolios	Complete	UGX 12,160,000	€ 2,895	Graphic Systems	UGX 6,896,000	€ 1,642	UGX 6,896,000	€ 1,642
TTE2_046	UGA 1503111	Supply of tablets for ICT champions & Tr day awards	Complete	€ 8,000	€ 8,000	Newtech Computers & Electronics	UGX 28,560,000	€ 6,800	UGX 28,560,000	€ 6,800
TTE2_047	UGA 1503111	Supply of materials for teacher day celebrations		UGX 41,565,000	€ 9,896					
		- A	Complete			Graphic Systems	UGX 6,913,000	€ 1,646	UGX 7,788,000	€ 1,854
		- B	Complete			Inline Print services	UGX 1,850,000	€ 440	UGX 225,000	€ 54
		- C	Complete			Revolve Tack (U) Ltd	UGX 9,600,000	€ 2,286	UGX 9,600,000	€ 2,286
TTE2_048	UGA1503111	Development of academic management system	Cancelled (change of user priority)							
TTE2_049	UGA 1503111	Supply of laptops for AR contest + driver computer	Complete	UGX 27,450,000	€ 6,536	Aspire Capital ventures	UGX 23,750,000	€ 5,655	UGX 23,750,000	€ 5,655
TTE2_050	UGA 1502911	Printing of reports on sustainable infrastructure	Complete		€ 0	New Vision	UGX 23,446,000	€ 5,582		
TTE2_051		Printing of National teacher policy manuals	Complete	€ 4,908	€ 4,908	Makubuya Solomon Jesse	UGX 18,900,000	€ 4,500	UGX 18,900,000	€ 4,500
<b>2020</b>										
TTE2_052		Framework for supply of ICT equipment	Complete	€ 25,000	€ 25,000	Newtech Computers	€ 25,000	€ 25,000	X	
						Aspire Capital ventures			X	
TTE2_053	UGA1503111 - Ugx 75,525,000	Supply of PSS & CSP kits partner sec. schools	Complete	UGX 111,124,500	€ 26,458	MK Scholastic Supplies	UGX 66,928,380	€ 15,935	UGX 66,928,380	€ 15,935
	UGA1503111 - Ugx 35,599,000					Prompt Supplies	UGX 12,873,878	€ 3,065	UGX 12,873,878	€ 3,065
						Prompt Supplies	UGX 15,569,761	€ 3,707	15,569,761	€ 3,707
TTE2_054	UGA 1503111	Supply of lab equipment Mubende	Cancelled	€ 20,000	€ 20,000					
TTE2_055	UGA 1503111	Supply of items - GBV freelito	Complete	UGX 35,123,000	€ 7,473	Lot 1- Izza Ltd	UGX 22,943,000	€ 5,463	UGX 22,943,000	€ 5,463
				part of above	part of above	Lot 2 - Graphic Systems Ltd	UGX 14,088,000	€ 3,354	UGX 14,088,000	€ 3,354
TTE2_056	UGA 1502911	Supply of quickbooks licenses to colleges	Ongoing	€ 28,000	€ 28,000	Computers & beyond	UGX 75,272,000	€ 17,922		
TTE2_057	UGA 1503011	Supply of laptop powerbanks	Cancelled (ss delays)	€ 9,283	€ 9,283	Aspire Capital ventures				
TTE2_058	UGA 1503011 - euro 4700, balance on UGA 1502911	Supply of teacher day shirts	Complete	UGX 22,800,000	€ 5,561	Graphic Systems	UGX 22,000,000	€ 5,238		
TTE2_059	UGA 1502911	Supply of inauguration day branded items - Lot 1	Complete	€ 9,352	€ 9,352	Lot 1 - Izza Ltd	UGX 4,750,000	€ 1,131		
		Lot 2	Complete			Lot 2 - Izza Ltd	UGX 9,225,000	€ 2,196		
		Lot 3	Complete			Lot 3 - MPK	UGX 4,800,000	€ 1,143		
TTE2_060		Supply of branded items	Cancelled (launched as separate quotes)							



## 10.8 Grants

Number of the Agreement	Budget code Activity	Name of partner institution	Object of the Agreement	Signature on	Completed on	Amount agreed (EURO)	Amount paid (EURO)	Status
UGA1503011/GRANT/001	UGA1503011_A0101	Kaliro NTC	Support	10/18/2016	6/30/2017	€ 35,000	UGX 34,608	Closed':
UGA1502911/GRANT/002	UGA1502911_A0101	Muni NTC	Support	11/11/2016	6/30/2017	€ 35,000	UGX 31,036	Closed':
UGA1503011/GRANT/TTE2-003	UGA1503011_A0101	Kaliro NTC	Support	8/8/2017	6/30/2018	€ 30,000	UGX 20,310	Closed':
UGA1502911/GRANT/TTE2-004	UGA1502911_A0101	Muni NTC	Support	8/8/2017	6/30/2018	€ 30,000	UGX 18,785	Closed':
UGA 1503111/GRANT/TTE2-005	UGA1503111_A0101	Mubende NTC	Support	8/8/2017	6/30/2018	€ 30,000	UGX 21,278	Closed':
UGA 1503111/GRANT/TTE2-006	UGA1503111_A0106	Kabale NTC	Support	8/8/2017	30/06/2018	€ 30,000	UGX 21,279	Closed':
UGA1503011/GRANT/TTE2-007	UGA1503011_A0106	Unyama NTC	Support	8/8/2017	30/06/2018	€ 30,000	UGX 20,611	Closed':

UGA/GRANT/TTE/ 2018-01	UGA15030 11_A0106	Kaliro NTC	Suppo rt	9/27/ 2018	6/30/ 2019	€ 24,067	UGX 17,277	<b>Closed':</b>
UGA/GRANT/TTE/ 2018-03	UGA15029 11_A0106	Muni NTC	Suppo rt	9/27/ 2018	6/30/ 2019	€ 24,067	UGX 23,508	<b>Closed':</b>
UGA/GRANT/TTE/ 2018-02	UGA15031 11_A0106	Mube nde NTC	Suppo rt	9/27/ 2018	6/30/ 2019	€ 24,067	UGX 20,179	<b>Closed':</b>
UGA/GRANT/TTE/ 2018-04	UGA15031 11_A0106	Kabal e NTC	Suppo rt	9/27/ 2018	6/30/ 2019	€ 24,067	UGX 23,805	<b>Closed':</b>
UGA/GRANT/TTE/ 2018-05	UGA15030 11_A0106	Unya ma NTC	Suppo rt	9/27/ 2018	6/30/ 2019	€ 24,067	UGX 24,995	<b>Closed':</b>
UGA1503011/GR ANT/TTE/2019-05	UGA15030 11_A0106	Kaliro NTC	Suppo rt	11/1/ 2019	12/31 /2020	€ 31,666	UGX 30,082	<b>Closed':</b>
UGA1502911/GR ANT/TTE/2019-03	UGA15031 11_A0106	Muni NTC	Suppo rt	11/1/ 2019	12/31 /2020	€ 28,456	UGX 20,385	<b>Closed':</b>
UGA1503111/GR ANT/TTE/2019-01	UGA15031 11_A0107	Mube nde NTC	Suppo rt	11/1/ 2019	12/31 /2020	€ 28,456	UGX 23,332	<b>Closed':</b>
UGA1503111/GR ANT/TTE/2019-02	UGA15031 11_A0107	Kabal e NTC	Suppo rt	11/1/ 2019	12/31 /2020	€ 28,456	UGX 27,033	<b>Closed':</b>
UGA1503011/GR ANT/TTE/2019-04	UGA15030 11_A0106		Suppo rt	11/1/ 2019	12/31 /2020	€ 28,456	UGX 20,860	<b>In progress</b>

		Unya ma NTC						
						€ 485,825	€ 399,363	



## **10.9 Specific Cooperation Agreements**

*Non Applicable.*

## **10.10 Equipment**

*See assets registry attached*

## TTE Inventory of IT Equipment

	Description	Asset code	Serial Number	Type	Amount	Devise	Current locatio	Condition	ThirdParty	Source project
<b>DESKTOP</b>	Dell Optiplex desktop	ENABEL TTE DS 01	BF4WVV2	IT equipment	2,100,000	UGX	Kampala (drive	New	Aspire	UGA 1503111
<b>TABLETS</b>	Samsung Galaxy Tab A 10'	ENABEL TTE TAB 01	353685/10/799	IT equipment	1,300,000	UGX	Muni (Christop	Used	Newtech Computers	UGA 1503111
	Samsung Galaxy Tab A 10'	ENABEL TTE TAB 02	353685/10/796	IT equipment	1,300,000	UGX	Unyama (Claire	Used	Newtech Computers	UGA 1503111
	Samsung Galaxy Tab A 10'	ENABEL TTE TAB 03	353685/10/799	IT equipment	1,300,000	UGX	Mubende (Flav	Used	Newtech Computers	UGA 1503111
	Samsung Galaxy Tab A 10'	ENABEL TTE TAB 04	353685/10/799	IT equipment	1,300,000	UGX	Kaliro (Kizito)	Used	Newtech Computers	UGA 1503111
	Samsung Galaxy Tab A 10'	ENABEL TTE TAB 05	R52M20CN0DX	IT equipment	1,300,000	UGX	Kabale (James)	Used	Newtech Computers	UGA 1503111
<b>Laptops</b>	HP Probook 450 G6 incl.		5CD9526M72	IT equipment	3,050,000	UGX	Kampala (Liz)	New	Aspire Capital Ventures	UGA 1503011
	Lenovo thinkbook 13S		P205NRAV	IT equipment	4,743,000	UGX	Kampala (Amar	New	Online - Lontex exports	UGA 1502911
	Latitude E5440, Laptop	ENABEL TTE LP 01	4WJNF12	IT equipment			Transferred to	Used	Health project Enabel	Health project
	Latitude E7270, Laptop		5SWYJC2	IT equipment			Transferred to	TTE (Inge KAtrid	SSU project	SSU proejct
	Latitude E6440, Laptop	ENABEL TTE LP 02	CJ9SP12	IT equipment	3,970,339	UGX	Kampala (Nie)	Used	Mercury Computers	UGA 1503011, UGA 1502911
	Latitude E5550, Laptop	ENABEL TTE LP 03	4B3T532	IT equipment		EUR	Kampala (Helle	Used		
	Latitude E6440, Laptop	ENABEL TTE LP 04	2FL8L32	IT equipment	3,970,339	UGX	Kampala ( Doro	Used	Mercury Computers	UGA 1503011, UGA 1502911
	Latitude E5480, Laptop	ENABEL TTE LP 05	68TQ6H2	IT equipment		EUR	Kampala (Andre	Used		TTE 1
	Latitude E6440, Laptop	ENABEL TTE LP 06	CQ4SP12	IT equipment	3,432,203	EUR	Kampala (Barre	Used	PC World	UGA 1503011, UGA 1502911
	Latitude E5570, Laptop	ENABEL TTE LP 07	76M6JC2	IT equipment	592.93	EUR	Kampala (steph	Used	Brussels HQ	SSU transfer payt
	Latitude E5570, Laptop	ENABEL TTE LP 08	D3Y8JC2	IT equipment	592.93	EUR	Kampala (Bern	Used	Brussels HQ	SSU transfer payt
	Latitude E5450, Laptop	ENABEL TTE LP 09	32STY52	IT equipment	3,038,136	UGX	Kampala (Joani	Used	Mercury Computers	UGA 1502910
	Latitude E6440, Laptop	ENABEL TTE LP 10	12NTP12	IT equipment	3,970,339	UGX	Kampala (Moni	Used	Mercury Computers	UGA 1503011, UGA 1502911
	Latitude E5450, Laptop	ENABEL TTE LP 11	7MMWY52	IT equipment	3,038,136	UGX	Kampala (Robe	Used	Mercury Computers	UGA 1502910
	Latitude E3490, Laptop	ENABEL TTE LP 13	HPKJCQ2	IT equipment	3,800,000	UGX	Kampala (Bart)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Latitude E6440, Laptop	ENABEL TTE LP 14	4FFTP12	IT equipment	3,432,203	EUR	Kampala (Phillip	Spare_faulty	PC World	UGA 1503011, UGA 1502911
	Latitude E3490, Laptop	ENABEL TTE LP 15	8NKJCQ2	IT equipment	3,800,000	UGX	Kampala (Hann	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Latitude E6440, Laptop	ENABEL TTE LP 16	J83WTZ1	IT equipment	3,432,203	UGX	Kampala (Marg	Obsolete - burr	PC World	UGA 1503011, UGA 1502911
	Laptop dell latitude	BTC-TTEP 2015-107		IT equipment		UGX	Spare (Margare	Used		TTE 1
	Latitude E3490, Laptop	ENABEL TTE LP 17	4NKJCQ2	IT equipment	3,800,000	UGX	Kampala (spare	Faulty	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Latitude E6440, Laptop	ENABEL TTE LP 18	3HW8S32	IT equipment	3,432,203	UGX	Unyama (Claire	Used	PC World	UGA 1503011, UGA 1502911
	Latitude E3490, Laptop	ENABEL TTE LP 19	1TKJCQ2	IT equipment	3,800,000	UGX	Mubende (Flav	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Latitude E5570, Laptop	ENABEL TTE LP 23	26M6JC2	IT equipment		UGX		Used		
	Latitude E6440, Laptop	ENABEL TTE LP 20	FT6RF12	IT equipment	3,970,339	UGX	Kabale (Ojilong	Used	Mercury Computers	UGA 1503011, UGA 1502911
	Latitude E5570, Laptop	ENABEL TTE LP 21		IT equipment		UGX	Muni (Christop	Used		

	Latitude E3490, Laptop	ENABEL TTE LP 22	9K7QCQ2	IT equipment	3,800,000	UGX	Kaliro (Kizito)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell Latitude E7270 Core i5,	ENABEL INFRA LP 02	3M1KJC2	IT equipment		EUR	Kampala (Bernard)	Stolen	Brussels HQ	
	Latitude E3490, Laptop	ENABEL INFRA LP 04	9TKJCQ2	IT equipment	3,800,000	UGX	Kampala (Norbert)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell Latitude E5440 Core i5	ENABEL INFRA LP 05	434JT32	IT equipment		EUR	Kampala (Frank)	Used		TTE 1
	Dell Latitude E5480	ENABEL TTE LP 05	6QTQ6H2	IT equipment	4,450,000	UGX	Kampala (Stefan)	Used	newtech computers	UGA 1503111
	Dell Latitude E6440		HW8SP12	IT equipment	3,432,203	UGX	Kampala (Infra)	Used	PC World	UGA 1503011, UGA 1502911
	Dell Latitude E6440	ENABEL TTE LP 12	D3SNF12	IT equipment			Kampala (Steph)	Used		TTE 1
<b>Projectors</b>	Acer DLP projecror	ENABEL TTE PJ 01	MRJH0110024 2301178590	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 02	EJBU01039206 00C24593B	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 03	MRJH0110023 50018275900	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 04	MRJH0110024 23011685900	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 05	MRJH0110024 23011585900	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 06	MRJH0110024 23011855900	IT equipment			Kampala (Admi)	Used		TTE 1
	Acer DLP projecror	ENABEL TTE PJ 07		IT equipment			Kampala (Infra)	Lost at Infra office		TTE 1
<b>Monitors</b>	Desktop Monitor	ENABEL TTE DM 01	UK0A1531031 226	IT equipment		UGX	Kampala - (Tab)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 02		IT equipment	500,000	UGX	Kampala (Dorot)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 03	CN-0V048Y- 64180-381- 01HU	IT equipment		UGX	Kampala (Linda)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 04		IT equipment	500,000	UGX	Kampala (Bart)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 05	CN 0T9104_D4H B405	IT equipment	Not applicable	UGX	Kampala (Drive)	Used	Aspire	UGA 1503111
	Desktop Monitor	ENABEL TTE DM 06	CN-07C2R4- 72872-317- E45M	IT equipment		UGX	Kampala (Barre)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 07	CN-02N00N- 64280-252- 1QFU	IT equipment		UGX	Kampala ( Ama)	Used		TTE1

	Desktop Monitor	ENABEL TTE DM 08	CN-02N00N-64280-ICQ-3KYB	IT equipment		UGX	Kampala (Barre)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 09	CN-02N00N-64280-ICQ-3MGB	IT equipment		UGX	Kampala (Helle)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 10	CN-02N00N-64280-258-0XPS	IT equipment		UGX	Kampala (Moni)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 11	UK0A1531031513	IT equipment			Kampala (Robe)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 12		IT equipment	500,000	UGX	Kampala (Hann)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 13	CN-0T5JNN-72872-178-CNTS	IT equipment		UGX	Kampala (Marg)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 14	31TE45M	IT equipment		UGX	Kampala (Steph)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 15	UK0A1531031740	IT equipment		UGX	Kampala (Stefa)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 16	CN-02N00N-64180-22E-16AB	IT equipment		UGX	Kampala (Liz)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 17		IT equipment		UGX	Kampala (Nie)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 18	Dell	IT equipment	500,000	UGX	Unyama (Claire)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 19	Dell	IT equipment	500,000	UGX	Mubende (Flavi)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 20	Dell	IT equipment	500,000	UGX	Kabale (Ikilai)	new	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL TTE DM 21	Dell - large	IT equipment		UGX	Muni (Christop)	Used		TTE1
	Desktop Monitor	ENABEL TTE DM 22	Dell - large	IT equipment		UGX	Kaliro (Kizito)	Used		TTE1
	Desktop Monitor	ENABEL INFRA DM 02	UK0A1531031224	IT equipment		EUR	Kampala (Bena)	Used		TTE1
	Desktop Monitor	ENABEL INFRA DM 03	CN-07CXPR-72872-72I-FJ6B-A00	IT equipment	370,000	UGX	Infra 5th floor	Used	Netsoft Consulting PVT	UGA 1502911
	Desktop Monitor	ENABEL INFRA DM 04	CN-02N00N-64180-252-1PVU	IT equipment	500,000	EUR	Kampala (Norb)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Desktop Monitor	ENABEL INFRA DM 05	CN-07CXPR-FCC00-75P-AVTB	IT equipment	370,000	UGX	Kampala (Josep)	Used	Netsoft Consulting PVT	UGA 1502911
	Desktop Monitor	ENABEL INFRA DM 05	CN-07CXPR-72872-72I-H51B0	IT equipment	370,000	UGX	Kampala (Frank)	Used	Netsoft Consulting PVT	UGA 1502911
<b>SOFTWARE</b>	Win 10 pro 64 bit OS			IT equipment	600,000	UGX	Kampala (drive)	New	Aspire	UGA 1503111
	WinSvrCal 2012 SNGL OLP NL Acdmc UsrCal			IT equipment	35	EUR	Kampala (TTE fl)	Used	Canopy IT	UGA 1502911

	WinSvrStd 2012R2 SNGL OLP NL Accdmc 2Proc			IT equipment	213	EUR	Kampala (TTE f	Used	Canopy IT	UGA 1502911
	MS Office Home & Business			IT equipment	550,000	UGX	Kampala (drive	New	Aspire	UGA 1503111
	MS Office Home & Business			IT equipment	635,000	UGX	Kampala (Marg	Used	PC World Ltd	UGA 1503011, UGA 1502911
	MS Office Home & Business			IT equipment	635,000	UGX	Kampala (Phillip	Used	PC World Ltd	UGA 1503011, UGA 1502911
	MS Office Home & Business			IT equipment	635,000	UGX	Kampala (Marg	Used	PC World Ltd	UGA 1503011, UGA 1502911
	MS Office Home & Business			IT equipment	635,000	UGX	Kampala (Clare	Used	PC World Ltd	UGA 1503011, UGA 1502911
	MS Office pro 2013/16			IT equipment	254,237	UGX	Kampala (Doro	Used	Mercury Computers	UGA 1503011, UGA 1502911
	MS Office pro 2013/16			IT equipment	254,237	UGX	Kampala (Nie)	Used	Mercury Computers	UGA 1503011, UGA 1502911
	MS Office pro 2013/16			IT equipment	254,237	UGX	Kampala (Moni	Used	Mercury Computers	UGA 1503011, UGA 1502911
	MS Office pro 2013/16			IT equipment	254,237	UGX	Kampala (Ojilor	Used	Mercury Computers	UGA 1503011, UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kampala (Bart)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kampala (Hann	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kampala (Denis	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Mubende (Flavi	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kaliro (Kizito)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kampala (Nobe	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	MS Windows pro			IT equipment	485,000	UGX	Kampala (Steph	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Kaspersky Internet security 2020			IT equipment	75,000	UGX	Margaret	Used	Newtech Computers	UGA 1503011
	Kaspersky Internet security 2020			IT equipment	75,000	UGX	Dorothy	Used	Newtech Computers	UGA 1503011
	Kaspersky Internet security 2020			IT equipment	75,000	UGX	linda	Used	Newtech Computers	UGA 1503011
	Kaspersky Internet security 2020			IT equipment	75,000	UGX	Stephen	Used	Newtech Computers	UGA 1503011
	Kaspersky Internet security 2020			IT equipment	75,000	UGX	Hannah	Used	Newtech Computers	UGA 1503011
	Kaspersky Internet security 2020			IT equipment	75,000	UGX		Used	Newtech Computers	UGA 1503011

	Windows 10 pro license			IT equipment	575,250	UGX	Newtech Comp	Used	Newtech Computers	UGA 1503011
	Windows 10 pro license			IT equipment	575,250	UGX	Newtech Comp	Used	Newtech Computers	UGA 1503011
<b>Keyboards + mice</b>	KEYBOARD w mouse	ENABEL TTE KB 01	BATJT0MRZ3A FPV	IT equipment		UGX	Kampala - (Tab)	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 02	1616MG028T M8	IT equipment	210,000	UGX	Kampala(Dorot	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 03	1620MG00235 8	IT equipment		UGX	Kampala (Linda	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 04		IT equipment	210,000	UGX	Kampala (Bart)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 05		IT equipment	Not applicable	UGX	Kampala (Drive	New	Aspire	UGA 1503111
	KEYBOARD w mouse	ENABEL TTE KB 06	CN-OHWRD1- 71581-1BQ- 054T-A01	IT equipment		UGX	Kampala (Barre	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 07	CN-OHWRD1- 71581-18A- 04U2-A01	IT equipment		UGX	Kampala ( Ama	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 08	CN-OHWRD1- 71581-23U- 03LK-A01	IT equipment		UGX	Kampala (Barre	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 09	1616MG0287 W8	IT equipment		UGX	Kampala (Helle	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 10	1616MG028T Q8	IT equipment		UGX	Kampala (Moni	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 11	868017- 01235Y844UK	IT equipment		UGX	Kampala (Robe	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 12		IT equipment	210,000	UGX	Kampala (Hann	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 13	CN-6HWRD1- 71581-1BQ- 001M-A01	IT equipment		UGX	Kampala (Marg	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 14		IT equipment		UGX	Kampala (Steph	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 15	1616MG028TS 8	IT equipment		UGX	Kampala (Stefa	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 16		IT equipment		UGX	Kampala (Liz)	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 17		IT equipment		UGX	Kampala (Nie)	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 18		IT equipment	210,000	UGX	Unyama (Claire	new	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 19		IT equipment	210,000	UGX	Mubende (Flavi	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 20		IT equipment	210,000	UGX	Kabale (Ikilai)	New	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	KEYBOARD w mouse	ENABEL TTE KB 21		IT equipment		UGX	Muni (Christop	Used		TTE1
	KEYBOARD w mouse	ENABEL TTE KB 22		IT equipment		UGX	Kaliro (Kizito)	Used		TTE1

	Mouse	ENABEL INFRA KB 02	CN-0K7HY6-73826-71E-00HX-A02	IT equipment	40000	EUR	Kampala (Bernard)	Used	Netsoft Consulting PVT	UGA 1502911
	KEYBOARD w mouse	ENABEL INFRA KB 04	CN-02N00N-64180-252-1PVU	IT equipment	210000	EUR	Kampala (Norbert)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Mouse	ENABEL INFRA KB 05	CN-0K7HY6-73826-71E-00HZ-A02	IT equipment	40000	UGX	Kampala (Joseph)	Used	Netsoft Consulting PVT	UGA 1502911
	Mouse	ENABEL INFRA KB 06	CN-07CXPR-72872-721-H51B-A00	IT equipment	40000	UGX	Kampala (Frank)	Used	Netsoft Consulting PVT	UGA 1502911
<b>DOCKING STATIONS</b>	Dell, Docking station	ENABEL TTE DS 01		IT equipment		EUR	Kampala - (Tab)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 02		IT equipment		EUR	Kampala(Nie)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 03		IT equipment	625,000.00	UGX	Kampala (Helle)	Used	newtech computers	UGA 1503011
	Dell, Docking station - Dell dock WD15	ENABEL TTE DS 04		IT equipment	1,100,000.00	UGX	Kampala (Doro)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell, Docking station	ENABEL TTE DS 05		IT equipment		EUR	Kampala (Elijah)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 06		IT equipment		EUR	Kampala (Barre)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 07		IT equipment		EUR	Kampala (Step)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 08		IT equipment		EUR	Kampala (Jolly)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 09		IT equipment		EUR	Kampala (Jovet)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 10		IT equipment	625,000.00	UGX	Kampala (Moni)	Used	newtech computers	UGA 1503011
	Dell, Docking station	ENABEL TTE DS 12		IT equipment		EUR	Kampala (ID Of)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 13		IT equipment		EUR	Kampala (TA - I)	Used		TTE1
	Dell, Docking station	ENABEL TTE DS 14		IT equipment	625,000.00	UGX	Kampala (Phillip)	Used	newtech computers	UGA 1503011
	Dell, Docking station - Dell dock WD15	ENABEL TTE DS 15		IT equipment	1,100,000.00	UGX	Kampala (Hann)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell, Docking station	ENABEL TTE DS 16		IT equipment		UGX	Kampala (Marg)	Used		TTE1
	Dell, Docking station - Dell dock WD15	ENABEL TTE DS 17		IT equipment	1,100,000.00	UGX	Kampala (Denis)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell, Docking station - Dell dock WD15	ENABEL TTE DS 22		IT equipment	1,100,000.00	UGX	Kaliro (Bart)	Used	Aspire	66% - UGA 1503111; 33% - UGA 1502911
	Dell, Docking station	ENABEL INFRA DS 02	CN-OPDXXF-E2899-635-0FBA-A00	IT equipment	740,000.00	EUR	Kampala (Ben)	Used	Netsoft Consulting PVT	UGA 1502911
	Dell, Docking station	ENABEL INFRA DS 03	CN-OPDXXF-C2899-635-1245-A00	IT equipment	740,000.00	UGX	Kampala (Nobe)	Used	Netsoft Consulting PVT	UGA 1502911
	Dell, Docking station	ENABEL INFRA DS 05	CN-OPDXXF-C2899-635-12E2-A00	IT equipment	740,000.00	UGX	Kampala (Josep)	Used	Netsoft Consulting PVT	UGA 1502911
	Dell, Docking station	ENABEL INFRA DS 06	CN-OPDXXF-E2899-635-0AA1-A00	IT equipment	740,000.00	UGX	Kampala (Frank)	Used	Netsoft Consulting PVT	UGA 1502911
<b>SERVERS</b>	Dell standalone Server W UPS	ENABEL TTE SV 01		IT equipment	6,611,393.00	UGX	Kampala (TTE C)	Used	Canopy IT Solutions	UGA 1502911



	NAS (Synology ) w' 2TB HDD and 1000VA UPS	ENABEL INFRA SV 01	DS - 718	IT equipment	8,870,150.00	UGX	Kampala (5 Floo	Used	Service & Computer Ind	UGA 1503011
<b>Copiers</b>	Taskalfa 3010i MFP Photocopier & Sollatek 305 KVA Power Stabilizer	ENABEL TTE PH 01 (18)	1203NV5NL1	IT equipment	14,237,288.00	UGX	Kampala (TTE C	Used	MFI	UGA 1502911; UGA 1503011
	Spllatek 3.5 KVA Power Stabilizer for server	APC 1000VA	4368700025	IT equipment	1,600,000.00	UGX	Kampala (TTE C	Used	MFI	UGA 1502911; UGA 1503011
<b>Printers</b>	Kyocera FS-C5250DN KX, Colour Printer	ENABEL TTE PR 01	Q563854844	IT equipment	277.00	EUR	Kampala (TTE C	Used		
	Deskjet printer HP 2130	ENABEL TTE PR 02		IT equipment	370,000.00	UGX	Unyama (Claire	Used		
	HP M125NM Printer	ENABEL TTE PR 03		IT equipment	618,000.00	UGX	Mubende (Flav	Used	Mercury Computers	UGA 1503111; UGA 1502911
	HP M125NM Printer	ENABEL TTE PR 04		IT equipment	618,000.00	UGX	Kabale (Ikilai)	Used	Mercury Computers	UGA 1503111; UGA 1502911
	HP M125NM Printer	ENABEL TTE PR 05		IT equipment	618,000.00	UGX	Muni (Christop	Used	Mercury Computers	UGA 1503111; UGA 1502912
	HP M125NM Printer	ENABEL TTE PR 06		IT equipment		EUR	Kaliro (Kizito)	Used		TTE1
<b>Routers Internet</b>	Huawei CPE B593, Internet router	ENABEL TTE IR 01	S2Z7SB93C0900012	IT equipment			Kampala (TTE C	Used_in storag	Africell	TTE1
	Africell mifi	ENABEL TTE IR 02		IT equipment	235,000.00	Ugx	Unyama (Claire	Used		UGA 1502911
	Levelone WAP - 008 wireless	ENABEL TTE IR 03		IT equipment	455	EUR	Mubende (Han	Used_in storag	Africell	TTE1
	Smile router	ENABEL TTE IR 04	Q2Q8W17329000204	IT equipment	105	EUR	Kabale (Ikilai)	Obsolete	smile Comms	TTE1
	Africell mifi	ENABEL TTE IR 05		IT equipment	235,000.00	Ugx	Muni (Christop	Used	Africell	UGA 1502911
	MTN mifi	ENABEL TTE IR 06		IT equipment	189,000.00	Ugx	Kaliro (Kizito)	Used	Airtel	UGA 1503011
	MTN mifi	ENABEL TTE IR 07		IT equipment	189,000.00	Ugx	Kabale (Ojilong	Used	MTN	UGA 1503111
	MTN mifi	ENABEL TTE IR 08		IT equipment	189,000.00	Ugx	Mubende (Flav	Used	MTN	UGA 1503111
	Airtel mifi	ENABEL TTE IR 09		IT equipment	125,000.00	Ugx	Kaliro (Kizito)	Used	Airtel	UGA 1503011
	Airtel mifi			IT equipment	125,000.00	Ugx	Kampala (Frank Waibale,	New	Airtel	UGA 1502911
	Airtel mifi			IT equipment	125,000.00	Ugx	Kampala (Maragret Mbabazi)	New	Airtel	UGA 1503011
	Airtel mifi			IT equipment	125,000.00	Ugx	Kampala (Phillip Kakembo)	New	Airtel	UGA 1502911
	MTN mifi			IT equipment	189,000.00	Ugx	Robert Kisalama,	New	MTN	UGA 1503011
	MTN mifi			IT equipment	189,000.00	Ugx	Stephen Lubowa,	New	MTN	UGA 1502911
	MTN mifi			IT equipment	189,000.00	Ugx	Nobert Onen,	New	MTN	UGA 1503011
	MTN mifi			IT equipment	189,000.00	Ugx	hannah N,	New	MTN	UGA 1503111
	MTN mifi			IT equipment	189,000.00	Ugx	Josephine Nalubega,	New	MTN	UGA 1503111
	MTN mifi			IT equipment	189,000.00	Ugx	Hellen Namyalo,	New	MTN	UGA 1503111
	MTN mifi			IT equipment	189,000.00	Ugx	Dorothy Kyamazima	New	MTN	UGA 1503111
<b>UPS</b>	1000 VA UPS for server	ENABEL TTE SV UPS 01		IT equipment	312.5	EUR	Kampala - (TTE	Used	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 01		IT equipment	79.17	EUR	Kampala - (Tabl	Used	Canopy IT	UGA 1502911

	600VA Desktop UPS - APC	ENABEL TTE UPS 02		IT equipment			Kampala(Nie)	Obsolete		TTE 1
	600VA Desktop UPS - APC	ENABEL TTE UPS 04		IT equipment	79.17	EUR	Kampala (Doro	Stolen	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 06		IT equipment	79.17	EUR	Kampala (Barre	Stolen	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 07		IT equipment	79.17	EUR	Kampala (Step	Stolen	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 09		IT equipment	79.17	EUR	Kampala (Linda	Used	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 10		IT equipment	79.17	EUR	Kampala (Moni	Used	Canopy IT	UGA 1502911
	600VA Desktop UPS - APC	ENABEL TTE UPS 13		IT equipment			Kampala (TA - I	Stolen		TTE 1
	600VA Desktop UPS - APC	ENABEL TTE UPS 15		IT equipment			Kampala (Hann	Stolen		TTE 1
	600VA Desktop UPS - APC	ENABEL TTE UPS 16		IT equipment			Kampala (Marg	Stolen		TTE 1
<b>Hard drives</b>	1 TB Transcend	ENABEL TTE HDD 01		IT equipment			Kampala (Admi	Used		TTE 1
	2TB Transcend for back up	ENABEL TTE HDD 02	66DETYGDT7G	IT equipment			Kampala (Admi	Used		TTE 1

**TTE Inventory of Assets - transferred to partners**

Period	Description	Handover doc / Asset nr	Type	Amount	Devise	Final location	Condition	Supplier / Source	GT Num	TranDate
<b>MUNI - UGA 1502911</b>										
<b>2017</b>										
Q3	Metallic Office cabinets (6pcs)	HO DEPT 08	Office equipment	5,100,000	UGX	PDU 3rd floor Embassy house	Used	Nina Interiors		
	Heavy duty safe 4 drawer		Office equipment	5,200,000	UGX	PDU 3rd floor Embassy house	Used	Nina Interiors		
	Exec low back office chairs		Office equipment	3,600,000	UGX	PDU 3rd floor Embassy house	Used	Nina Interiors		
	Heavy duty binding machine		Office equipment	1,250,000	UGX	PDU 3rd floor Embassy house	Used	Nina Interiors		
<b>2018</b>										
Q1	ICT Sever Equipment for Muni NTC	HO MUN 02	IT equipment	214	EUR	NTC Kaliro,	New	DITA Limited	985	23/02/2018
Q1	ICT Sever Equipment for Kaliro NTC	HO KAL 02	IT equipment	214	EUR	NTC Muni				
Q1	Ipads to CMU team (5 of the 9 Ipads)	HO DEPT 04	IT equipment	14,250,000	UGX	CMU	New	Aspire Capital Ventures		
Q2	ICT installation Equipment for CMU,PDU & TIET	HO_DEPT_01	IT equipment	4,210	EUR	CMU, PDU, TIET	New	DITA Limited	1148	17/05/2018
Q2	Fabricated storage Cabinets to PDU Storage Space	HO DEPT 03	Office equipment	17,038	EUR	PDU warehouse Industrial area	New	Fabrications Systems (U)	1713, 2187	10/10/2018
Q2	Server, printers for CMU, PDU & TIET	HO DEPT 02	IT equipment	23,080	EUR	CMU + PDU (1), TIET (1)	New	Pipa Technologies Africa	1307	21/06/2018
Q2	Water dispenser for Muni NTC Field office		Office equipment	141	EUR	FC Muni Chris	New	Intechs Computer Shop E	1299	28/06/2018
Q2	Motorbikes for NTCs (i.e. 20% on Muni budget)	HO MUN 14,	Vehicles	10,000,000	UGX	NTC Muni	New	Yamaha Nile Fishing Company		08/05/2018
Q2	Software - Electronic Votebook for NTC Muni		IT equipment	5,100,000	UGX	NTC Muni	New	Masterlinks		20/06/2018
	Software - Electronic Votebook for NTC Kaliro		IT equipment	5,100,000	UGX	NTC Kaliro,				
	Software - Electronic Votebook for NTC Mubende		IT equipment	5,100,000	UGX	NTC Mubende				
	Software - Electronic Votebook for NTC Unyama		IT equipment	5,100,000	UGX	NTC Unyama				
	Software - Electronic Votebook for NTC Kabale		IT equipment	5,100,000	UGX	NTC Kabale				
Q4	Health & Safety Equipment to 5 NTCs	HO MUN 04,	Office equipment	2,534	EUR	NTC Muni	New	JMIC Equipment & Constr	2085	14/12/2018
	Health & Safety Equipment to 5 NTCs	HO KAL 03,	Office equipment	2,534	EUR	NTC Kaliro,	New			
	Health & Safety Equipment to 5 NTCs	HO MUB 02,	Office equipment	2,534	EUR	NTC Mubende	New			
	Health & Safety Equipment to 5 NTCs	HO UNY 02,	Office equipment	2,534	EUR	NTC Unyama	New			
	Health & Safety Equipment to 5 NTCs	HO KAB 02,	Office equipment	2,534	EUR	NTC Kabale	New			
Q4	Equipment –Fire extinguishing equipment to Mubende, Muni & Kaliro NTCs	HO_MUN_06,	Office equipment	828	EUR	NTC Muni	New	Fire and Safety Appliance	2122	20/12/2018
	Equipment –Fire extinguishing equipment to Mubende, Muni & Kaliro NTCs	HO_KAL_04,	Office equipment	828	EUR	NTC Kaliro,	New			
Q4	Equipment –Fire extinguishing equipment to Mubende, Muni & Kaliro NTCs	HO_UNY_03,	Office equipment	828	EUR	NTC Unyama	New		2122	20/12/2018
	Equipment –Fire extinguishing equipment to Mubende, Muni & Kaliro NTCs	HO_MUB_03,	Office equipment	828	EUR	NTC Mubende	New			
Q4	Water purification kit NTC Muni	HO MUN 05,	Office equipment	3,696,667	UGX	NTC Muni	New	Impact water	2122	20/12/2018
	Water purification kit NTC Kaliro	HO KAL 0X,	Office equipment	3,696,667	UGX	NTC Kaliro,	New			
	Water purification kit NTC Kabale	HO KAB 04,	Office equipment	3,696,667	UGX	NTC Kabale	New			
<b>2019</b>										
Q1	Mechanical tools - NTC Muni	HO MUN 18				NTC Muni		Aspire Capital Ventures		
	- Mechanical tool box incl. tools		Office equipment	1,220,000	UGX					
	- Chainsaw - Husqvarna 272XP		Office equipment	4,300,000	UGX					
	- Arc welding machine - Antres 315		Office equipment	4,500,000	UGX					
	- Heavy duty food trolley		Office equipment	3,360,000	UGX					
	- Industrial weighing scale		Office equipment	3,020,000	UGX					
	Mechanical tools - NTC Kaliro	HO KAL 16				NTC Kaliro,		Aspire Capital Ventures		
	- Mechanical tool box incl. tools		Office equipment	1,220,000	UGX					
	- Chainsaw - Husqvarna 272XP		Office equipment	4,300,000	UGX					
	- Arc welding machine - Antres 315		Office equipment	4,500,000	UGX					
	- Heavy duty food trolley		Office equipment	3,360,000	UGX					
	- Industrial weighing scale		Office equipment	3,020,000	UGX					
	Mechanical tools - NTC Mubende	HO MUB 18				NTC Mubende		Aspire Capital Ventures		
	- Mechanical tool box incl. tools		Office equipment	1,220,000	UGX					
	- Chainsaw - Husqvarna 272XP		Office equipment	4,300,000	UGX					
	- Arc welding machine - Antres 315		Office equipment	4,500,000	UGX					
	- Heavy duty food trolley		Office equipment	3,360,000	UGX					
	- Industrial weighing scale		Office equipment	3,020,000	UGX					
	Mechanical tools - NTC Unyama	HO UNY 15				NTC Unyama		Aspire Capital Ventures		
	- Mechanical tool box incl. tools		Office equipment	1,220,000	UGX					
	- Chainsaw - Husqvarna 272XP		Office equipment	4,300,000	UGX					
	- Arc welding machine - Antres 315		Office equipment	4,500,000	UGX					
	- Heavy duty food trolley		Office equipment	3,360,000	UGX					
	- Industrial weighing scale		Office equipment	3,020,000	UGX					



	NAS Netgear ready Nas 524X		IT equipment				Enabel framework (HQ)	
	UPS for Nas		IT equipment				Enabel framework (HQ)	
	<b>Assorted ICT equipment for NTC Unyama</b>	HO UNY 06,			NTC Unyama		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s (4pcs)		IT equipment				Enabel framework (HQ)	
	Phillips Monitot 21' (4 pcs)		IT equipment				Enabel framework (HQ)	
	Mice + keyboard (4 pcs)		IT equipment				Enabel framework (HQ)	
	Laptops Lenovo L570 w' open office, windows 10 pro, Sophos avirus (8 pcs)		IT equipment				Enabel framework (HQ)	
	Extra Laptop battery + cords (2 pcs)		IT equipment				Enabel framework (HQ)	
	Camera + bag + memory card (2 pcs)		IT equipment				Enabel framework (HQ)	
	Hard disk 1TB Transend		IT equipment				Enabel framework (HQ)	
	Desk printer HP deskjet 3730 (2 pcs)		IT equipment				Enabel framework (HQ)	
	NAS Netgear ready Nas 524X		IT equipment				Enabel framework (HQ)	
	UPS for Nas		IT equipment				Enabel framework (HQ)	
	Printer / copier Konica Minolta						Enabel framework (HQ)	
	<b>Assorted ICT equipment for NTC Mubende</b>	HO MUB 06,			NTC Mubende		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s (24pcs)		IT equipment				Enabel framework (HQ)	
	Phillips Monitot 21' (24 pcs)		IT equipment				Enabel framework (HQ)	
	UPS for desktops (14)						Enabel framework (HQ)	
	Mice + keyboard (24 pcs)		IT equipment				Enabel framework (HQ)	
	Laptops Lenovo L570 w' open office, windows 10 pro, Sophos avirus (3 pcs)		IT equipment				Enabel framework (HQ)	
	Extra Laptop battery + cords (2 pcs)		IT equipment				Enabel framework (HQ)	
	Camera + bag + memory card (2 pcs)		IT equipment				Enabel framework (HQ)	
	Hard disk 1TB Transend		IT equipment				Enabel framework (HQ)	
	Desk printer HP deskjet 3730 (1 pcs)		IT equipment				Enabel framework (HQ)	
	Microphones Logitech (6 pcs)		IT equipment				Enabel framework (HQ)	
	External DVD writer		IT equipment				Enabel framework (HQ)	
	NAS Netgear ready Nas 524X		IT equipment				Enabel framework (HQ)	
	UPS for Nas		IT equipment				Enabel framework (HQ)	
	<b>Assorted ICT equipment for NTC Kaliro</b>	HO KAL 07,			NTC Kaliro		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s (1 pcs)		IT equipment				Enabel framework (HQ)	
	Phillips Monitot 21' (1 pcs)		IT equipment				Enabel framework (HQ)	
	UPS for desktops (1)		IT equipment				Enabel framework (HQ)	
	Mice + keyboard (1 pcs)		IT equipment				Enabel framework (HQ)	
	Laptops Lenovo L570 w' open office, windows 10 pro, Sophos avirus (2 pcs)		IT equipment				Enabel framework (HQ)	
	Extra Laptop battery + cords (2 pcs)		IT equipment				Enabel framework (HQ)	
	Camera + bag + memory card (3 pcs)		IT equipment				Enabel framework (HQ)	
	Hard disk 1TB Transend		IT equipment				Enabel framework (HQ)	
	Desk printer HP deskjet 3730 (1 pcs)		IT equipment				Enabel framework (HQ)	
	<b>Assorted ICT equipment for NTC Muni</b>	HO MUN 09			NTC Muni		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s (2 pcs)		IT equipment				Enabel framework (HQ)	
	Phillips Monitot 21' (2 pcs)		IT equipment				Enabel framework (HQ)	
	UPS for desktops (2)		IT equipment				Enabel framework (HQ)	
	Mice + keyboard (2 pcs)		IT equipment				Enabel framework (HQ)	
	Laptops Lenovo L570 w' open office, windows 10 pro, Sophos avirus (15 pcs)		IT equipment				Enabel framework (HQ)	
	Extra Laptop battery + cords (2 pcs)		IT equipment				Enabel framework (HQ)	
	Camera + bag + memory card (2 pcs)		IT equipment				Enabel framework (HQ)	
	Hard disk 1TB Transend		IT equipment				Enabel framework (HQ)	
	Desk printer HP deskjet 3730 (1 pcs)		IT equipment				Enabel framework (HQ)	
	<b>Assorted ICT equipment donated to partners</b>						Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s		IT equipment		NTC Kaliro library		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s	S4FW0887	IT equipment		NTC Kaliro Action Research		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard		IT equipment		NTC Kaliro library		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031979	IT equipment		NTC Kaliro Action Research		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031352	IT equipment		NTC Mubende - Portfolio		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031972	IT equipment		NTC Kabale - Portfolio		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard		IT equipment		NTC Muni - Portfolio		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031882	IT equipment		NTC Kaliro - Portfolio		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031568	IT equipment		NTC Unyama - Portfolio		Enabel framework (HQ)	
	Phillips Monitot 21' + keyboard	UHBA1810031563	IT equipment		NTC Mubende - Portfolio (best)		Enabel framework (HQ)	
	<b>Assorted ICT equipment donated to partners</b>						Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s	S4FW0852	IT equipment		NTC Muni		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s	S4FW0954	IT equipment		NTC Mubende		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s	S4FW0970	IT equipment		NTC Kabale		Enabel framework (HQ)	
	Lenovo desktop thinkcentre M710s	S4FW0796	IT equipment		NTC Kaliro		Enabel framework (HQ)	

	Lenovo desktop thinkcentre M710s	S4FW0966	IT equipment			NTC Unyama		Enabel framework (HQ)		
	Lenovo desktop thinkcentre M710s	S4FW0897	IT equipment			NTC Mubende - best portfolio		Enabel framework (HQ)		
<b>2019</b>										
Q2	Laptops w' mice (8 pcs)	HO DEPT 07	IT equipment	36,000,000	UGX	TIET Dep't		Business Centre Ltd		
	MTN Mifi		IT equipment	600,000	UGX	TIET Dep't		Business Centre Ltd		
Q3	WLAN Trial Equipment for Makerere University (Netlabs)	HO DEPT 06	IT equipment	4,992	EUR	Netlabs Makerere University	New	IT Office (U) Ltd	2339	16/08/2018
	Tablets for Time on task	HO UNY 13,	IT equipment	1,300,000	UGX	NTC Muni	new	Edgeline Solutions		
		HO KAB 15,	IT equipment	1,300,000	UGX	NTC Kaliro,				
		HO MUB 16,	IT equipment	1,300,000	UGX	NTC Mubende				
		HO KAL 14,	IT equipment	1,300,000	UGX	NTC Unyama				
		HO MUN 16	IT equipment	1,300,000	UGX	NTC Kabale				
<b>2020</b>										
Q1	Tablet for HTC Mulago - Samsung Gal Tab A		IT equipment	1,300,000	UGX	HTC Mulago		Newtech Computers		
	Tablet for NIC Abilonino - Samsung Gal Tab A		IT equipment	1,300,000	UGX	NIC Abilonino		Newtech Computers		
Q4	Laptop for TIET commissioner Mr Kamwana -	HP 450 G6 S/N - 5CD9526M72	IT equipment	3,150,000	UGX	TIET dept	New	Aspire Capital Ventures		
Q4	<b>Used IT equipment donated to NTC hubs from Junior program HQ</b>									
	To students guild NTC Unyama			Not applicable	EUR					
	Dell latitude laptops (4 pcs)		IT equipment			NTC Unyama	Used	HQ Brussels		
	2TB External drive Transcend - 1pc		IT equipment			NTC Unyama	Used	HQ Brussels		
	External DVD writer (Transcend TS8XDVDS) - 4 pcs		IT equipment			NTC Unyama	Used	HQ Brussels		
	4 GB Memory slots (4 pcs)		IT equipment			NTC Unyama	Used	HQ Brussels		
	To students guild NTC Kabale			Not applicable	EUR					
	Dell latitude laptops (4 pcs)		IT equipment			NTC Kabale	Used	HQ Brussels		
	2TB External drive Transcend - 1pc		IT equipment			NTC Kabale	Used	HQ Brussels		
	External DVD writer (Transcend TS8XDVDS) - 4 pcs		IT equipment			NTC Kabale	Used	HQ Brussels		
	4 GB Memory slots (3 pcs)		IT equipment			NTC Kabale	Used	HQ Brussels		
	To students guild NTC Mubende			Not applicable	EUR					
	Dell latitude laptops (4 pcs)		IT equipment			NTC Mubende	Used	HQ Brussels		
	2TB External drive Transcend - 1pc		IT equipment			NTC Mubende	Used	HQ Brussels		
	External DVD writer (Transcend TS8XDVDS) - 3 pcs		IT equipment			NTC Mubende	Used	HQ Brussels		
	4 GB Memory slots (2 pcs)		IT equipment			NTC Mubende	Used	HQ Brussels		
	To students guild NTC Kaliro			Not applicable	EUR					
	Dell latitude laptops (5 pcs)		IT equipment			NTC Mubende	Used	HQ Brussels		
	2TB External drive Transcend - 1pc		IT equipment			NTC Mubende	Used	HQ Brussels		
	External DVD writer (Transcend TS8XDVDS) - 4 pcs		IT equipment			NTC Mubende	Used	HQ Brussels		
	4 GB Memory slots (3 pcs)		IT equipment			NTC Mubende	Used	HQ Brussels		
	To students guild NTC Muni			Not applicable	EUR					
	Dell 3570	GRB70F2	IT equipment			Storage - for disposal	Used	HQ Brussels		
	Dell 3570	CSB70F2	IT equipment			Storage - for disposal	Used	HQ Brussels		
	Dell 3570	JRB70F2	IT equipment			Storage - for disposal	Used	HQ Brussels		
	Dell E5570	G7NXGC2	IT equipment			Storage - for disposal	Used	HQ Brussels		

## TTE Inventory of Assets - transferred to TIET

#	Description	Asset code	Serial Number	Type	Amount	Devise	Current location	Condition	Source project	GT Num / ref	TranDate
	Office desk with drawers	ENABEL TTE DK 04		Office equipment		EUR	Donated to TIET	Used	TTE2		
	Office desk with drawers	ENABEL TTE DK 14		Office equipment	119	EUR	Donated to TIET	Used	TTE1	187	
	Office desk with drawers	ENABEL TTE DK 15		Office equipment	119	EUR	Donated to TIET	Used	TTE1	187	
	Office desk with drawers	ENABEL TTE DK 16		Office equipment	119	EUR	Donated to TIET	Used	TTE1	187	
	Office desk with drawers	ENABEL TTE DK 17		Office equipment	119	EUR	Donated to TIET	Used	TTE1	187	
<b>CABINETS</b>	Metalic Open shelf Cabinet	ENABEL TTE CA 01		Office equipment	100	EUR	TIET	Donated	TTE1	675	12/18/2018
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 04		Office equipment	148	EUR	TIET	Donated	TTE1		12/18/2018
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 13		Office equipment	119	EUR	TIET	Donated	TTE1	1928	12/18/2018
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 16		Office equipment	119	EUR	TIET	Donated	TTE1	1928	12/18/2018

## Assets Register - TTE offices

<b>DESKS</b>	Office desk with drawers	ENABEL TTE DK 01		Office equipment	128	EUR	Kampala - (Tabitha)	Used	
	Office desk with drawers	ENABEL TTE DK 02		Office equipment	132	EUR	Kampala(Barrett)	Used	
	Office desk with drawers	ENABEL TTE DK 03		Office equipment	128	EUR	Kampala (Linda)	Used	
	Office desk with drawers	ENABEL TTE DK 05		Office equipment	686,441	UGX	Kampala (Driver)	Used	Nina Interiors
	Ge 160 Office Desk 160x80x75 Cherry	ENABEL TTE DK 06		Office equipment	102	EUR	Kampala (Stephen)	Used	
	Ge 160 Office Desk 160x80x75 Cherry	ENABEL TTE DK 07		Office equipment	102	EUR	Kampala ( Amandine)	Used	
	Office desk with drawers	ENABEL TTE DK 08		Office equipment	128	EUR	Kampala (dorothy)	Used	
	Office desk with drawers	ENABEL TTE DK 09		Office equipment	780,000	UGX	Kampala (Hellen)	Used	Nina Interiors
	Office Desk GE 180 With drawers	ENABEL TTE DK 10		Office equipment	134	EUR	Kampala (Monica)	Used	
	Office desk with drawers	ENABEL TTE DK 11			780,000	UGX	Kampala (Robert)	Used	Nina Interiors
	Ge 160 Office Desk 160x80x75 Cherry	ENABEL TTE DK 12		Office equipment	102	EUR	Kampala (Liz)	Used	
	Office desk with drawers	ENABEL TTE DK 13		Office equipment	128	EUR	Kampala (Joan)	Used	
	Office desk with drawers	ENABEL TTE DK 25		Office equipment			Kampala (Nie)	Used	
	Office desk with drawers	ENABEL TTE DK 27		Office equipment	780,000	UGX	Kampala (Hannah)	Used	Nina Interiors
	Office desk with drawers	ENABEL TTE DK 26		Office equipment			Kampala (Margaret)	Used	
	Office desk with drawers	ENABEL TTE DK 24		Office equipment	780,000	UGX	Kampala (Stefanie)	Used	Nina Interiors
	Office desk with drawers	ENABEL TTE DK 18		Office equipment	800,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Office desk with drawers	ENABEL TTE DK 21		Office equipment		EUR	Muni (Christopher)	Used	
	Office desk with drawers	ENABEL TTE DK 22		Office equipment		EUR	Kaliro (Kizito)	Used	
	Office desk (small) with drawers	ENABEL INFRA DK 02		Office equipment	474,576	UGX	Kampala ( Bernard - INFRA)	Used	Prism office supplies
	Office desk with drawers	ENABEL INFRA DK 03		Office equipment		EUR	Infra office	Used	
	Office desk (small) with drawers	ENABEL INFRA DK 06		Office equipment	474,576	UGX	Kampala ( Norbert - INFRA)	Used	Prism office supplies
	Office desk (small) with drawers	ENABEL INFRA DK 07		Office equipment	474,576	UGX	Kampala ( Josephine - INFRA)	Used	Prism office supplies
	Office desk (small) with drawers	ENABEL INFRA DK 08		Office equipment	474,576	UGX	Kampala ( Frank - INFRA)	Used	Prism office supplies
<b>CHAIRS</b>	Office chair	ENABEL TTE CH 01		Office equipment	148	EUR	Kampala (Tabitha)	Used	
	Office chair - lowback	ENABEL TTE CH 02		Office equipment	326,271	UGX	Kampala (Stephen)	Used	MFC
	1Inspire High Back:Model 9511 (	ENABEL TTE CH 03		Office equipment	195	EUR	Kampala (Amandine)	Used	
	Office chair	ENABEL TTE CH 04		Office equipment	148	EUR	Kampala (Hellen)	Used	
	Office chair	ENABEL TTE CH 05		Office equipment		EUR	Kampala (Robert)	Used	
	Office chair	ENABEL TTE CH 06		Office equipment		EUR	Kampala (joan)	Used	
	Office chair	ENABEL TTE CH 07		Office equipment		EUR	Kampala (Stephanie)	Used	
	Office chair	ENABEL TTE CH 08		Office equipment		EUR	Kampala (Barrett)	Used	
	Office chair	ENABEL TTE CH 09		Office equipment		EUR	Kampala (Linda)	Used	
	Office chair	ENABEL TTE CH 10		Office equipment		EUR	Kampala (Monica)	Used	
	Office chair	ENABEL TTE CH 11		Office equipment	192	EUR	Kampala (MARGaret)	Used	
	Office chair	ENABEL TTE CH 12		Office equipment	196	EUR	Kampala( Bart)	Used	
	Office chair	ENABEL TTE CH 13		Office equipment	192	EUR	Kampala (Driver desk)	Used	
	Office chair	ENABEL TTE CH 14		Office equipment	195	EUR	Kampala (Nie )	Used	
	Office chair	ENABEL TTE CH 15		Office equipment		UGX	Kampala (Hannah)	Used	
	Office chair	ENABEL TTE CH 16		Office equipment		UGX	Kampala (Dorothy)	Used	
	Office chair	ENABEL TTE CH 17		Office equipment		UGX	Kampala (Stefanie)	Used	
	Office chair - stakable	ENABEL TTE CH 18		Office equipment		UGX	Kampala (Meeting table)	Used	
	Office chair - stakable	ENABEL TTE CH 19		Office equipment		UGX	Kampala (Meeting table)	Used	
	Office chair - stakable	ENABEL TTE CH 20		Office equipment		UGX	Kampala (Meeting table)	Used	
	Office chair - stakable	ENABEL TTE CH 21		Office equipment		UGX	Kampala (Meeting table)	Used	
	Office chair - stakable	ENABEL TTE CH 22		Office equipment		UGX	Kampala (Meeting table)	Used	
	Office chair - stakable	ENABEL TTE CH 23		Office equipment		UGX	Kampala (1st floor)	Used	
	Office chair	ENABEL TTE CH 24		Office equipment		UGX	Kampala (1st floor)	Used	
	Office chair	ENABEL TTE CH 25		Office equipment		UGX	Kampala (1st floor)	Used	
	Office chair - lowback	ENABEL TTE CH 26		Office equipment	326,271	UGX	Kampala (Liz)	Used	
	Office chair	ENABEL TTE CH 27		Office equipment		EUR	Kampala (Meeting table)	Used	
	Office chair	ENABEL TTE CH 29		Office equipment	630,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Chairs stakable	ENABEL TTE CH 33		Office equipment	140,000	UGX	Unyama (Claire)	Used	Prism office supplies



	Chairs stakable	ENABEL TTE CH 34		Office equipment	140,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Chairs stakable	ENABEL TTE CH 35		Office equipment	140,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Chairs stakable	ENABEL TTE CH 36		Office equipment	140,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Office chair	ENABEL TTE CH 31		Office equipment		EUR	Muni (Christopher)	Good	
	Office chair	ENABEL TTE CH 32		Office equipment		EUR	Kaliro (Kizito)	Good	
	Office chair	ENABEL INFRA CH 02		Office equipment	309,322	UGX	5th Floor (Benard - INFRA)	Used	Prism office supplies
	Office chair	ENABEL INFRA CH 06		Office equipment	309,322	UGX	5th Floor (Josephine - INFRA)	Used	Prism office supplies
	Office chair	ENABEL INFRA CH 07		Office equipment	309,322	UGX	5th Floor (Norbert - INFRA)	Used	Prism office supplies
	Office chair	ENABEL INFRA CH 08		Office equipment	309,322	UGX	5th floor (Frank)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 09		Office equipment	114,407	UGX	5th floor (Meeting room)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 10		Office equipment	114,407	UGX	5th floor (Meeting room)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 11		Office equipment	114,407	UGX	5th floor (Meeting room)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 12		Office equipment	114,407	UGX	5th floor (Meeting room)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 13		Office equipment	114,407	UGX	5th floor (Meeting room)	Used	Prism office supplies
	Office chair - stakable	ENABEL INFRA CH 14		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 15		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 16		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 17		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 18		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 19		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 20		Office equipment		EUR	5th floor (Meeting room)	Used	
	Office chair - stakable	ENABEL INFRA CH 21		Office equipment		EUR	5th floor (Meeting room)	Used	
<b>SOFA SETS</b>	5 seater sofa set	ENABEL TTE SF 01		Office equipment	3,000,000	UGX	FC Unyama (Clare)	Used	Prism office supplies
<b>DINING SETS</b>	5 seater dining set	ENABEL TTE DN 01		Office equipment	2,600,000	UGX	FC Unyama (Clare)	Used	Prism office supplies
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 02		Office equipment	148	EUR	Kampala (Fin - Linda/Joan)	Used	
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 03		Office equipment	148	EUR	Kampala (Fin - Linda/Joan)	Used	
	High Metallic cabinet Slide Door Carbin	ENABEL TTE CA 05		Office equipment	148	EUR	Kampala (Assets - stephen)	Used	
	High Metallic cabinet Slide Door	ENABEL TTE CA 06		Office equipment	148	EUR	Kampala (Barrett)	Used	
	High Metallic cabinet Slide Door - glass	ENABEL TTE CA 07		Office equipment	164	EUR	Kampala (Procurement)	Used	
	High Metallic cabinet Slide Door Carbin	ENABEL TTE CA 08		Office equipment	164	EUR	Kampala (Fin - Linda)	Used	
	High Metallic cabinet Slide Door - glass	ENABEL TTE CA 09		Office equipment	164	EUR	Kampala (Monica - Admin)	Used	
	Metalic Open shelf Cabinet G-COS183/FGR	ENABEL TTE CA 10		Office equipment	130	EUR	Kampala (Monica - Admin)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 11		Office equipment	170	EUR	Kampala (Joan - Finace)	Used	
	High Metallic cabinet Slide Door - glass	ENABEL TTE CA 12		Office equipment	170	EUR	Kampala (Procurement)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 14		Office equipment	136	EUR	Kampala (Tabitha)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 15		Office equipment	136	EUR	Kampala (Monica - Admin)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 17		Office equipment	170	EUR	Kampala (Fin Linda/Joan)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 18		Office equipment	100	EUR	Kampala (Admin - Monica)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 19		Office equipment	170	EUR	Kampala (Admin - Monica)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 20		Office equipment	170	EUR	Kampala (fin - Barrett)	Used	
	High Metallic cabinet Swinging Door Carbin	ENABEL TTE CA 21		Office equipment	170	EUR	Kampala (Fin Linda)	Used	
	Metallic cabinet	ENABEL TTE CA 22		Office equipment	750,000	UGX	Unyama (Claire)	Used	Performance furnishing
	Metallic cabinet	ENABEL TTE CA 25		Office equipment		EUR	Muni (Christopher)	Used	
	Metallic cabinet	ENABEL TTE CA 26		Office equipment		EUR	Kaliro (Kizito)	Used	

	TTE 2								
<b>TABLES</b>	Meeting table	ENABEL TTE TB 01		Office equipment		UGX	Kampala (1st floor)		
	Reading table	ENABEL TTE TB 02		Office Equipment	350,000	UGX	Unyama (Clare)	Used	Prism office supplies
<b>WATER DISPENSORS</b>	Water Dispenser	ENABEL TTE WD 01	MWWWD2402/SGR	Office equipment	578,000	UGX	Kampala (1st floor)	Used	
	Water Dispenser	ENABEL TTE WD 02		Office equipment	530,000	UGX	Unyama (Claire)	Used	Prism office supplies
	Water Dispenser	ENABEL TTE WD 03		Office equipment	132	EUR	Mubende (Flavia)	Used	
	Water Dispenser	ENABEL TTE WD 04		Office equipment	132	EUR	Kabale (Ikilai)	Used	
	Water Dispenser	ENABEL TTE WD 05		Office equipment	132	EUR	Muni (Christopher)	Used	
	Water Dispenser	ENABEL TTE WD 06		Office equipment	132	EUR	Kaliro (Kizito)	Used	
	Water Dispenser	ENABEL INFRA WD 01		Office Equipment	132	EUR	Kampala (TTE INFRA Office)	Used	
<b>FRIDGES</b>	Logik Fridge	ENABEL TTE FG 01		Office equipment	132	EUR	Kampala (TTE Offices)	Used	
	Fridge	ENABEL TTE FG 02		Office equipment		EUR	Unyama (Claire)	Used	
	Fridge	ENABEL TTE FG 03		Office equipment		EUR	Mubende (Flavia)	Used	
	Fridge	ENABEL TTE FG 04		Office equipment		EUR	Kabale (Ikilai)	Used	
	Fridge	ENABEL TTE FG 05		Office equipment		EUR	Muni (Christopher)	Used	
	Fridge	ENABEL TTE FG 06		Office equipment		EUR	Kaliro (Kizito)	Used	
<b>PAPER SHREDDERS</b>	Raxel Auto 100x Paper Shredder	ENABEL TTE PS 01	PM1618800799	Office equipment	323	EUR	Kampala (1st floor)	Used	
	Paper Shredder	ENABEL TTE PS 02		Office equipment		EUR	Unyama (Claire)	Used	
	Paper Shredder	ENABEL TTE PS 03		Office equipment		EUR	Mubende (Flavia)	Used	
	Paper Shredder	ENABEL TTE PS 04		Office equipment		EUR	Kabale (Ikilai)	Used	
	Paper Shredder	ENABEL TTE PS 05		Office equipment		EUR	Muni (Christopher)	Used	
	Paper Shredder	ENABEL TTE PS 06		Office equipment		EUR	Kaliro (Kizito)	Used	
<b>MONEY SAFE</b>	Metallic Godry money safe	ENABEL TTE MS 01		Office equipment		EUR	Kampala (Barret - Finance, TTE Offices)	Used	
<b>CUPBOARDS</b>	Wooden cupboard	ENABEL TTE CB 01		Office equipment		EUR	Kampala (1st floor)	Used	
<b>PAPER BINDERS</b>	Paper Binder	ENABEL TTE PB 01		Office equipment		EUR	Kampala (1st floor)	Used	
	Paper Binder	ENABEL TTE PB 02		Office equipment		EUR	Unyama (Claire)	Used	
	Paper Binder	ENABEL TTE PB 03		Office equipment		EUR	Mubende (Flavia)	Used	
	Paper Binder	ENABEL TTE PB 04		Office equipment		EUR	Kabale (Ikilai)	Used	
	Paper Binder	ENABEL TTE PB 05		Office equipment		EUR	Muni (Christopher)	Used	
	Paper Binder	ENABEL TTE PB 06		Office equipment		EUR	Kaliro (Kizito)	Used	
	Paper Binder	ENABEL INFRA PB 01		Office equipment	323	EUR	Kampala (1st floor)	Used	
<b>WOOD SHELVES</b>	Wooden shelf -blockboard	ENABEL TTE CA 27		Office equipment	1,710,000	UGX	Kampala (1st floor)	Used	Virgin wood Ltd
	Wooden shelf -blockboard	ENABEL TTE CA 28		Office equipment	1,710,000	UGX	Kampala (1st floor)	Used	Virgin wood Ltd
	Wooden shelf -blockboard	ENABEL TTE CA 29		Office equipment	1,710,000	UGX	Kampala (1st floor)	Used	Virgin wood Ltd

## TTE Inventory of Vehicles

	Description	Asset code	Serial Number	Type	Amount	Devise	Current location	Condition	ThirdParty	Source project	GT Num / re	TranDate
UAL 764J	Toyota Landcruiser hardtop 2011	MV MUB - 01	JTEEB71J207015294	Vehicles	15,686.00	EUR	TTE - RR	Used	Toyota Uganda	TTE 1	340	41085
UAL 768J	Toyota Landcruiser hardtop 2011	MV MUB - 02	JTEEB71J207015210	Vehicles	15,686.00	EUR	TTE - RR	Used	Toyota Uganda	TTE 1	341	41086
UAL 796J	Toyota Landcruiser hardtop 2011	MV MUB - 03	JTEEB71J207015232	Vehicles	15,686.00	EUR	TTE - Tadeo	Used	Toyota Uganda	TTE 1	342	41087
UAY 554Y	Ford Everest 2016 - Black	MV KAL - 01	MNBAXXMAWAFU 14818	Vehicles	28,350.00	EUR	TTE - Fred	Used	Global Fleet Sales Ltd - Hong kong	UGA 1503011	276	14/6/2016
UAY 553Y	Ford Everest 2016 - White	MV MUN - 01	MNBAXXMAWAGA 78337	Vehicles	28,350.00	EUR	TTE - Abbas	Used	Global Fleet Sales Ltd - Hong kong	UGA 1502911	131	14/6/2016