ANNEXE 1.

Enabel

MINISTRY OF EDUCATION AND SPORTS

2021 Results Report

Intervention

Improve Secondary Teachers Education in the National Teachers' Colleges (NTCs)

UGA1503111

UGANDA

Belgian development agency

enabel.be

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1 Abbreviations

ATL	Active Teaching & Learning
BTVET	Business, Technical, Vocational Education and Training
CCI	Cross Cutting Issues
CMU	Construction Management Unit (MoES)
CoP	Community of Practice
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
EduHack	Education Hack
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
TETD	Teacher Education Training and Development department (Department of the MoES- former TIET)
T&L	Teaching and Learning
TFF	Technical & Financial File
TETD	Teacher Education, Training and Development department (Department of the MoES)
ToC	Theory of Change
ToR	Terms of Reference
TTE	Teacher Training Education project
UNITE	Uganda National Institute of Teacher Education
UPPET	Universal Post-Primary Education & Training

2 Summary of the interventions

2.1 Intervention's form

Name of the project	Teacher Training Education Project
Title of the interventions	Improve Secondary Teachers Education in the National Teachers' Colleges (NTCs)
Code of the interventions	UGA1503111
Location	Kampala, Muni, Kaliro, Kabale, Mubende, Unyama
Total budget	Belgian contribution: EUR 15.500.000 GoU contribution: EUR 800,000 (in kind)
Partner institution	Ministry of Education and Sports (MoES)
Start date of the Specific Agreements	28/07/2016
Start date of the interventions – Opening steering committee	04/10/2016
Expected end date of execution	31 December 2022
End date of the Specific Agreements	27/07/2023
Target groups	• All: Management, staff and students of the 5 NTCs • Teaching Staff of the 21 partner secondary schools • MoES Departments: Teacher Education Training and Development (TETD)and Construction Management Unit (CMU)
Impact	Contribute to improved quality of post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET)
Outcome	NTCs produce competent teachers through the effective use of acquired management and pedagogical competencies and proper use of infrastructure facilities and equipment.
Outputs	1) Management competencies and implementation capacities strengthened in NTCs and Teacher Education Training and Development (TETD) department 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 secondary schools
The year covered by the report	2021

2.2 Self-evaluation of performance

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

2.2.1 Relevance

	Performance
Relevance	A

The project is in harmony with the GoU priorities detailed in 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 for instance as observed last November 2021 when examination school practice modalities had to be adopted. 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, which prioritizes 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 and SDG5. 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 by implementing Open, Distance and eLearning (ODeL) strategies in teacher training. The intervention is also fully aligned with the national plans and policies relating to Gender; such as the Uganda Gender Policy (2007), the Gender in Education Policy (2009), the National Policy on Elimination of Gender-based Violence in Uganda (2016). The action also supports the implementation of national guidelines and frameworks in the different Colleges such as the Continuous Professional Development Framework and the Social Dialogue Framework.

In 2021, the implementation of the Teacher Training Education Sandbox Strategy continued to answer the needs that arose in teacher education due to the extended closure of schools that stretched from March 2020 to October 2021. Indeed, the action focused on ensuring communication between colleges and students, piloting new ways of results-based management, the introduction of students to ICT in Teaching & Learning through the ICT Masterclasses, improving skills of lecturers so that they can take up innovations like Continuous School Practice that aimed at ensuring school completion in the NTCs; in fact, over 2,189 DES students were able to complete for graduation while close to 2000 were promoted to the next year.

The active participation of Colleges' stakeholders in the implementation of the TTE project activities including Result-based management, Maintenance policy development, academic management system training and construction work also demonstrates how the action is aligned with beneficiaries' expectations.

The year 2021 also demonstrated the relevance of the approach to the ministry departments that are directly under the project - TETD and CMU by supporting the operationalization of the National Teacher Policy and sensitization sessions on the UNITE Task Force roles; continuing the thematic meetings with CMU; digitizing the departments to continue monitoring of the TETD institutions and constructions despite the COVID-19 pandemic.

2.2.2 Effectiveness

	Performance
Effectiveness	B

Despite the uncertainties brought by the COVID-19 pandemic and the closing of schools from March 2020 up to October 2021, the project implementation was effective throughout the year. The key activities planned for the year were implemented in a hybrid format with consideration of health guidelines.

Communication was maintained between NTC management, staff and students through a bulk SMS system. Communities of practice and ICT masterclasses were conducted using a video-conferencing technology – Zoom which allowed the Colleges to hold an unlimited number of meetings to support management, teaching and skilling. It became possible to pilot new ways of supporting the Colleges in conducting results-based management through monthly online meetings and compilation of data, as well as discussing progress and challenges; the college teams were also able to finalize their reports and share.

In terms of infrastructure, 2021 has seen construction works being handed over in 4 NTCs out of 5 with Defects Liability Periods completed in two of the colleges. A new contractor finally replaced the low performing contractor in Mubende NTC and delays were mitigated leading to completion. Despite continued delays due to the international and national transport restrictions, the equipment and furniture were delivered and installed in 2021 enabling learners to use them.

For pedagogy, the focus was put on the use of ICT in Teaching and Learning so that NTC teachers could continue the teaching & learning processes through the schools' closure – up to October 2021.

On top of the e-learning, the feasibility study on access to ICT devices for students and staff was conducted which reflected that over 70% of the staff were using ICT in teaching and learning to further affirm the participation in ICT masterclasses and CoPs.

2.2.3 Efficiency

	Performance
Efficiency	A

In the design of all activities, efficiency is taken into account by developing with the users' low-cost systems, climate responsive designs and engaging NTCs staff in facilitating training there by reducing costs and improving their skills. The skills built in the project have become of benefit to other interventions as well as some engage the NTCs staff and TTE Team to support activities like training, ICT masterclasses.

In 2021, with the closing of schools, the project has also tested alternative ways of organising activities, through online training, online meetings, which are less costly and this created efficiency. This was epitomized by the emergency school practice response plan that the project supported to ensure that learners complete their training and graduate. In this response plan, the General Teaching Methods online course was graded, CSP portfolios graded and peer teaching conducted for two weeks and graded; all these were moderated by KyU. Through these adjustments, the project was also able to save costs but also help the Teacher Education Department achieve results in 2021.

2.2.4 Potential sustainability

	Performance
Potential sustainability	B

To ensure sustainability, the project continued to take a participatory approach with partners and beneficiaries (via participation in TETD meetings, project management meetings, RBM meetings, communities of practice and ICT masterclasses, etc). However, the continuous changes in the management positions within the Colleges continue to jeopardize sustainability and requires a lot of efforts to mitigate the situation including recruiting from within the colleges.

The Quarterly Performance Reviews, among all 5 NTCs provide an opportunity for sustainability but these were affected by the closure of NTCs which followed a re-opening in November 2021 but still, it could not be conducted because of competing colleges programs. The digital transformation of the management practices of the Colleges, for financial and HR management finally was implemented and college managers are charged with ensuring that their accountants fully adopt the systems. Several pieces of training have been conducted to this effect. The lockdown allowed the College ICT Manager – NTC Unyama to develop in-house academic management software that is currently being rolled out to other Colleges. Specifically, the NTCs Registrars, School Practice Officers, Deputies and Inventory Officers will be critical in updating all the information in the system. It will be important to make sure the changes which were taking root, are strengthened because of sustainability.

Buildings and renovations are being carried out in a way to increase energy efficiency and reduce operating costs, especially with the installation of energy-efficient technologies like solar and energy-efficient kitchens, as well as solar compound lighting. These contributed to sustainability, as also the local construction committees enforce sustainable measure but the maintenance questions remained as it is not budgeted for in all the NTCs. In 2021, a lot of focus has been on the maintenance aspect and a policy is being developed to be rolled out in 2022. In 2022, 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.

With the help of the ICT Champions and members of the Help Desk from the NTCs, activities and training have been designed and conducted locally in the NTCs. This must be supported with the revision of programmes and teacher training curriculum which started in 2021 and all programmes are to be accepted in 2022 for operationalization in the NTCs. This will require continued advocacy and strengthening throughout 2022 to institutionalize pedagogy and institutional development activities. In 2022, as in previous years, the project will strongly continue to advocate for a curriculum review given the potential sustainability of the intervention.

2.2.5 Conclusions

2021 was a year when better was expected after all efforts to tackle the challenges brought by the outbreak of the COVID-19 pandemic. The project continued to demonstrate resilience and capability to adapt to the different activities like making hybrid training through the EduHacks, holding online management meetings, training teachers via video conferencing technology like Zoom, among other mechanisms taken. This helped to achieve the key expected results of the project.

The project continued to support the colleges to implement the TTE Sandbox which ensured the continuity of learning despite the closing of schools. This was confirmed by both the e-learning readiness studies and the feasibility study on access to ICT devices which confirmed the need for use of ICT for teaching and learning in teacher training. The helpdesk (comprising ICT Champions and Mentors) supported all activities and this allowed for increased collaboration among NTC teaching staff.

The NTCs good practices were showcased in national (for the Teacher Day 2021) and international events (Nomination by HUnDRED for the 20 most impactful innovations in education).

The intervention has also greatly improved the facilities in which the NTC community works and studies. The infrastructure of the Colleges has been upgraded in 2021 with 100% of the construction work done in 4 NTCs and Defects Liability Period over in 2 of those NTCs. Equipment (ICT and science) and Furniture have also been delivered and installed in the Colleges.

The Manifesto for Climate Responsive Design, developed with international and national professionals, was also widely disseminated in 2021.

The hybrid approach adopted by the project following the prolonged closure of schools in Uganda has contributed towards a positive change in the attitudes of staff and students towards the use of digitalisation in their practices. For instance, over 3000 students and staff participated in online training, communities of practice and completed courses such as the Technology Enhanced Learning (TEL) and the General Teaching Methods (GTM) which were fully delivered online

In 2021, the NTC management staff found new ways to run the colleges through online staff meetings, performance review meetings etc. The Colleges continued to take steps to strengthen their financial and human resource management practices through the use of QuickBooks software and the academic management system. More effort is, however, needed to strengthen the gains of these management systems because they are very fundamental in times of uncertainty as presented by not only COVID-19 but even other volatile conditions.

In terms of pedagogy, the adoption of ICT in Teaching and Learning increased in 2021 after the realization that colleges remained closed. The teaching staff were trained on different Education Technology tools and eLearning instructional design to use to ensure the continuity of learning. These pedagogical approaches were also cascaded to the teacher trainees, through ICT masterclasses that introduced different topics to the students; for this reason, many students felt the need to have ICT devices used in teaching and learning. The General Teaching Methods online course was widely followed and supported the emergency school practice response plan in the NTCs and the Technology Enhanced Learning online course has improved the skills of teacher trainees as reflected during supervision of peer teaching in the NTCs.

In a nutshell, in 2021, important progress has been made in all project components to achieve expected results; some delays were noted but the project team mitigated them well to continue progressing towards the achievement of project results.

The focus in 2022 will be on ensuring the sustainability of the intervention through sufficient use of innovations, knowledge management and coming up with an exit plan.

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3 Monitoring of results[1]

3.1 Evolution of the context

3.1.1 General and institutional context

In general terms, COVID-19 continued to affect education institutions in the country, as closure went on till November 2021 when colleges were finally opened.

The MoES Response and education recovery plan which focused on preparedness for school re-opening and continuity of learning supported college re-opening in November 2021, much as most of the schools remained closed which affected school practice activities as teacher trainees could not go to the secondary schools for practice.

This unprecedented situation in 2021 continued to present challenges like failure to conduct school practice, failure to conduct physical training in the NTCs and PSSs, slow uptake of digitalization in teacher education due to limited availability of ICT devices, low connectivity and high internet costs, inability to practice methodology; all these were experienced in the last year.

However, these challenges also meant that interventions that were earlier being slowly adopted like the use of ICT in teaching and learning, are now picked up and the NTCs are moving more to 21st-century teacher training colleges.

As a result, the Ugandan teacher training system is now embracing the use of ICT in teaching and learning and distance learning generally which are all key for realizing the digital agenda for the education and sports sector, especially for teacher education. #

The National Teacher Policy will continue to provide the roadmap of the actions to be taken in the coming years to improve the teacher education training and development sub-sector, through the Uganda National Institute of Teacher Education. To professionalise the teaching profession, the policy foresees:

- The establishment of a National Teachers Council to accredit teacher education, manage the professional development of teachers and coordinate the process of evaluating teacher performance
- The restructuring of teacher training institutions, into degree-awarding institutions. This will start in 2022
- 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 project is already supporting the partitioning of UNITE offices to create space for staff
- 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 increasing CPDs for teacher educators. UNITE will have 23 campuses and the 5 NTCs are part of those.

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

The TETD strategy 2020-2030 is fully aligned with the NTP and ESSP and it will continue to support the better performance of the department to supervise UNITE.

3.1.2 Management context

3.1.2.1 Partnership modalities

The interventions are managed for key decisions by the Steering Committee. The amendment to the Steering Committee regulations was approved in November 2021, with the addition of the Ministry of ICT. In the first part of the year 2021, due to the health situation in the country, it was decided to opt for virtual Steering Committee meetings and in the second half, the meetings were physical. In 2021, 1 key modification related to HR set up and budget modification was approved in November 2021.

The interventions remain anchored in the TIET Department of the MoES, which was recently restructured to the TETD Department. The relations with the department remained very good. The 2 project coordinators appointed by the TETD Department take an active role in the management of the project. Project management meetings were organised.
The project continued to work more closely with the Construction Management Unit through thematic meetings and this has enabled the project to achieve results under infrastructure.

Since 2021, the TTE project focused more on the Direct Support modality other than grants to continue to strengthen the financial management practices in the colleges that had earlier been initiated by the use of grants modality. This is further supported by the Income Generating Activities in the colleges because of sustainability.

The staff gaps in the supported institutions continued to have a negative influence on the implementation of the intervention, and the adoption of the change process.

3.1.2.2 Operational modalities

The project continued to implement activities in a hybrid format as intervention areas remained affected by the lockdown. Activities were conducted online like communities of practice, team meetings, ICT masterclasses to introduce ICT in teaching and learning. Despite the challenges and the changes, the team continued to work effectively and in a collaborative spirit.

All the operational modalities were improved and became more efficient with online meetings and full implementation and review of the TTE Sandbox in the NTCs which ensured continuity of learning despite closure till October 2021.

3.2 Performance of outcome

3.2.1 Progress of indicators[2]

Specific objective / Outcome: ***NTCs produce competent teachers through the effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.***

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

Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value reporting year 2021	Target (2023)
Competent teachers	Number of NTC students (graduates) matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91,2% - Men: 89.7% - Women: 94.1%	86%	92%	94%	0	0	91% (2,150 graduates per year)
Effective use of pedagogical competences within NTCs	Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)	3	3.2 (class observation)	2.9 (self-declaration)	2.8 (self-declaration)	3.3 (self-declaration)	3.5

Analysis of progress made

It is worth noting that due to the school closure from March 2020 through to October 2021, the Colleges were unable to conduct school practice which is a critical component of teacher training. Consequently, there were no graduations for students in both 2020 and 2021. Mitigation measures for the future were however towards the end of 2021 during which several students were able to complete the course through an emergency school practice arrangement. In this arrangement, the General Teaching Methods online course was graded, student portfolios marked, and peer teaching conducted to support the students. After completion of the exercise, graduations will be conducted in 2022 and a Tracer study will confirm the number of students who match the teacher competency profile. Other observations will be conducted in 2022 to establish the level of application of ATL.
Performance of output 1[3]

3.2.2 Progress of indicators

Output 1: Management competencies and implementation capacities strengthened in NTCs and Teacher Education Training and Development (TETD) department								
Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value reporting year 2021	Target (2023)
Capacity development	The overall performance score is given by TETD members during the organisational self-assessment exercise	2.6 (on a scale from 1-4)	No data collected	No data collected	3.03	3	1.7	3.0 (on a scale from 1-4)
TETD's vision for policy design	Percentage of implementation of TETD Department long term strategic plan 2020-2030	N/A	N/A	N/A	N/A	10%	n/a for this year	20.00%
	Average performance score given by NTC staff (organisational self-assessment)	2.32.	0	0	2.56	0	2.27	3.0 (on a scale from 1-4)

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

	Number of digital hubs in place and functional	N/A	N/A	N/A	N/A	N/A	n/a for this year	1
	Number of days at station per civil year (academic and admin staff) (M/F) (%)	No formal monitoring mechanism				84 days		144 days at station per civil year of 240 working days
	% Completion rate of online courses on management by the registered target audience in NTC	N/A	N/A	N/A	N/A	N/A	51%	100.00%
	Number of NTCs where an academic management software is installed and staff trained on its use	0	0	0	0	0	5	5 NTCs with software installed and staff trained on its use
	Number of NTCs where an academic management software is in use	0	20	0	0	0	5	3 NTCs where the software is fully in use
	Number of NTCs where a financial management software is installed and staff trained on its use	0	0	5 (E-votebook)	3 (Quick books)	3 (Quick books)	5	5 NTCs with software installed and staff trained on its use
	Number of NTCs where a financial management software is in use	0	0	5 (E-votebook)	3 (Quick books)	3 (Quick books)	2	3 NTCs where the software is fully in use
	Number of NTC staff and students who feel safe on campus (%, M-F)	0				60% students 71% staff	n/a for this year	75.00%

In terms of the implementation of institutional development activities, the project has realized great achievements as depicted above. Important to note is that the progress on implementation of the TETD strategic plan is to be measured at the end of 2022; same for the digital hub which is meant to be in place at the end of the implementation period. For staff presence at the station, the colleges were affected by closures and so most staff could not log in and out of the Time on Task tool.
A survey on campus safety is to be conducted this year 2022 as the colleges are fully open.

3.2.3 State of progress of the main activities

State of progress of the main activities[4]	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed[5]	Seriously delayed[6]
1.1: Strategic Management (Including cross-cutting themes)				
Sustain Results Based Management practices		x		
Develop online courses for management of education institutions	x			
Strengthen Safe Learning Environment		x		
1.2: Procure and Financial Management				
Financial management software		x		
1.3: Practices on Academic Management (including cross cutting issues)				
Pilot an in-house academic management software		x		
Define a strategy for a Learning Management System		x		
1.4: Human Resource Management systems (Including Cross cutting issues)				
Quality dimension in Time on task		x		
Advocate to fill in the Human Resource gaps		x		
1.5: Grant management activities				
Grants	x			
1.6: TETD Department				
Support the National Teachers' Policy Implementation		x		
Advocate for a new curriculum for the NTCs		x		
Digital transformation of TETD Department		x		
1.7: Digital Hub		x		

3.2.4 Analysis of progress made

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

To stimulate the NTC management to take the lead role in the results-based management framework (RBM), it was agreed upon from the financial year 2019 – 2020 to take a College-based approach. This would also ensure a higher involvement of the committees in the Colleges. The data analysis workshops on site are then followed by a joined quarterly review where we look at the results and exhibition of good practices by committee members. These are describable or measurable changes resulting from a cause-and-effect chain. The approach involved the lead college taking a front of activities in terms of mobilisation, report compilation and review meeting hosting. The new approach immediately displayed a better quality of data. It also helped to embed more the practice in the NTC/TETD practices with more aspects of digitalisation. Owing to the impact of a prolonged closure of the schools because of the pandemic (till October 2021) it was deemed fit to review the

[5] The activities are delayed; corrective measures must be taken.

[6] The activities are more than 6 months behind schedule. Major corrective measures are required.

RBM tools in 2021 to make them simpler and more digitalised to enhance online collaboration. This resulted in a much cheaper and shorter data collection process yet with higher staff participation, having colleges take more of a lead. In line with management, the Time on Task tool was revised to incorporate a quality component which looked at reasons for absence and actual activities being conducted in the colleges.

Throughout 2021, the TTE project further strengthened its work towards digitalization, with the use of digital tools and opportunities, but also the social phenomenon of the increasing importance of digital technology, online communication and online spaces or communities. To consolidate the gains made through the establishment of the TTE Sandbox to enhance the continuity of learning and management during the COVID-19 crisis, the TTE project through a consultative study, developed a strategy for implementation of a learning management system – Moodle in the National Teachers' Colleges context (each college has a cloud-based Moodle account). Based on this strategy, the project adopted a phased approach to the implementation of the LMS in the Five Colleges.

As part of the implementation of the TTE Sandbox that was introduced the previous year, the project rolled out education hacks to further strengthen practice. Some of the areas of focus of the EduHacks focused on both pedagogy and ID activities of the project. Also, in management practices, the digital tools introduced such as Zoom and bulk SMSs were further utilised and promoted in engagements with the colleges. Hence, despite the full opening of the educational institutions in November 2021, these tools remained very convenient to college managers more so because they are time-saving and drastically reduce financial costs associated with mobilising staff for physical meetings.

The continued closure of schools due to the pandemic illustrated the value of digitalization but was also a stark reminder of the remaining digital divide as not all the managers, lecturers, and students had access to technological tools outside the Colleges. Further questions were around connectivity, digital tools that work best, high cost of data. TTE continued to assist managers, lecturers and students with data for participation in TTE activities during the lockdown when home. Equally, as a sustainability strategy, TTE supported colleges to reactivate their internet subscription on a 70% reimbursement system.

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

Despite the pandemic disrupting many activities that were planned for 2021; on the other hand, the crisis also augmented the use of digitalization. Throughout 2021, the TTE project further supported the transformative process of integrating digital technologies in the management of the colleges. The periods of partial lockdown in 2021 were specifically utilised to strengthen the capacity of college managers in the use of the many tools that had been introduced in the colleges.

In 2021, activities to install and train NTCs staff on QuickBooks a financial management software in all the five (5) Colleges were revived. Despite the initial delays experienced in the delivery of recommended ICT equipment during the lockdown, the installations and training eventually resumed in October and are now complete in all the five colleges and genuine licences of QuickBooks enterprise 2018 handed over as part of the completion report from the consultants; the remaining work is on the migration of data into the software and the chart of accounts for full use. Although the staff still exhibit some 'teething' problems that accompany the introduction of new software, mitigation measures have been put in place to ensure sustained support for the rest of the bridging phase to enable the college staff to gain sufficient confidence levels. Relatedly, in a bid to enhance the proper functioning of systems, the ICT maintenance capacities of the ICT officers in the colleges were enhanced through the quarterly ICT days.

In the grants evaluation study that was conducted in May 2021, it was noted that the execution rates of the grants agreement for FY 2019-2020 had been initially much lower because of the closure of

the colleges. Nevertheless, this greatly improved after the reopening of the colleges with the average execution rate rising from 59% to 81.4% by the end of the extended grant period. The Fields visits by the TTE finance team to guide the administrative teams in the Colleges during these extraordinary times ended up as a very successful strategy.

Throughout 2021, the in-house Academic Management System (AMS) developed by an ICT officer of NTC Unyama was rolled out. Each of the 5 colleges received a customised Academic Management system. To improve on the acceptability of the system, a formal memorandum of understanding was signed between the College managers and the developer as an assurance of the security and integrity of college data that has been uploaded into the system. For the remaining period, the system will continuously be upgraded based on feedback given by the users in the colleges and the Ministry of Education and sports. The system is further strengthened with a subscription for hosting services of the site to ensure the security of the college data.

In terms of further strengthening the capacity of NTCs, the first cohort of staff from the colleges enrolled on the online courses developed for college management teams. Over 100 staff have fully completed the courses which included:

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

Output Area 1.3: TETD strengthened

The project continued to support the TETD department through various workshops and maintenance activities of their equipment. TETD was also supported to develop the activities of the first year of the 10-year strategy currently being implemented in 2021/22. The activities supported included: advocacy to Education Development partners and validation of the proposed HR positions; as well as provision of equipment for the department and UNITE. The project remains committed to supporting activities envisaged in the National Teachers Policy purposely leading to the full establishment of the Uganda National Institute of Education (UNITE). All the equipment will be delivered in 2022.

Output Area 1.4: CMU strengthened

In 2021, the project continued to disseminate the Manifesto on Climate Responsive Design for East Africa, together with CMU to national and international experts, the Academia sector and professionals in the applied world of work. The process of turning the manifesto into a website and the online course was completed with the launch of the website and the online course on 17th December 2021 at NTC Mubende officiated the by Minister of State for Primary Education. In 2022, the course will be fully activated and enrolment users tracked including raising awareness to the professionals and the academic world.

In 2021, the project developed, printed and launched the very first guidelines on student and staff accommodation to help higher institutions of learning especially the NTC's response to the challenges of sustainably operating the accommodation facilities. The next step is to try to use the guidelines as an advocacy tool to cause mind shifts and focus on the sustainability of the facilities.

3.3 Performance of output 2[7]

3.3.1 Progress of indicators

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

Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value reporting year 2021	Target (2023)
	% of implementation of new and renovated NTC facilities in Kabale and Mubende	N/A	0	9% (5 NTCs)	74% (5 NTCs)	100% (5 NTCs)	5%	100%
	Evidenced-based policy for preventive and corrective maintenance	N/A	N/A	N/A	N/A	N/A	0 (under development)	1
	Percentage of implementation of NTC maintenance and assets management plan (%)	N/A	N/A	N/A	N/A	N/A	17%	60%
	The overall performance score is given by CMU members during the organisational self-assessment exercise	1.4 (on a scale from 1-4)	N/A	N/A	2.1	N/A	n/a for this year	3.0 (on a scale from 1-4)
	Average satisfaction of female and male pedagogical staff and students regarding the infrastructure facilities (on a scale from 1 to 4)	N/A	Staff = 2.5 Students = 0	Staff = 0 Students = 2.6	Staff = 2.5 Students = 2.8	Staff = 3.2 Students = 2.8	Staff = 2.8 Students = 3.0	3 for all NTC facilities
	Percentage of energy-efficient interventions in use at NTCs	N/A	N/A	N/A	N/A	N/A	92% (for 4 NTCs)	100%
	Average satisfaction of female and male staff and students with the maintenance of infrastructure facilities at NTC (on a scale from 1-4)	N/A	N/A	N/A	N/A	N/A	Staff = 2.7 (2.8M, 2.6F) Students= 2.9 (2.9M, 2.9F)	3

In terms of implementation, the works before the bridging were completed. For the period of reporting under the bridging phase, only 5% of the work in Mubende and Kabale. In 2021 procurement for consultants and design were undertaken estimated at 5% of the overall target. In terms of the organizational assessment of CMU, the assessment was done for only TETD and the one for CMU is planned for 2022.

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

3.3.2 State of progress of the main activities

State of progress of the main activities[8]	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed[9]	Seriously delayed[10]
2.1 Infrastructure Needs Assessment and Master Plans		X		
2.2 Strengthen Asset Management Maintenance		X		
2.3 Develop Standards for NTC Infrastructure		X		
2.4 Technical Assistance (20%) + National Engineer (100%)		X		
2.5 Design, Infrastructure & Equipment		X		
2.6 Rehabilitation and expansion of learning facilities NTC Kabale			X	
2.7 Rehabilitation and expansion of learning facilities NTC Mubende			X	
2.8 Equipment 5 NTCs		X		

3.3.3 Analysis of progress made

Output Area 2.1: Infrastructure Needs Assessment and Master Plans

In 2021, the focus was to kick start the bridging phase activities. The Needs assessment and master plans had been finalized in the previous year.

Output Area 2.2: Strengthen Asset Management Maintenance

Maintenance activities continued to be an important part of the NTC's well-functioning. This was the case despite limited contact due to the Covid -19 that ranged for a greater part of 2021.

The lockdown resulted in the non-full testing of the supplied equipment and completed facilities Efforts were made to have online awareness training on maintenance, the use of waterborne facilities, and preparedness for re-opening including key orientation aspects for a safe learning environment. Direct support activities were conducted in all the colleges namely including; the supply and end-user training for maintenance tool kits, installation of lightning arrestors and supply of cleaning and waste management kits which will be continued into 2022.

Development, printing and delivery of awareness-raising materials were done in all the colleges. Safe learning environment studies were launched in 2021 to increase awareness, safety and behaviour change of end-users in the colleges to enhance safety compliance during the expected construction. Maintenance training to strengthen the capacity of the estates' department and general colleges community in management skills was also done. A study to develop an evidence-based maintenance policy for the colleges in line with sustainability was launched in 2021 to be completed in 2022. The policy will also work as an advocacy tool to push for maintenance resources to bridge the gap both for humans, i.e. electricians, plumbers, etc, who are not on the establishment labour force and budgetary allocation from the central government.

The assessment to determine the water challenges at NTC Kaliro was conducted with a report available in which a proposition for a solar-powered motorized borehole; to be foreseen in 2022.

Output Area 2.3: Develop Standards for NTC Infrastructure

In 2021, the guidelines for students' accommodation were developed and launched during the 16 Days of Activism in Mubende for use in the NTCs.

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[9] The activities are delayed; corrective measures must be taken.

[10] The activities are more than 6 months behind schedule. Major corrective measures are required.

Output Area 2.4: Design, Infrastructure & Equipment

In line with sustainability and capacity building, all works were supervised by local design consultants, the college-based supervision team, the Enabel infrastructure unit and the Construction Management Unit (CMU) of MoES to ensure compliancy of activities requirements. The procurement of the consultant for design for new and extension facilities at NTC Mubende and Kabale was finalised. The design process is ongoing

Output Area 2.6 & 2.7: Rehabilitation and expansion of learning facilities NTC Kabale & Mubende

All the main contracts were completed and handed over with final acceptance done except in one (Kabale) and for NTC Mubende expected in August 2022.

The works completed at NTC Mubende are still under the defect liability period and the snags were on the account of the contractor as provided for by the contract. The next 12 months up to the expiration of DLP in August 2022 and quarterly joint inspections would be conducted. The project average total progress was 100% at end of 2021

Output Area 2.8: Equipment 5 NTCs

The Project had a big furniture and equipment component whose design was part of the main works for consultants. All the 4 contracts for furniture (consisting of beds, chairs, tables, cabinets and mixed items). For all the supplied items, end-user training was conducted during the installation phase. This was done to provide a chance to the sustainability of the supplies through proper use. In 2021, the focus was on following up on the defects corrections. Currently, administrative documentation for final acceptance is ongoing for the 4 contracts.

The equipment included ICT and laboratory equipment for NTC Mubende and NTC Kabale. The ICT and Lab equipment items were supplied, verified and installed including end-user training. Currently follow up on defects correction is ongoing and expected to end later in the year when final acceptance will be done.

3.4 Performance of output 3[11]

3.4.1 Progress of indicators

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

Result	Progress indicators/markers	Base value 2016	Value preceding year 2017	Value preceding year 2018	Value preceding year 2019	Value preceding year 2020	Value reporting year 2021	Target (2023)
Strengthened pedagogical support	Average satisfaction of female and male pedagogic staff with the quality of pedagogical support provided in-house (by mentors, by ICT Champions, by Helpdesk, etc.) (on a scale from 1 to 4)	N/A	2.7	0	3	2.6	2.8 (2.8M, 2.8F)	3

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

Strengthened professional competencies of NTC academic staff	Percentage of students owning ICT equipment (M/F)	N/A	N/A	N/A	N/A	55%	81%	75%
Increased access to information and pedagogical content	Level of application by Lecturers of Gender Responsive Pedagogy (GRP) (on a scale of 1-4)	N/A	N/A	N/A	N/A	TBC before the training	TBC before the training	3
Increased access to information and pedagogical content	Level of application of ICT in teaching and learning by lecturers (on a scale from 1 to 4)	N/A	2.7	2.6	2.9	3.8	n/a for this year	3
Increased access to information and pedagogical content	Level of application of ATL in continuous school practice by NTC students (on a scale from 1 to 4)	N/A	To be collected in 2018	3.2	3 (class observation)	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	3
School practice turned into a learning tool	% of DES students (M/F) doing CSP activities in the NTC and the partner secondary schools	0%	To be collected in 2018	68%	75%	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	44%	90%
School practice turned into a learning tool	Percentage of students who complete the available free online courses per academic year	N/A	N/A	N/A	N/A	N/A	57%	60%
Partner secondary schools strengthened	The average number of books borrowed by staff and students per academic year	N/A	N/A	N/A	N/A	N/A	191	2500
Partner secondary schools strengthened	Level of application by partner secondary school teachers of ATL (on a scale from 1 to 4)	N/A	2.7	To be conducted in 2019	2.9	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	Not possible to collect due to the effect of the COVID-19 Pandemic and school institutions being closed	3

3.4.2 State of progress of the main activities

State of progress of the main activities[12]	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed[13]	Seriously delayed[14]
3.1 Strengthen Professional Competencies of NTC Academic Staff		x		
3.1. a Strengthen Distance Learning in NTCs: fast track response to online learning		x		
3.2 Facilitate access to information and quality pedagogical content			x	

[13] The activities are delayed; corrective measures must be taken.

[14] The activities are more than 6 months behind schedule. Major corrective measures are required.

3.2. a Pilot a leasing scheme of ICT devices for students			x	
3.2. b Strengthen the User-friendly libraries		x		
3.3 Turn School Practice into a powerful learning tool			x	
3.3. a Pilot new way of doing teaching practice			x	
3.3. b Advocate for more teaching practice opportunities		x		
3.4 Create a network of partner schools and strengthen their skills			x	
3.5 Support Pedagogical activities improving quality of teaching		x		

3.4.3 Analysis of progress made

Output 3 concerns the **effective application of pedagogical approaches** to teacher training in NTCs (pre-service, ATL and ICT in T&L) and in partner schools (in-service, ATL). The project implemented several innovations that were not only scaled up by other Enabel interventions but also recognized for the role in ensuring continuity of learning internationally by HUnDRED. During implementation in 2021, CSP and SP activities were affected by the school closures. The project only managed to support these activities through the emergency school practice plan during which the CSP portfolios were assessed for grading, and peer teaching was conducted for two weeks in the NTCs for DES 2018/2019 teacher trainees. Because of this, only 2189 trainees were able to go through the full examination process in 2021. School Practice activities for DES 2019/2020 and 2020/2021 were planned for 2022 when schools would be fully open.

Output Area 3.1: Strengthen Professional Competencies of NTC Academic Staff

The project has also continued to encourage students and staff to make use of the online courses developed to improve the methodology and absorption of online learning in the colleges. The online courses on **General Teaching Methods** (GTM) and **Technology Enhanced Learning** (TEL) were finalised and rolled out for NTCs students, staff and PSS staff. Specifically, the TEL online course that was launched during the teacher day celebrations on 13th October 2021, and later in the Colleges where both lecturers and student trainees were enrolled on the course with great enthusiasm exhibited among the users, have contributed greatly to improving the skills of the teachers in different areas including developing their e-portfolios. By end of 2021, 5000 staff and students had completed the GTM online course and over 2500 staff and students the TEL online course.

Enabel conducted a series of 8 **Communities of Practice** (CoP) sessions taking place via zoom video conferencing technology to further enhance this response to online learning. Through these CoPs, different topics were introduced digital tools for teaching and learning, the lower secondary curriculum, advocacy for school re-opening, and re-imagining school practice examination in the NTCs. These sessions attracted over 300 NTCs and PSS staff in 2021.

In 2021, the Colleges were provided with an envelope of 37,000 EUR through the Direct Support modality for online **continuous professional development** training. The CPD opportunities that were opened up in August have seen over 30 staff members enrol and complete different online courses. The funds will be available until the end of the project in 2023.

All NTC Lecturers also participated in the e-learning instructional design training in November 2022 to enhance their skills in developing e-learning courses that can be designed in Moodle Learning Management System and delivered to the learners. The courses developed under Moodle by NTCs Lecturers will be piloted in 2022.

In October 2021 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 competencies. In line with this, the project supported Lecturers of History from the NTCs to also participate in the exchange visit with Kruit in Belgium. The exchange project entailed a visit of the Ugandan Lecturers and part of the project team to Belgium. During the visits, the team from Uganda was introduced to methodologies of teaching and learning, the Belgian education system and culture. The visits also exposed them to the abstract principles of Global Citizenship Education and the Belgian culture.

The project also supported safe learning environment activities by awarding a grant to Mbarara University of Science and Technology (MUST) to implement recommendations from the GBV study of 2019. This implementation will go up to 31st March 2023.

Output Area 3.2: Facilitate access to information and quality pedagogical content

A study on access to ICT devices in the colleges was conducted by IPSOS on behalf of the project to support the use of ICT in teaching and learning. The survey provided some data which reflected students' and staff's access to ICT devices for teaching and learning purposes. The study found the following information that is to be used for implementing an ICT device hire purchase scheme in the NTCs:

- 78% of 1,500 (out of 5000) students studied their smartphones.
- 75% of the NTC staff own an ICT device (laptop, desktop, tablets, smartphones...).
- Both students and staff that did not personally own ICT devices mainly attributed it to a lack of money to purchase their own ICT devices.

With these findings, and given digital teaching and learning in the 21st century, coupled with education institutions closures and the many uncertainties, requiring the use of these devices, it was relevant to pilot a scheme so that students and staff have access to an ICT device meeting their teaching and learning needs. After completion of the study, a procurement process is to be launched in 2022 to get on board a company that will provide the devices and manage the scheme together with the NTCs.

in 2021, the project also continued to support user-friendly libraries in the colleges through the **library management software**; Koha, which was installed in the 5 Colleges; the system was fully functional in four colleges. In NTC Mubende, due to the relocation of the library to the new resource centre and the koha server not yet being re-installed, the system was not functioning. Four colleges were able to generate reports from koha indicating the use of the system and they requested more support which will be planned in 2022. The power backup systems in the colleges and IT systems should be further enhanced to support the use of koha in the colleges.

The project was also able to work with the NTCs Librarians to identify their training needs and library materials to be procured for the NTCs. The training was conducted at Makerere University Library for all Librarians and their support teams while a procurement for books was launched last December and books would be delivered in February 2022.

Output Area 3.3: Turn School Practice into a powerful learning tool

In 2021, the project advocated for and supported the implementation of the emergency school practice response plan that culminated in the completion of learning for DES II students and DES I continuing and fresh students progressing to the next year of study.

During the same year, the Academic Management System with a focus on the school practice module and application modules was introduced to the school practice officers, Academic Registrars and Deputy Principals. The system will be piloted in 2022 for functionality and continued improvements.

Advocacy meetings were also conducted with KyU and other stakeholders, especially on re-imagining teaching practice in the 21st century. This resulted in the emergency school practice plan that the MoES

proposed to KyU for adoption and implementation to unclog the teacher education system in the NTCs. In 2021, the project also supported the colleges to operationalize the **school practice emergency response plan** that aimed at unclogging the teacher education system in Uganda. As a result, 2189 students were able to complete their examination school practice and are due for graduation. In 2022, the advocacy to make sure that the new curriculum includes ATL, ICT, CSP and inclusive learning will be more pronounced. This will be closely supported with the project capitalisation journey.

The TTE Project also conducted a series of **8 ICT Masterclasses** that helped to ensure continued engagement with the students during school closure. During these sessions, different ICT tools and topics were introduced to the teacher trainees like the Academic Management System, and other topics like college re-opening, new ways of conducting school practice, and the technology-enhanced learning course were covered. These kept the students engaged till the colleges were re-opening in November 2021. These masterclasses were conducted in all the Colleges monthly, re-echoing the importance of ICT literacy as a key skill for teachers of the 21st century.

Output Area 3.4: Create a network of partner schools and strengthen their skills

In 2021, this output area was most hit due to the closure of the partner secondary schools. However, some PSS staff continued to engage in CoPs with the NTCs staff and ICT Masterclasses with the NTCs students. During those activities, different tools on ICT in Teaching & Learning and GTM online course.

Output Area 3.5: Support Pedagogical activities improving quality of teaching

The project conducted activities to celebrate teachers during the world teacher's day on 5th October. During these celebrations, a live broadcast of project achievements towards improved quality of teaching and learning, recognition of the best NTCs lecturers by the students and launch of the Technology Enhanced Learning online were conducted. Due to the closure of the colleges no physical celebrations were held and also support visits were postponed to 2022 after re-opening.

4 Budget monitoring

Here below is the execution rate, for the intervention including the commitments.

TTE BRIDGING PROJECT PROJECT- BUDGET EXECUTION 20217-2021

RESULTS	BUDGET	TOTAL EXPENDITURES	COMMITMENTS	BALANCES	% EXECUTION
Institutional Development_A0100	€ 1,866,500	€ 925,941	€ 328,153	€ 612,406	50%
Infrastructure _A0200	€ 7,946,500	€ 4,653,743	€ 490,791	€ 2,801,966	59%
Pedagogy_A0300	€ 3,101,000	€ 1,883,172	€ 234,095	€ 983,733	61%
General means_Z0100	€ 2,586,000	€ 1,525,201	€ 8,621	€ 1,052,178	59%
Totals	**€ 15,500,000**	**€ 8,988,057**	**€ 1,061,660**	**€ 5,450,283**	**58%**

The budget performance as of 2021 was 58% with commitments of EURO 1,061,660 and a balance of EURO 5,450,283 to be spent in 2022 and 2023, with half of the budget to be spent on infrastructure

Also, budget modifications were requested and approved by the steering committee of November 2021. In this meeting, it was agreed to allocate the main part of the reserve (285kEuro of 300kEuro available) for the constructions in Mubende and Kabale due to higher market prices, increased human resources, staff contract extensions for 6 months in 2023 and replacement of the international IM by a national one.

5 Risks and Issues

5.1 Risks

The major risks managed during the implementation period in 2021 still rotated around delays due to the full lockdown in the year with partial re-openings and the continued closure of the colleges through to October 2021. As a mitigation measure, hybrid ways of working, remote supervision of construction works, digital meetings, online events, staff rotation at the office, were used.

A second major risk-managed by the intervention is the non-revision of the NTC curriculum which leads to the non-institutionalisation of the good practices, especially in the field of pedagogy. The NTCs were to start degree programs in 2021 but because of the new revision of programs by UNITE, this is planned for 2022. The Task Force to establish UNITE was being supported by the project for website development and sensitization workshops in the NTCs.

Another major risk-managed by the intervention in 2021 was the issue of NTC students not completing their examination school practice and hence failing to graduate to become teachers. This was mitigated by advocating for the emergency school practice response plan. In line with this was failure by Kyambogo University to issue transcripts and certificate to students of DES 2018/2019. This was mitigated through continued advocacy in the Steering Committee. This remains an important follow-up point to issue transcripts and certificates to all students who have graduated and are ready for formal employment in schools. This is also a condition for the Tracer Study to be conducted.

The table below only presents the key risks which were tackled in 2021. For a complete risk matrix, kindly refer to Pilot.

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Reduced or non-application of ATL, gender and ICT in Teaching and Learning at the colleges	15/01/2021	OPS	Medium	Low	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Foresee continuous professional development and capacity building.	NAYOGA Hannah	N/A	Five EduHacks were organized to upskill staff and some physical training was conducted in the NTCs. Two more EduHacks are foreseen in Q1 & Q2 2022	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Low adoption of the digital innovations	15/01/2021	OPS	Medium	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Pilot a leasing scheme of ICT equipment Foresee to support reliable power back-up at the colleges Support colleges in finding better internet services Training on innovative ICT technologies for staff and students	NAYOGA Hannah	N/A	Feasibility study on access to ICT devices completed and process of identifying a firm already underway. Power backup systems installed in the NTCs. Subscription of 70% of internet costs for the NTCs done. Technology Enhanced Learning course finalized and launched in the NTCs	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Use of the facilities for other purposes than teaching.	15/01/2021	OPS	Low	Low	Low

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Request commitment from GoU to ensure the land title is owned by NTC Mubende and follow up in the steering committee	WAIBALE Frank	N/A	Buganda Land Board made a lease offer to MoES. The lease offer was cleared by Solicitor General. The first payment was made as of	In Progress

			November 2021 by the PS/ES. The second payment is to be made	

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Constructions may be delayed, not completed before the end of the execution period, and below expected quality.	15/01/2021	OPS	High	Low	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Intensify monitoring and supervision. Foresee a buffer period between the end of the contract and the end of the project to mitigate any delays. Procure construction and supply firms with proven track records.	WAIBALE Frank	N/A	Yes, progress is being made especially by ensuring the tender document, evaluation is more comprehensive and due diligence is conducted on all high budget works to reduce the risk of delays	In Progress

Identification of risks				
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact
Damage, loss, theft, misuse, or non-utilization of equipment.	15/01/2021	OPS	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Increase colleges' and communities' involvement through awareness-raising and training. Support colleges identify ways to have perimeter fencing. Ensure colleges engrave equipment and assets and have an up-to-date board of survey/inventory Support NTC to organize orientation programs for students and staff promoting proper use of facilities	KISALAMA Robert	N/A	Progress on fencing is being made but more needs to be done	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Inability to maintain the new equipment and facilities	15/01/2021	OPS	High	High	Very High

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Request commitment from GoU to increase the capitation grant, and allow colleges to collect a contribution (fee) towards the maintenance of facilities and equipment Raise awareness and build capacities in colleges to ensure regular maintenance Advocacy for CMU to have a focus officer on maintenance to support NTCs	WAIBALE Frank	N/A	All the advocacy points are ongoing.	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Graduates do not become secondary school teachers	15/01/2021	OPS	Medium	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Request commitment from MoES to ensure the timely release of transcripts and Diploma Certificates and follow up in the steering committee. Implement a Tracer study.	NAYOGA Hannah	N/A	This is followed in each steering committee. A tracer study is planned in 2022.	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
No timely establishment of UNITE (Ugandan National Institute for Teacher Education) resulted in non-institutionalization of the good practices inactive, gender-responsive, and ICT oriented pedagogy.	15/01/2021	OPS	Medium	High	High

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Request commitment from MoES to expedite the establishment of UNITE Request commitment from MoES to review the curriculum for teacher training. Collaborate with TETD Department and UNITE	KISALAMA Robert	N/A	Regular meetings are held with TETD and UNITE to follow up on the progress. MoES informed that a new Program for a Bachelor in Education will be submitted to NCHE by end of 2021.	In Progress

Taskforce to prepare, per anticipation, the institutionalization of the good practices.			UNITE & NCHE working together to develop and approve programs	

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
GoU and MoES do not ensure continuity of good practices.	15/01/2021	OPS	Medium	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Advocate so that all good practices, in terms of Active Teaching & learning, ICT in Teaching & learning, and gender-responsive pedagogy are part of the teacher training curriculum. Request commitment from GoU to increase the share of the education budget.	KISALAMA Robert	N/A	Good practices have been incorporated in the UNITE programs that are under review and approval Advocacy for increased capitation continues.	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
The unpredictable dynamic of the COVID-19 pandemic in Uganda may result in the reinstallation of the lockdown, closing of educational institutions, which may affect the implementation of all activities of the	15/01/2021	DEV	Medium	High	High

intervention.					

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Get timely, valid and reliable information for evidence-based decision-making from the Government and Ministry of Health. Implement remote work and supervision (online meetings, training sessions, etc.)	HALLET Virginie	N/A	Information obtained promptly Remote working continued throughout 2021 to ensure implementation of activities though some delays experienced	In Progress

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Social and political contexts may result in an unstable situation, which may affect the implementation of all activities of the intervention.	15/01/2021	DEV	Low	High	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Get timely, valid and reliable information for evidence-based decision making from the Government and Embassy of Belgium Implement remote work and supervision (online meetings, online training sessions, collaboration with local supervision teams for construction follow up, etc.).	HALLET Virginie	N/A	Valid information obtained from the Embassy of Belgium Remote working continued throughout 2021 to ensure implementation of activities though some delays were experienced.	In Progress

5.2 Issue Management

In 2021, the project handled one major issue as detailed below. The issue was subsequently followed up for address by the different responsibility centres including the steering committee, KyU, UNITE. This culminated in the emergency school practice response plan and workshops with UNITE to address the issue of inclusion of ATL and ICT in teaching and learning in the UNITE programs, as well as continued advocacy to use the new model of school practice that includes CSP in the curriculum.

Issues from Pilot:

Identification of Issue			Issue analysis
Issue Description	Period of Identification	Issue category	Potential Impact
Institutionalization of ATL	03/03/2019	OPS	High

Issue mitigation			Follow-up of Issue	
Action(s)	Resp.	Deadline	Progress	Status
			The NTP foresees a change in the institution responsible for NTC curriculum (from KyU to UNITE), which has started to review the degree programs to be offered and these were sent to NCHE in 2021 for review and acceptance. The project will continue advocating.	
Advocate so that NTC Curriculum is reviewed to include ATL	NAYOGA Hannah	30/06/2021		In Progress

6 Synergies and complementarities

6.1 With other interventions of the Portfolio

The synergies were effective with 3 other interventions of the portfolio: the Support to Skilling Uganda (SSU) intervention, the Support to Development of Human Resource (SDHR) intervention and the Health intervention.

2021 saw the TTE project on stage on different occasions to share knowledge about the various activities/elements (the TTE sandbox, Communities of practice, ICT Masterclasses etc...) that have been successful and impactful to the beneficiaries and the project, especially during the COVID-19 period.

In 2021, the collaboration of the TTE, SSU and Health infrastructure teams resulted in the development of a website and an online course on sustainable infrastructure, which was later on launched. The infrastructure team members from the different projects also supported the TTE team to prepare for the "WeAreEnabel" stage that's usually organized by Head Quarters. We now carry out joint reviews of all designs, planning and cross-pollinate ideas during our joint infrastructure unit meetings.

The TTE project also supported other projects through sharing of ToRs, engaging the same consultants, co-funding of activities, jointly developing specifications for ICT procurement and fully participating in the validation of the equipment which is due for delivery to the various beneficiaries. This has proved a very good approach in sharing the available expertise in Enabel and equally reducing turnaround time for the different procurement processes. Recently we have moved to involve colleagues from other projects whenever deemed relevant to their intervention.

With SDHR, the collaboration continued in 2021, with the elaboration of online courses on management of education institutions based on the SDHR training materials and capacity assessments for the NTCs and TETD Department.

6.2 With third-party assignments

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

6.3 Other synergies and complementarities

Beyond regular participation in EDP meetings, the project established good relationships with key actors to coordinate major Teacher Training activities, especially Irish Aid, who is the current chair of the Education Development Partners group. 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.

2021 saw a positive collaboration between the TTE project and 2 programmes led by Enabel Headquarters - Annoncer La Couleur in October 2021 and Kruit in November 2021 which led to the successful organisation of exchange visits (Ugandan Lecturers in Belgium) around Global Citizenship Education.

The project also collaborated with the Martyrs University Nkozi for the development of the website and online course. The focus was on the sustainability of the website and online course on the climate responsive design through continuous updating of the website by the university with the expectation that this will continue when even the project closes.

The project collaborated with UKFIEST to participate in an international conference under the theme "build back better. Reimagining Learning Spaces in times of Covid-19; Infrastructural Alternatives from the National Teachers' Colleges in Uganda". Another collaboration was with

Educaid to showcase lessons from the climate responsive design works/concepts from Enabel in Uganda and implementation of the teacher training education sandbox.

7 Transversal themes

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

7.1 Environment and climate change

During the cop 26 in Glasgow Scotland, it was noted that climate change is one of the most important challenges facing the human race today. The lack of action or inadequate action is not an option if the world will avoid the disastrous effects of rising emissions above 2° c globally. The call now shifts to everyone at all levels to do their best to avert the impending calamity.

The need for energy, product consumption and irresponsible waste management contributes 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.

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

As a project, we continue to raise awareness and take deliberate action that emphasizes that the environment is an important aspect of the sustainability approach. These deliberate actions manifest in the design of the constructions in all Colleges. All ToRs are specifically reviewed to assess working with the Environment concept as opposed to the concept in direct contrast with the Environment. Consultants are constantly requested to present their sustainability approach and adjust their design according to prevailing winds, solar influences, and local topography. They presented solutions for solid waste management, rainwater harvesting, surface and drain water collection and treatment, and the use of construction materials focusing on durability and environment friendliness.

At the College level, we continued to ask students and teachers to participate in waste management and energy efficiency awareness activities that will continue over the next years. In this context, in 2021, awareness-raising posters were developed, training conducted and posters installed in all the colleges.

7.2 Gender

The project signed a grant with Mbarara University of Science and Technology in November 2021. The main objective of the grant is to build national capacities on Gender-Based Violence (GBV) with the public higher institutions of learning that may be recognised as key actors in the field of

academic and implementation research towards facilitation uptake of evidence-based practice and research on GBV in education institutions. The grant to be implemented in the 5 NTCs will build capacities of the NTCs staff on raising awareness and implementing a referral system for victims of GBV, and contribute to the implementation of the recommendations of the 2019 GBV study to increase the safety of staff and students on campus.

7.3 Digitalisation

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

- The infrastructure component has provided a range of digital infrastructure to the colleges and the community. All colleges have a reasonable amount of ICT Equipment, the resources centre have enhanced digital facilities such as hot spots, online library access due to internet connectivity, computer labs, where they can access online & offline, digital and non-digital resources

- The institutional development component adopted a multi-pronged approach of installation of customised academic management software that enhances the different work- processes in the colleges, offering sustained support to the users, procuring necessary hardware and enhancing ICT maintenance capacities of the ICT officers in the colleges. In 2021, the aspect of subsidising subscriptions for internet connectivity was also revisited as a catalyst for the utilisation of the various collaborative tools that had been introduced in the colleges. There was a deliberate effort to popularise online capacity professional development training and the use of online tools in human resource management (Time-on Task), and the implementation of the different activities that promote Results-based management (RBM) in the colleges.

- The pedagogy component continued to incorporate ICT in Teaching and learning by conducting communities of practice and ICT masterclasses for staff and students during which different topics on teacher education were covered including the lower secondary curriculum, NTCs re-opening, re-imagining school practice, the school practice emergency response plan, academic management system, and technology-enhanced learning online course. 8 communities of practice and 3 ICT masterclasses were conducted. In 2021, over 5000 NTCs students, staff and PSS staff had completed the general teaching methods online course and over 2700 completed the technology-enhanced online learning course.

7.4 Decent work

Considering the epidemic situation, NTCs students never graduated in the year 2021 and so a Tracer Study was not re-conducted. The Tracer Study will be planned once new students are graduating, after moderation of exams by KyU in 2022.

8 Lessons learned

The TTE project started a capitalisation journey whose objective is to ensure that the knowledge which has been gained is shared both internally and externally, and reach people who can make use of the lessons learned. The project team defined the capitalisation products to be developed during the project implementation: an impact video, a capitalisation website, a capitalisation document. Different products have been made available throughout 2021 and even showcased during teacher day celebrations, TETD symposium and infrastructure inauguration day.

The capitalisation is covered across the 3 components of the project.

The different communication supports developed in 2021 (see annexe 10.5) contributes to this capitalisation.

8.1 The successes

- The project supported the advocacy for re-imagining the school practice exam in the NTCs, which culminated in the emergency school practice plan that saw 2189 NTCs students complete their studies and are now awaiting graduation.
- The project succeeded in preparing and awarding a grant to Mbarara University of Science and Technology to implement GBV activities in the 5 NTCs.
- The TTE Project supported the colleges to set up income-generating activities to boost the incomes of the colleges. As a result, 5 Heifers were delivered to each college
- The project team demonstrated high adaptation and high resilience capacity for the implementation in 2021. The project continued to effectively support the Colleges through communities of practices, ICT masterclasses, online senior management meetings, limited physical meetings to ensure the continuity of the colleges. The good practices were recognised and highlighted both in national (Teachers' Day) and the HUnDRED award for the 20 most innovative education technologies of 2021.
- The project successfully handed over infrastructure completed in Mubende and Kabale as well as furniture and equipment procured.

8.2 The Challenges

- The continued closure of educational institutions in Uganda affected the implementation of activities.
- 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 institutions' administration staff and attitudinal issues of some college managers have a significant impact on the adoption of the change process and consequently jeopardize sustainability. In this context, repetition is key!
- Scaling up and institutionalizing TTE results remains a challenge much as significant strides have been made towards sustainability. More financial resources for the education sector still need to be committed including the advocacy for increased capitation for learners in the NTCs. Advocacy and networking with other EDPs are imperative for this.
- The current curriculum used in supported Colleges is outdated (1992) and does not meet the needs of the 21st Century teachers. This coupled with the rollout of the National Teacher Policy, which requires that the colleges offer degree programs means that a significant change in the curriculum is required. As the needs of the 21st century remain dynamic, key topics such as Active Teaching and Learning, Gender-responsive pedagogy and ICT in Teaching and Learning must be incorporated into the curriculum. This situation of non-revision of the curriculum prevents the institutionalisation of the initiatives led by the project – mainly for the pedagogy component. In this context, advocacy must continue.
- Covid-19 continued to be a challenge though most of 2021 with lockdowns imply the activities that require physical presence were never possible to implement hence lost opportunities

8.3 Strategic learning questions

For the "soft" components of the project - institutional development, maintenance and pedagogy, most learning questions relate to **capacity building effectiveness**. A key learning point in 2021 is the importance of internal support systems in the colleges to ensure the sustainability of the intervention for instance the Help Desk members, the maintenance committees. These, together with support supervision visits that are planned for 2022 will further strengthen the intervention.

Although the TTE project was not designed as a D4D project (**Digital for Development**), digital tools have become unavoidable in the context of school closure and so the project implemented most activities in a hybrid format. The feasibility study on access to ICT devices confirmed that a substantive number of staff and students were accessing online training and meetings and so they were much interested in owning those devices to continue using ICT in teaching and learning. The key learning point in 2021 was that it is high time teacher education goes hybrid to support inclusion in education. This must hover, be supported with internet infrastructure and bundles.

For 2022, the project team would like to focus on the following strategic learning questions:

- For the infrastructure component, the main learning question is to what extent will the infrastructure facilities and equipment be utilized by the the teacher trainees given the fact that there will not be any admission of students this year?

- For the "soft" components, the main learning question is to what extent can the innovations (TEL, GTM, QuickBooks, AMS, TOT, Digital Hub, ICT device scheme) be institutionalized in the DES Curriculum, the UNITE programmes)?

- To what extent are the beneficiaries prepared for the project end (sustainability)?

8.4 Summary of lessons learned

Lessons learned	Target group
TTE Project remains a comprehensive approach, which encompasses work on infrastructure, management and quality of teacher training which is beneficial for the supported institutions.	*Country Portfolio, Representation, Enabel departments in Brussels, Belgium*
Inclusion, especially with a focus on Gender remains an important approach in teacher education. A key requirement is to ensure a mindset change around reporting, tracking and referral of GBV and gender issues by beneficiaries. In addition, measures to address gender issues must be embraced by the college communities.	*Intervention*
Participatory approaches, by which the products are designed with the users (ex.: General Teaching Methods & Technology Enhanced Learning online course) require time and are rewarding as they contribute a lot to the mind shift process.	*Country Portfolio, Intervention*
Institutional anchorage, such as TTE within TETD Department, facilitates project implementation although does not guarantee institutionalisation nor scaling up of the innovations.	*Intervention, Country Portfolio*

The use of digitalized systems in project implementation is a key enabler. The TTE project is not a pure D4D project, but the lessons learnt through it about using digital tools for management and teaching and learning in the intervention areas contributes a lot to D4D.	*Intervention, Country Portfolio, Representation, Enabel departments in Brussels, Belgium*
Bottom-up planning where the end-users are involved and actively participate in identifying their key priorities is very important	End-users in this case Colleges and key partners
Sustained support and follow up to ensure uptake of innovations are needed especially for the soft components of the project like institutional development	End users in this case Colleges, key partners, project staff

9 Steering

9.1 Changes made to the intervention

In April 2021, the management response to the interim review was also approved by the Steering Committee to continue the strategic implementation of the project.

Budget modifications were also approved by the Steering Committee in June 2021.

Updates in the Human Resource set-up were also approved by the Steering Committee in April, June, August and October 2021.

Budget modifications were also approved by the Steering Committee in November 2021. In that meeting, it was agreed to reallocate the reserve budget to construction following the increase in prices; increase in human resources; extension of staff contracts by 6 months in 2023; replacement of the international intervention manager by a national one; school closures led to a reduction in physical activities hence savings, better resource allocation.

The Steering Committee of November 2021 also approved the addition of the Ministry of ICT and focus on UGA1503111 implementation and the terms of reference of the Steering Committee were updated.

9.2 Decisions taken by the Steering and monitoring committee

The table below only presents the key decisions that were taken in 2021. For a complete overview, kindly refer to Pilot.

Decision to take		
The annual report 2020 is approved.	03/02/2021	Steering Committee

Decision to take		
The tentative planning for 2021 under UGA1503111 is approved.	03/03/2021	Steering Committee

Decision to take		
The Theory of Change is approved.	03/02/2021	Steering Committee

Decision to take		
The log frame is approved.	03/02/2021	Steering Committee

Decision to take		
The Risk Matrix is approved.	03/02/2021	Steering Committee

Decision to take		
The interim review report is approved.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Prepare a management response to the interim review report	HALLET Virginie	28/04/2021	Done during the Steering Committee Meeting on 28th April 2021	Completed

Decision to take		
It is approved to include the Ministry of ICT as a non-voting member of the steering committee.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Request a focal person from the Ministry of ICT to be part of the steering committee	Kamwana Jonathan	01/03/2021	Done - the representative of the Ministry of ICT has been appointed	Completed

Decision to take		
It is approved to have an extra human resource to focus on the evidence-based policy for maintenance in case the need is confirmed.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Support the development of an evidence-based policy on maintenance.	WAIBALE Frank	10/11/2021	The tender was awarded. The study is ongoing. To follow up in the next meeting (23rd June 2021)	In Progress

Decision to take		
The organization of closure for Kaliro and Muni is approved.	03/02/2021	Steering Committee

Decision to take		
The provisional financial balance on Kaliro and Muni is approved.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Report on VAT situation.	TRUYENS Arnaud	28/04/2021	Done during the Steering Committee Meeting on 28th April, 2021	Completed

Decision to take		
The commitments under Kaliro (556,000 euros) and Muni (710,000 euros) are approved.	03/02/2021	Steering Committee

Decision to take		
The list of activities under Kaliro and Muni is approved.	03/02/2021	Steering Committee

Decision to take		
For the handover of assets, the general principle to handover assets to the extended intervention UGA1503111 is approved.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Present a detailed inventory for assets handover	TRUYENS Arnaud	28/04/2021	Done during the Steering Committee Meeting on 28th April 2021	Completed

Decision to take		
Planning of provisional and final acceptance of the rehabilitation works, construction works and other contracts is approved.	03/02/2021	Steering Committee

Decision to take		
The final narrative report for Muni and Kaliro interventions as submitted by the project is approved.	28/04/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Organize the final steering committee for the closure of Kaliro and Muni interventions before 27th July 2021.	HALLET Virginie	27/07/2021	Done as it is the focus of the meeting on 23rd June 2021.	Completed

Decision to take		
The attached updated provisional final financial balance for Muni and Kaliro interventions is approved.	28/04/2021	Steering Committee

Decision to take		
The inventories of Office assets, IT equipment and vehicles for Kaliro and Muni interventions (UGA 1503011 and UGA 15029111) are approved.	28/04/2021	Steering Committee

Decision to take		
The handover of Office assets, IT equipment and vehicles for Kaliro and Muni interventions (UGA 1503011 and UGA 15029111) to the bridging intervention (UGA 1503111) is approved.	28/04/2021	Steering Committee

Decision to take		
The request to open 3 new positions and recruit staff members (a Gender Expert, an infrastructure Assistant and a Procurement Officer as per duty forms in annexe) is approved.	28/04/2021	Steering Committee

Decision to take		
The request to extend 3 contracts (one accountant, one logistics officer, and one maintenance intervention officer) is approved.	28/04/2021	Steering Committee

Decision to take		
The management response to the interim review is approved.	28/04/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Follow up with SDHR project on the possibility to support NTC lecturers to obtain Master's Degrees.	HALLET Virginie	10/11/2021	Discussions are ongoing between SDHR and TTE because of a meeting with TETD	In Progress

Decision to take		
The study on the financial sustainability of NTCs, including the recommended capitation grant, should be shared with C/EPPA.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Share the study	HALLET Virginie	05/02/2021	The study was shared.	Completed

Decision to take		
NTCs should request to raise maintenance fees from students.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Request MoES to allow NTCs to raise maintenance fees from students	5 NTC	27/02/2021	The request was shared with TIET Commissioner and then with PS.	Completed

Decision to take		
C/EPPA should advocate for an increase of the budget for FY 2021-2022 for capitation grant, for maintenance and internet.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Advocate for an increase of the budget for FY 2021-2022 for capitation grant, for maintenance and internet.	kakooza Alex	10/11/2021	The issue will be brought by PS to MOES Top Management Meeting. Re-conducted as C/EPPA was not in the meeting to give an update. (SC- 23rd June 2021)	In Progress

Decision to take		
TTE should support the development of an evidence-based policy on maintenance	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Support the development of an evidence-based policy on maintenance	WAIBALE Frank	01/06/2021	The tender was awarded and the study is ongoing. Final report expected before June 2022	In Progress

Decision to take		
TTE should share the consolidated planning for 2021 with TIET and CMU.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Share the consolidated planning for 2021 with TIET and CMU	HALLET Virginie	25/02/2021	The planning was shared.	Completed

Decision to take		
TTE should have a meeting with TIET to fine-tune the planning.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Have a meeting with TIET to fine-tune the planning for the department	HALLET Virginie	08/02/2021	The meeting took place.	Completed

Decision to take		
TTE and Representation should revert on the possibility to include Abilonino & Mulago Colleges in the bridging phase.	03/02/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Revert on the possibility to include Abilonino & Mulago Colleges in the bridging phase.	JOCQUET Christelle	01/03/2021	A letter was sent to PS.	Completed

Decision to take		
The updated provisional final financial balance for Muni and Kaliro interventions as per annexes is approved.	23/06/2021	Steering Committee

Decision to take		
The proposed budget modifications for Kaliro and Muni interventions (UGA 1503011 and UGA 15029111) – as per annexes are approved.	23/06/2021	Steering Committee

Decision to take		
The project management team is authorized to award the ongoing tenders after the steering committee and before the end of the Specific Agreements of Kaliro and Muni interventions for: - the lightning arrestors in the NTCs - the ICT equipment for Kabale NTC - the repairs of the Field officer staff house in Unyama - the maintenance toolkits for the NTCs	23/06/2021	Steering Committee

Decision to take		
For Kaliro and Muni Interventions (UGA 1503011 and UGA 15029111):-The two interventions' execution closure on 27th July 2021 is validated -The project management team is released from the responsibilities for the 2 interventions -The Steering Committee & Partner are released of their obligations in the execution of the 2 interventions -The execution of the 2 interventions is declared completed in the partner country when final acceptance of the technical and financial reports is given by the donor	23/06/2021	Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status
Update the TOR of the Steering Committee	HALLET Virginie	10/11/2021		In Progress

Decision to take		
The request to open one new position and recruit one driver (as per the job description in the annexe) is approved.	23/06/2021	Steering Committee

Decision to take		
The justification to recruit an intervention officer - infrastructure is approved	12/08/2021	Steering Committee

Decision to take		
Justification for scope extension of the grant with Mbarara University is approved	09/09/2021	Steering Committee

Decision to take		
Recruitment of an Innovation Intervention Officer is approved.	07/10/2021	Steering Committee

9.3 Considered strategic reorientations

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

In 2022, the kick-starting of the **constructions** in NTC Mubende and Kabale will be our most important issue. In addition, proper use and the **maintenance** of the infrastructure will continue to be at the core of the project as well, to strengthen sustainability.

Under the institutional development component, sustained field support and consolidation of the already introduced management tools will be adopted to ensure uptake of the innovations.

Under pedagogy, the ICT devices scheme will be much more emphasized to consolidate ICT in teaching and learning and ATL practices in the colleges

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

9.4 Recommendations

Recommendations	Actor	Deadline
Conduct the end-term review for the UGA1503111 at the end of the extension of the Kabale and Mubende specific agreement.	Embassy of Belgium in Uganda, Enabel and the MoES	December 2022
Strengthen the implementation, monitoring and sustainability of D4D interventions		End of 2022
Prepare the justification to extend the implementation period by 6 months in 2023		15th Feb 2022

10 Annexes

10.1 Quality criteria

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.				
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				
	A	**B**	**C**	**D**

Appraisal of RELEVANCE: Total score			x			
1.1 1.1. What is the current degree of relevance of the intervention?						
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.				
1.2 Is the intervention logic as currently designed still the good one?						
X	A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses identified and managed; intervention exit strategy in place (if applicable).				
	B	Appropriate intervention logic even though it could need certain improvement in terms of the hierarchy of objectives, indicators, risks and hypotheses.				
	C	Problems of the intervention logic could affect the performance of an intervention and its capacity to control and evaluate progress; improvements are required.				
	D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.				

2. EFFICIENCY OF IMPLEMENTATION TO DATE: A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.				
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				
	A	**B**	**C**	**D**

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

	D	The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Extent to which the outcome (**specific objective**) is achieved as **planned at the end of year N**				
Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D				
Appraisal of EFFECTIVENESS: Total score	**A**	**B**	**C**	**D**
	X			

3.1 At the current stage of implementation, how likely is the outcome to be realised?		
	A	The outcome will likely be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.
X	B	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have not had much of an impact.
	C	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.
	D	The intervention will not achieve its outcome unless significant fundamental measures are taken.

3.2 Are the activities and outputs adapted (where applicable) because of achieving the outcome?		
X	A	The intervention succeeds to adapt its strategies/activities and outputs in the function of the evolving external circumstances because of achieving the outcome. Risks and hypotheses are managed proactively.
	B	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances because of achieving the outcome. Risk management is rather passive.

	C	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.
	D	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.

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

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

Appraisal of POTENTIAL SUSTAINABILITY: Total score	**A**	**B**	**C**	**D**
		X		

4.1 Financial/economic sustainability?

	A	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.
X	B	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.
	C	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or concerning the target groups, or else in terms of the evolution of the economic context.
	D	Financial/economic sustainability is very questionable unless major changes are made.

4.2 What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?

	A	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continuing to produce and use the results.
X	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.

	C	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.
	D	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.
4.3 What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?		
	A	The intervention receives full policy and institutional support and this support will continue.
X	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.
	C	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.
	D	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee the sustainability of the intervention.
4.4 To what degree does the intervention contribute to institutional and management capacity?		
X	A	The intervention is integrated into the institutions and has contributed to improved institutional and management capacity (even though it is not an explicit objective).
	B	The management of the intervention is well integrated into the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required. Improvement is possible because of guaranteeing sustainability.
	C	The intervention relies too much on punctual instances rather than on institutions; capacity development has failed to fully guarantee sustainability. Corrective measures are required.
	D	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

There was a significant change to the logical framework and theory of change in the past 12 months.

In 2021, the indicators were fine-tuned further through the monitoring and evaluation review, which took place in January 2021, with the support of external expertise, in a participatory approach with project staff and partners.

In a gender approach, the indicators are now disaggregated possible and include specific gender-responsive indicators (level of Gender Responsive Pedagogy application by lecturers, the indicator on the gender digital divide, etc.).

The updated logical framework was validated by the Steering Committee in the first semester of 2021 (3rd February 2021).

a. Logical Framework

	Logical of the intervention	Indicators	Baseline (2016-17)	Value Reporting 2019	Target	Sources of verification
GO	**Global Objective:** Contribute to improved quality of post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET)	GO1. The extent to which NTC graduates (male and female) have become teachers in secondary schools and/or training institutes and who indicate that they have been able to apply their teaching skills	N/A	81% (M=86%, F=68%)	75% (1,750 graduates per year)	Tracer study with NTC graduates
		S4 passing rate	S4 Passing rate: 87%	S4 Passing rate: 87.2%	S4 Passing rate remains at least at the same level (87%) with no significant differences between the scores of males and females	MoES annual performance reports
SO	**Specific Objective:** NTCs produce competent teachers through the effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities.	Number of NTC students matching the teacher competency profile (passing rates) (M/F)	Passing rate: - Total: 91,2% - Men: 89.7% - Women: 94.1%	Data not available yet at NTCs	91% (2,150 graduates per year) Passing rates on graduation remain at least at the same level with no significant differences between the	NTC graduation reports

					scores of males and females	
		Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4)	3,2 (lesson plan analysis)	2,9 (self-declaration)	3.5	Project Monitoring
R 1	Result 1: Management competencies and implementation capacities strengthened in NTCs and Teacher, Instructor, Education and Training (TIET) department	The overall performance score is given by TIET members during the organisational self-assessment exercise	2,6 (on a scale from 1-4)	3	3.0 (on a scale from 1-4)	Project Monitoring
		Percentage of implementation of TIET Department long term strategic plan 2020-2030	N/A	N/A	20%	TIET reports
		The average performance score is given by NTC staff (organisational self-assessment)		2.56	Target: 3.0 (on a scale from 1-4)	Project Monitoring
		Number of a digital hub in place and functional	N/A	0	1	Project monitoring
		Number of days at station per month (academic and admin staff) (M/F) (%)	No formal monitoring mechanism	36%	An increasing number of days per month (%)	NTC time on task reports
		% completion rate of online courses on management by the registered target audience in NTC			100 %	Project monitoring
		Number of NTCs where an academic management software is installed and in use	0	0	5 NTCs with software installed and staff trained on its use 3 NTCs where the software is fully in use	Project monitoring
		Number of NTCs where a financial management software is installed and in use	0	0	5 NTCs with software installed and staff trained on its use 3 NTCs where the	Project monitoring

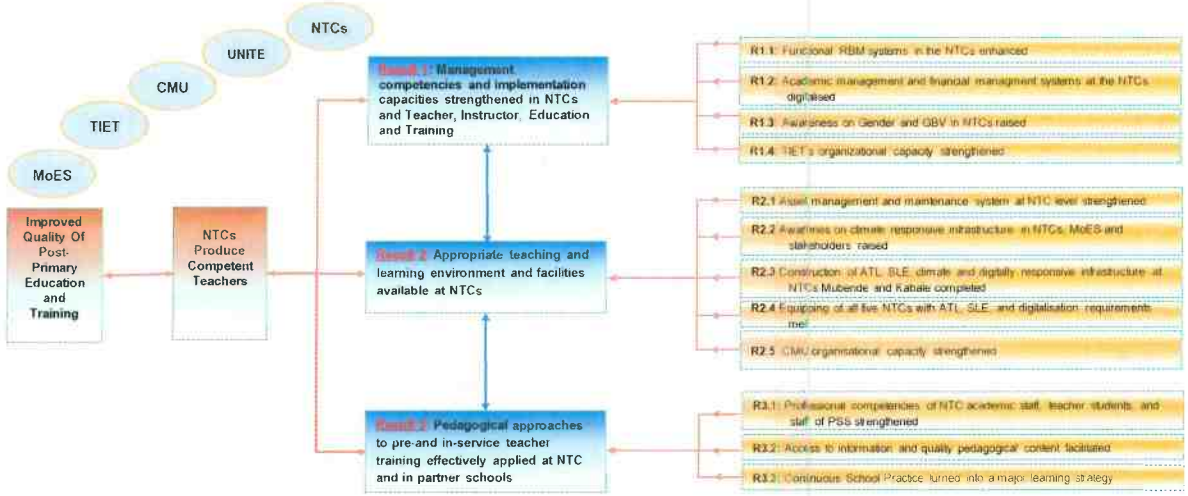
					software is fully in use	
		Number of NTC staff and students who feel safe on campus (%, M-F)	0	60% students 71% staff	75%	Research on GBV
R 2	**Result 2:** Appropriate teaching and learning environment and facilities available at NTCs	% of implementation of new and renovated NTC facilities in Kabale and Mubende	N/A	0%	100%	Project Monitoring
		Evidenced-based policy for preventive and corrective maintenance	N/A	0	1	Project monitoring
		Percentage of implementation of NTC maintenance and assets management plan (%)	N/A	N/A	60%	Project monitoring
		The overall performance score is given by CMU members during organisational self-assessment exercise	1,4 (on a scale from 1-4)	2.1	3.0 (on a scale from 1-4)	Project monitoring
		Average satisfaction of female and male pedagogical staff and students regarding the infrastructure facilities (on a scale from 1 to 4)	N/A	2.6 for staff 2.8 for students concerning libraries and ICT facilities	3 for all NTC facilities	Project monitoring
		Percentage of energy-efficient interventions in use at NTCs	N/A	N/A	100%	Project monitoring
		Average satisfaction of female and male staff and students with the maintenance of infrastructure facilities at NTC (on a scale from 1-4)	N/A	N/A	3	Project monitoring
R 3	**Result 3:** Pedagogical approaches to pre-and in-service teacher training effectively applied at NTC and in partner schools	Average satisfaction of female and male pedagogic staff with the quality of pedagogical support provided in-house (by mentors, by ICT Champions, by Helpdesk, etc.) (on a scale from 1 to 4)	N/A	2.7	3	Project monitoring

		Level of application by lecturers of ATL within NTCs (M/F) (on a scale from 1 to 4	3,2 (lesson plan analysis)	2,9 (self-declaration)	3.5	Project Monitoring
		Percentage of students owning ICT equipment (M/F)	N/A	55%	75%	Project Monitoring (Activity report)
		Level of application by Lecturers of Gender Responsive Pedagogy (GRP) (on a scale of 1-4)	N/A	TBC before the training	3	Project monitoring
		Level of application of ICT in teaching and learning by lecturers (on a scale from 1 to 4)	N/A	2.7	3	Project monitoring
		Level of application of ATL in continuous school practice by NTC students (on a scale from 1 to 4)	N/A	3 (class observation)	3	Project monitoring
		% of DES students (M/F) doing CSP activities in the NTC and the partner secondary schools	0%	75%	90%	Project monitoring
		Percentage of students who complete the available free online courses per academic year	N/A	N/A	60%	Project monitoring
		The average number of books borrowed by staff and students per academic year	N/A	N/A	2500	Koha reports
		Level of application by partner secondary school teachers of ATL (on a scale from 1 to 4)	N/A	2.9	3	Project monitoring

b. Theory of Change

Theory of Change for the TTE Project Bridging Phase

Overall TTE Goal (Impact): Contribute to improved quality of post primary education and training, as part of Universal Post-Primary Education and Training (UPPET)
TTE Specific Objective (Outcome): NTCs produce competent teachers through effective use of acquired management and pedagogical competencies and proper use of infrastructure and facilities



10.3 Summary of MoRe Results

Results or indicators of the logical framework changed during the last 12 months.	Yes
Report of the Baseline registered in PIT.	Yes
MTR Planning * Interim Review (registered report)	Yes (October 2019 and 28th April 2020
ETR Planning (registered report)	No (Planned for November 2022)
Backstopping missions since 01/01/2012	Registered in PITWEB

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

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

10.5 Resources in terms of communication

The project continues to develop 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. Together, Enabel, the Junior Programme and National Teachers' Colleges join forces to support the continuity of learning – Uganda: https://open.enabel.be/en/UGA/2166/1218/u/together-enabel-the-junior-programme-and-national-teachers-colleges-join-forces-to-support-continuity-of-learning-uganda.html
2. To Moodle or not to Moodle: The ideal e-learning environment for Teacher Colleges in Uganda: https://open.enabel.be/en/UGA/2167/1237/u/to-moodle-or-not-to-moodle-the-ideal-e-learning-environment-for-teacher-colleges-in-uganda.html
3. NTC lecturers from Uganda visit Belgium during an exchange programme: https://open.enabel.be/en/UGA/2197/1494/u/ntc-lecturers-from-uganda-visit-belgium-during-an-exchange-programme.html
4. HundrED recognizes TTE Sandbox as impactful education innovation – Uganda: https://open.enabel.be/en/UGA/2197/1478/u/hundred-recognizes-tte-sandbox-as-impactful-education-innovation-uganda.html
5. In Uganda, Ministry of Education and Sports re-strategizes School Practice Modalities: https://open.enabel.be/en/UGA/2197/1442/u/in-uganda-ministry-of-education-and-sports-re-strategizes-school-practice-modalities.html
6. Enabel fast tracks a digital response to Results-Based Management in Teacher Colleges – Uganda: https://open.enabel.be/en/UGA/2197/1421/u/enabel-fast-tracks-a-digital-response-to-results-based-management-in-teacher-colleges-uganda.html
7. NTCs tap into renewable energy resources – Uganda: https://open.enabel.be/en/UGA/2197/1406/u/ntcs-tap-into-renewable-energy-resources-uganda.html
8. NTC Lecturers Ready to Design Online Courses – Uganda: https://open.enabel.be/en/UGA/2197/1373/u/ntc-lecturers-ready-to-design-online-courses-uganda.html
9. National Teachers' Colleges Embrace E-learning – Uganda: https://open.enabel.be/en/UGA/2197/1369/u/national-teachers-colleges-embrace-e-learning-uganda.html
10. National Teachers' Colleges Step into the Digital Era – Uganda: https://open.enabel.be/en/UGA/2197/1368/u/national-teachers-colleges-step-into-the-digital-era-uganda.html

11. Enabel's First Online Teachers' Course Gains Popularity in Uganda: https://open.enabel.be/en/UGA/2197/1356/u/enabel-s-first-online-teachers-course-gains-popularity-in-uganda.html
12. Hacking Our Way to Hybrid Education in the NTCs – Uganda: https://open.enabel.be/en/UGA/2197/1350/u/hacking-our-way-to-hybrid-education-in-the-ntcs-uganda.html
13. Creating Safe Learning Spaces in Teacher Colleges – Uganda: link....
14. Enabel provides guidelines for accommodation in Teacher Colleges – Uganda: https://open.enabel.be/en/UGA/2197/1532/u/enabel-provides-guidelines-for-accommodation-in-teacher-colleges-uganda.html

Posters:

1. Technology Enhance Learning Course: https://padlet.com/teachertraininguganda/Sandbox/wish/1874661740
2. Tracer study e-Learning Readiness factsheet: https://padlet.com/teachertraininguganda/Sandbox/wish/1343146231
3. Maintenance posters on Toilet tutorials: https://drive.google.com/drive/folders/1Qanzrwpkhsykj7ENK4vWfCd1fsmWC4XX
4. The TTE project flyer: https://drive.google.com/file/d/1gMVazVrZ5K4ViartdDJ9V3MFJgmklh4y/view?usp=sharing
5. Renewable Energy flyer: https://drive.google.com/file/d/1Pz5KLJ398dKEtTaneSFoBSGiMr7wYill/view?usp=sharing
6. One-Stop portal poster: https://drive.google.com/file/d/1kHuTBMU6eXYldJU74l1llhvh9QDfhcSc/view?usp=sharing

Podcasts:

1. Learning about e-Portfolios: https://anchor.fm/dorothy-kyamazima/episodes/Learning-about-e-Portfolios-e13bt9u
2. EduHack 1: https://anchor.fm/dorothy-kyamazima/episodes/EduHack-e13pigq
3. EduHack 3: https://anchor.fm/dorothy-kyamazima/episodes/EduHack-3-e1650ej
4. Results Based Management: https://anchor.fm/dorothy-kyamazima/episodes/Results-Based-Management-e16nqpn
5. TEL Course: https://anchor.fm/dorothy-kyamazima/episodes/TEL-COURSE-e17r29j
6. TTE Sandbox: https://soundcloud.com/user-496017027/distance-learning-in-uganda?in=user-496017027/sets/enabel-in-uganda&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

Videos:

1. Removing education barriers with sustainable infrastructure in Uganda: https://open.enabel.be/en/UGA/2197/1497/u/removing-education-barriers-with-sustainable-infrastructure-in-uganda.html
2. Improving Secondary Teacher Education in Uganda: https://open.enabel.be/en/UGA/2197/1435/u/improving-secondary-teacher-education-in-uganda.html
3. Using Renewable Energy to Support Teaching and Learning in Uganda: https://open.enabel.be/en/UGA/2197/1423/u/using-renewable-energy-to-support-teaching-and-learning-in-uganda.html

Publications:

1. Guidelines for Student and Staff Accommodation in the National Teachers' Colleges: https://drive.google.com/file/d/16gFhvQ-GPdXWITTvlMhINtKHu7NY2iDo/view
2. Tracer Study on e-Learning Readiness in National Teachers' Colleges: https://padlet.com/teachertraininguganda/Sandbox/wish/1343141340
3. Climate Responsive design website: https://www.climate-design.org/
4. GTM booklet: no link, available in hardcopy

Studies:

1. Tracer Study on e-Learning Readiness in National Teachers' Colleges
2. Feasibility Study for Establishment of a Pilot Digital Hub at Kabale NTC: https://drive.google.com/file/d/1ohVuE5GupGYtFG9ykphM_VHGoLEKLXbI/view
3. Development of a Strategy for Implementation of a Learning Management System in the five National Teachers' Colleges in Uganda: no link on one-stop portal: https://drive.google.com/file/d/1ocEyCnozmiyJMu4Z-_elhbjEedS_jE9J/view
4. Feasibility study pedagogy: no link, available in hard copy

Events:

1. Enabel shares Education Innovations at Educaid Conference – Uganda: https://open.enabel.be/en/UGA/2197/1425/u/enabel-shares-education-innovations-at-educaid-conference-uganda.html
2. Teacher day: https://open.enabel.be/en/UGA/2197/1424/u/celebrating-teachers-efforts-towards-education-recovery-in-uganda.html

3. Educaid Education and Climate: https://www.educaid.be/nl/kalender/thematic-webinar-education-and-climate-link
4. UKFIET Conference: Reimagining Learning Spaces in Times of COVID19 https://open.enabel.be/en/UGA/2197/1384/u/reimagining-learning-spaces-in-the-national-teachers-colleges-uganda.html
5. International Women's Day: https://www.youtube.com/watch?v=aov9RRwe5nQ&t=2s
6. 13th Policy Dialogue Forum: Innovation in teacher policy and practice for educational recovery: https://www.youtube.com/watch?v=ylIVXQ9a-K4&list=PLbVVV7krdTXd_J8fRCvhuxD-sFvZSUj5z&index=15
7. 16 days of Activism: Creating safe learning spaces in Teacher colleges. Launching the Climate Responsive design website, Guidelines for Students and Staff Accommodation and addressing Gender-based violence in the teachers' colleges.
8. HundrED nominations for the Teacher Training Education (TTE) Sandbox: https://hundred.org/en/innovations/teacher-training-education-tte-sandbox#8db8f71f