



THE REPUBLIC OF UGANDA

**MINISTRY OF EDUCATION AND SPORTS**

**UGANDAN -BELGIAN COOPERATION**

**IDENTIFICATION DOCUMENT**

**FOR**

**IMPROVING TRAINING OF TVET INSTRUCTORS, HEALTH TUTORS  
AND SECONDARY TEACHERS IN UGANDA**

*Handwritten signature*

**KAMPALA, MARCH 2010**

*Handwritten mark*

## **1.0 Introduction**

The Government of Uganda in collaboration with the Belgian Government have agreed to support selected interventions geared towards improvement of (a) TVET Instructors, Health Tutors Training and (b) Secondary Teacher Education in the Education sector

## **2.0 Proposed Project Components**

In order to systematically implement these interventions, Government of Uganda have programmed these interventions into two Components names Component 1: Improvement of TVET Instructors and Health Tutors Training and Component 2: Secondary Teacher Education These two components have been elaborated.

### **2.0.1 Overall objective of the project**

The overall objective of the proposed project is to contribute to the expansion of equitable access and quality at Post Primary Education and Training, as part of the Universal Post Primary Education and Training (UPPET) which would enhance both the quality and efficiency of Secondary Teacher and Training Education and of Tutor and Instructor Training in Uganda. The proposed project shall also focus respectively on the improvement of pedagogical leadership especially in vocational and core subjects of the Secondary School Curriculum for the NTCs and in the acquisition of competencies outlined in the new "strategic plan for the development and management of instructor and health tutors" that is being developed for the TVET institutions.

### **2.0.2 Specific objective**

The supported institutions are rehabilitated, expanded, fully equipped and are able to provide a modernized teaching and practice-oriented learning environment, supported by a strengthened supervision and inspection service.

## **2.1 Component 1: Improvement of TVET instructors and health tutors Training**

### **2.1.1 Background and Context**

Education in Uganda throughout the missionary days up to the colonial period was elastic and oriented to white collar jobs. It produced mainly clerical and administrative personnel required by the church and the colonial administration. Technical Vocational Education and Training (TVET) on the other hand was very small and designed to produce manual workers, who were predominantly drawn from the underprivileged sections of society. This was the beginning of social stigmatization of TVET. The immediate post colonial education policies did little to change these trends.

Currently, educational models in tertiary institutions are founded on the ivory tower approach and are neither sufficiently oriented nor flexible to solving societal problems, providing service for community, private sector and national development.

*Handwritten signature*

*Handwritten mark*

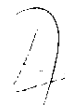
It is critical that Government integrates capacity building models and invests in Business, Technical and Vocational Institutions (BTVEI) in order to build a modern, integrated, self-sustaining economy. This can be done by enhancing the training facilities at **Abilonino Instructors College** and **Mulago Health Tutors' Training College** and by introducing new learning methods which are more oriented to the practical learning.

### 2.1.2 Justification

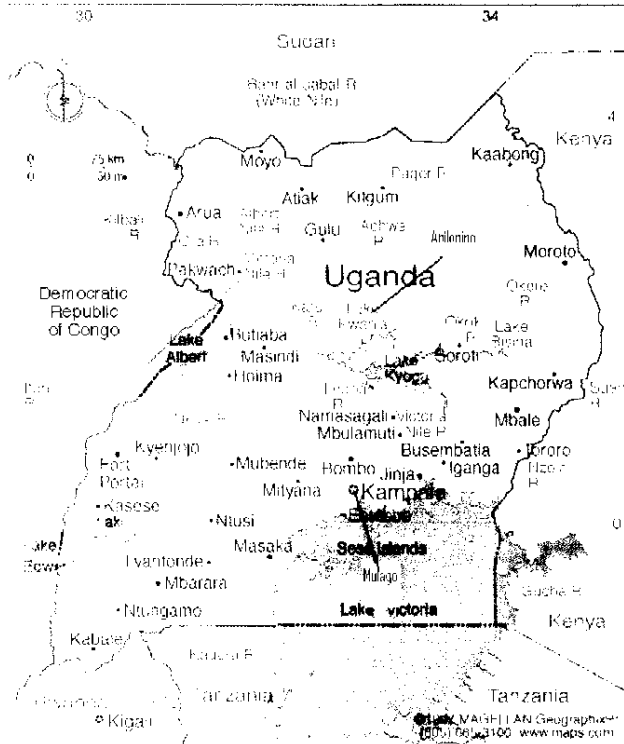
**Abilonino Instructors College** is the only institution training pre-service instructors for BTVEI technical institutions in Uganda. Government of Uganda plans to expand and improve the quality of TVET, which is considered essential and critical for the youth to acquire employable knowledge, skills and attitudes that can allow them improve their living conditions and those of their families when they leave school. The strategic focus of MoES is to increase access, quality and improve management and governance of BTVEI institutions. This cannot be done without adequate quality instructors and institution managers.

On the other hand, **Mulago Health Tutors' Training College** is the only institution training health tutors in Uganda. From its establishment in 1967 with a capacity of 20 students, to-date, the college still has the same capacity. The demand for tutors has grown through the years as the population grows and as health training institutions increase and expand in numbers but the supply has remained nearly constant. The shortage of health tutors in the schools is currently at a crisis level and the intervention to address the crisis is urgent. An expanded and appropriately equipped health Tutors College will not only address the shortage crisis by supplying more tutors to the health training schools, but will also improve the quality of skills training at the schools thereby improving the quality of health care in the country.

As mentioned in the aide-memoire of the 16<sup>th</sup> Education and Sports Sector Review, there is a shortage of tutors, lecturers and support staff in specialized training institutions (health, agriculture, forestry, fisheries) and inadequate trained instructors and health tutors in the country. One of the agreed recommendations was to on the one hand to expand facilities for training health tutors and on the other hand to increase budgetary provision to equip Abilonino Instructors' college and Health Tutors' college to enable them increase enrolment and train competent instructors and tutors to meet the staffing needs of the BTVEI institutions.



**2.1.3 Location of beneficiaries**



**2.1.4 Project Description**

The Government of Uganda intends to expand and equip the two tutors' and instructors' training Colleges in the country which is in line with the Uganda, Educational Sector Strategic Plan (ESSP) and tends towards implementation of the Post Primary Education and Training Strategy and aimed at stimulating intellectual and teaching competencies among professionals in order to make them more productive members of society.

*Handwritten signature*

*Handwritten number 4*

**2.1.5 Some of the current projects of MoES funded by the donors that relate to the requested support are given in the table below.**

Project name	Donor	Grant / Loan	Project Cost (million USD)	Duration	Comments
ADB III	ADB	L	32.48	2006/2011	
ADB IV	ADB	L	91.91		
ADB V (Post-Primary Education and Training Expansion and Quality Improvement project)	ADB	L	89.2	2008/2013	
Rehabilitation of National Health and Department Training	EU	G	19.47	2000/2009	Rehabilitation of 29 health training governmental institutions in the country
Child Friendly Basic Education	UNICEF		263.158	2007/2010	
Support to UPPET	World Bank	L	150	2009/2011	Component of the programme looking at review of curriculum for secondary education
ITVET	JICA	G		2007/2011	In-service training in TVET
Uganda National Education Support Project	Islamic Dev. Bank		13.86	2010/2015	Support 1 NTC and 2 technical colleges
Establishing Nakaseke Butalangu Technical Inst.	BADEA (arabic bank)		3.27	2010/2013	
Support to Uganda's TVET	OPEC Fund		25	2010/2013	Construction and equipment of 9 technical institutions in the country
Establishment and equipping of TVET institutes	Saudi Fund		12	2009/2011	14 TVET institutes in 14 districts

**2.1.6 Analysis of the degree of coherence of the planned intervention with other intervention in the same sector, the same region or with the same beneficiaries**

The rehabilitation of Mulago Health Tutors' college will enable the tutors to teach in the 69 Health Training Institutions (15 institutions were rehabilitated by EU) all around the country with improved skills.

*Handwritten signature*

*Handwritten mark*

As indicated in the table above, the GoU is making many efforts to develop and rehabilitate technical schools. Rehabilitating Abilonino Instructors' college would allow these institutions and all the TVET institutions in the country to have more and better trained instructors. The project of JICA may also complement the Belgian project by providing the in-service training component (already implemented in Nakawa and Jinja)

### 2.1.7 Uganda's long-term commitments

There are two sets of commitments to the international community that have an impact on Uganda's long-term development plans. These are the Millennium Development Goals (MDGs) and the Education for All (the six EFA goals). These are in line with the broad set of goals contained in the country's National development Plan (NDP). The Millennium Development Goal that is relevant to the NDP is to ensure that by 2015 boys and girls are able to complete a full course of primary schooling and that gender disparities will be eliminated at all levels of education. The rehabilitation of Mulago Health Tutors' college will also have an impact on the quality of the teaching in the 69 Health Training Institutes in the country and therefore on the MDGs relating to the health. This is in line with the partnership arrangements as agreed upon in the SWAP.

### 2.1.8 Project Target and Scope

The project will rehabilitate and expand facilities including capacity building at **Abilonino**, the only Instructors College in Uganda and at **Mulago**, the only Health Tutors' college in the country. The colleges are in dire need of rehabilitation and have not yet attracted any funding from the other Education Development Partners. The actual cost of the rehabilitation and possible expansion works shall be determined after a need assessment has been carried out. For Mulago, a preliminary architectural study needs also to be planned in order to assess what would be the ideal design of the school.

Priority will also be given to the improvement of the quality and efficiency in the learning process in both colleges.

To improve the quality of the teachers, this project will implement the concept of the "application schools", where the student teachers will practice what they will have learnt in the NTC and will be supervised during their practical works.

### 2.1.9 Project Activities

The planned project activities will cover the following: (a) works, (b) goods, (c) Establishment of an Application/Model Schools, (d) services (e) provision of scholarships and (f) project management and coordination. Coordination of this Component will be undertaken by a Component Manager who will be responsible for both Mulago Health Tutors College and Abilonino TVET Instructors College.

#### (a) Works:

According to the needs, the works will include either the rehabilitation or the construction of the following facilities:

- Classroom blocks



- Laboratories
- 2 libraries/resource centres
- Sport facilities
- Workshops
- Administration Buildings
- Kitchens and Dining Halls
- Hostels
- Staff houses
- Fencing
- Installation of electricity and other utilities (water...)

**(b) Goods:** The goods to be purchased will include the following:

- Machinery and Equipment (technical and medical)
- Furniture for new classrooms and resource centre
- Sport equipment
- Instructional material (text books, computers and appliances, anatomic models...)
- Transportation (vehicle for both components)

**(c) Establishment of an Application/Model School**

For Abilonino, because of logistical problems, an application school will be established within the campus and will share the same facilities as the instructors' college.

A budget has been foreseen also for Mulago (equipment of laboratory and a room in some HTI's, only if needed, because, 15 HTI's were rehabilitated by European Union)

**d) Service:** The service and technical assistance will include:

- Comprehensive needs assessment
- Design and supervision of works
- Review and enrichment of the curriculum and the use of ICT
- Assessment and certification
- Capacity Building for pre-, in-service, and continuous professional development of the instructors and lecturers
- Fieldwork and research

**(e) Scholarships**

- For Mulago Health Tutors' college, provision of scholarships to improve the number of students that would enrol in that particular sector

**(f) Project management**

- Technical assistance

#### 2.1.10 Gender

Special attention must be given to the **gender** issue: consolidation of the gender parity at secondary education, increased gender responsive environments, increased gender participatory learning and teaching methods and wide spread gender awareness in schools and communities.

#### **2.1.11 Expected Project Outputs**

The expected output of the project includes

- (i) A fully equipped Instructors and Tutors' colleges offering relevant and quality training
- (ii) Improved pedagogical skills at the college level more oriented towards practical learning;
- (iii) Improved and conducive training and learning environment and;
- (iv) Facilities in place for assessment and validation of the tutors' and instructors' certification country-wide

#### **2.1.12 Institutional Arrangement**

This will be based on the existing structure of the Ministry of Education and Sports. Relevant departments and units, namely Teacher and Instructor Education and Training department, Education Planning and Policy Analysis Department, Construction management Unit, Procurement and Disposal Unit and the institution will share responsibilities in coordinating the implementation of the proposed programme.

The Permanent Secretary, Ministry of Education and Sports, as the Accounting Officer, will be responsible for overall organization, coordination, supervision, and management of the project.

The project will be implemented in accordance with the bilateral agreement between GoU and the Government of Belgium

#### **2.1.13 Monitoring and Evaluation**

External joint monitoring of Funding Agencies and Government of Uganda shall be done within the ESSP framework. Internal Monitoring and Evaluation will be done through the existing institutional framework of Ministry of Education and Sports in accordance to the logframe.

#### **2.1.14 Sustainability**

The project is part of on-going reforms in the education sector. The two colleges are an integral part of the Education sector and are funded by the Education budget.

#### **2.1.15 Cost implications**

Total estimated cost for the TVET instructors and health tutors training is **11,744,118 USD (9,033,936 €)**. Details of the indicative budget are attached as annex 1.





**Component 2: Improvement of Secondary Teacher Education**

**1.0 Background**

Since 1986, the Government of Uganda (GoU) has engaged in a number of policy reforms aimed at improving access to quality education for all citizens. In 1997, the Government of Uganda, in line with the EFA goals and fulfilling the Ministry of Education and Sports' mission statement of "quality education and access for all", introduced a key policy reform of Universal Primary Education (UPE). From 2006, the Government enacted a law declaring UPE free and compulsory for all children in the school-going age bracket from 6-12 years.

In order to ensure sustainability of the gains realized from the UPE programme, GoU the Universal Post Primary Education and Training (UPPET) in February 2007. Due to substantial expansion of post-primary education and training as a result of increased numbers of P.7 and USE graduates and because quality teacher education is key and paramount to improving the overall quality and relevance of education for national growth and development, Development of National Teachers' Colleges (NTCs) should be revitalized.

The surge in Primary and Secondary school enrolment as a result of UPE and USE implementation has increasingly exerted pressure on an already physically and financially constrained Teacher Training System in the country i.e. (inadequate infrastructure, teachers, instructional materials, etc).

Provision of teachers is the single most important input in ensuring quality delivery of the UPPET programme. Therefore, revitalized Teacher Training Colleges will not only absorb most of the secondary school leavers to have an opportunity of gaining skills to enhance their employability but also enhance the quality and efficiency of Secondary Teacher and Training Education in Uganda.

**2.0 Project Description**

Secondary teachers are trained in NTCs and universities. In Uganda, there are 5 Government owned NTCs. Student teachers at the NTCs study for 2 full-time years to obtain a Diploma in Education-Secondary (DES). University students however take a three-year programme.

**2.1 Uganda's Pre-Service Secondary Teacher Training Institutions (source: Teacher Education, MoES)**

Aspect/activity	In NTCs	In Public University	In Private University
Course structure	2-year post A-level leading to a diploma	3-year post A-level leading to a Bachelor in Education	3-year post A-level leading to a Bachelor in Education
Student admissions	Joint Admission Board and local recruitment with 53% government sponsored	Joint Admission Board and private candidates. Government only sponsors sciences	None
Coordinating mechanism	Through Teacher Education Department	Practically none	None
Specializations	Muni, Kalliro and Unyama are mixed, Kabale is for science education and	Dependent on teaching staff and equipment. Laboratories for science limited	Dependent on teaching staff most of whom are part-time. Science is rare and

*Handwritten signature*

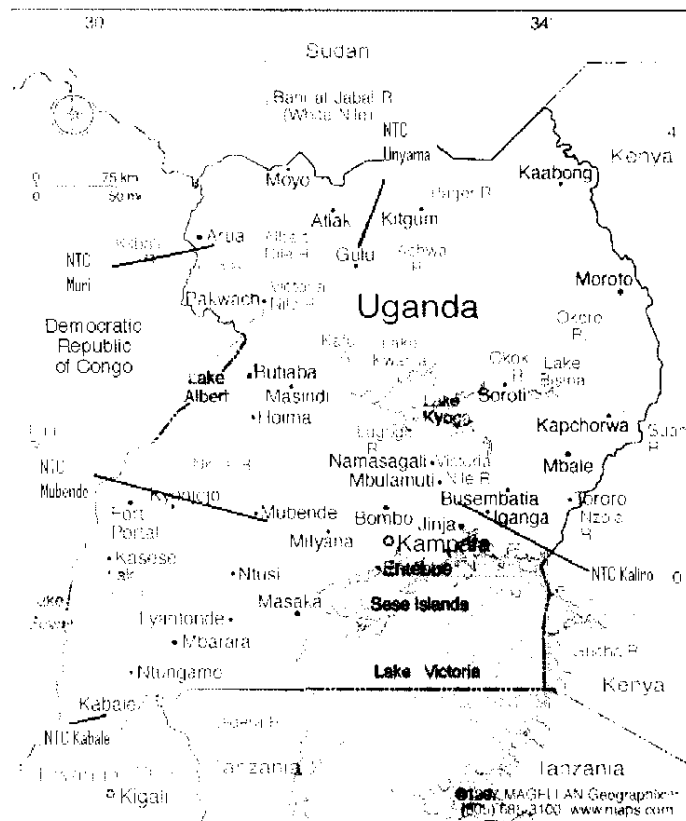
*Handwritten mark*

	Mubende is for vocational education		expensive
Existing capacity	5,654	1000 in Makerere	

With this project, the Government of Uganda intends to expand, rehabilitate and equip **two (2)** National Teachers Colleges. This is in line within the Ugandan Educational Sector Strategic Plan and towards implementation of the Universal Secondary Education (USE) Program and aimed at stimulating intellectual and teaching competences among professionals in order to make them productive members of society.

This project will support the NTCs in **Muni** and in **Kaliro** which are mixed and offer more subjects than in Mubende.

**2.1.2 Location of beneficiaries**



*Handwritten signature*

4

**2.1.4 Some of the current projects of MoES funded by other donors that relate to the requested support**

Project name	Donor	Grant/ Loan	Project Cost (million USD)	Duration	Comments
Support to UPPET	World Bank	L	150	2009/2011	Component of the programme looking at review of curriculum for secondary education and support to one NTC (Kabale)
Uganda National Education Support Project	Islamic Dev. Bank		13.86	2010/2015	Support 1 NTC (Unyama) and 2 technical colleges
Development of modularized courses in leadership and management for head teachers	Belgium (Study Fund)	G		2010 (ongoing)	In collaboration with Kyambogo University, UMI and MoES

**2.1.5 Analysis of the degree of coherence of the planned intervention with other interventions in the same sector, the same region or with the same beneficiaries**

This project is complementary to the UPPET programme of the World Bank. The second component of this programme is "improve the quality of lower secondary education".

Extract of the UPPET of the World Bank

**32. Component 2** (US\$ 48 million). **Improve the quality of lower secondary education** through (i) supporting curriculum, examination and assessment reform for lower secondary education, including associated teacher education; (ii) supporting the improvement of quality of lower secondary education, including pre-service teacher training, and expanding the capacity of at least one National Teachers' College to augment the supply of teachers, particularly in Mathematics and Science; (iii) supporting the provision of in-service training for teachers, head teachers and schools' Boards of Governors, and relevant training for other education managers, to improve school management, accountability and pedagogical leadership; (iv) improving lower secondary schools curriculum, examinations and assessment, including: (a) developing a new curriculum for lower secondary education; and (b) assessing and monitoring educational progress, and designing instructional materials for the new curriculum; and (v) supporting improvement of classroom teaching, through the acquisition of goods, including textbooks, science equipment and other instructional materials. Under this component, IDA support will finance goods, civil works for at least one NTC, training and technical assistance.

Another project which

Therefore the World Bank will take care of the NTC in Kabale that specialised in Mathematics and Science while the Islamic Development Bank will take care of Unyarna, near Gulu. The aim of this project is to expand, rehabilitate and equip the existing facilities which will be benefited by around 2,000 students (budget: 4.816.200 USD).

### 2.1.6 Uganda's Long-Term Commitments

Uganda has two sets of commitments to the international community that have an impact on its long-term development plans. These are the Millennium Development Goals (MDGs) and the Education for All the six (06) EFA goals. These are in line with the broad sets of goals contained in the country's National Development Plan (NDP) that has replaced the Poverty Eradication Action Plan (PEAP). The Millennium Development Goal that is relevant to the NDP is to ensure that by 2015 boys and girls are able to complete a full course of primary schooling and that gender disparities will be eliminated at all levels of education.

### 2.1.7 Project Target and Scope

The proposed project will rehabilitate and expand facilities including capacity building at two (2) National Teachers Colleges of **Kaliro** and **Muni**. The two NTCs are in dire need of rehabilitation and expansion and have not yet attracted any funding from the other Education Development Partners. The actual amount and cost of works at each NTC shall be determined after a Comprehensive Needs Assessment has been undertaken at each College. The project will also address other aspects of capacity building for pre-service and in-service lecturers and strengthen the supervision and inspection service of the colleges.

### 2.1.8 Project Components

- a) **Works:** A needs assessment will be carried out to evaluate the works that would be needed. Old buildings will be rehabilitated and new buildings may be constructed. Works will cover many activities through the following sub-categories (indicative list):-
- Renovation or construction of a new library block
  - Renovation or construction of classroom blocks or alternative required learning space
  - Renovation or construction of staff house blocks
  - Construction of sport facilities
  - Carry out general selective rehabilitation of essential facilities
  - Construct 5-stance VIP pit latrines
  - Installing of solar power system as alternative form of energy
  - Provide learning workshop to fit relevant preferred trades
  - Construction of water harvester tanks
  - Construction of boreholes
  - Renovation of the kitchen
  - Renovation or construction of laboratories
  - Fencing the compound



All the works need to take into consideration the guidelines on provision of **gender** responsive infrastructure (strategy TED p. 20)

- b) **Goods:** Supporting improvement of classrooms teaching through acquisition of goods:
- Furniture for the new classrooms and Library
  - Laboratory equipment for each NTC
  - Reference Textbooks
  - Computers and appliances (2.1.4)
  - Furniture, office equipment
  - Textbooks (students)
  - Sports equipment
  - Vehicle 20 seats for transporting students
  - Vehicle for coordination

- c) **Service:** The consultancy service and technical assistance will include:

Works

- Comprehensive Needs Assessments
- Design and Supervision of works

Quality

- Continuous professional development of the teachers
- Re-tool lecturers and teachers for the subjects phased out after the secondary education curriculum review process (1.2.2 and 2.1.a.4)
- Support Directorate of Education Standards and Kyambogo university in their tasks of inspection and quality control
- Development of training modules for in-service teacher training and support (2.1.2)
- Establishment of application schools where the student teachers will be able to practice what they will have learnt in the NTCs

Efficiency

- Implement DES's plan for inspection of secondary schools (strategy TED p. 20): inspection of infrastructure facilities in schools, monitoring of the curriculum implementation, monitoring availability and utilization of instructional material (strategy DES p. 9-10)
- Strengthen support, supervision, mentoring and inspection of secondary teacher educators

- d) **Provision of scholarships (demand-side intervention)**

- e) **Management of the project**

- Technical Assistance (1/2)
- Monitoring and evaluation
- Consultancy
- Audit, Mid-term review
- Communication

The list of items mentioned below is an indicative list that will be subject to adaptation by the formulation mission.

*Handwritten signature*

*Handwritten number 4*

#### **2.1.9 Gender**

Special attention must be given to the **gender** issue: consolidation of the gender parity at secondary education, increased gender responsive environments, increased gender participatory learning and teaching methods and wide spread gender awareness in schools and communities.

#### **2.1.10 Expected Project Outputs**

The expected major outputs of the proposed project include (i) expanded and rehabilitated facilities (ii) 2 fully equipped National Teachers Colleges;(iii) Improved pedagogical skills at NIC level, (iv) improved quality of teaching and (v) improved supervision and inspection

#### **2.1.11 Institutional Arrangement.**

The institutional implementation arrangement will be based on the existing structure of the Ministry of Education and Sports. Relevant departments and units, namely: Teacher Education department; Education Planning (EPD), Construction Management Unit (CMU); and the Public Procurement and Disposal Unit (PDU), Directorate Education Standards will share roles and responsibilities in coordinating the implementation of the proposed program. The Permanent Secretary, Ministry of Education and Sports as the accounting officer will be responsible for overall organization, co-ordination, supervision and management of the Project.

#### **2.1.12 Monitoring and Evaluation**

External joint monitoring of Funding Agencies and Government of Uganda shall be done within the ESSP framework. Internal Monitoring and Evaluation will be done through the existing institutional framework of Ministry of Education and Sports in accordance to the logframe.

#### **2.1.13 Sustainability**

The project is part of ongoing reforms in the education sector. The UPPEP programme is the programme for reform of the post-primary education that follows the implementation of the UPE and is driven by a strong commitment from Government. This project relates to the objective 2, strategy 1 "strengthen the teaching force" of the National Development Plan.

#### **2.1.14 Cost Implications for the component 2**

Total estimated cost for the Component 2 (secondary teacher education) is **11,009,774 USD (8,469,057 euros)**. Details of the indicative budget are attached as annex 1.



#### **2.1.15 Cost Implications for the whole project (2 components)**

Total estimated costs of Component 1 (TVET component): **11,744,118 USD (9,033,936 euros)** whereas for Component 2 (secondary teacher education): **11,009,774 US\$ (8,469, 057 euros)** and the overall estimated budget for the whole project: **22,753,891 USD (17,502,993 euros) note** : ( Exchange rate: 1 € = 1.3 USD) and the total amount of money for the 2 components will be kept in a framework and allocated to the needs identified.

**The budget mentioned in this paragraph is indicative and may be adapted by the Belgian Development Agency (BTC) during the formulation mission.**

#### **2.1.16 Ugandan contribution to the project**

The Government of Uganda counterpart funding to the project is 10% of the total amount allocated to the project by the Government of Belgium. The budget allocated by the Government of Uganda comes in addition to the whole budget allocated by the Belgian Government.

#### **2.1.17 Duration of the whole project (2 components)**

The project will cover a period of 3 years (to be validated during the formulation)

