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MoES LAUNCHES TEACHER MANAGEMENT INFORMATION SYSTEM (TMIS)

Teacher data is one of the challenges that the Ministry of Education has been grappling with over the years. Teacher registration has been done manually by different departments of the Ministry and this has therefore led to a number of challenges in the teacher management process.

During the Education Sector review held on 18th -19th September 2018, under the theme: “Striving for excellence in education and sports service delivery,” the Ministry of Education and Sports through the Teacher instructor Education Training department launched a new system geared towards improving the teacher management process.

The Teacher Management Information system (TMIS) is an electronic web-based platform that digitizes the process of recruitment, deployment, transfers, appraisals, appointments, leave entitlements, attrition records, discipline, school level profiles and payroll verifications. What this ultimately means, is that the system will harmonize teacher records, provide accurate and timely data for proper planning and improve on service delivery using ICT.

This database for registering teachers will be used by various departments of the Ministry of Education and Sports (HR, Teacher/Instruction Education and Training, Early Childhood Development, Basic and Secondary education and BTVE), the Education Service Commission and the Ministry of Public Service.

In her opening remarks, the Commissioner Teacher Education, Dr. Jane Egau Okou, noted that the system will save teachers on the cost and inconvenience of traveling to Kampala for registration.

How the System Works

- The process takes only four minutes after the applicant logs onto a web portal www.tmis.go.ug
- The web portal can also be accessed through the Ministry of Education and Sports website: www.education.go.ug
- The system only requires submitting a teacher’s name, email address and telephone number for it to generate a password for the user. Registration into the new system will also require details of one’s National Identification card.
- Upon securing a username and password, the user clicks the submit button to proceed.
- From then on the teacher can log into the system to submit any inquiry and monitor his or her issue.
IMPROVING THE PERFORMANCE OF NATIONAL TEACHERS’ COLLEGES (NTC)

Through the Teacher Training Education (TTE) project, Enabel has made tremendous achievements to the education sector. The project has one common goal which is to Improve Secondary Teachers Education in the National Teachers’ Colleges.

The TTE Project as per the framework of the Ugandan-Belgian Governmental Cooperation is jointly implemented by Ministry of Education and sports (TIET department) and Enabel (Belgian development agency). The project started its second Phase in 2017 and it will go through 2021.

The beneficiaries of the project include: 5 National Teachers’ Colleges (Kabale, Kaliro, Mubende, Muni and Unyama), TIET department, Construction Management Unit, Procurement Disposal Unit and partner secondary schools surrounding the NTCs (3 per NTC).

The project has 3 components:

The Institutional development component that strengthens the colleges and the Ministry of Education and Sports Management systems. Within this component support is provided to the colleges to develop their planning, finance, human resource and students’ follow-up. Similarly, support is also given to the Ministry of Education and Sports to improve management of the Teacher/Instructor, Education and Training department.

Among the achievements in this component are:

- A supervision and monitoring system has been put in place to support the 5 NTCs and TIET department. This system has harmonized the NTC work plans and monitored results at college level (committees, NTC management) and national level through the quarterly performance reviews.
- The project has strengthened the capacity needs for NTCs through capacity development, ICT management and maintenance and creating safe learning environments. Within this area, the project has prepared capacity development workshops for IT managers in colleges known as the IT days, procured equipment to improve teaching such as laptops, computers, cameras, projectors etc. and provided open-source software for the NTCs.
- In order to improve academic management, the project installed a management information system known as ‘Smart Campus’ within NTC Muni and Kaliro and supported support supervision in the colleges through the implementation and dissemination of the Support Supervision guidelines and training of mentors.
- To improve human resource management, the project has development and implemented a pilot system of time on task, implemented and disseminated Continuous Professional development guidelines that are aimed at advancing the skills and knowledge of teaching staff.
- The project has also set in place a maintenance mechanism to improve the maintenance capacity of the NTCs. Two national workshops were held to this effect and there is on-going procurement for equipment such as energy saving kitchens, solar panels, water harvesting among others that will reduce the operational costs of NTCs.
- Similarly, support has been provided to the TIET department through data entry in the teacher registry process, partitioning of the office space, provision of IT equipment and organizing teacher education working group meetings.
- In order to strengthen the Construction Management Unit (CMU) and Procurement Disposal Unit (PDU), the project is providing IT equipment, site report managing software and a shelving and archiving room for PDU.
While institutional management is an important area of support to improve the quality of education, the project also extends its support to the area of pedagogy, which is the method and practice of teaching.

Through the **pedagogy component**, the project has achieved the following:

- **It has strengthened the professional competencies of the NTC academic staff in revision of the general methods course (syllabus for professional studies, data analysis for the use of ICT in colleges), andragogy training process (training of mentors with support from national experts) and participation in different conferences such as the Deta conference held in Rwanda in August 2017, E-learning conference in September 2017 held in Mauritius on ICT4Education and the Aga Khan University conference on Teacher education in October 2017.**

- **The project has facilitated access to information and quality pedagogical content by creating user-friendly libraries. Libraries have been stocked with updated book collections, installation of the Koha library management system in all 5 NTCs, procurement of library kit (photocopiers, binding machines, laminating and papercutting machines), development of a librarian competency profile and membership subscription to the Uganda Library Information Association (ULIA).**

- **Developed and institutionalized a pilot system of Continuous School Practice that is geared towards providing opportunities for teacher trainees to gain experience and teaching skills in surrounding partner secondary schools. To this effect, a Guide and Toolbox for implementation have been drafted and disseminated along with motorbikes to enable teachers to overcome their transport constraints.**

- **The project has created a network of partner secondary schools for Continuous School Practice and strengthened their pedagogical capacities through creating official collaborations with 17 partner secondary schools, training them on Active Teaching and Learning (ATL), providing them with a start-up kit that includes pedagogical materials and a computer and organizing gender missions geared towards creating a safe learning environment and eradicating gender based violence in schools.**

Providing institutional and pedagogical support is one way to improve the quality of secondary education. In order to take a step further, the project has made a substantial investment in infrastructure with the purpose of creating a conducive learning environment. Through the **infrastructure component**, the project will rehabilitate, expand and equip college facilities.

Among the achievements are:

- **Finalizing the design process to improve the pedagogy facilities (laboratories, classrooms and libraries) for NTC Mubende and Kabale and the accommodation facilities for staff and students in Muni and Kaliro. The architectural designs and infrastructural set-up take into account several important factors that focus on innovation, sustainability, energy efficiency and the natural environment. Classrooms benefit from sufficient natural daylight and a well-designed cross ventilation sets off the higher tropical temperatures without any artificial intervention.**

- **Conducting Safe Learning Environment (SLE) walks in colleges in order to identify and address specific security needs such as provision of separate washrooms for female and male students, setting up security lights within the compounds among others.**
National Teachers’ College Performance Review Meetings

National Teachers’ Colleges (NTCs) in Uganda work with one common goal; to train and produce the best teachers in Uganda. Positioned across the country in Muni, Unyama, Kaliro, Mubende and Kabale; these colleges attract a large number of students hoping to join the teaching profession and become competent teachers within country.

With the support from TIEET department of the Ministry of Education and Sports and the Teacher Training Education (TTE) project by Enabel, the NTCs have been able to actualize a number of goals and make tremendous achievements towards improving their own systems and capabilities. This has mainly been realized through the quarterly performance review meetings.

The 4th Quarterly Review Meeting

After each quarter of implementation, a national monitoring meeting is held on a rotational basis at one of the NTCs and this meeting hosts a vast number of stakeholders ranging from TIET education Commissioner, Education officers, NTC Principals, governing council members, guild student representatives, representatives from Kyambogo University Teacher Training department and Enabel staff.

It is through the quarterly review meetings that all stakeholders that support the NTCs review the performance of the colleges. This July, the NTCs held their 4th quarterly review meeting at NTC Kaliro and the assessment was done based on 3 major areas. Access; which is aimed at increasing access to teacher training, management; which enhances the NTC’s management capacities and finally quality; which enhances the quality of teacher training within the NTCs.

Haji Kibedi responding to the issues raised by participants during the 4th quarterly performance review held at NTC Kaliro on 19th July 2018.

The following were the achievements and recommendations realized during the meeting:

- Generally, all colleges realized an increase in number of students enrolling and this was due to the different forms of advertising campaigns and communication done.

- The was an overall improvement in asset maintenance, this included the infrastructure maintenance, availability of electricity and water and implementation of behavioral change workshops on topics such as energy saving, waste management, gender based violence, safe learning environment issues, sexual reproductive health, legal policy frameworks among others.

- In the area of management, the workshop identified the need to harmonize work-plans and budgets across colleges but also highlighted improvements in ICT, financial, human resource and academic management within the colleges.

- In the area of quality, there were improvements and assessments in the use of Active Teaching and Learning (ATL) in pedagogical preparations, Support Supervision and Continuous School Practice.
NEWS FROM NATIONAL TEACHER COLLEGES

Integrating ICT in Teaching and Learning

ICT has increasingly become an integral part of today’s education system and this is mainly because it has the potential to support many education functions such as teaching and learning, research, management and administration. Throughout the month of September, the TTE project equipped NTCs with ICT equipment that is sure to improve teaching and learning within the classroom and provide more access to information for teacher trainees and NTC lecturers. These included: 46 computers, 26 laptops, 11 cameras, 61 tablets and 10 printers. This also included a library kit that comprised of printing and binding machines that were intended to back up the functionality of the library, making them more effective and capable of supporting both teachers and student’s needs.

NTC MUBENDE RECEIVES ICT EQUIPMENT

MOES-TIET department and Enabel must be congratulated for making drastic steps aimed at full filling the long awaited gap in relation to the shortages of ICT equipment at the college. The college is now in the right direction for enhancing the usage of ICT equipment so as to promote its lecturers and students to fit in the 21st century with ease.

This was a realization of our long expected dream. The equipment included full desk top units, lap tops and bags, external DVD writer, NAS (Network attached storage, UPS for NAS APC/MGE smart). Later on in the middle of September, the college received library kit. This will go a long way in solving the shortages associated with the lack of ICT equipment at the college. Many officials from MOES-TIET department had emphasized on many occasions that ICT is the way to go. But this was the only step they could reach.

The advent of ATL in the college in 2014 is now being made a reality as it has received more enforcement particularly with the delivery of ICT equipment. With this, lecturers will be able to integrate ICT in teaching and learning for example in music when teaching ‘pitching’, the computer with a music software can give you the right pitching when going through a music ladder (d r m f s l t d’) and in Professionals Particularly Development Studies subject when teaching Neo colonialism the photographs of Kwame Nkurumah can be up loaded and shown to students to associate with the content being handled.

ICT equipment will also ease typing at the college, facilitate easy administration of assignments, use the net in daily lessons, facilitate self-learning, and promote social networking, improved data storage (record keeping) and practical training. It also facilitates research undertakings and assessment, provides rich learning resources at the college with corresponding high outcomes as well as facilitating independent study efforts.

We now believe that ATL will be consolidated further and run smoothly within the college to produce high outcomes from both the teachers, students and surrounding communities.

Written by:

Flavia Mpeirwe, Field Coordinator NTC Mubende
National Instructors’ College Abilonino (NICA) the only Instructors’ College in the country was reconstructed with support from ENABEL formerly BTC. Before the start of the reconstruction, existing structures were condemned. However, the condemnation was not embraced by the College Governing Council whose plan was to renovate the structures in the near future. For the Council’s dream to be realized, the College Principal Eng. Jorem Adutu through his friends from the Hanze University Groningen, secured support worth 80,000 euro. This financial support enabled the College to acquire and install more ICT equipment together with network equipment and internet facilities, training of lecturers in new engineering fields, blended learning methodologies, purchase and installation of campus facilities (games, sports and recreational facilities).

Of the 80,000 euro, 38% (Approximately 30,000 euro) was raised by a group of Lectures of the same University purposely to renovate the condemned structures. A large percentage of the work has been completed. The refurbished buildings are to be used as dormitories and class rooms to increase the college capacity. The Chairman of the College Governing Council extends appreciation to the community of the Hanze University Groningen for the support. Below are images of some of the structures before and after renovation.

Using the tractor provided by the project, during the last season, the college managed to harvest sunflower that worth 6m/= and 10 tons of maize that has fed the students and staff since the beginning of semester 1 academic year 2018/2018 and it is expected take the college up to the end of October 2018.
Early Grade Reading was initiated by USAID/Uganda School Health and Reading Project (SHRP) to improve the literacy levels of children in the early grades in their local languages and English. This came as a result of the alarming low levels of performance in literacy culminating into a cross-cutting issue across the entire education spectrum as was evidenced by reports from NAPE, UWEZO and other independent organizations that are striving to ensure that literacy levels improve among learners across the different parts of Uganda. The Ministry of Education therefore, has adopted the Early Grade Reading model to deliberately expose and enable learners of primary one to three (P.1-P.3) acquire a breakthrough to meaningful literacy at their early age of education; in fulfilment to the first objective of Uganda’s education regarding functional literacy and in line with the Sustainable Development Goal (SGD) No. 4 as a global concern.

With support from Global Partnership for Education (GPE), the Ministry of Education and Sports, through the department of Teacher Instructor Education and Training (TIET) is in the process of scaling up EGR in the districts that were not catered for by SHRP. The scaling up was started in January 2016 and now at primary three.

Purpose of Reading Competitions

In an attempt to establish the literacy achievement levels among learners in the classes of P 1-3, the Deputy Principal for Outreach; Moses Wambi through the guidance of his mentor Andrew Mukwana Kirya the Principal of Bishop Willis Core PTC, Iganga, DPP Madam Janet Otukol Among together with other stakeholders, initiated several strategies to enrich and sustain EGR across Busoga Region.

Learners of lower classes (P.1-P.3) in Busoga Region are saying; come rain or sunshine, they must strive to acquire a breakthrough to meaningful and functional literacy skills as they engage in reading competitions. The EGR Partner districts are: Bugiri, Buyende, Kaliro, Luuka, Mayuge, Namayingo and Namutumba.

Such strategies include; Formation of Reading Buddies, Reading at Parade, Reading for Parents at their school meetings, Reading for staff, Reading for the Head teacher, Declaring School Literacy Open Days, Modelling and conducting Reading Competitions at school, district and regional levels.

The main objective of putting in place such initiatives was to establish the extent to which the EGR methodology benefits the target group and also motivating learners towards acquisition of meaningful proficiency in literacy skills. For that matter therefore, the following areas were highlighted;

- Establishing the teachers’ effectiveness in the implementation of the EGR Methodology.
- Establishing whether the instructional materials (primers) which were provided to schools by Government through the MoES were being put to meaningful use (Putting Books into the hands of learners).
An enabling environment provides learners with opportunities to learn to read. The National Coordinator for ECD-CCCP Elizabeth Kasirye, encourages Caregivers to employ a variety of learning materials which are low/no cost in nature but very attractive and engaging to facilitate young children unfold naturally like the natural unfolding of a flower.

More strategies are being initiated to ensure that Bishop Willis Core PTC, Iganga strives to be a centre of excellence in the service of implementing UTSEP-GPE Projects across Busoga Region in particular and Uganda as a whole.

The following achievements have been realized so far: learners have acquired confidence, ability to read and write their names correctly, read simple sentences, make proper pronunciation of words in Lusoga and English language, proper articulation, proper tone, desirable voice variation, audibility, sharing reading materials, loving and interacting with books, exhibiting comprehension abilities, demonstrating critical & creative thinking skills, exhibiting ethical values associated with proper book handling, loving school as evidenced through improved attendance etc.

Some of the activities that children engage in are: listening, speaking, scribbling, miming, imitating, mimicking, role playing, oral practice, toilet practice, playing different games, singing, dancing, tracing, drawing, tearing, pasting, sorting, sequencing, grouping, identifying, naming, reading letter names, sounding letters, clapping, beating, tapping & stamping syllables of words, building/arranging letters to form words, fit jigsaws, sharing, discussing, answering both in-text and in-mind questions, asking questions etc.

Written by:
Moses Wambi, Deputy Principal Outreach
And
A.M. Kirya, Principal

National Early Grade Reading Coordinator appreciates the children’s reading efforts.
NYONDO PRIMARY TEACHER COLLEGE EXCELS IN NATIONAL SCOUTS COMPETITION

St. John Bosco Core Primary Teachers’ College, Nyondo in Mbale District excelled in first and second position overall under Rovers Crew. The College presented 12 ladies and 12 gentlemen for the National Scouts Camping Competition held at Kaazi National Camping and Training Ground Wakiso District from 24th-30th August, 2018. Two trophies were won for the first position (gentlemen) and second position (ladies). This qualifies them to represent Uganda in the forthcoming East African Scout Camping Competition due in December, 2018 in Bujumbura, Burundi.

This great achievement was a long journey starting with intensive training at the College to District Camping Competition and immersed winners overall to qualify for Kaazi. The key attributes during the competition were general knowledge, commitment, preparedness, discipline, honesty, creativity and team work. No wonder “Be prepared always is the Scout Motto.” Bravo to Mr. Oketcho Haya Godfrey and Ms. Lanunu Betty (College Tutors) for being good scouts’ trainers.

Ms. Nanbuya Rachel, the Ag. Deputy, (3rd left) welcomes the winning Rovers Crew from Kaazi National Camping and Training Ground at the College on 31st August 2018.
The National Teacher Incentive Framework aims at simulating teacher’s motivation, drive policy development and energize the implementation of a national teacher’s motivation strategy in a systematic, pragmatic and sustainable manner.

The framework will be implemented in both public and private sectors across all educational levels in the country. The strategies are meant for implementing in the short and long term based on financial incentives, professional rewards and accountability pressures for both serving and retired teachers.

According to the framework, as a matter of priority, teachers’ salary and benefits must be raised in line with the seven percent increase in the cost of living in order to ensure that teachers receive a living wage.

The framework also lists eleven proposals, which will ensure immediate action and provide a firm foundation for successful implementation of TIF including but not limited to creation of a national teachers’ identification system such as a uniform, reducing on the class size to manageable numbers as per the education standards and mandatory personal tests for all pre-service and in-service teachers.
TIET IN PICTURES

TIET department organized a staff retreat for first Quarter of this Financial Year 2018/19 to evaluate performance and plan how to implement the financial year work plan. This retreat reviewed the performance of the projects in the department strategies for enhancing individual performance. The venue was Nakaseke Core Primary Teachers’ College.

TIET at quarter 1 retreat in Nakaseke.  
TIET at 2018 MoES sports gala at Kyambogo.

TIET in corporate wear.

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