In this Issue

> Teacher Motivation: A Key to Improving Learning Outcomes
> ICT as a Pedagogical Tool in Teacher Education
> Active Teaching and Learning Takes Root in NTCs
> Using Pedagogical Projects for Teacher Education
> Developing the Knowledge Hub for Teacher Education and Training
> News from TIET
> Exiting the Teaching Profession with Ease
> Occasional Tips and Reminders
Teacher Motivation: A Key To Improving Learning Outcomes

The department of TIET within the Ministry of Education and Sports developed a Teacher Incentive Framework with support from UNICEF. The purpose of the framework is to document and implement various teacher motivation strategies to improve learning outcomes of the children in their care. The Teacher Incentive Framework highlights both the intrinsic and extrinsic motivation factors and also suggests both monetary and non-monetary rewards to motivate a teacher.

The Uganda Teacher and School Effusiveness Project (UTSEP) funded by Global Partnership in Education has been managed by the Ministry of Education and Sports (MoES) since 2015 with the sole aim of supporting the Government of Uganda to improve teacher and school effectiveness. Under component one, effective teachers, focus is put on re-equipping teachers with competences of delivering Early Grade Reading (EGR) as an incentive to effective Thematic Curriculum implementation. So far, the Teacher Instructor Education and Training (TIET) department in collaboration with Basic Education and the UTSEP host department has retrained a total of 10,159 teachers. These teachers have been verified by an independent verification firm as having met the set standards specified in the Project Operation Manual. The TIET department developed special packages for reskilling teachers with relevant competences and positive attitudes towards the teaching vocation.

Teacher Motivation

In an era where teaching is a last resort career option, TIET is in constant search of ways to ignite and sustain teacher enthusiasm, which is a precursor to quality performance. Loss of morale for self-directed quality teaching is the topmost blockage TIET battles to eliminate. Teacher motivation has been noted as a key factor for effectiveness, efficiency and improvement of classroom and school practice. Teacher motivation, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Motivation is the single means by which effective leaders transform organizational and people potential into reality, (Yulk, 2013) through lifting their employees’ attitudes with timely approval, appraisal and support, followed by immediate feedback. The appraiser applies the non monetary techniques sparingly to keep them meaningful. Many competent teachers’ energy burns out for lack of recognition.

It is true that teaching sometimes turns into a lonely tedious and boring routine for many teachers. To keep teaching vibrant and dynamic, teachers need constant supervision and interaction with supervisors/stakeholders about their work, which if not done well, costs the state in terms of increasing wastage of human capital. Educators should be aware that reforms in education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, but ultimately, the teacher will be solely responsible for applying or shelving them.

To maximize state investments in education, it should be the prime role of every citizen to keep teachers interested in this noblest service. Teacher interest increases when stakeholders in their respective capacities show interest in teachers’ work. In the company of interested family members, parents, pupils, head teachers, foundation bodies, School Management Committees, political leaders, local government education officers within the beneficiary communities, teachers are irresistibly challenged to perform. The inner drive that pushes teachers out of their homes and comfort zones to take teaching roles seriously comes with either intrinsic or extrinsic motivation. The experience of implementing Early Grade Reading methodology in 29 districts to over 12,000 teachers (unverified teachers of P.3 inclusive) revealed that teachers appreciate different motivational techniques bearing to variations in personality, competence and individual degree of interest.
It is apparent that interest helps committed teachers to sail over some odds within their means. This article presents low/no cost practical strategies UTSEP has tried out in an attempt to boost teacher motivation towards embracing new ways of teaching for results.

**Inspirational Talk**

During the training of trainers, a participant wrote in her journal on 1st May 2018, “The refresher training was well monitored and monitors gave relevant encouraging comments to strengthen us for example, Commissioner, TIET said “power and authority are within an individual.” According, Grace Kansiime in her inspiring talk to teachers she said, “To teach is to touch lives forever, when you show love to the little ones, it is like heaping your blessings.”

From talks of this nature, teachers are ignited and their mindset shifted from looking up to direct monetary rewards to see themselves as ‘fortune diggers’, (Ssenkusu, Personal Communication, May 2, 2018). The theory of diligent work first; money later works!

**Support Supervision**

The journey of teaching is better trekked in company of a supervisor. After initial pre-service and in-service training, teachers often times remain in doubt as to whether they will manage to put the acquired skills in practice. Initial training is often followed by inertia which derails the implementation of programmes and if not addressed, teachers fall back to their comfort zones.

Timely support supervision offers a scaffold till a teacher gains confidence and expertise. Friendly supervision grows teachers from strength to strength until they become own supervisors through the critical reflective lens. Teachers confessed that they have improved in preparation and in conducting continuous assessment with regular support supervision. They mostly appreciate the feedback given to them in an encouraging manner. Supervision motivates teachers till professional practice becomes a second nature. They pride in quality performance, so they invest time, skill and personal resources including finances to improve their classroom work. Each district has champion teachers with personal stories to narrate. The reflection was shared by Eunice.

My success as a pedagogical leader that has authority and power.

The route to my success as a good teacher-leader was not that easy. I put a lot of effort and gave time to my work. I love teaching and I show true love to each of my pupils irrespective of their abilities and looks. I am a self-motivated teacher, creativity and commitment to my work produces results. I use my money to improve on classroom environment for reading. This takes sacrifice of sleep, where I stay in my class up to night hours over weekends.

Team work enables me to get ideas from colleagues. I developed skill in teaching sounds using jolly phonics and training proper handwriting. I engage pupils in many activities to be responsible e.g. modelling, cleaning and reading. I have managed to attract parents to attend lessons and the community to support Early Grade Reading. Shop keepers invite me for empty boxes from which I make cards. I am thankful for the support from head teacher, parents, SMC, DEO, DIS, CCTs and monitors. I have excelled because I learnt from supervisors. Thank you all.

Apio Eunice,
Anaka Primary School, Nwoya District, Acoli sub-region.
Opening Channels of Practice
Competent teachers have been assigned to facilitate at regional levels before which they are invited to attend national Trainer of Trainers workshop as a reward for quality service. They are given a chance to share experiences, which gains them prestige and self esteem. Teacher Apio Eunice of Nwoya, is one such teacher who has braved the challenges of traversing unsupportive communities to win them back to take interest in children’s learning. “Early Grade Reading works miracles,” is the chorus of her a song.

Prompt Feedback
Talking about issues openly and boldly in a friendly conversation with teachers gives them a chance to explain the classroom choices they make, while giving them feedback on areas of growth for more focused teaching. Delayed feedback drops teachers’ willingness to exert high levels of efforts towards school goals.

Non-Verbal Cues for Healthy Working Environment
Use of non-verbal communication reaffirms good practices and touches the hearts of teachers. Simple gestures like emphatic nodding in approval of exhibited good practice, thumbs up, high-five, a pat on the back, tight palm holding, a good meal, shopping voucher, providing mid-day meals, exchange visits, outing for staff in form of get together and retreats rejuvenate the dwindling spirit by lightening up heavy hearts and lifting hopes for a professional life worth living. Leaders have been encouraged to create health working climates where the contribution of lower primary teachers is valued and supported.

Wall of Fame
Names or photographs of excelling teachers and pupils are written or pinned on the wall of fame for the school community to appraise them as Best Teacher/Learner of the Term.

Award of Certificates of Recognition/Merit
During support supervision, best performing teachers were identified using preset criteria based on inclusive-beyond-school pedagogy for teacher-led change. Once nominated, the team from the district education office and core Primary Teachers’ College outreach arm met to discuss the nominees and vetted them after which they presented winners for award of certificates of merit. Each district has had a slot of at least one to two teachers recognized per term. Receiving certificates from the ministry and local government took teachers into high realms of practice, which they are compelled to sustain as mentors. They inspire more teachers to walk in their path as they demonstrate that it is possible to cause change by doing the ordinary things in extraordinary ways at class level.

Celebrating Achievement Publically
Once patriotic teachers are identified, they are publicly recognized in a regional or national forum where individuals give them a handshake. Teacher Nattabi of Mubende was recognized for intensifying preparation for teaching. Because she saw the need to plan effectively, she used her out-of-pocket allowance given during the initial training to buy and install a solar panel so that she could work at night. For her heroic action, she was rewarded by a volunteer. Let us learn to praise publicly but reprimand in privacy to save employees from shame till it becomes the only sure way to deal with their issues. A softer touch though hard to employ, has proved more effective than crude means of managing unprofessional practice. We adopted the theory of amplifying the little achievements and shun from putting more attention on failure.
Delegation and Promotion

Delegation builds capacity, nurtures a rare level of trust and teamwork. The more teachers are delegated the more they get closer to the heart of the school affairs. Ownership is the source and summit of inner drive towards devoted service. The benefit of committed service is promotion. Several Early Grade Reading (EGR) teachers have been promoted to deputyship, which is a good sign but at the same time a challenge for sustainability of EGR.

The teaching profession currently attracts only a handful of teachers with intrinsic motivation, who find joy and satisfaction in nurturing little ones into God’s purpose. Such teachers chose to teach so as to offer service to the country in terms of growing its human resource capital. The sad bit is that majority of the teachers need an external push to play their role. To get results from such teachers indefinitely calls for head teachers to engage in creative ways to build their morale, lift their spirits and keep them afloat through building teamwork and encourage mindfulness and self-regulation. It is also important to nurture a positive mindset for teachers to realise that teaching is a contribution to national development and that external rewards follow committed service.

Schools should provide a warm climate through a culture of service above self using inspirational slogans. Novice teachers tend to adopt the cultures they are ushered into. The culture of non-monetary rewards if adapted sends strong messages to teachers to steadily improve practice, teach for results and learn to find satisfaction in doing work well. Once a teacher starts to identify with quality service, then the battle is half won.

The conquerors’ motto is, Do what you can with what you have, where you are -Roosevelt.

Caroline Kavuma,
Uganda Teacher and School Effectiveness Project
With a 71% endorsement rating, Mr. Andrew Tabura, EO/STE was chosen by his peers as the overall best performer in TIET department for FY2017/18.

Mr. Joseph Kikomeko (AC/ITE) and Mr. Abdul Majid Kibedi (PEO/STE) emerged 2nd and 3rd with an general rating of 35% and 30% respectively. All three officers were awarded certificates of Recognition by the department head at their last quarterly Department retreat held at Shimoni Core PTC on 29th June, 2018.

This is an honest "thank you note" to TIET department of the Ministry of Education and Sports.

A few years back, obtaining a Certificate of Registration as a professionally trained teacher was a nightmare! I used to see teachers go through such tedious processes of "come back after 3 or so months" after being tossed back and forth for days on end. Most of these teachers worked up-country, and faced other challenges of getting time off work! For some of the Grade V teachers, this mandatory exercise marked their premier visits to the city. So they would first seek out ITEK/Kyambogo University to seek help on how to go about the ministry requirement. The situation was worse for nursing mothers, as I helped my late sister Hilda work through it!

On 5th June 2018, my niece and her friend obtained their certificates within a matter of hours! The officers who attended to them both at Embassy House and the final issuance office at Legacy Towers were very courteous. They even went beyond the normal call of duty and worked on all those who were around, well past 5 pm! I say thank you to that team and pray God’s blessings upon their lives. They may not be rotarians by membership, but they belong to this group by action and practice. May all people blessed with jobs emulate this example by serving diligently and without taking bribes! You made our June start off well. Once again, wafwoyo swa!

This was shared on Facebook by Christine Kyayonka

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The use of Information and Communication Technologies (ICT) in Education is a key strategy that has been adopted by the Ministry of Education and Sports (MoES) to ensure an improvement in the quality of education. Teacher trainers’ competencies in use of ICT as a pedagogical tool is steadily being built through the design of the Contextualized ICT Competency Framework for Teachers in Uganda (CICT-CFTU) course. This is housed in the Teacher Educator E-Learning system (TEELS) and the Moodle Learner Management System (LMS) which is used to supplement and extend the existing Ugandan ICT in Education professional development environment.

The United Nations Education, Scientific Cultural Organization –China Fund-In-Trust (CFIT) project is supported by UNESCO and China aims at harnessing technology for quality teacher training in Africa. Since 2013, UNESCO-China Fund-In-Trust (CFIT) has been implementing activities in Côte d'Ivoire, Ethiopia, and Namibia. In 2014, Congo, DR Congo, Liberia, Tanzania, and Uganda joined the project, while Togo and Zambia joined in 2016. The project has achieved considerable success, particularly in supporting teacher training via Information and Communication Technology (ICT).

In Uganda, UNESCO-CFIT has built on achievements of phase I and phase II of the project that puts emphasis on capacity development of 23 key Teacher Training Institutions (TTIs) on ICT integration in Education. This is being done through pre-service and in-service training of TTIs aligned to the Uganda ICT Competency Framework for Teachers.

The CFIT project organizes regular study tours for CFIT countries to learn from the experience of the host country – previous tours were organized in Côte d'Ivoire, Ethiopia and China. This year, the study tour was organized in Windhoek, Namibia from 29th-31st May and it focused on facilitating peer learning between CFIT member countries, particularly through experience sharing. The tour also took stock of the achievements attained, particularly in CFIT Phase II, results-based reporting and publicity for the CFIT project.

**Participants were expected to:**
- Learn from CFIT Namibia’s example in setting up online learning communities and conducting action research
- Allow all CFIT countries to share their experiences and facilitate peer learning
- Look at results-based reporting and enhancing publicity for CFIT activities
- Discuss sustainability strategies

**Uganda Representation**

3 participants from each of the CFIT countries including those from the Ministries and targeted Teacher Training institutions took part in the study. Uganda’s team comprised of Mr. Andrew Tabura – Focal Point, TIET, MoES; Ms. Lukiya Mirembe – Focal Point, Shimoni CPTC; Betty Egau - Focal Point, Jinja VTI and Mr. Gideon Mwaura, and the NPO based at UNESCO Regional office in Nairobi.
Recommendations

- Timely completion of CFIT activities within the remaining 6 months by increasing monthly implementation rate.
- Engaging Chinese Embassy as well as other Education Development Partners to explore cooperation in provision of IT equipment that can promote offline use of the Learner Management Systems (LMS) e.g. tablets, handheld projectors etc.
- Using Chinese Embassies to facilitate cooperation with Chinese companies like Huawei, CVTE etc.
- Writing news articles to highlight any activity carried out. Mention 9 domains of the profession and which areas CFIT is addressing and link them to Education Development Goals. Post on UNESCO sites and WhatsApp

Action points for Uganda

- Given the crucial need to keep the server at Shimoni Primary Teachers’ College (PTC) active and due to the limitation in resources, a suggestion was made that resources which are currently spread out to provide internet connectivity to the three hubs be pooled together and invested in keeping the server active.
- Develop TIET institution policies aligned to the National ICT in Education policy in order to mitigate current challenges i.e. lack of ICT in Education sustainability plans (college vision for ICT in Education, acquisition, maintenance and eventual disposal of IT equipment and infrastructure) internet connectivity, poor power supply etc.
- Train CFIT focal points and IT officers in 23 beneficiary colleges on the use of Multi-Media (including use of studios) to produce ICT enabled teaching-learning materials.
- Train the server technician (Shimoni PTC) to configure TEELS server which will reduce reliance on external service providers.
- Enhance cooperation amongst all 23 college users and to encourage ownership.
- Upload multimedia items like videos onto YouTube (and provide users with links) so as to leave as much space as possible on the server.
- MoES Focal point to request for additional training needs from college focal points in order to revise the use of LMS to ensure that all teacher educators at maximally utilize the facility.
- National Project Officer to look into the possibility of creating a mobile application which can be download from Google Play store.
- MoES focal point to provide information required by consultant (GESCI) hired to develop ICT in Education PPP guidelines.
- National Project Officer to engage Chinese Embassy to link the project to Chinese companies which can make hire purchase arrangements with teacher trainees and teacher educators for essential IT equipment which they can continue to utilize when they are deployed to work in the field.
- MoES and Kyambogo University focal points to explore the possibility of certifying beneficiaries of CFIT project and TEELS training.

Andrew Tabura
Education Officer, TIET
One of the main objectives of the TTE project implemented by Enabel in collaboration with the Ministry of Education and Sports is to improve the quality of teacher training by introducing a learner-centered approach to teaching known as the Active Teaching and Learning (ATL). This means that the learning systems shift focus from the teacher to the student and provoke independent reasoning, problem solving and critical thinking. Through ATL, students are more likely to retain a higher percentage of knowledge and skills because they engage with materials, participate in and out of the classroom and exchange information with their peers.

**School Practice Workshop**

Every year, NTC Mubende organizes a school practice workshop which brings together both students and teachers from the college and Partner Secondary Schools with the aim improving teacher education. This year, the school practice workshop that was held on 3rd to 6th April, focused on reflective discussions on the Continuous and Final School Practice activities, improving professionalism and skills in pedagogy.

The school practice workshop initially emerged as a result of the need to develop strategies that recognize the training and preparation of student teachers to apply and perfect the teaching methods and techniques during and after the final school practice. It is also intended to refresh, inspire student teachers and enliven their school practice.

This year’s school practice workshop gave room to a little friendly teaching competition that show-cased the skills of the student teachers and assessed their competences in lesson planning, use of teaching and learning resources and ATL methodologies.
It is during this competition that student teachers are judged on how they applied Active Teaching and Learning techniques and a prize is awarded to the best student teacher.

**Prize winner Nalumansi Rebecca**

Greetings to you all. My name is Nalumansi Rebecca, a student teacher of Art and Design at NTC Mubende where I emerged the best student teacher in the recently concluded School Practice workshop.

Every year NTC Mubende holds Teaching competitions in which each department (Music, Art and Design, Business and Agriculture) and the contestants this time round were Yiiga Emmanuel from the music department, Tumwebaze Enock from Agriculture department, Naigaga Jackline from the Business department and myself from the Art and design department.

Before the competitions, we had adequate training from our lecturers and we were also given opportunities to practice through a series of micro-teaching lessons from nearby secondary schools like St. Susan and Christ the King Secondary Schools. Such instances not only developed our confidence but also gave us a chance to make improvements in the practice of teaching.

During the planning session for the contest, I considered a number of activities, methods, techniques and assessment modes that enable active participation of learners. I am a better teacher because of the exposure I have had to Active Teaching and Learning methods and this is through the support of Enabel.

I am so grateful to the Principal of the College, Enabel, The school practice committee headed by Mr. Mugabi Eugene, the Art lecturers and all college workers for the efforts they put in to ensure that we get a good future. Indeed, my success in this competition gave me courage to work harder so that my future can be bright. I plan to be the best teacher always.

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_Nalumansi Rebecca gives an activity to her class to evaluate their abilities in making primary colors_
Using Pedagogical Projects for Teacher Development

NTC Kabale Invests in Pedagogical Projects for Teacher Development

It has been observed that pedagogy can be enhanced outside the classroom and brought closer through student’s participation and practice in college projects. If the students are to participate in their own development and have a positive impact on the transformation of their communities as they grow, such projects are just the thing to expose them to the right experiences that will prepare them for action at all levels. With projects activities based on group levels, students can participate in different projects on daily basis and improve on their pedagogic skills.

National Teachers’ College Kabale has embarked on integrating pedagogic projects into their teaching process for the development of teacher practical skills and sustainability. These pedagogical projects include the usage of drip irrigation in farming, preparation of terraces and manufacturing organic manure after harvesting.

Through this, students are exposed to practical experiences relevant to improving their skills which is suitable for their education. Students are also empowered to transform their communities by deriving appropriate solutions to community challenges through inculcating creativity and entrepreneurial skills to initiate and manage projects that are economically viable.

Students at NTC Kabale preparing organic manure after harvesting soya beans.

A field of cabbages under drip irrigation at NTC Kabale.

Students are being taught skills which will transform them into trainers of other students and communities around the college and beyond. They are equipped with field research that can allow them to write research findings from real life practice and usage of scientific procedures. This pedagogic approach will not only contribute to clear understanding of basic research principles but will also in future guide students into opportunities of making professional choices in arts and sciences based on skills attained as well as teaching.

It is also hoped that these projects will be run as enterprises for profit motive, so that the learners leave the college with minds of entrepreneurship, creativity and business innovation. It is expected that the initial capital will sustain the projects and also generate income continuously. The lessons learnt from these projects will enrich student’s knowledge and skills in handling their final examination especially in the area of field work projects and thereafter in teaching.

Munyamagana Wence
Lecturer in charge of Pedagogic Projects
The trip started off with the first leg of the tour to Trinity College Nabbingo. A well-manicured banana plantation welcomes you to their farm. In the midst of the plantation lies a wooden 2 storey structure that houses a piggery unit on the ground floor, while the 1st and 2nd floors house an extensive poultry unit. The amazing structure holds to the test as the entire team of about 30 persons descend on the wooden stairs without a creak. A sigh of relief is heard from a few individuals that doubted its capability to hold the weight.

The team descends downstairs to the ground floor where the piggery unit is housed and are welcomed by shrills from the huge pigs and their little offsprings. This unit houses about 20 pigs and with about 8 female pigs nursing 8-10 piglets. The upper floors house about 4000 birds; 2000 broilers and 2000 layers.

The team then head for Katigondo farm, about 20km out of Masaka town where they are welcomed by the Rector and the farm manager. The Katigondo farm that sits on 500 acres of land has been in existence since 1911 and is one of the oldest institutions in Uganda.
They rely on Impact investment model for their farm that involves acquiring a loan to invest in the farm that will be then be paid back at an interest while looking to food security, increasing work opportunities for local communities and economic stability.

“When I have one seed, I have a forest. When I plant this one seed, it will make a forest from which I will get more seeds” the rector states. The various schools and communities in their vicinity provide the farm with ready market for their produce and willing labour on their farm. He further states his mantra “When I came here, I built my mission on 3 letters; F.E.W. F representing food security, E- energy security, W- water security. For me, these 3 are the most important for any farm project.”

When he started his mission at Katigondo, Umeme bills were so high, but he started with a few solar panels and now have installed over 200 solar panels and batteries produce enough power to light the whole seminary. They also have enough rain water tanks that provide water to the school and farm that we got an opportunity to see.

“Our friends in America started an agriculture initiative project, in response to Pope Francis’ directive for catholic institutions that have idle land out of use. In this project, you acquire a loan, not a grant, payable with 8% profit, with only 1-year grace period. We used that loan mainly to buy machinery; a new tractor, a planter and an irrigation scheme that we have partially started working on as you will see,” the Rector states.

A lot of money has also been invested in structures, the piggery unity, poultry unit, renewable energy- bio gas and solar energy, water tanks and wells etc.

The farm boasts of 500 parent stock of pigs for breeding housed in a very clean housing unit, 10,000 poultry birds, 300 bee hives in their bee project, over 100 acres of cassava and with 20,000 kilograms of dry cassava in the granary ready for sale, horticulture-tomatoes, passion fruits, vineyard, apples, egg plants, tree tomato fruits, paw paws, vegetables of all kinds, over 6 acres of bananas, several acres of matooke, sorghum, maize, coffee, beans, moringa, all indigenous varieties as well as dairy cattle, beef cattle, of which they slaughter a cow every weekend for the seminarians.

The team tour the banana plantation farm and receive advice from the tomato farm manager

The farm is managed by the Rector as the head of the institution, assisted by the farm committee, farm supervisor, and various managers on every unit. They preach division of labor as the main drive to the success of their farm.

Rachael Ayebale
Communications Officer, SDHR
For teacher education to be successful, functional and effective, it must be backed up by a good functional library, where informational materials stocked are capable of helping both teachers and students to be able to retrieve needed information that will fit their teaching/learning and research at any given time.

Libraries have always been considered as storehouses of ideas, creativity and learning. This is mainly because they provide a vast amount of information and have become ideal centers of learning, especially in schools and institutions of higher education. To some, however, these ‘centers of learning’ are seemingly less than adequate to meet the ever-growing needs of its users today. So this begs the question, how do we pull the library out of the dark ages and into the future?

User-Friendly Libraries

More often than not, libraries today are either struggling with stocking more relevant materials for the users or users are struggling to find the materials they need within the library. This not only points to a lack in organisation within the library but also limited materials and information sources.

Through a study visit organised by Enabel under the Teacher Training Education project, 15 librarian staff from National Teachers’ Colleges take a journey that will provide them with the insight to improve their library services and make their libraries more user-friendly for their students and staff.

Among the libraries selected is Kyambogo University library and the Health Tutors’ College (HTC) Mulago library. Kyambogo University library is one of the key actors in the Teacher Training in Uganda and has a wealth of experience when it comes to sharing how they manage to successfully manage their library while HTC Mulago on the other hand, is one of the beneficiaries of the TTE project in the first phase and received support in terms of infrastructure and equipment. The library has two discussion rooms, enough reading space, server room, computer laboratory. It also has staff space, wireless internet, up-to-date reference materials and enough furniture which could all work as motivational factors to encourage tutor students to use the library to realize effective teaching, learning and research.
Lessons Learned

Organization the book collections

During their visit, the librarians learnt from the two libraries how they organise their book collections. This is quite important because it makes it easier for the students to locate the books they need in the shortest amount of time. Creating organised book sections, having book sections within library and occasionally displaying different categories of books is one of the ways to get students to access information and use the libraries more often.

Using ICT

One of the important factors in enhancing the use of libraries is the use of Information and Communication Technology (ICT). ICT has increasingly become an integral part of today's educational system. Integrating ICT within the library will contribute immensely to the performance of librarians in carrying out their duties such as cataloguing, referencing services, circulation management and serials control.

The study visit exposed the librarians to the KOHA library management system used to organise book collections in the library. The open source software provides a user’s perspective that allows the user to easily search for appropriate resources or authors, look at available resources within the library and view and manage the books they borrow. On the other hand, the software also provides a management interface where the librarian can easily have an overview of the user in the library, the books borrowed and the entire collection of books within the library.

Currently Enabel is working on training all library staff and installing KOHA software in all 5 NTC libraries (Muni, Unyama, Mubende, Kaliro and Kabale) in order to enhance the role of libraries in teacher education.
Dennis Okanya a librarian from NTC Unyama shares his experience.

“My role as a librarian is to facilitate access to information and make sure that the library remains relevant as an academic set up for learning. Our NTC libraries are at different levels of development so we really learn a lot from the study visit to different libraries. For instance, I have gotten to understand that HTC Mulago has internet access which gives their users a variety of information to choose from. In that you can either access a book or go online to carry out information research.

The librarians talked about a reference section. When I had initially joined NTC Unyama, the library wasn’t functioning. It was initially like a book store. But I carried out a study and started cataloguing books and then developing a data base which has improved the library.

The study visit is very useful and relevant and helps us learn best practices and how other libraries are succeeding.

**Good Library Practices**

- Processing of library materials
- Capturing daily library statistics and compiling reports
- Conducting of regular library staff meetings
- Periodically holding library committee meetings
- Providing user-guides for the library
- Regularly orienting users to the library services
- Creating information awareness services through display
- Providing user evaluation of the library services & collection
- Creating collaborations and partnerships to improve library resources and equipment
As the newest member of TIET department, please tell us about yourself.
I am Sempala Sabastian new officer in TIET Department working as Senior Education Officer/Technical Instructor Education (SEO/TIE). I hold a master’s degree in Vocational Pedagogy from Kyambogo University, a Bachelor’s degree in Technical Teacher Education (Electrical Engineering) from Kyambogo University, a Post-Graduate diploma in electrical engineering Kampala International University as well as a Certificate in Teacher Education Proficiency in Active Teaching and Learning.

Tell us about your first day at work as SEO...
Actually on my first day, I was greatly impressed by the warm welcome accorded to me by my Head of Department, Dr. Jane Egau Okou. She gave me an orientation to operational legal documents, Ministry of Education and Sports reports, details of my job description as well as other key documents. Furthermore, she introduced me to members of the department and showed me to my work space. Mr. Joseph Kikomeko, the Assistant Commissioner in charge of Technical and Instructor Education also mentored me on how to develop duties and tasks of my new office. This has helped me to be focused on what I am expected to do and enabled me to contribute to our goal as a department.

What innovations do you hope to introduce to TIET?
With some inspiration from Mr. Tabura and Mr. Kikomeko, I am happy to have already made a contribution by mentoring TIET secretaries on how to create a database to ease the printing of Grade III certificates. This has already increased their efficiency and productivity.

What do you think of your new post?
The new working environment is very interesting because every day I learn new things and this will help me improve my work methods I thank ‘TIET Team’ for the good team spirit they share.

Anything else you wish to share?
I would like to convey my gratitude to C/TIET, AC/TIE and C/HRM who chose me from among many to become part of TIET department. I am proud to be a member of ‘Team TIET’ and commit to deliver to the best of my ability. Above all, however, I thank God for the life, knowledge and skills he has enabled me to acquire. I would also like to appreciate the Principal of Jinja Vocational Training Institute for accepting to release me to join TIET.

Promotions:
MoES and TIET department recognize the importance of motivating staff so as to expect the best output from them. In line with this, the department strives to ensure the continued professional growth of both the staff at headquarters as well as in TIET institutions.

In line with this, 10 staff were newly appointment as substantive Principals of Primary Teachers’ Colleges, and 7 as Deputy Principals of PTCs. 3 staff were promoted to the level of Principal while 32 staff were promoted to Senior Tutor level. Furthermore 40 Tutors were appointed Graduate Tutors on attainment of higher qualifications. 82 new tutors were also appointed to join PTCs.

Notably at the Department, Ms. Annet Mugisha and Mr. Moses Bateganya were both promoted to the level of Principal Education Officer while Ms. Kisaakey Nsamba Elizabeth was promoted to Senior Education officer. Mr. Wilber Wanyama’s appointment of to TIET Department was also regularized.
Existing the Teaching Profession with Ease

Planning your Retirement

The Desk At Your Work Place Is Not Permanent - Plan For Your Retirement

It is so easy to get caught up in the daily work regimen and plan your entire life around your work. While this to some level is important, it is worth noting that our jobs are not permanent. One day you will retire. You won’t be going to work. You won’t have office power any more. No influence or at best, a reduced influence. Your cash flow will also reduce! Check the retirement date on your pay slip and learn how to prepare for your retirement.

Learn new skills during your annual leave

Whatever you do during your leave, is what you will be doing when you retire. If all you do is to sleep or watch TV, then that's what you are likely do in your retirement. Remember the book of Proverbs. A little sleep and a little slumber, so shall your poverty multiply. Watching Big Brother Naija will not save you heartache in retirement. Learn a trade or a skill during your leave. It will come handy. Spend your after-office hours learning something. Don’t spend it sleeping, gossiping or watching TV!! Same goes for your weekend. Make it productive. You will thank yourself for spending your time productively.

Invest for your retirement

Your children are not retirement investment. Don’t bank on your children’s support or the support of friends or relations. That’s a BIG risk. It may not happen! Be ready to take care of yourself. Everyone has his/her own responsibilities. They won’t be able to help you that much and you will also lose your dignity and respect if you adopt a life of begging. Gain skills early in working days that will take you long into your retirement. Start a business; farming or owning a shop. Something that gives you marketable skills and not just paper certificates.

Don’t retire and stay in the big city

Unless you can TRULY afford it. You can't continue living in a big city after 60 with limited financial resources. The language and the hustle will be hard for you. Where possible, relocate to a less expensive town where your reduced take home (pension) can go further.

Have property which can be rented or converted into cash

Have shares that pay good dividends. Plant cash trees, rear animals, cultivate vegetables etc. These activities will not only give you income but will also keep you healthy.

Live a simple life

If you never built a house at your rural home, don’t use your retirement package to do so! It is unwise unless you plan to live there on a permanent basis or you are super rich and therefore can afford the luxury. The choice is yours.

Many of retirees die early because of the following:

1. They are not mentally prepared to retire.
2. Lack of finances
3. They Lapse into depression
4. They develop hypertension/diabetes because of worries, anxiety, uncertainty and financial pressures.

Where shall you retire

Build yourself a home. Don’t retire and start to rent a house or refuse to vacate government house. You will be at the mercy of your landlord at a time when your cash flow is not only reduced but unpredictable.

Who are your dependants

Hopefully by the time you retire, your children are well above 18 years and self-reliant. This gives you enough time share your experience with them rather than raising them on an unsteady flow of income.
How to help speed up processing of retirement benefits

Organize your credentials

Avoid struggling to look for required documents at the last minute as it is associated with stress and its subsequent outcomes! Remember, information is power and retirement is a must regardless of rank, size, height, color and financial status. So prepare early!

Six months towards your retirement date, organize the following documents which are crucial to process your retirement package; First appointment letter, Confirmation letter, Promotion letter (s) if any, Last pay slip, Letters of acceptance of retirement, Certificate (s) of teacher registration, Provisional bank statement, National Identity Card, Birth Certificate and a Forwarding letter.

I advise all teachers both in government and private schools once in a while to check with the MoES central registry where your personal files are kept and TIET Department to verify your details regarding registration numbers.

NB: In the next Newsletter, we shall talk about how to prepare documents in order to claim for benefits of deceased relatives.

Twesige Francis
Records Officer (IC verification of pension files at TIET Registry), MoES
Occasional Tips and Reminders

Welcome to our “Occasional Tips and Reminders” section, where we answer your frequently asked questions!

IT support

ICT constitutes one of the core aspect Enabel is focusing on when it comes to support the NTC’s. So far, several activities have been implemented in order to support the IT infrastructure of the different colleges.

On a regular basis, ENABEL under the Teacher Training Education project is organizing ICT days for the IT teams from the different colleges (Muni, Kabale, Mubende, Unyama and Kaliro) in order to assess their needs and provide support in terms of ICT reparation, servicing and maintenance and purchasing of IT equipment. This creates an avenue colleges to share their challenges, best practices and lessons learned in order to improve ICT in teaching and learning.

Do you have an IT related question that we can help you with. Send us an email!

Join the Newsletter Team!
Send me your pictures or articles about what is happening in your college!
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