In this Issue

› NIC Abilonino Commissioning
› Teachers Educators in ICT Drive
› Focus on Early Grade Reading
› NTC Kaliro in Sports
› UNESCO/ CFIT project
› Agriculture Education
The National Instructors College located in Abilonino, Kole district is the first of its kind and the only one of a kind in the country.

The college produces instructors for Business, Technical, Vocational Education and Training institutions.

The college is equipped with modern Classroom blocks, a fully furnished resource center with a library and a complete ICT system as well as workshops towards skills development. While handing over the project, the Belgian Ambassador to Uganda Hugo Verbist said that the Belgian government is committed to strengthening partnership with Uganda, towards sustainable livelihoods through improved education and health.

BTC-Uganda has invested a total of €17.5 million (Ushs 75.1 billion) towards upgrading the Teachers Education and Training project to four National Teachers Colleges; HTC Mulago Kaliro, Muni and NTC Abilinino.

The National Instructors College, Abilonino, feeds into the government strategy of “Skilling Uganda” towards sustainable livelihoods and incomes for the growing population.

The college trains BITVET Certificate holders into Instructors and are rolled out into vocational institutions. The college will also offer a community component where unemployed youth below the age of 25 will be trained in non-formal skills for at least 3-4 months free of charge.

The college sits on a 35 acre-piece of land, and has secured an additional seven acres from the community to establish demonstration centers for hands-on programs.

The donors also funded the establishment of a solar plant and biogas for alternative energy, and a poultry farm, piggery project as well sunflower and cattle projects for alternative income. Students and the college can use the knowledge and equipment on contracts from within the community including the local government to generate income, according to ministry officials.

Some of the infrastructure developments have been erected by students through real life projects.
The conference was co-organised by the University of Pretoria and the College of Education, University of Rwanda from the 22nd to 25th of August, under the theme Getting practical about Sustainable Development Goal (SDG) 4 in Teacher Education in Africa.

The conference is aimed at supporting quality teacher training in Africa mainly through the open distance learning mode. Among the Sub-themes included the following; Promoting inclusive education for access, implementing strategies to address disability issues in education, ensuring quality education for development, Enacting competency-based and Africa-centric curricula and classroom practices modelling ICT and ODeL modes of provision for education and teacher development in Africa Developing professional learning communities.

Participants:
40 people: BTC (TTE-project), TIET (MoES) and lecturers, ICT officers and librarians from all 5 NTCs (+NIC Abilonino and HTC Mulago).

In conclusion, emphasis of the conference was getting practical about under SDGs by focusing on what works while avoiding future mistakes by identifying what has not worked in the past. Aware of the continuous demand for more quality teachers it is important strengthen networks, harness ICTs and remain inclusive to train more teachers. ODeL (Open Distance and e-learning) ought to be more inclusive by making it more affordable to many while offering the necessary support to the learners.

The presentations during the conference were either keynote speakers or presentations on research. Also from TTE-side, there was a presentation done by Robert Kisilama (Field Coordinator NTC Kaliro) on strengthening the adoption of learner centered pedagogy through video-based lesson analysis and a college-based mentorship system. All the presentations made the participants enthusiastic on improving and increasing their research, in order to present themselves at a next conference.

Before, during and after the conference, the participants were asked to develop a training action plan and identify activities to be implemented in the colleges to follow-up on the findings of the conference.
The TIET department is at the centre of re-skilling practicing teachers through Early Grade Reading initiative in 91 districts funded by several development partners.

The department is privileged to work with several development partners who fund interventions to keep teachers abreast with skills. To boost literacy in Universal Primary Education (UPE) the interventions were initiated by the School Health and Reading Programme (SHRP) funded by USAID. SHRP now operates in 33 districts. Literacy Achievement and Retention Activities (LARA) funded by USAID, and the Uganda Teacher and School Effectiveness Project (UTSEP) funded by the Global Partnership in Education were born to scale up the intervention by SHRP after realizing results. LARA and UTSEP are scaling up EGR intervention in 29 districts each.

Through the UTSEP/GPE, the TIET department has successfully undertaken a number of activities since 2015 including:
(a) training 2680 head teachers in Early Grade Reading (EGR) methodology in August 2015; b) initial and refresher training of 3609 P.1 teachers January and May 2016 c) conducting initial training of 3705 primary two teachers in January 2017 refresher training of the same teachers in June 2017 (see photo above); ongoing support supervision by Centre Coordinating Tutors (CCTs) benefiting 87% of the trained teachers of both P.2 and P.1.

Each of these activities starts with Training of Training at national level. During the ToT, 206 teacher educators get hands-on training on EGR methodology, material development, leadership and support supervision to able deliver and support EGR implementation in UPE schools.
Teacher Training Education (TTE) Project ii

Project as per the framework of the Ugandan-Belgian Governmental Cooperation is jointly implemented by Ministry of Education and sports (TIET department) and BTC (Belgian Technical Cooperation) The project started its second Phase in 2016 and it will go through 2021.

The beneficiaries of the project include: 5 NTCs, TIET, CMU, PDU and secondary schools (3 per NTC) The project has One common goal which is to Improve Secondary Teachers Education in the National Teachers’ Colleges

The project has 3 components: Institutional Development whose aim is, Strengthening the management capacities of the institutions in terms of planning, budgeting, finance, human resources, logistics, beneficiaries include: (5 NTC, TIET, CMU, PDU)

Infrastructure department which aims to Support the institutions in terms of sustainable infrastructure (new and rehabilitation), equipment and maintenance beneficiary institutions include: Kaliro, Muni, Mubende and Kabale

Pedagogy department that consists of 5 NTC (DES Programme) and partner secondary schools as beneficiaries, pedagogy will support the institutions in implementing a system of continuous school practice, strengthening support supervision in NTCs and at central level, enhance access to information, support research and pedagogical projects and strengthening the professional competencies of lecturers.
Saying Goodbye to Barbara and Hannes

We have to say goodbye some of our BTC-colleagues: Barbara Radelli and Hannes Decraene. Hannes already left in August and Barbara is leaving in November. They will be dearly missed.

Barbara because she is simply a force of nature combining both the best of France and Italy—with a genuine passion for education and learning. She has been undoubtedly the most outspoken member of the BTC team saying exactly what she thinks to everyone, including the big bosses and because of that also the colleague who pushes things forward with her enormous heart for development. Barbara was the project co-coordinator for the Teacher Training and Education project during the first phase, she has been enthusiastically promoting Active Teaching and Learning as the teaching methodology and had a huge passion for strengthening the use of libraries in the National Teacher Colleges.

Then there is Hannes. He has been working in Uganda for over five years as the finance and contracting coordinator for different projects. Hannes has been perfectly equipped for this task since he comes from the Western part of Belgium, a rough region where the wind always blows and the waves hit the coastline relentlessly. It is true that we do not always understand these people from the West, but they are tough and they know how to count and keep books.

There is no way to fool them. Yet, like all Westerners Hannes is also warm and very hardworking person with a great love for family, friends and clan. In that sense he might be even more Ugandan than Belgian, and he certainly is the kind of colleague on whom any team can rely and build.
By Kakooza Vincent, Sports tutor, NTC Kaliro

In December 2016, NTC Kaliro received the unexpected visit of Mr. Riccardo Giorgis (Mister Joe), an Italian gymnast animated by a strong spirit of volunteerism and selfless service. His arrival was heaven sent, as he was able to take up teaching of gymnastics, basketball and general fitness exercises on behalf of the Sports tutor who had just sustained a dislocation and fibula fracture.

During that first visit, Riccardo observed the sports facilities available on site, and reflected together with the Sports tutor and the students on the possibilities to install a low-cost gymnastics structure to enable students to enhance their flexibility and stretching capacities.

In July 2017, Riccardo returned to Kaliro to put up a structure for pull-ups and dips to improve the learners’ fitness. Under his guidance, the tutor and some dynamic students designed the gym structure, and they then set off to purchase low-priced materials in the local markets nearby. In a matter of a few days, and with a budget of less than 400,000 shillings, the structure was raised next to the sports field. This equipment is now being used not only by NTC Kaliro students but also by the whole community at large.

NTC Kaliro is grateful to Barbara, the project coordinator of the Uganda-Belgium Teacher Training Education project, for connecting Riccardo with us. And to him, we would like to say bravo our friend!

The new structure will also help Kaliro students to train and get fit for the next National Intercollegiate Tertiary Games, to be hosted by NTC Kaliro in April 2018. A total of 2,000 athletes from all Uganda is expected to attend, as well as 300 officials and over 10,000 spectators. The event will include ball and track & field competitions, as well as mind games and other events. It will provide an opportunity for college students to showcase their talents, interact, relax, socialize and break stereotypes.

In preparation of this important event, and as there are still gaps in facilities, equipment and finances to run all the activities, we turned again to our friend Riccardo to help to raise funds to enable a smooth and memorable accomplishment of this championship. We hope he will be able to raise the sympathy of the Italian sports community for the challenges met by our Ugandan National Teachers Colleges in nurturing sports-minded and healthy teachers.

We also hope that Riccardo will be able to come back in April, to boost Kaliro’s students and make them win as many trophies as they can!

NTC Kaliro is grateful to Barbara, the project coordinator of the Uganda-Belgium Teacher Training Education project, for connecting Riccardo with us. And to him, we would like to say bravo our friend!
Mr. Gerrard Mayanja, head of the Agriculture Department at Mubende Technical College, has made the furrows of a farm look like a highway to improving the performance of the college in the area of farm management. The future of the students learning agriculture in the college is a brilliant one, since Mr. Gerrad Mayanja together with the farm manager, Mr. Samson Kikabi took part in the Farm Management training with the support of the SDHR project. The training was organized at the Makerere University Agricultural Research Institute Kabanyoro, through a study tour.

The college chose a study tour as a training modality to cover the farm management skills gaps that were identified during the training planning stages of the project. The skills gaps include; how to make the farm a learning centre for the students, how to manage risks, establishing safety measures in farming, keeping farm records, stores management and demonstration of practical skills in agriculture.

The team of two indicated in their action plan at the end of training, that they were determined to establish model farm at NTC Mubende. They were determined to introduce the various farming practices into NTC Mubende farm and the teaching of agriculture. The team of two committed to specifically put in place modern and appropriate farm practices that would be channels of generating income to supplement the college budget, but also use the food grown on the farm to achieve a balanced diet for the students.

The trainer, Mr. Julius Ahangaana, the Kabanyoro farm manager visited the college farm with the team from the SDHR project. He shared his excitement after seeing what the team had achieved. He congratulated the team for transferring the acquired skills and knowledge to the workplace.

“Thanks to the SDHR Project for supporting us to acquire skills from a study tour training. We have as the agriculture department, improved the area of agricultural research. We are yet to publish the army worm and the belief that it feeds on elephant grass, we have more research on methods of weeding and inter cropping” Mr. Mayanja explains.

The team from the SDHR project visited the college 10 months after the study tour and discovered a lot of positive changes have been established at NTC Mubende. The training was the beginning of growing maize and bananas on a large scale, cattle paddocking, goat grazing, piggery, to mention but a few. The College is establishing its own food basket for both teachers and students. The college management also intends to generate income from the farm and supplement its budget to run the various college activities.

“The training we received combined both theory and practice, we visited both crops and animals, when we returned we, implemented some of the things learnt like artificial insemination, we gained a lot of skills and plan to improve the learning experience of the students” says Mr. Mayanja excitedly.

He further adds that he has changed the student curriculum to cater for the practical aspects of the agriculture course, students are now graded on both practice and theory, for students are now allocated a small portion of land, where they are required to grow at least two food crops, by the end of the term, their grades are influenced by the knowledge on theory and the practice.

The agriculture students are also employed to do some work on the school and paid for their input, hence learning while earning.

“The incorporation of learning into practice is what we focus on at the Kabanyolo farm, I am happy to see that implemented” Julius concluded.
By Harriet Kagezi

Introduction
UNESCO is implementing a China Funds-in-Trust (CFIT) Project in Uganda to enhance Teacher Education for Bridging the Educational Quality Gap in the country. CFIT Phase I targeted 3 Teacher Training Institutions (TTIs) by empowering them with ICT infrastructure, training of teacher educators in the use of ICT as a pedagogical tool, and developed an LMS to support networking and school based continuous professional development and management of ICT in Education.

Building up on Phase I, CFIT Phase II is set to enhance Teacher Education for bridging the education quality gap in Uganda through capacity development of 23 teacher training institutions, for effective pre-service and in-service training.

Organization arrangements and Implementation
The implementation of the project is guided by a Project Implementation Committee consisting stakeholders who ensure that the project is focused on the seven key roadmap activities. The Committee is composed of members from Teacher Education department of Kyambogo University, Pedagogy department of Nakawa VTI, Shimoni Core PTC, 12 Primary Teacher Colleges, 5 National Teacher Colleges, National Instructors’ CollegesAbilonino, Pedagogy department of Jinja Vocational Training Institute and Health Tutors CollegeMulago. UNESCO Nairobi serves as the Secretariat.

Rationale
Because of the great shift in the teaching and learning paradigm, innovations such as ICT integration in teaching and learning were introduced in education. Introduction of such interventions was followed by a vacuum in teacher capacity as majority of teacher educators lack ICT in education skills to implement relevant, innovative and competence based teaching approaches such as blended teaching and learning. Capacity building aims at enhancement of ICT skills for teacher educators, by improving their skills to integrate ICT as a pedagogical tool in teaching and learning, thus enabling them to use modern education technology practices that will make teaching and learning easy, interesting and relevant to the students.

Main interventions:
The main area of intervention is four-fold in order to continue the contribution of ICT to increased access to teacher education and education quality; a) Institutional capacity (Curriculum review): Strengthen both pre-service and in-service training of the three Teacher Training Institutions (TTIs) in e-learning capacity by expanding the Teacher Education Curricula in ICTs, b) Institutional capacity (human resource): Improve teacher educators’ competency in use of ICT as a pedagogical tool through the production of OERs, c) Networking and partnerships: Strengthen networking among the Phase I key TTIs and partnerships with other TIET TTIs to enhance school-based continuous professional development (CPD) and d) Promotion of Public Private Partnership: as a means of fostering continuity and plan for the projects exit strategy.

What has been done so far?
• Approval of CFIT II work plan by Teacher Education Working Group
• A meeting for enacting the Project Implementation Committee and discussed the TORs, Roadmap for ICT Teacher Training Initiatives in Uganda that took place on 2nd August 2017.
• A training on equipping the project implementation Committee with Administrator Competences from 7th to 11th August 2017 at Nakawa VTI.
• Workshop of PTE teacher educators to manage and provide support in the use of the Learner Management System which took place from 23rd to 25th, August 2017 at Shimoni Core PT.
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jubanette2000@yahoo.com