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“Teaching is a Profession that has made me what I am and I’m very proud and passionate about it.”

How Her Journey Began:
I qualified as a Grade II teacher in 1983 and taught at that level for just one year. Then I trailed through all those other levels passionately to what I am today. Music Dance and Drama has been my passion all through right from my Primary to all those levels of education that I have gone through. In my Primary and grade II level I was a very active Choir member.

Later at Grade III to Degree I took Music Dance and Drama as my subject of speciality. I have also had opportunities of heading the Music Dance and Drama department in all institutions that I have worked.

The Creation of the National Teachers’ Anthem:

In 2018 the TIET department planned the first ever Teacher Education Symposium on the theme ‘Striving for Efficiency and Effectiveness in Teacher Education’

The purpose of the symposium was to reflect on teacher education effectiveness and efficiency in order to identify workable solutions to improve teacher education. It was an opportunity given to all the Teaching and Learning Human resource of all Education institutions under TIET to stir-up their creativity and innovativeness and add to or improve the already existing one to better the quality of education in Uganda.

I had even started writing one, but because I didn’t know anybody to share the idea with, it didn’t work. I have been very vibrant all through the years of my work time. I used to compose very wonderful pieces that fascinated the people who listened to them. The melodies I composed were amazing and messages they carried were brilliantly tailored.

I compose an anthem for the Iteso which they unanimously accepted on first hearing. The Iteso still praise and thank me every time they sing that anthem. I composed anthems for some primary schools, secondary schools, Progressive Nursing school, and Kumi University and all these anthems sound sweet and appreciated.

When the idea of the Education symposium for Teacher educators came, I saw the golden opportunity for me and I grabbed it. Amidst my busy schedule I took four days to compose the song I called “The Uganda National Teachers’ Proposed Anthem” and shared it with TIET.

I gave them the background below to back up my opinion.

“A Teacher is a very important and special person in the entire world. They form, mold and shape the world’s human resource on which all other Professions rest. There can never be a country better than its Education and there can be no better education than the quality of its teachers. Quality performing teachers are those that regularly do work reflection. One way effective way is melodic reflection. One reason why people sing Anthems.

Anthem is a hymn, a prayer that symbolizes the identity of a people. It’s a patriotic song, sung with praise and gladness. It rouses, lauds (glorifies, praises) and evokes (calls/brings to mind, reminds stirs up) the people who sing it, to show-case their worth and value in society.

However while teachers write anthems of great meaning for different institutions, we did not have our own Anthem to identify us and show-case our worth, value and pride about our struggles and obligations to portray the prestige of the teaching profession the teacher’s fraternity needed an anthem which when we sing it will extol, laud and speak well of us and star us up, inspire, move, excite and stimulate us to do our work zealously to upholding hard work, dedication and sacrifices that is true to our professional identity. This strengthens and helps us to meet our obligations, to effectively and efficiently produce quality output for enhanced performance standards in our country.
The composition is based on Sub-theme 2 of the Symposium main Theme, “Teacher Professionalism and Performance Standards”. However a close understanding of the lyrics of the song hold a message that touches across the other entire sub-themes of the main theme of the symposium.

The lyrics of the song captured the Attention of the Commissioner TIET who wanted to hear the song. I trained my students of Busuubizi CPTC, who amazingly learnt the song in just three days. The song went through the regional and the National vetting exercises. It was one of the best innovations of the year.

The Commissioner advised that the song be discussed at different forums together with the renowned Education music specialists; Dr. Ekadu Peter Ereu HOD Music Kyambogo University, Dr. C. Tony Mukasa-Lusambo Commissioner Basic Education M/s Athieno Zipola a Principal PTC and National figure in MDD Education activities to take judgment if the song fits to be taken as a Uganda National Teachers anthem.

The judgment was positive the song was launched of 11th December 2018 as the Uganda National Teachers Anthem.

I feel so humbled and indebted to everybody who gave a hand to the success of my innovation especially TIET who gave me the encouragement to have the song go through a recognized process for it to attain a status of a Ugandan Anthem. TIET directed that the anthem be popularized by having it learnt by PTC students during this year’s MDD festivals as one of the items for the festival. Thank you so much.

UGANDA NATIONAL TEACHERS ANTHEM

1. Almighty God raise the teachers’ zeal;
   The basis on which all professions rest,
   The luminous light that glow on the mantle
   Enkindling the pathways of the world’s resource

   **Refrain**

   *Oh the Teacher, the greatest treasure of mankind
    Mirror of the world is our noble character.*

   Teaching is a calling and our passion moves us on
   *For “Because we are, the Nation is”*

2. Our role is a multifaceted one;
   To model and guide and adjudge, and change;
   We fervently mould with love and sacrifice
   Unlocking potentials for all qualities

3. How wonderful you are the teacher!
   The ultimate key to education;
   Who touches the learner’s life for evermore
   Upholding the high standards for all nations
INTRINSIC MOTIVATION: At the heart of STiR Education, Uganda.

By Akite Brenda Otika

“At the heart of any sound education system, the teachers are the engine upon which the system runs and they play a number of roles singly or collectively to enable the system to deliver the desired results. Therefore, the Teachers should always become central actors in the education system and their motivation needs to be a primary concern for policy makers and government.”

Policy Brief: A Teacher Incentive Framework for Uganda

STiR Education was privileged to host the Permanent Secretary for Ministry of Education and Sports, Mr. Alex Kakooza, on 25 April 2019 in Luwero district. The purpose of the visit was for the Permanent Secretary to familiarise himself with STiR Education’s approach on reigniting intrinsic motivation in teachers and officials in Uganda. In attendance was Luwero District Education Officer, Mrs. Florence Bbosa, alongside her Senior Education Officers, the Deputy Principal Outreach of Nakaseke Core Primary Teachers’ College, Mr. Oketta George, and a delegation from STiR Education led by the Country Director, Ms. Jenny Willmott.

Why Intrinsic Motivation?

Consider the global education system as a garden. Since 2000, the world has made great progress and largely built the garden wall of access to education. And we are planting better and better technical seeds, from reading programmes to adaptive learning software, to help our garden to flourish.

But the garden isn’t growing well enough, as the motivational soil isn’t fertile: teachers have fallen out of love with teaching. Officials don’t seem to trust or support their teachers, and children aren’t engaged in their learning.

Through a system-led partnership together with the Ministry of Education and Sports, STiR Education is focused on making that soil fertile again – in order to realise the promise of education and the achievement of Sustainable Development Goal (SDG) 4.

It is proving that Ugandan teachers can fall in love with teaching again. And that officials can learn to support and trust their teachers. All so that children can fall back in love with learning.

STiR envisions a world where teachers love teaching and children love learning. To realise this vision, we work through a five year learning partnership with governments to give teachers and officials the ingredients of intrinsic motivation; namely autonomy (that they can change things), mastery (that they are getting better as professionals) and purpose (through connections to their peers and learners for whom they are responsible).

In partnership with the MoES, we support districts to create teacher networks which are directly run by the headteachers with support from the Centre Coordinating Tutors (CCTs) in primary schools, UNATU and ASSHU district teams in secondary schools, and DEOs/MEOs and DIS/MIS across all schools. Through these networks, teachers develop new classroom practices and their autonomy, mastery and purpose.

At the national level, we provide a support model that helps governments align and optimise the approach, as well as a mechanism to amplify the impact of other technical interventions. At the district level we provide a training and coaching programme that motivates the officials to effectively prioritise, run and monitor teacher networks. The teacher networks and peer observations enable teachers to develop intrinsic motivation and continually improve.

Our Reach

STiR Education is currently operating in 31 districts and 8 municipalities across Northern, West Nile, Central and Eastern regions. We are working with 10 core PTCS, 123 CCTS, 50 UNATU and ASSHU representatives, 3,152 schools and 39, 348 teachers across primary and secondary.
The Programme in Luwero

The programme is currently ongoing in 31 districts and 8 municipalities targeting all teachers in all government aided primary and secondary schools across those districts. In Luwero district specifically, there are some early signs of success. The programme has helped to strengthen the relationship between the DEO and the PTC, who have in turn fully embraced it. There is an increase in data-driven decision making at district level, with officials using the monthly alignment meetings to share learnings and develop strategies to respond to identified challenges. The Nakaseke CPTC has started to integrate programme strategies into their training for new teachers, extending the reach beyond those currently working in schools. However, we are keen to see the district taking even greater ownership of alignment meetings and ensuring a higher quality of programme delivery.

"Unlike other interventions, the STIR programme benefits all teachers regardless of the level they teach. It has visibly improved relationships among headteachers which has led to great teamwork and openness, and they are now easily collaborating and handling challenges together.” Mrs. Florence Bbosa, District Education Officer (DEO) Luwero

At the school level, there is a change in mindset and this is evidenced by increased support from headteachers as they see improvements in teaching through the employment of new strategies from network meetings. Classroom observations have become less threatening as the headteachers improve the quality of feedback, while individual teachers have started to invite peers to observe their lessons independently of headteacher coercion. Early data has been encouraging:

- February 2019: 100% of network meetings took place (based on a small sample observed by our team)
- 91.5% of children passed their primary leaving examinations in 2018 – up from 87% in 2017.
- The proportion of children receiving first grades increased from 8.3% in 2017 to 13.1% in 2018

(Data courtesy of the DEO Office, Luwero district)

One of the CCTs also noted that the programme helped them to appreciate that motivation is beyond financial or tangible benefits.

However, they also highlight some challenges to programme implementation such as few classroom observations happening at school level as some teachers are not free with their headteacher and colleagues, CCT workload, inadequate CCTs and inadequate funds for monitoring and inspection.

The Permanent Secretary appreciated the intervention and highlighted that the government was working on the financial aspects of motivation. However, he noted that it was not the only solution. He recognized the need for mindset shift. He further noted that the Teacher Policy is focused on professionalizing the teaching profession as well as improving motivation. He acknowledged that education is everyone's collective responsibility. He highlighted the importance of sustaining and mainstreaming the programme into the government system in the long term. TIET and STIR Education are currently working together to agree how we can make this a reality.

We are very grateful to the Permanent Secretary for taking the time to visit the programme and learn more about its implementation. We look forward to further visits and conversations.
Last month secondary school students from across Uganda gathered at Nsambya Sharing Youth Center in Kampala to compete at Educate’s National Student Business Club Competition. Students from 42 secondary schools from every region in Uganda showcased their innovative, eco-friendly, and impactful business products at the event — with the hopes of being chosen as the 2019 National Student Business Club winner.

Educate, an international non-profit social enterprise working throughout Uganda, Rwanda, and Kenya, tackles the growing youth unemployment crisis by working in partnership with governments and secondary schools to prepare youth with the skills to succeed in today’s economy.

Through its in-school programs and teacher continuous professional development, Educate delivers experiential and skills-based learning, so that students in Africa graduate with the skills to start businesses, get jobs and drive development in their communities.

Educate’s program in Uganda provides weekly leadership, entrepreneurship, and workforce readiness training for secondary students, along with ongoing support for students to start real businesses at school.

The organization also supports teacher pedagogical change as a means towards youth skill development. To achieve this, Educate facilitates a teacher professional development network, the Experience Association, and advises governments on strategies to build teacher capacity to implement student-centered teaching practices. With support from an Educate! Mentor and Educate-trained teachers, students in the program launch one or more enterprises, giving them the opportunity to gain hands-on practice starting and running a business in a team setting.

The National Competitions this year brought together the top 42 Student Business Clubs from each of Educate’s community units (district-level groups of 18-22 schools).

In order to reach the National Competition, each Club had competed against other schools in their district to prove that their enterprise was the most innovative and well-managed. In the final round of competition in Kampala, the top Clubs pitched their products to a panel of distinguished judges, who brought a wide diversity of experience, with professional backgrounds in entrepreneurship, education, policy, business, and more! The students and judges weren't the only entrepreneurs in attendance at this year’s event. They were joined at the competition by successful business owners, such as Ricky Thompson, the Co-Founder of Kampala’s motorcycle taxi service SafeBoda, and Educate!

Graduates all of whom shared learning, advice, and inspiration for the budding young entrepreneurs. In addition, representatives from the government, including Mr. Web Ndyabahika, Commissioner of Secondary, TIET, Mr. George Mukose Principal Education Officer, Mr. Mulumba Mathias, NCDC, Mr. Sebastian Sempala, Mr. Eric Gitta, Ms. Angella Nakafero Gender Unit, Ms. Angella Naddamba from the Ministry of Education and Sports and the Honorable Florence Nakwala Kiyiingi (left), Minister of State for Youth and Children Affairs, were in attendance.

The Minister spent the afternoon touring student businesses and shared with attendees the ministry’s commitment to preparing Uganda’s youth for success in life after school.
After a day of activities and extensive deliberation, the judges announced ten winning Clubs to an eagerly awaiting crowd. Three clubs were chosen as winners overall, and seven in categories such as: innovation, community impact, teamwork, sustainability, finance, planning and sales. Each club participating created impressive and unique products. The resourcefulness, intelligence and dedication these students showed was truly inspiring. And by the looks of this year’s competition, these students have big plans!

Turning Trash into Treasure: Ntungamo Secondary School Takes Home First Place!

First prize at this year’s competition went to the students from Ntungamo Secondary School, who impressed the judges with their eco-friendly and sustainable carpentry. When the Club observed members from their community burning and discarding old car tires, students instantly saw a business opportunity. “All of the burning is affecting the formation of rainfall and weather patterns across Africa causing severe [drought]” said one student. Recognizing this, the club wanted to help combat this cycle by re-purposing waste products into useful items that individuals could buy in their communities.

Using only collected waste materials, students crafted products including doormats made out of bottle caps, decorative pieces from discarded bottles, and furniture made from old car tires and fabric (right). The students of the club are especially proud of how they are able to create products that are both appealing to the eye and purposeful: “we saw our nation being degraded by these waste materials, and [decided] our mission is to clean the environment and help keep Uganda healthy”.

Iganga Secondary School Cleans up the Community

The young entrepreneurs of Iganga Secondary School Student Business Club are dedicated to changing the world and cleaning up their community—one plastic bag at a time. The Club’s dedication to environmental protection and wide range of sustainable products earned them first place in the Sustainability Category at this year’s Competition. The club showcased a range of creative inventions including: curtains made from bottle caps, eco-friendly paper bags, reusable sanitary pads, homemade fertilizer, and reusable shopping bags.
This is a project that is entirely funded by the Government of Uganda to rehabilitate and or construct facilities in Primary Teachers Colleges. The project’s main goal is to improve infrastructure in Core and None Primary Teachers’ Colleges to a standard that is required to produce the quality of teachers for this nation.

In the 4th Quarter of FY 2017/18, TIET in liaison with PDU and CMU concluded the procurement process of construction firms for works at seven (7) PTCs. The contract agreements were signed in June, 2018 and sites handed over to the contractors in 21 days as stipulated. The beneficiary colleges include: St. Georges Ibanda Core PTC, Bikungu PTC, Jinja PTC, Kabwangasi PTC, St. Aloysius Ngora Core PTC, Kitgum Core PTC and Erepi PTC.

The following are the facilities each of the PTCs will have at the end of the 18 months:

**St. Georges Ibanda Core PTC:** This college is expecting a dormitory, tutors semidetached house and sanitation facilities for both buildings at a cost of Ugx 747,125,887/= and progress at Ibanda is 50% because all facilities are roofed and shut.

**Bikungu PTC:** dormitory and administration blocks which also have sanitation facilities for each of the blocks the progress is at 60%. This was estimated at a cost of Ugx 722,432,568.

**Kabwangasi PTC:** has been privileged to receive a dormitory and a classroom block. All these will also go along with sanitation facilities and the progress is 60% The facilities have been estimated at a cost worth Ugx 733,812,028/=.

**Jinja PTC:** The project is providing a dormitory block and administration block with their sanitation facilities and the progress is at 50%. The facilities at this college were estimated at Ugx 722,432,568/=.

**St. Aloysius Ngora Core PTC:** They are getting a dormitory, tutors semi detached house and sanitation facilities for both blocks, The progress is at 80% to completion and the cost for the facilities is estimated at Ugx 769,643,348/=.

**Kitgum Core PTC:** is receiving a dormitory sanitation facilities and a college fence. The progress is at 70% and fencing has 5% done but the 25% work has not done because of wrangles with the neighbors. The beds for the dormitory have been delivered as you can see. The facilities at Kitgum CPTC have been estimated at Ugx 662,176,979/=.

**Erepi PTC:** is receiving dormitory and a college fence. This is estimated at Ugx 748,901,470/= it is now at 60% and it’s on track.

TIET working hand in hand with CMU and PDU have planned to handle the issue of asbestos in phases. The process of removing asbestos roof from the affected PTCs as the focus during the FY 2019/20 has started with the procurement process. The project will handle 10 colleges in phase I.
PROMOTING CO-CURRICULA ACTIVITIES IN PTCs

Kabale Bukinda Core Primary Teachers college students don't only train in academics but also in curricular activities and development of self-help project skills. Development of talents is among the cherished priorities. Here are some of the most valued occasions during the course of training.

Kabale - Bukinda PTC MDD club members

High jump event on Sports Day

Kabale - Bukinda PTC students participate in Agriculture activities
By Nangira Catherine Sandra
Deputy Principal Pre-Service

Our dream to promote Early Childhood Development (ECD) in Kabulasoke Core Primary Teachers College has become a reality!

Rather than giving us a fish which may be consumed in a day, the Ministry of Education and Sports (MoES) under Teacher Instructor Education and Training (TIET) Department in conjunction with the World Bank under GPE/ UTSEP program started training ECD Caregivers for Community Child Care Program (CCCP) in 2015.

The programme started with three (3) Faith Based Organization (FBO). These were Church of Uganda, Uganda Muslim Supreme Council and Catholic church. The Caregivers' trainings were carried out in phases termed as Cohorts. These were Cohort 1, 2 and 3 which ended in 2018.

Kabulasoke PTC utilized a model which helped the trainers to develop the desired competencies in the caregivers.
This created a big impact that has left the Community demand for more enrollments of Caregivers to the program. The Caregivers have utilized the knowledge and skills to train learners at their centers. This is reflected in the way they plan to teach and the way they handle the children.

The classes have varied learning materials which are locally made from low cost materials. This can be seen immediately you enter the compound of the centers. A World Bank team visited Kabulasoke PTC during a monitoring tour.

The ECD facilitators exhibited the materials used in the training and demonstrated the implementation model. They were entertained by the students and were taken through the process for training the Caregivers using the artifacts that were displayed.
By Kyamazima Dorothy

"My first experience as a teacher was not an easy one. I stood in front of the classroom filled with students and I trembled," says 20 year old Gasi Joseline. She is one of the many teacher trainees striving to join the teaching profession by studying a Diploma in Education Secondary (DES) at National Teachers' College Muni. Today, as she takes her final Examination School Practice, she stands in front of a class of 50 students, confident and full of purpose as her lesson makes for one of the most engaging classes at St. Josephine's College Ombachi secondary school.

When asked how she managed to transform herself from a timid teacher trainee to a more confident and skilled one, she explains, "experience is the best teacher!" This experience came in the form of a pilot system known as Continuous School Practice.

While school practice is something that exists in the teaching profession, it is usually something that teacher trainees get very little or no experience of unless in the form of an examination scheduled in the study curriculum known as Examination School Practice. This version of the school practice happens at the end of each year and teacher trainees are graded on their practical teaching skills which they only get to rehearse for the very first time in an actual classroom. Something that majority of the teacher trainees are not prepared for.

This is why Enabel's Teacher Training Education (TTE) project has introduced a pilot system known as Continuous School Practice. While school practice is something that exists in the teaching profession, it is usually something that teacher trainees get very little or no experience of unless in the form of an examination scheduled in the study curriculum known as Examination School Practice. This version of the school practice happens at the end of each year and teacher trainees are graded on their practical teaching skills which they only get to rehearse for the very first time in an actual classroom. Something that majority of the teacher trainees are not prepared for.

This is why Enabel's Teacher Training Education (TTE) project has introduced a pilot system known as Continuous School Practice that provides teacher trainees with more opportunities to practice their teaching methods and improve their skills before they take on their final Examination School Practice. Continuous School Practice (CSP) provides the much-needed hands-on experience teacher trainees need. This concept of school practice is conducted on a more regular basis and is constructed in a classroom setting where teachers get to interact with actual students and practice their teaching skills.

How CSP Works:

In order for this to work, National Teachers Colleges have incorporated the CSP pilot system into the first-year student's curriculum and created a collaboration with a network of secondary schools surrounding the college. This allows the teacher trainees time and opportunity to get involved in regular school practice. But that is not all. CSP is a progressive system and follows a number of different steps to fully equip teacher trainees with the best practice they can get.

The first step is the theory phase which involves methods courses and takes place in the National Teachers' College. Here, Teacher trainees are introduced to different teaching methodologies that involve positive discipline and learner centered methodologies such as Active Teaching and Learning (ATL).

This is then followed by the observation phase. Teacher trainees at this point observe lessons illustrating the methods courses taught in phase one of CSP. This observation is conducted in both NTCs through demonstration lessons by lecturers and in surrounding secondary schools through classroom observations conducted by teachers. This gives the teacher trainees a chance to reflect on how learner methodologies are implemented in a classroom and from this they develop schemes of work, lesson plans and instructional materials for their lessons also known as teaching portfolios.
“Once this has been achieved, teacher trainees’ step into the micro-teaching phase. This phase encourages students to develop specific skills and behaviors by practicing within small groups of their peers at the college and small group of students at the secondary schools.

And then comes the final step of CSP; the teaching practice. During this phase, the teacher trainee conducts a lesson in a surrounding secondary school. This is done in the presence of a few of his/her peers and the secondary school teacher in order to provide feedback to their practicing teacher trainee after the session.

The Impact of CSP:

So far, approximately 2192 teacher trainees across the 5 National Teachers’ Colleges have undergone the Continuous School Practice system with many attesting to its benefits. Fred Abel, a teacher trainee from NTC Mubende acknowledged that CSP has introduced him to the practical part of teaching and given him courage to stand before a classroom and teach confidently.

Confidence is an important aspect that every teacher must have and this comes with regular teaching practice that the teacher trainees undergo during CSP. However, teacher trainees develop much more than confidence, they develop competence.

Joseline an English Teacher Trainee from NTC Muni shared more about the skills she gained.

"CSP gave me the chance to put into practice the Active Teaching and Learning methods that were introduced to us in the College. But you can’t know how these teaching methodologies are applied unless you have practiced it through CSP." She noted.

A recent survey on the progress of this pilot system indicated an improvement in the skills of teacher trainees by evaluating their performance in the Final Examination School Practice that CSP helped prepare them for. More than 50% of the teacher trainees confirmed an improvement in their Final Examination School Practice results with majority of students scoring a high pass mark between 70-90%.

However, CSP is doing much more than preparing teacher trainees for their profession, it is also improving the skills and workmanship of the current teachers. Both teachers and lecturers from partner secondary schools and the National Teachers’ Colleges respectively are adopting the use of teaching portfolios to improve their teaching skills.

According to Okumu Benjamin, the Director of studies from Gulu Secondary School, teachers are being challenged to be better and do better. He adds, "There a certain thing I used not to do like keeping a good organised teaching portfolio. I used to teach with my notes. But today, it feels improper if I have no work plan and my students are learning better because of it."

A teaching portfolio is referred to as a collection of information on teaching responsibilities, goals and achievements and evidence of effective teaching. This portfolio basically acts as a workplan that guides a teacher on how to conduct their lesson in the most effective way.

While the goal here, is to improve secondary teacher education, it is worth noting that Continuous School Practice is the missing link in teacher training that helps make the move from theory to practical teaching. It has provided teacher trainees with hands-on experience to build on their teaching skills such as lesson preparation, classroom management, practice of Active Teaching and Learning and lesson delivery, which are all key to effective teaching and learning.
Visible Impact of SDHR Project: Tailoring & Garment Instructor Training at NIC Abilonino

By Racheal Ayebare

National Instructors College Abilonino (NICA) is the only public pre-service instructors’ college in Uganda with the mandate of training Instructors for the BTWET sector. NIC Abilonino is located in Kole district, 10km west of Corner Aboke Township. Teddy Kitibwa, a Senior Lecturer in the tailoring and garment department narrates how the department has evolved over time.

"My department was faced with several challenges that hindered smooth transfer of learning to the students. The workshop lay out was poor, they had no knowledge on decorative designing and yet they had the equipment, identifying fabrics and material types was a challenge, resource mobilization from products of the class was non-existent but rather a pile of product was kept in the class to gather dust." It was not until the Support to the Development of Human resources project facilitated a needs assessment exercise at the facility aimed at identifying the key skills gaps that the project would support to bridge that the turn around began. These gaps and many others in various departments stood out and thus a training was then tailored and administered to the staff of the tailoring and garments department.

The situation has since been turned around in this department. A walk into the tailoring room and you see a symmetrical layout of the workshop. Machines of the same kind are placed in one space to ensure smooth transition from one stage of production to the other. "Each group working on a particular phase of a product are in one space," Teddy pointed out.

"We have also sold all our products. We used to have piles and piles of products and we didn't know what to do with them. Now almost everything is gone." Teddy adds.

"You can imagine, we had equipment for graphic designing but we didn't know how to use them. Thanks to the training, we now have the knowledge and we are now even teaching our students graphic designing on fabrics," Teddy says.

"We also now can easily identify which fabric is what, what fabric is suitable for what. This has greatly helped us make standard products that can be bought." She adds. The resources collected from sales are being used to purchase more equipment, and support students in the class who may need any financial support. This motivates the students knowing in case of any problem, there is an emergency fund that can support them to complete their course.

"We are really grateful for this training. The trainer was very knowledgeable and has helped us a lot to structure our department better. If only she would come again." Teddy concludes.
As luck would have it, during a training needs assessment in the college, the college highlighted the need to train their staff to do simple IT maintenance.

Staff at the college then received specialized training in ICT maintenance and repair facilitated by the SDHR project.

As set out in the training action plans, the college has since acquired a backup server and shared hard drives, flash disk distributed to staff.

They now have their own repair tools, cleaning equipment and their ICT equipment is cleaned on a regular basis. "We used to always have our computers and telephone lines down reliant on the external support that would often times be unavailable when we need them." Moses Olupot, a secretary at the college mentions.

"With the skills and knowledge we acquired from the training, we can now do simple maintenance work on our own such as backing up information, trouble shooting, updating software and much more," Moses adds.

Challenges Faced

A few challenges stand in their way such as use of pirated software, unsustainable internet, power shortage and insufficient generator energy and the ever changing technology that requires staff to upgrade their knowledge.

On a whole, the college is on a good road as they now can handle the daily glitches in their IT equipment instead of waiting for external support to come a fix even minor break downs.
BEST PERFORMERS RECOGNIZED AT NTC UNYAMA CONFERENCE

By Olara James

NTC Unyama organised a college based conference under the theme “Quality of Teacher Training in the 21st Century” in which the staff and teachers from PSS showcased the knowledge and skills acquired from the trainings supported by SDHR and TTE projects.

“The skills demonstrated among others were; Safe Learning Environment, Human Resource Management, Use of E-Vote Book, Record Keeping and Management, ICT Uses of Server in Resource Sharing, Computer Skills, Safety Policy at workplace, Guidance and Counselling, Rethinking Teacher Education, Gender Issues, Active Teaching and Learning, Designing Instructional Materials, Project Planning and Management, Embroidery, Video Editing, Roles of Mentors, Assets and Facilities Management and a Presentation on the ABC Theory of Learning by PSS.

At the same conference, outstanding performing staff of the year, both teaching and non-teaching were recognised. We thank Enabel - TTE Project for sponsoring the conference.
WATER IS LIFE: NTIC UNYAMA SAYS BYE! TO UNRELIABLE WATER & POWER SUPPLY

By Lanyero Evelyn Grace

For a long time has had unreliable water supply and power outages. However with support from Enabel these challenges are now history.

- The College now has a 60KVA generator that powers the entire institution.
- A newly installed solar water pump.
- Two 5000 litres rain water harvesting tanks.
- Bore hole repaired to support existing piped water. The college management appreciates Enabel for the great support.
“TIET WELCOMES A NEW OFFICER

“I am a peaceful, jolly, ethical and hardworking person.”

“My name is Brenda Najjemba born on 14th October 1977. I hold a Diploma in Office and Information Management as well as a Bachelors Degree in Office and Information Management from Makerere University.

I like working in a quiet, peaceful and a busy work environment which keeps me active and not dormant because that is an environment which grows and develops my career. When I start on something, I always make sure I accomplish it in the shortest time. I like asking questions where I am stuck to avoid time wasting hence I achieve my goals.

My biggest contribution to TIET will be improving on the filing system that is to computerize the filing system for easy storing and tracking of all the documents in the department and also advertise the best activities done in the department to promote customer care.”

JOIN THE NEWSLETTER TEAM!

Send me your pictures or articles about what is happening in your college!
Email me at: bnajjemba@yahoo.com