



Connectivity for Educator Development  
(ConnectED)

## **QUARTERLY REPORT**

(October, November, December)

**January 2004**

## TABLE OF CONTENTS

	Page
1.1 Background Information.....	3
2.0 Continuing training at KYU and the PTCs.....	4
2.1 Training tutors and students at the PTCs.....	5
2.2 Training PTC principals.....	6
2.3 Training at KYU.....	6
3.1 Development of more curriculum units.....	7
4.1 Sustainability plans .....	7
5.1 KYU and PTC Websites.....	8
6.1 Increased capacity.....	9
7.1 Equipment status.....	9
8.1 Travel and short term technical assistants.....	11
9.1 Plans for the next quarter.....	11

## 1.1 BACKGROUND INFORMATION

Connect-ED is one of the several programs that fall under the Education for Development and Democracy Initiative (EDDI) that was launched by former President Bill Clinton in March 1998. Connect-ED aims to improve the quality of primary education by:

- ♣ Providing teacher training in computer skills;
- ♣ Providing Connectivity to Kyambogo University (KYU) and Primary Teachers' Colleges (PTCs);
- ♣ Enhancing the quality of teacher education through Internet connectivity; and
- ♣ Establishing Internet Points of Presence (POPs) in four rural towns to avail affordable Internet access to the local business communities.

In Uganda, the Connect-ED activity has made components of the primary teachers' teaching curriculum more available and accessible, especially to rural teachers. It is anticipated that the delivery of primary teacher education in Uganda will be made more cost effective, through less dependence on textbooks, which if available are in short supply and out dated.

On March 25, 2000, the USAID Mission contracted AED to implement the Connect-ED activity. The primary objective of the activity was to enrich primary education through the use of new information technologies in the education system. This included development of an online curriculum for student teachers, establishing computer laboratories and Internet connectivity, and providing computer skills training to students and tutors in the Faculty of Education at KYU. At the same time, two other US firms, namely: Computer Frontiers Inc. and WorldLearning began work to establish computer laboratories, and internet connectivity to four Primary Teacher Colleges (PTCs) around the country, and to train tutors on the use of technology in teacher training.

On April 09, 2001, the Task Order was modified to award AED full responsibility to manage the whole activity, and to enable its expansion to include four additional PTCs. Two other Task Order modifications were made on March 13, 2003, and June 27, 2003 to extend AED's contract to June 30, 2003 and September 30, 2003, respectively.

Below are the activities and tasks that have taken place in last quarter (October, November and December 2003).

## **2.0 CONTINUING TRAINING KYU AND PTC STAFF IN THE USE OF THE TECHNOLOGY FOR IMPROVED TEACHER TRAINING**

### **2.1 Training Students and Tutors At PTCs**

Training has continued to take place in the colleges in the use of technology for improved teacher training. Training took place at Kibuli, Shimoni, Mukuju, Canon Lawrence, Ndegeya and Soroti PTCs. No training took place at Bushenyi and Gulu PTCs following the resignation of the PTAs in those two colleges. However, some volunteers from VSO (Voluntary Services Overseas) are running the Lab at Bushenyi and have been carrying out some training for tutors, in first and second level skills i.e. Introduction and Using the Internet since the volunteers are not experienced individuals or experts in the field of training computer skills.

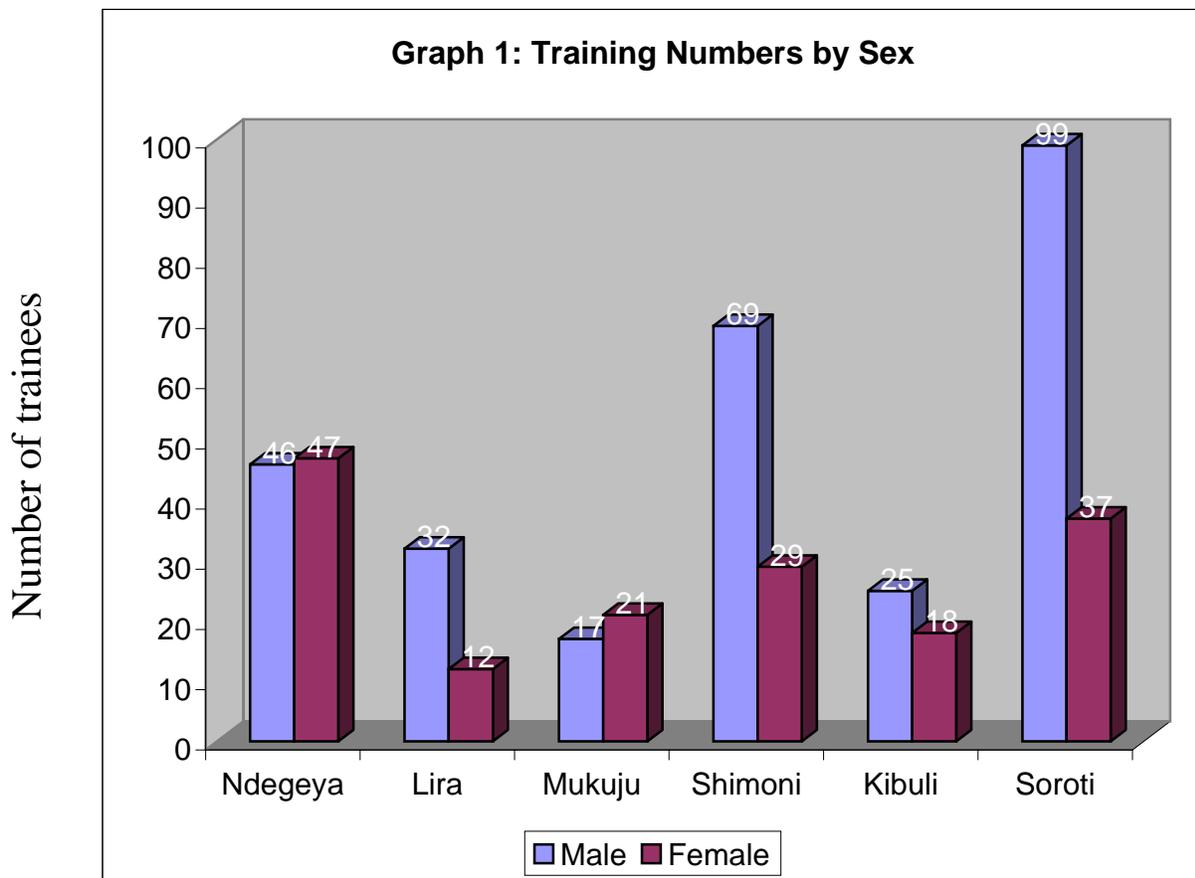
The training targeted students, tutors and CCTs at each of the six colleges. The training is structured to follow the Professional Development Learning Environment (PDLE) with each trainee covering a minimum of 40hours of facilitated training and the trainees have access to the lab to practice during their spare time.

The training covers the following modules:

- Introduction to computer basics (Sessions I to V) – 10hrs (each session is two hours)
- Microsoft Word – 8hrs
- Using the Internet: This covers the use of the Professional Development Learning Environment, Online curriculum & the Digital Resource Libraries (DRLs) all developed by the project. It also covers use of search engines, use of collaboration tools and use of email for communication. It takes 8hrs
- Ms Excel – 6hrs

- Ms PowerPoint and use of technology to create transparencies for overhead projectors – 6hrs
- Inspiration – 4hrs
- Website designing – 4hrs (this module is for counterpart tutors)

During this quarter, the total number of trainees from all the PTCs was 452. This quarter also saw a drop of in the number of trained females from 40% last quarter to 35% this quarter. The graph below shows the distribution of training numbers at each PTC by gender.



## 2.2 Training PTC Principals

To ensure that the principals are not left behind, some time is spared to train them. The training for principals is concentrated on what skills are useful to them in their work since they are very busy. Due to the seniority of their positions, they are trained alone at a time and place convenient to them such as their offices.

Some of the principals attended training this quarter for example the principal of Ndegeya attended training and is using the lab regularly to send and receive e-mail. Other principals from Shimoni and Canon Lawrence also have created email accounts using web mail.

## 2.3 Training at Kyambogo University

During this quarter, Connect-ED continued to provide computer skills training to Kyambogo University students who are pursuing the Diploma in Teacher Education. This group of students is targeted because they end up working as tutors in PTCs and teachers in primary schools.

A total of 115 people were trained with 28% of them female and 72% male as shown in the chart below:



### **3.1 DEVELOPMENT OF MORE ONLINE CURRICULUM UNITS**

One of Connect-ED's primary objectives was to enrich primary education through the use of new information technologies in the education system, which included development of an online curriculum for student teachers.

Fourteen resource persons from the PTCs were trained to work with the three Educators at KYU in the development of content in the online curriculum. To allow smooth flow of content and quick development, the curriculum subjects were divided among the three Educators and each of them works with at least four resource persons (PTC tutors) handling the respective subjects. Each of the educators from KYU was assigned two subjects and is responsible for developing and review of content that is submitted by the PTC resource people.

Mr. David Kawumi works with tutors from Soroti, Ndegeya and Shimoni to develop content for SST and Cultural Education. Hawa then integrates the developed content into the online curriculum. Phoebe Kyomukama works with tutors from Gulu, Shimoni, Bushenyi and Kibuli to develop content for Language and Mathematics Education. Cissy then integrates the developed content into the online curriculum. Enos works with tutors from Lira, Ndegeya and Bushenyi to develop content for Science and Foundations of Education. Fred then integrates the developed content into the online curriculum. During the past quarter, one unit in Mathematics Education and one unit in Cultural Education were developed.

### **4.1 SUSTAINABILITY PLANS**

In order to achieve financial sustainability in the operation and maintenance of the labs, sustainability plans, which include outreach activities and community support and integration are implemented. The sustainability activities were designed to be implemented during the College holiday session to ensure that business do not overpower the educational use of the lab.

Given that most of the PTCs are remotely located and face competition from similar centers that are closer to town and therefore easier to access by the target market, we targeted corporate clients (groups) as our main focus to that sufficient funds are generated. During the last quarter, the PTAs have worked with PTC Principals to sensitize the nearby communities about the computer lab facilities and available opportunities especially training. The sensitization included personal visits to communities as well as distribution of promotional materials like fliers, posters and notices highlighting the available services and calling upon interested people to register. A flier was designed by Alex and shared with all the PTAs who later distributed them to the nearby communities. In addition, Radio announcements were used in Canon Lawrence Boroboro PTC to sensitize nearby communities of the services.

Outreach activities were carried out in four colleges and some money was collected as follows:

- ♣ Ndegeya: 210,000/=
- ♣ Soroti: 338,000/=
- ♣ Shimoni: 600,000/=
- ♣ Canon Lawrence Boroboro: 374,300/=

The PTAs and PTC principals worked out a method of collecting funds from outreach groups. In Soroti the PTC Bursar receives funds whereas the counterparts in collaboration with the PTA receive the Canon Lawrence Boroboro funds. In Shimoni the deputy principal receives funds while in Ndegeya funds are received by the PTA but kept by the Bursar.

At Kyambogo University the users are charged a small fee for printing.

## **5.1 FULLY DESIGNED WEBSITES FOR KYU AND THE PTCs**

During Phase I of the project, the websites for eight colleges were developed and up to three-counterpart tutors from each college were identified and trained as a means of building decentralized capacity at the PTC to enhance and maintain PTC websites. During the last

quarter, a follow up visit was done for Gulu, Lira, Shimoni and Kibuli PTCs to follow up on progress of updating the websites and how it is used as a means of building resources to inform other PTCs and help achieve their goals and objectives. It was discovered that the counterpart tutors require more training and follow up sessions to enable them achieve these objectives and encourage usage.

## **6.1 INCREASED CAPACITY OF TUTORS AND TEACHERS TO DESIGN AND DEVELOP EDUCATIONAL RESOURCES**

Majority of tutors and some teachers have undergone technology training and are using the electronic educational resources and online multimedia version of teacher training curriculum that was developed. The teachers and tutors are using the skills learnt to obtain materials for use in their classrooms. Other uses are highlighted below: -

- The Peace Corps Volunteers attached to Ndegeya PTC have designed a question bank that is used by tutors and students. The question bank is a database, where questions and model answers are posted/added, and has multiple views. The tutors can add, edit and modify questions added to the databank while the teachers (students) can view and print data from the data bank.
- The head of the English department at Kibuli PTC has plans to design a site where they will show case materials from their department. On this site, tutors will be able to submit student assignments, questions, and model answers and English language content that may be used by the teachers and tutors alike. Within the same environment, the students are may be able to submit assignments to the tutors for marking and guidance by the tutors.
- A chemistry teacher from Kyambogo University developed a website where he is uploading all his classroom activities and content. On a number of occasions he brought a group of his students to the computer lab where they accessed materials from his website

during the lesson.

- Two other lecturers from Kyambogo University (one from Economics and the other from the Biology departments) have also brought a group of their students to the computer lab where they accessed reading materials and used the lab facilities including the projector to project PowerPoint presentations to conduct lessons.
- A number of the lectures from Makerere University were using the computer lab to set and prepare the semester examinations.

## **7.1 EQUIPMENT STATUS**

Most of the equipment is in good working order at all the centers except for a few cases. The table below summarizes the equipment faults and the actions as they happened at the different centers in this quarter.

Center	Equipment Problems and actions
Bushenyi	<ul style="list-style-type: none"> <li>- The LCD Projector is malfunctioning due to a blown lamp and one of the electric circuits it is under repair at Bushnet.</li> <li>- One of the monitors is not functioning and was taken to Bushnet for repair under the service level agreement to fix broken parts.</li> </ul>
Kyambogo	<p>Computer No 8 still has a defect of failing to boot up. It occasionally brings up a message “please insert system disk.” Computer Numbers 3, 4, 8, 12, 17 and 20 could not log onto the network. While this was sorted out on Comps 4, 8 and 17, the rest were yet to be rectified.</p> <p>Many of the UPSs either failed to power on or collapsed occasionally.</p>
Mukuju	<p>All the equipment is in proper working order apart from the print server, which no longer works. That is, the light no longer shows and printing through it is not possible.</p>
Kibuli	<ul style="list-style-type: none"> <li>- Air Conditioners: One of the air conditioners is leaking</li> <li>- Computers: Five (5) computers are still running on low Ram. The RAM upgrade initially specified for these computers was not compatible. The computers process at a low speed and sometimes end up hanging while is working.</li> <li>- Fire Extinguishers: The date for servicing these computers is long over due. The next servicing date as indicated on the gargets is February 2003 and the year is almost ending with no servicing done.</li> <li>- Printer: Kibuli does not have a laser printer. As the load of trained people, continue to grow the demand for printing out resources increases too. The Hp-Deskjet printer is small for this kind of load. In addition, the consumption rate of toner is high when using this kind of printer.</li> <li>- Harman Kordon speakers: This pair of speakers is not functional.</li> </ul>

## 7.1 TRAVEL AND SHORT TERM TECHNICAL ASSISTANTS

During this quarter, no short-term technical assistants were employed. However, there were a few local travels by the staff as indicated in the table below.

<b>Name:</b>	<b>Purpose and destination</b>
Fredrick Wamala and Hawa Nyende, Coordinators	To Gulu and Lira PTC for support supervision.

## 10.1 PLANS FOR THE NEXT QUARTER