



MAPUGANDA



Core Primary Teacher Colleges and Coordinating Centers Mapping Project

Elevate Uganda

Final Report

30th March 2020

Prepared by: Moses Iranya
Date: 30th March 2020
Authorized by: Tinah Mutabazi
Date: 30th March 2020

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Cases

CBO: Community Based Organization.....	3
CC: Coordinating Center	3
CCT: Coordinating Center Tutor	3
CPTC: Core Primary Teacher College.....	3
NGO: Non-Governmental Organization	3
TIET: Teature/Tutor Instructor Education and Training Department	3

1 Introduction and Overview

1.1 Introduction

MapUganda was contracted by Elevate Education to map Core Primary Teacher Colleges (CPTC), Coordinating Centers (CC) and Coordinating Center Tutor (CCT) in Uganda. This was partnership with and on behalf of the Ministry of Education and Sports under the Teacher/Tutor Instructor Education and Training Department (TIET).

This data collection exercise was carried out by 4 trained personnel who were deployed in the Northern, Eastern, Central and Western regions under central supervision from the project manager based in Kampala.

1.2 General Objectives

The objectives of the mapping exercise were to;

1. Generate data on teacher training interventions by partner within the primary schools in Uganda.
2. Create a database of all partners involved in teacher education at the primary level to ensure a harmonized activity and to avoid duplication as much as possible.

The activities that were being carried out included;

- Collection of GPS coordinates of all the CPTCs and CCs
- Interview of the Principals and Deputy Principals of Outreach at the all CPTCs
- Interview Coordinating Center Tutors at the CCs
- Collect data about the known NGO and CBO partners working with the CCs

1.3 Scope of the project

Data was being collected from the 23 CPTCs and the 539 CCs under them across the country. The CPTCs include;

1. Arua Core Primary Teachers College-Butiti
2. Bushenyi Core Primary Teachers College
3. Bishop Stuart Core Primary Teachers College
4. Bishop Willis Core Primary Teachers College
5. Bulera Primary Teachers College
6. Busubizi Core Primary Teachers College
7. Canon Apolo Core Primary Teachers College
8. Gulu Core Primary Teachers College
9. Ibanda Core Primary Teachers College
10. Kabale- Bukinda Core Primary Teachers College
11. Kabulasoke Core Primary Teachers College

12. Kibuli Core Primary Teachers College
13. Kitgum Core Primary Teachers College
14. Ladonga Core Primary Teachers College
15. Loro Core Primary Teachers College
16. Moroto Core Primary Teachers College
17. Mukoju Core Primary Teachers College
18. Nakaseke Core Primary Teachers College
19. Ndegeye Core Primary Teachers College
20. Shimoni Core Primary Teachers College
21. Soroti Core Primary Teachers College
22. St. Aloysius Core Primary Teachers College
23. St. John Bosco Core Primary Teachers College Nyondo

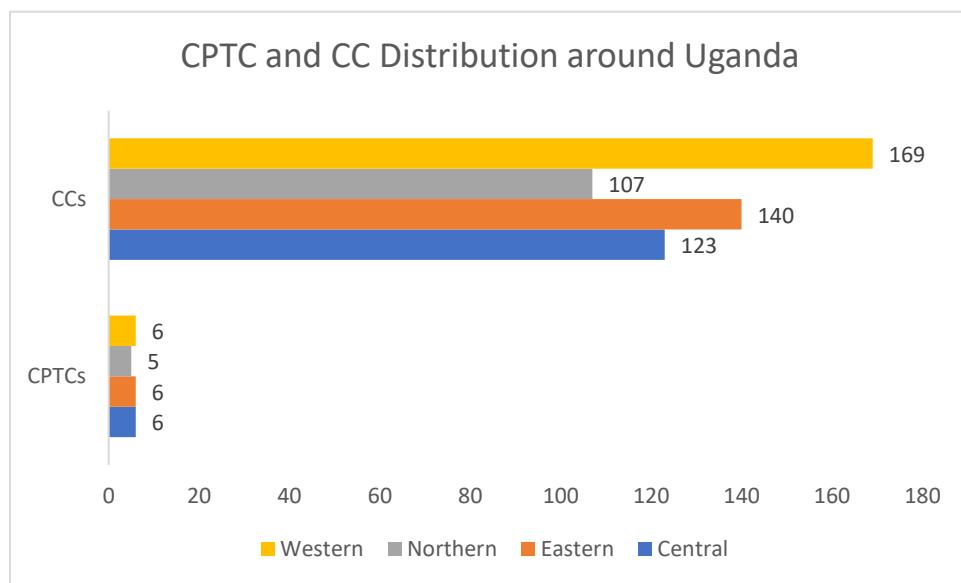


Figure 1 CPTC and CC Distribution

1.4 Project Deliverables

The following are the project deliverables;

1. CCT database
2. CPTC database
3. Maps depicting different performed analysis
4. Mid-term and Final project reports

1.5 Tools

The tools used for data collection included;

- Infinix Hot 6 Smartphones
- KoboCollect tool (humanitarian)

1.6 Identification of mappers

MapUganda identified former Youth Mappers who formally worked on numerous data collection projects before. They include;

1. Daniel Zirete
2. Richard Mwebaze
3. Rebecca Ayebare
4. Henry Mugabi

1.7 Training of data collectors

A training was organized by Map Uganda and conducted by Moses Iranya for the four data collectors (Field Surveyors) on 7th February 2020. This training covered aspects of how to collect data using the KoboCollect tool and most importantly, understanding the data model provided by Elevate Education. A further half day training was then conducted on 8th February 2020 to further ensure that the team understood the data model.

1.8 Team deployment

The team was deployed to the field on 10th February 2020. The deployment plan was as follows;

- Richard Mwebaze to the Western region
- Rebecca Ayebare in the Central region
- Daniel to the North and
- Henry to the East

1.9 Data Collection

The data model was designed and deployed on the four smartphones. The data collectors visited and interviewed the principals, deputy principals' outreach and preservice and also the coordinating center tutors and registered the records in a KoboCollect form, collected a GPS location of the institution and stored the data. This data was usually sent immediately but at times due to network failures, the project

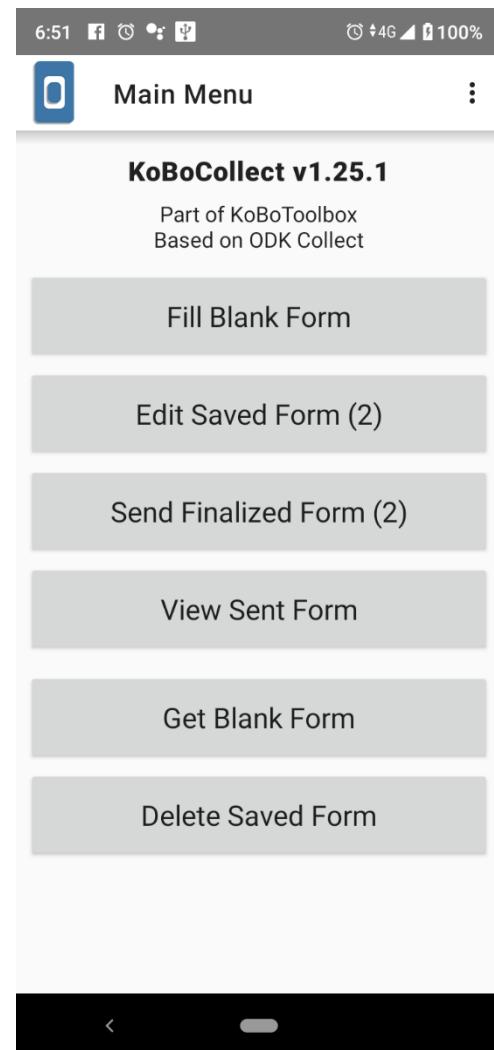


Figure 2 KoboCollect Tool

manager received the data in the evening. The project manager then validated the submitted forms and necessary verifications were done before okaying the entry.

The Field Surveyors moved from point to point using public transport. These included buses, taxis, motor cycle and others (like lorries in areas that did not have a good/reliable transport system). **See Appendix B**

2 Findings

The following are some of the findings

1. Some of the listed principals have retired
2. Some of the listed principals have been transferred to other CPTCs
3. Some of the CCs did not have an assigned tutor
4. There are also some dilapidated classrooms blocks in some of the CCs.

17% of the Coordinating Centers did not have assigned tutors. Of the 17%, 57% had care takers acting as the CCT.

Number of CCs with Assigned CCT

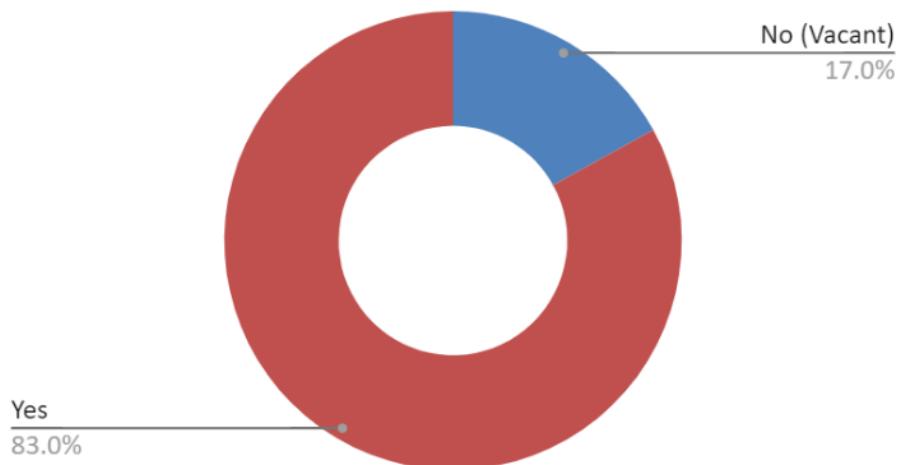


Figure 3 CCTs with Assigned Tutors

Number of CC with Care Takers

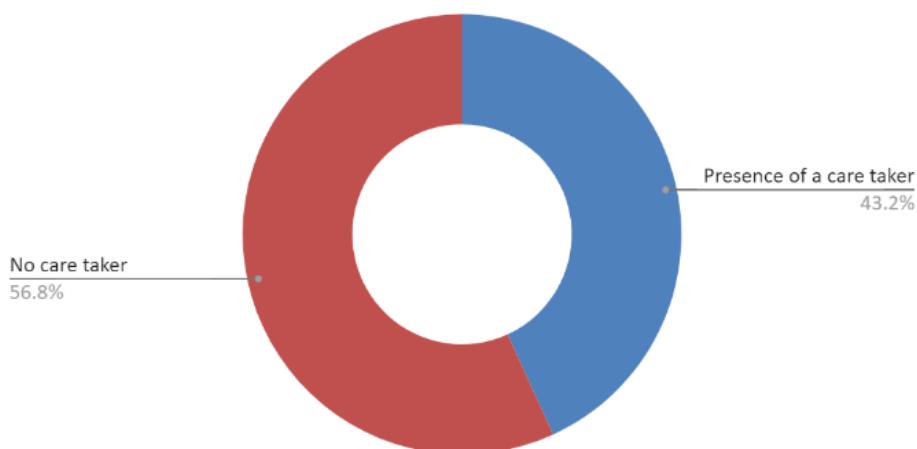


Figure 4 CCs with Care Taking Tutors

92% of the CCTs are male and 8% female while 61% of the Principals of the CPTCs are male.

CCT Gender Stats

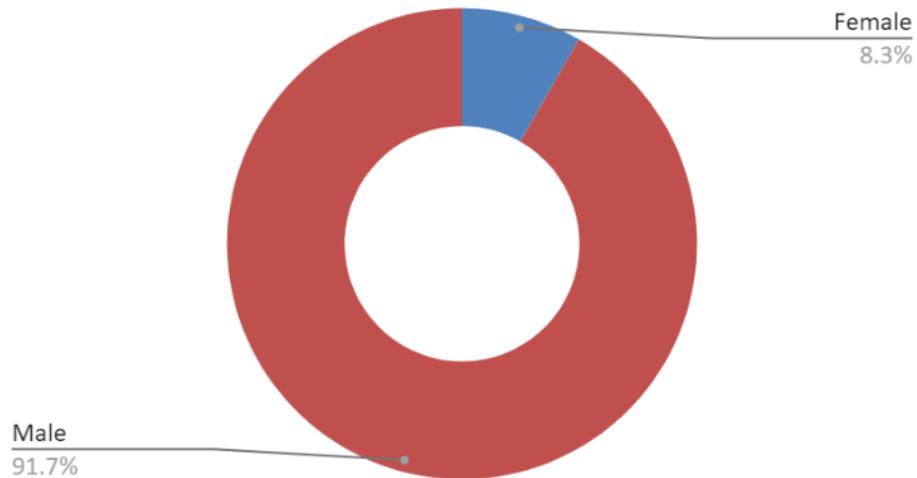


Figure 5 Gender of CCT

Of the 83% CCs with assigned tutors, 94% have accommodation facilities at the CC while 6% actually stay at the facility.

Accommodation Facilities at CCT

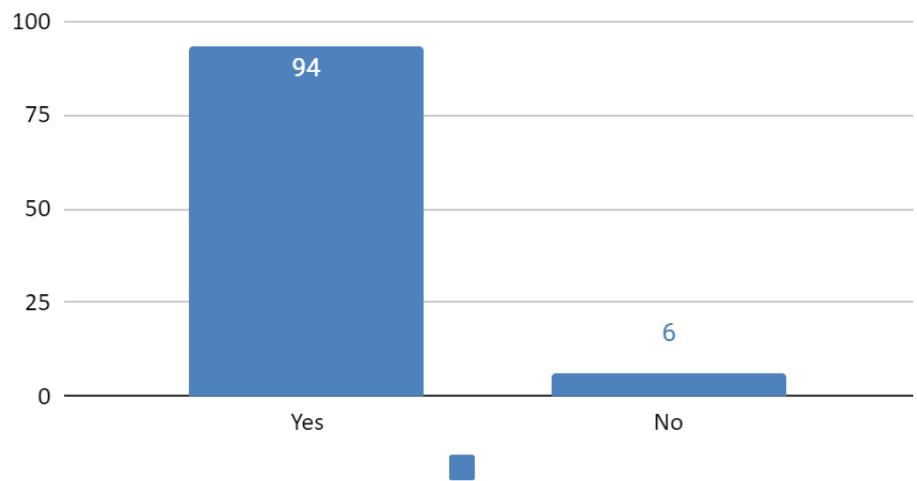


Figure 6 Accommodation at CC

Accommodation Usage CCTs

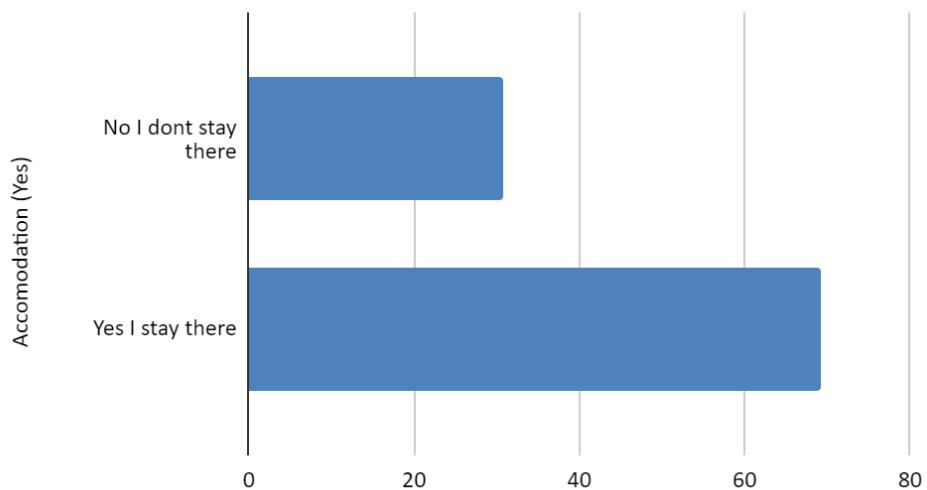


Figure 7 Accommodation Usage at CC

75% had degrees, 20% masters and 5% certificates as their highest achieved academic levels.

Highest Level of Education

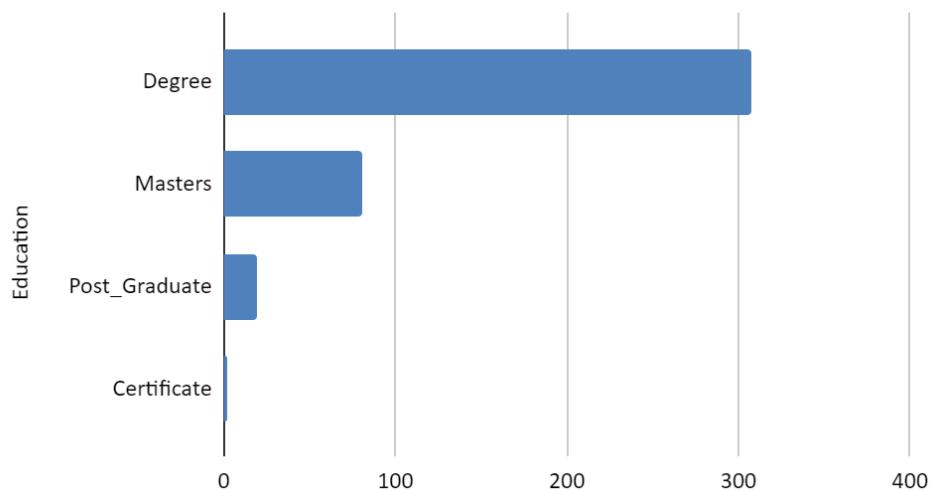


Figure 8 Highest level of education of CCT

104 of the CCTs are 21 to 25 of age and 10 are from 25 to 35 of age.

Between all the CCs, there are 12,036 government aided schools and 14,720 private primary schools making a total of 26,756.

In Kampala and Wakiso district, the ratio of CCT to School was 1:201 and 1:181 respectively. The lowest ratios are in Kalangala, Rwampara, Abim, Karenga and Buhweju districts with an average of 1:14. **See Appendix A**

3 Conclusion and Recommendations

3.1 Challenges

Some of the challenges faced by the team include;

1. Some of the field mappers had to travel very long distances to get from one CC to another. This thus reduced the data collection speed.
2. Delay from some of the CCTs who are unavailable or unreachable when contacted by the field team.
3. High transport costs especially in some upcountry areas that were hard to reach.

3.2 Conclusion

The project was a success for it gave information beyond the anticipated. The team visited all the CPTCs and CCTs across the whole country. Due to some unforeseen circumstances, the project timeframe was extended by 14 extra days. This was a necessary change as we couldn't have collected all the required data within the projected timeframe.

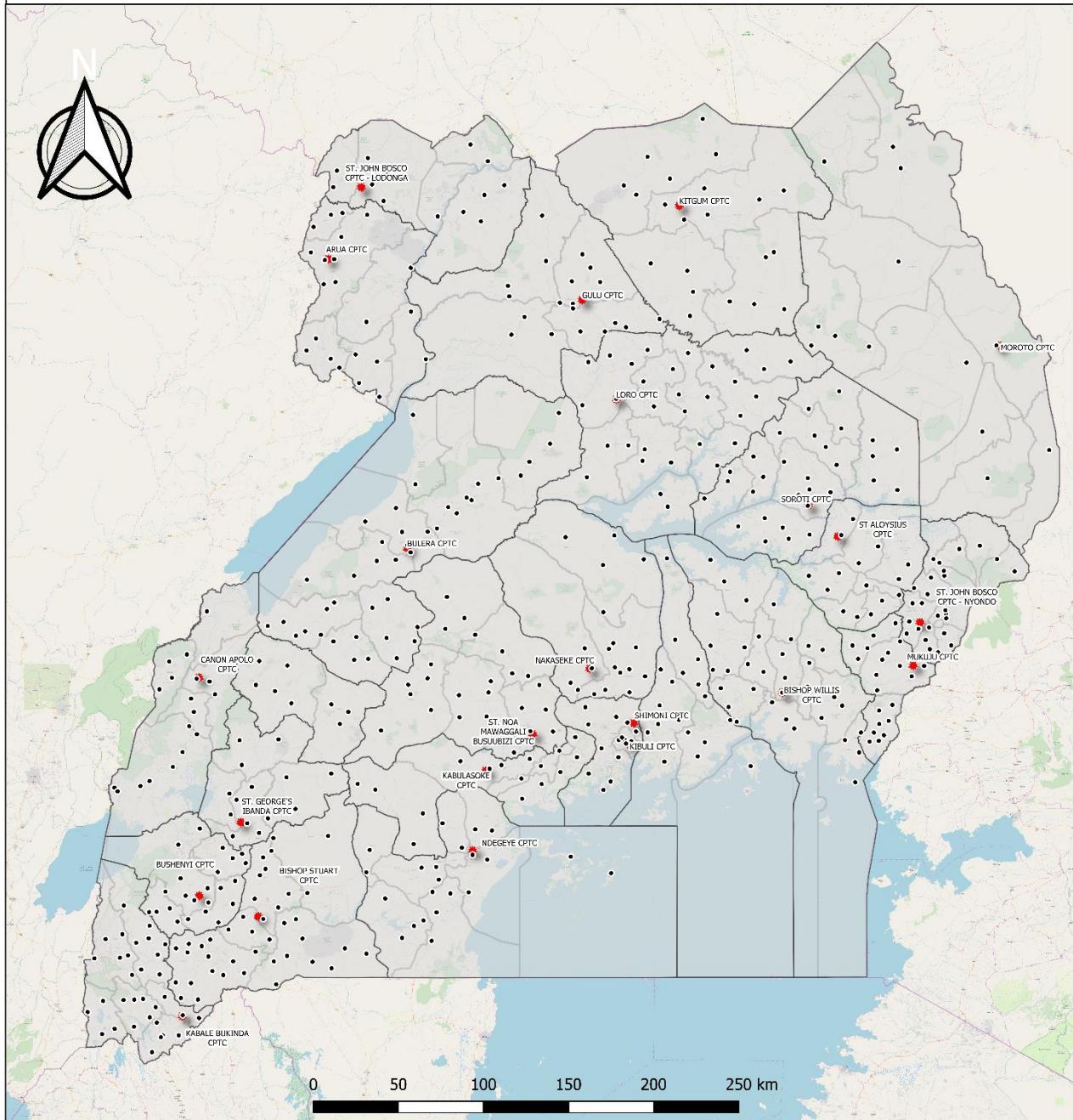
3.3 Recommendations

- A longer time frame is recommended for such a project in the future given the challenges that may arise.
- Continues updating of the data is recommended so as to keep it relevant.
- Given that some of the CCTs have served for over 20 years, there is need to liaise with the Ministry to ensure that by the time they are retiring, their replacements are appointed in time to avoid having vacant CCs. The vacant post for any reason should be updated in database in order for data collection to in advance and work with the substitute staff.
- There are some tutors that were appointed by the principal of the CPTC to act as CCTS in CCs where either the CCT has retired, transferred or just vacant. These tutors need to be officially informed of the activity by the ministry as somewhere hesitant in providing information.
- We noted that some of the accommodation facilities and classroom blocks in some of the CCs was in pretty bad shape. We recommend that the ministry look into provision of better facilities for some these CCs to better enable them perform.
- The district leadership (District Education Officer) needs to be involved in such a project in the future to ensure that all the stakeholders understand the importance of the such a project. This could streamline the database updating as the district leadership can provide information about any changes in the district like retirements, resignations, in case someone is deceased or even transferred.

4 Appendices

4.1 Appendix A: Maps

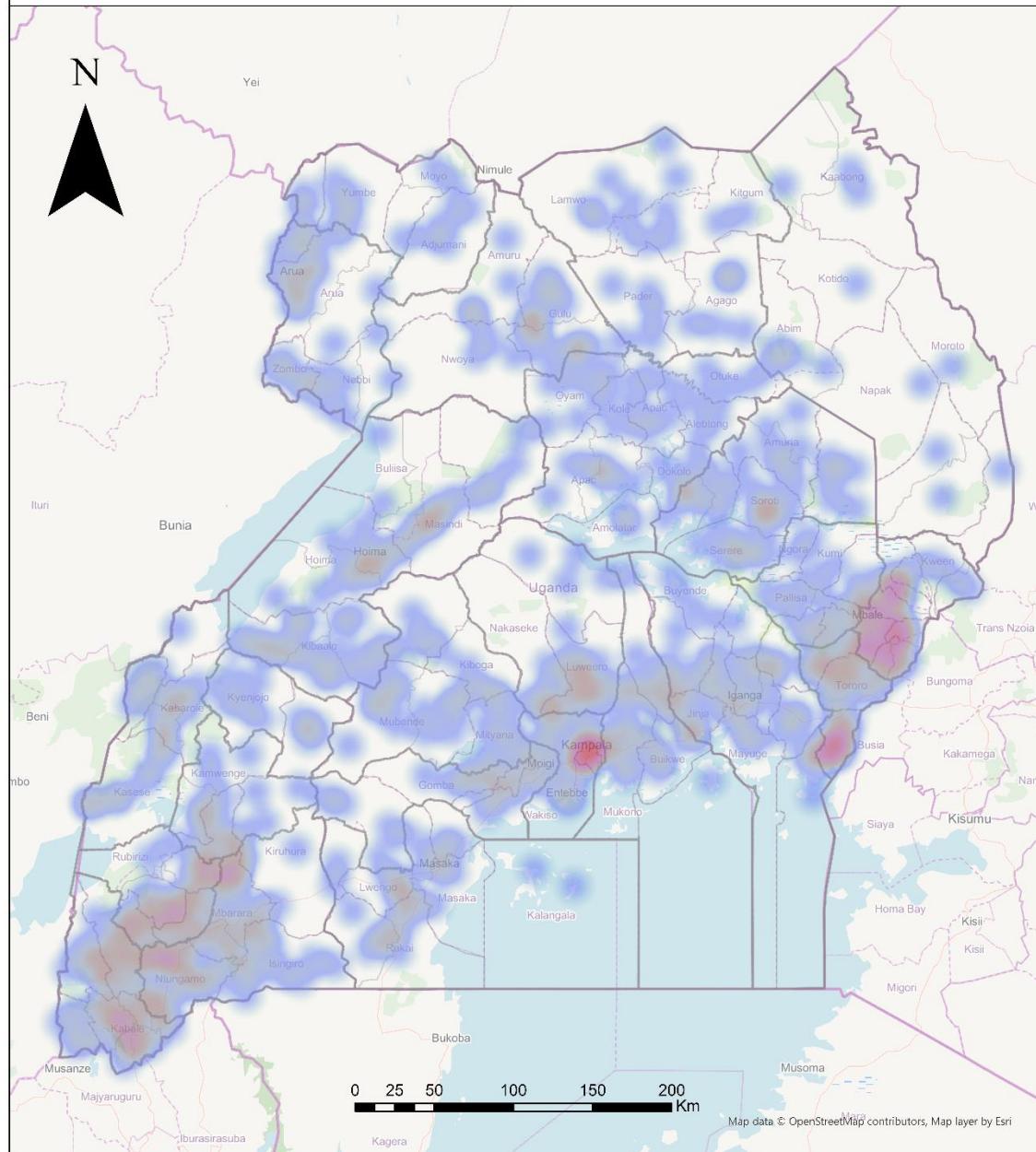
Location of CPTCs and CCTs in Uganda



Legend	Note:
• CCT ● CPTC	OSM Standard
■ CPTC Catchment Area	Data Collected by MapUganda from February 10, 2020 to March 14, 2020.
□ Uganda Districts - 2019	Data Source District Boundary: UBOS Background Source: OpenStreetMap

Figure 9 CPTC and CCT Locations in Uganda

Heatmap Representing CCT Distribution in Uganda



Legend

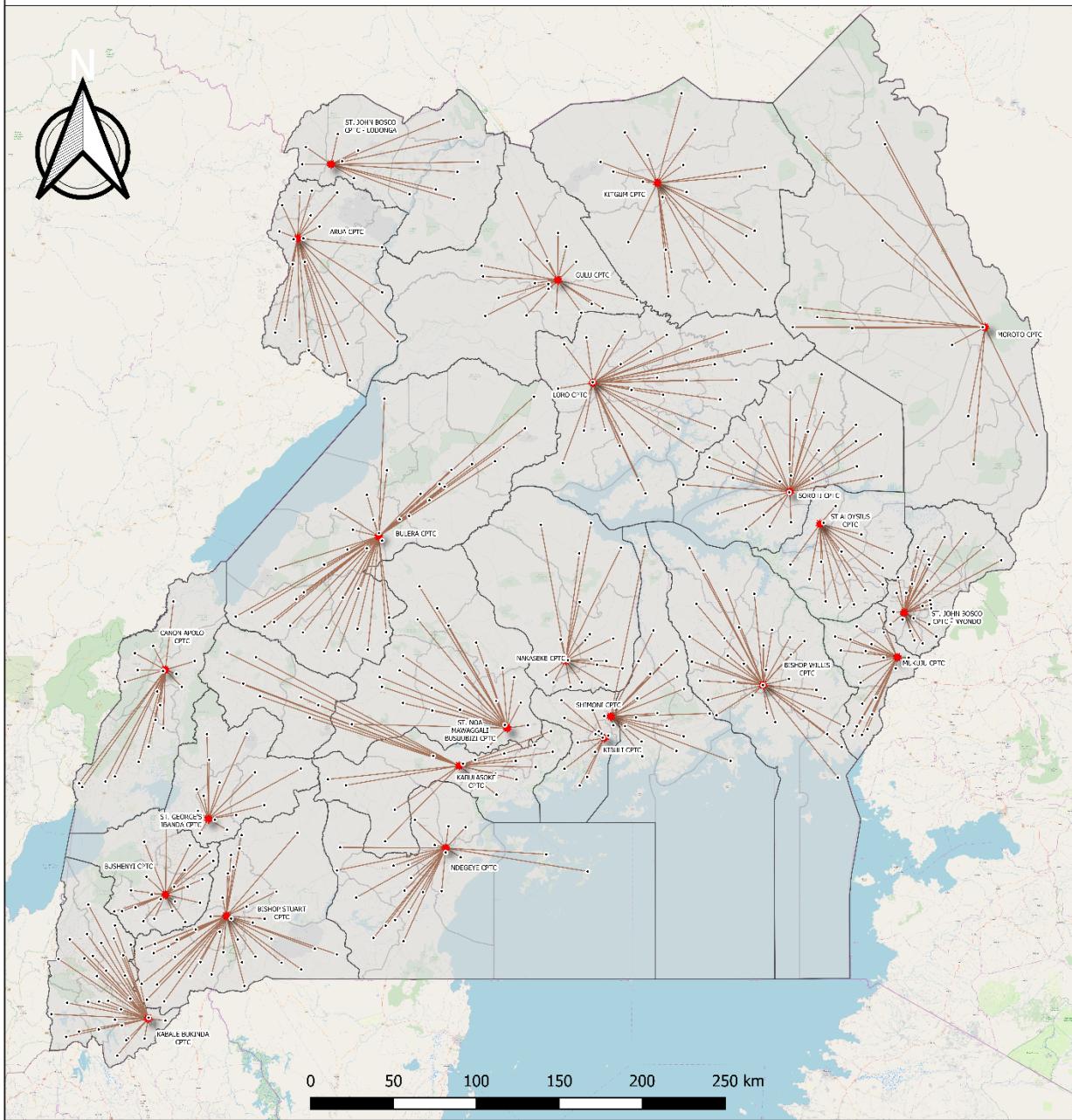
CCT_DATA_Complete

- Sparse
- Dense
- CPTC Territory
- Districts 2019

Note:
 Data Collected by MapUganda from February 10, 2020 to March 14, 2020.
Data Source
 District Boundary: UBOS
 Background Source: OpenStreetMap

Figure 10 Heatmap

Distance of CCT from the CPTC



Legend

- CCT
 - CPTC
 - Hub Distance: CPTC to CCT
 - CPTC Catchment Area
 - Uganda Districts - 2019
- OSM Standard

Note:

Data Collected by MapUganda from February 10, 2020 to March 14, 2020.

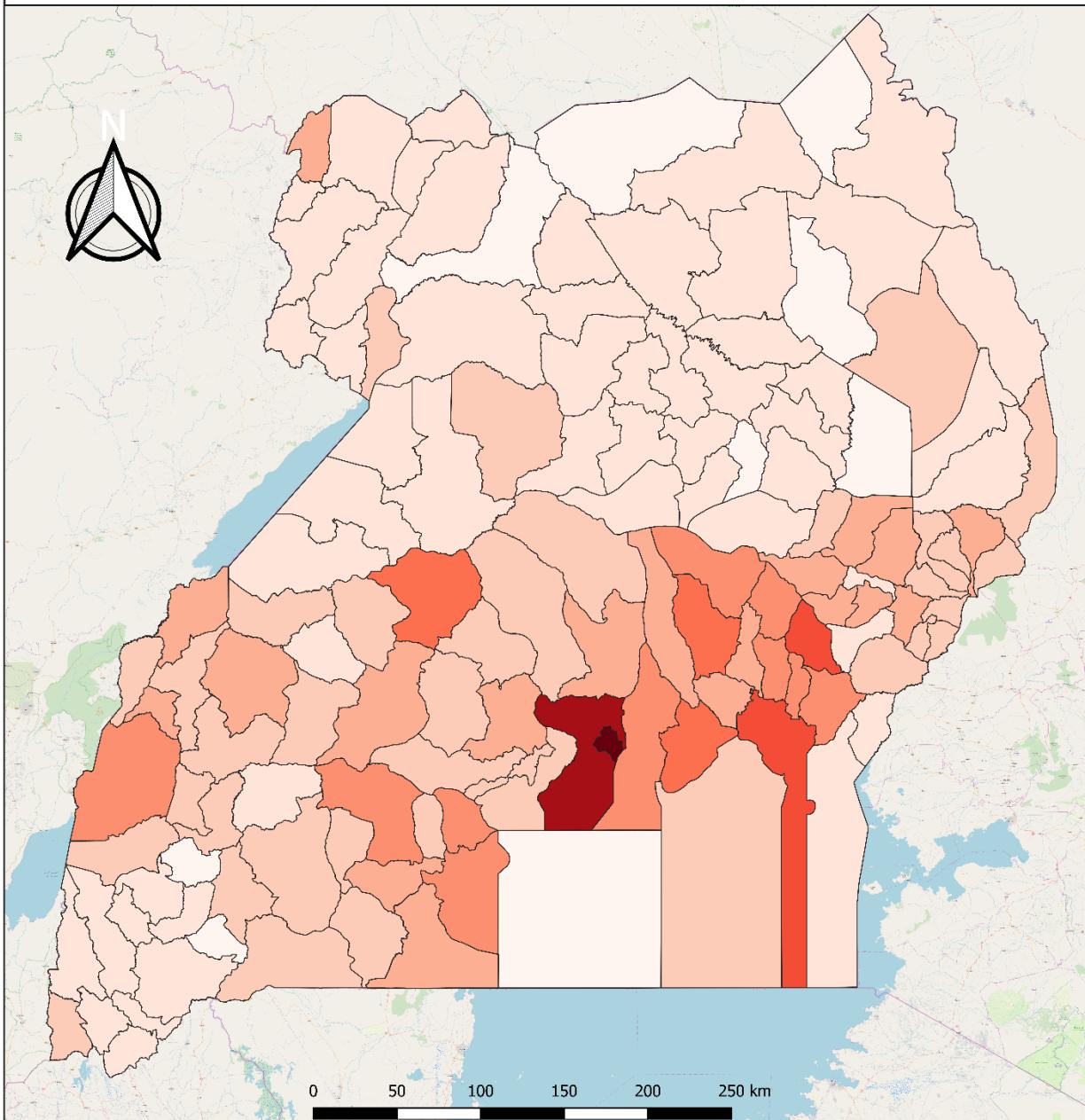
Data Source

District Boundary: UBOS

Background Source: OpenStreetMap

Figure 11 Hub Distance: CPTC to CCT

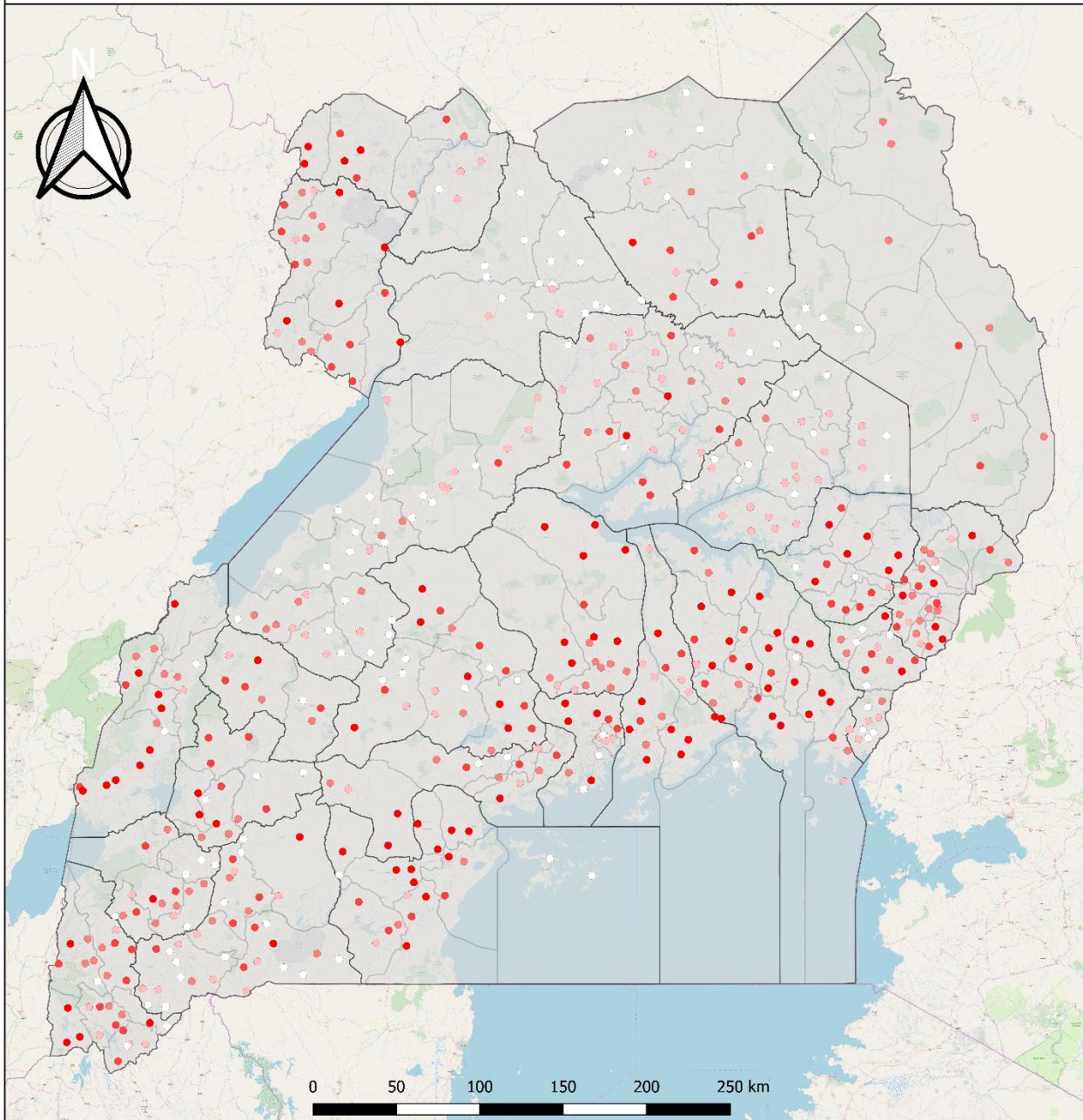
Ratio of Number Schools to CCTs per District



Legend		OSM Standard	Note: Data Collected by MapUganda from February 10, 2020 to March 14, 2020. Kampala and Wakiso have the highest Schools to CCT ratios of 201:1 and 181:1 respectively.
Schs to CCTs Per District	13 - 20		
	20 - 40	100 - 120	
	40 - 60	120 - 140	
	60 - 80	140 - 160	
	80 - 100	160 - 180	
		180 - 200	
		200 - 201	

Figure 12 Ratio of Schools to CCT

A Distribution of Government-aided Primary Schools in Uganda Per CCT



Legend

Gov't Schools Per CCT

- 5 - 15
- 15 - 19
- 19 - 23
- 23 - 30
- 30 - 98

Uganda Districts - 2019

CPTC Catchment Area
OSM Standard

Note:

Data Collected by MapUganda from February 10, 2020 to March 14, 2020.

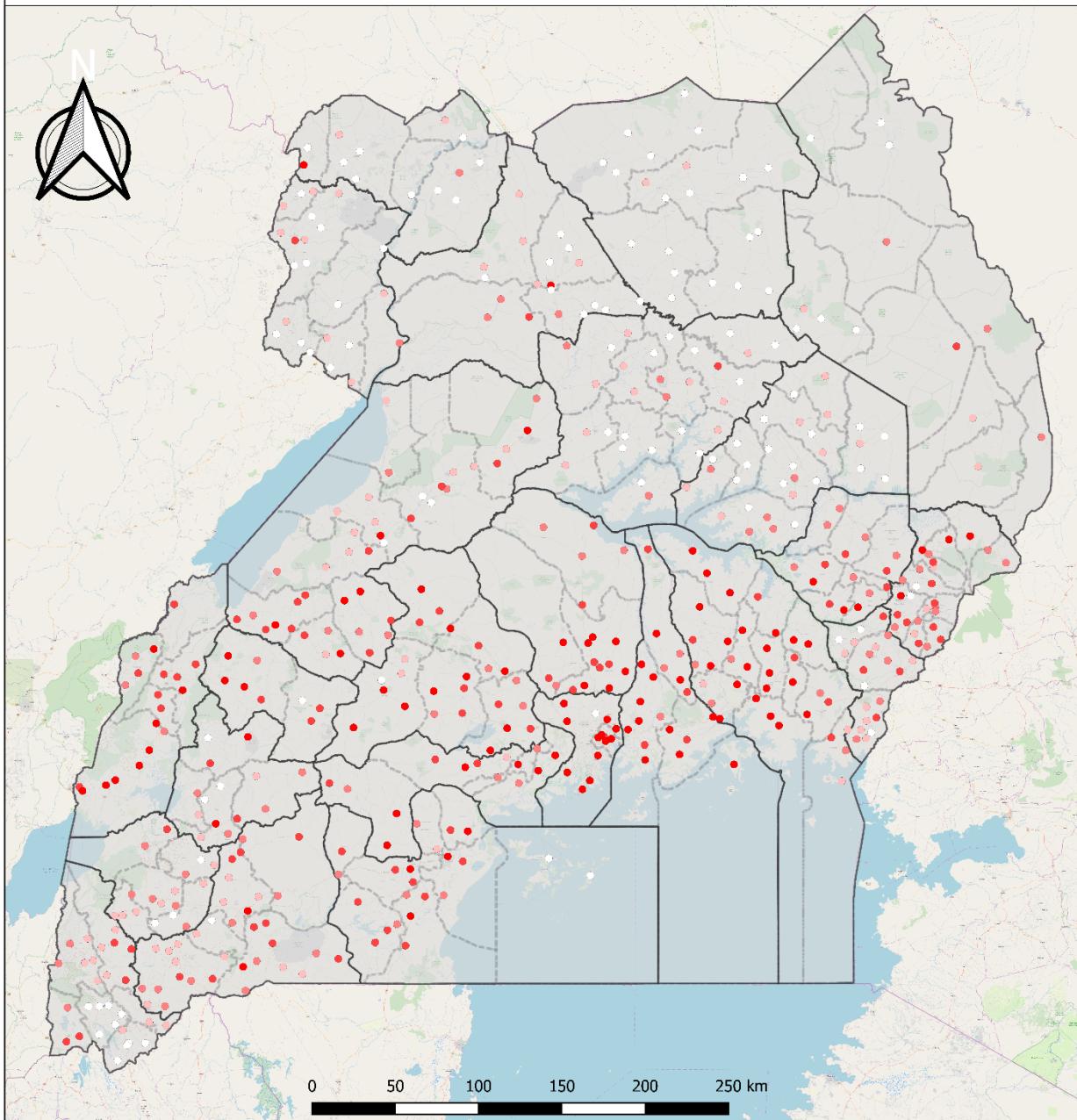
Data Source

District Boundary: UBOS

Background Source: OpenStreetMap

Figure 13 Government-aided Schools per CCT

A Distribution of Private Primary Schools in Uganda Per CCT



Legend

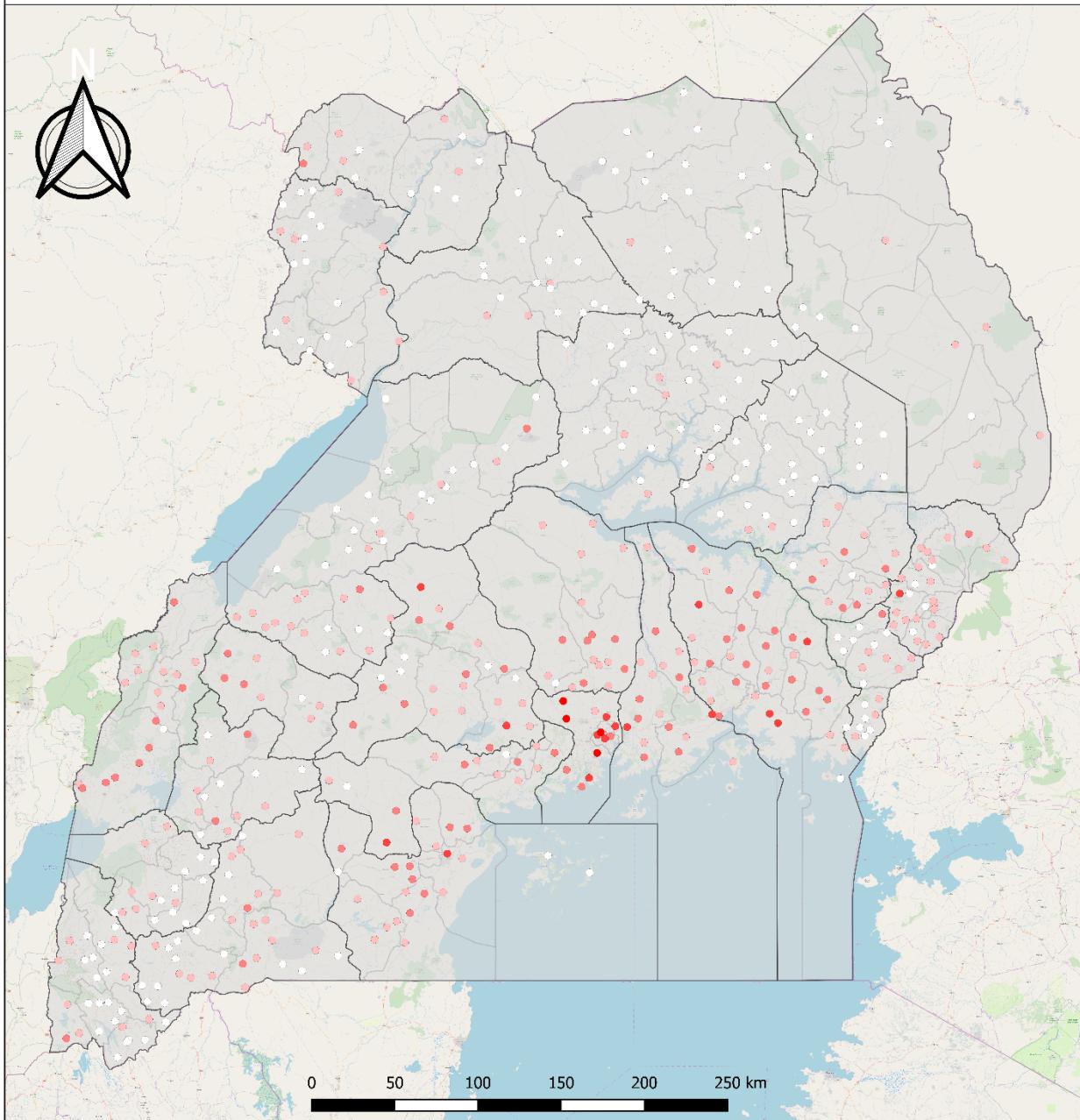
Private Schools Per CCT	 CPTC Catchment Area
 0 - 7	 OSM Standard
 7 - 14	
 14 - 24	
 24 - 38	
 38 - 343	
 Uganda Districts - 2019	

Note:
Data Collected by MapUganda from February 10, 2020 to March 14, 2020.

Data Source
District Boundary: UBOS
Background Source: OpenStreetMap

Figure 14 Private Primary Schools per CCT

A Distribution of Primary Schools Per CCT in Uganda



Legend

Schools Per CCT

- 0 - 36
- 36 - 69
- 69 - 132
- 132 - 256
- 256 - 356

■ CPTC Catchment Area

■ Uganda Districts - 2019
OSM Standard

Note:

Data Collected by MapUganda from February 10, 2020 to March 14, 2020.

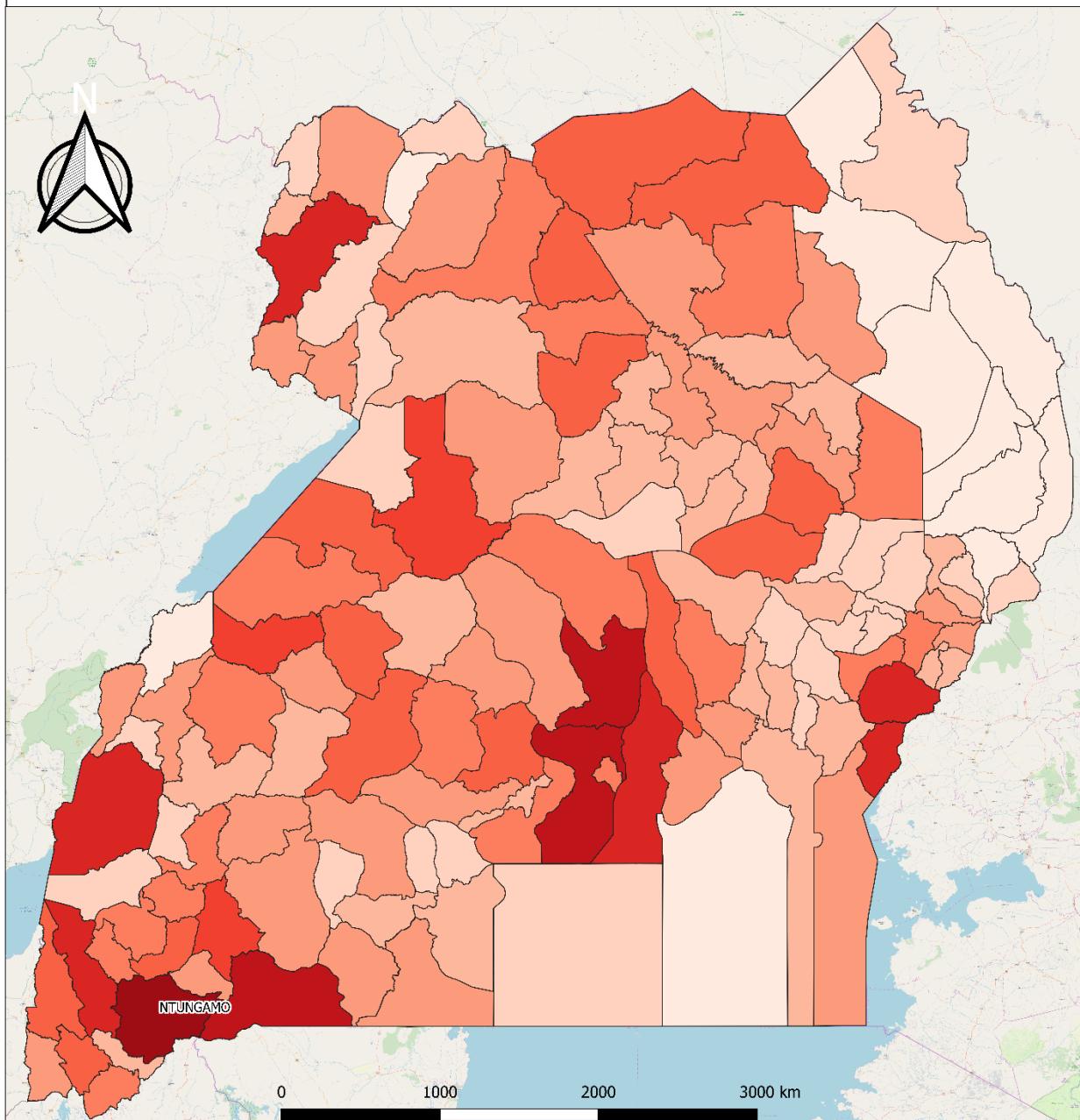
Data Source

District Boundary: UBOS

Background Source: OpenStreetMap

Figure 15 Distribution of Primary Schools per CCT

Number of CCTs per District



Legend		OSM Standard	Note: Data Collected by MapUganda from February 10, 2020 to March 14, 2020.
CCTs Per District	5		
0	6		
1	7		
2	8		
3	10		
4	12		
5	13		
6	14		
7	15		

Data Source
 District Boundary: UBOS
 Background Source: OpenStreetMap

Figure 16 Number of CCTs per District

4.2 Appendix B: Photos



Figure 17 Henry interviewing a Tutor in Moroto



Figure 18 Henry preparing to ride his motorcycle to the next CC



Figure 19 A boda-boda rider moving with Daniel repairs punctured tire



Figure 20 Canoe ride to a CC



Figure 21 Henry taking a lorry ride to a CC in Western Uganda