



UGANDA NATIONAL INSTITUTE FOR TEACHER EDUCATION (UNITE)

STRATEGIC PLAN 2025/26-2029/30

VISION

To be a global centre of excellence in innovative Teacher Education for Social Transformation

THEME

Provide innovative and transformative teacher education, continuous professional development, and research in partnership with Industry, Government, development partners and Communities for social-economic transformation.

FOREWORD

It gives me great pleasure to present the Uganda National Institute for Teacher Education Strategic Plan for the period 2025/26 to 2029/30. This Strategic Plan has been prepared at the time when UNITE is establishing itself as a National Centre of Excellence for Teacher Education thus is cognizant of the several reforms teacher education in Uganda is undergoing. Therefore, this Plan also hinges on the National aspirations for teacher Education under the National Teacher Policy, 2019 and the statutory establishment of the Uganda National Institute for Teacher Education.

The Plan marks a significant milestone to streamline teacher education in Uganda, Uganda's national development agenda and the implementation of the UNITE's overall mandate. The strategic plan has been developed in alignment with national, regional and global development frameworks, including Uganda's Vision 2040, the Fourth National Development Plan (NDP IV), the East African Community Vision 2050, the African Union Agenda 2063, United Nations Sustainable Development Goals (Agenda 2030), Science Technology Innovation Strategy for Africa (STISA (2034)). These alignments ensure that the Institute's interventions contribute meaningfully to Uganda's inclusive and sustainable development aspirations.

Over the next five years, UNITE's goal is to produce professionally competent and innovative teachers responsive to the educational needs of the community. Specifically, the Institute will focus on enhancing the access and quality of teacher education for all levels of education; ensure gender responsive pedagogy; ensure competence-based teaching and learning; integrating technology in teaching and learning; enhancing continuous professional development; conduct research on scarce and emerging skills needs in Teacher Education; and strengthening governance and administration for effective service delivery.

This plan was developed through an inclusive and consultative process that engaged key stakeholders from government, development partners, academia, civil society, the private sector, and the wider public. I am grateful to all those who contributed their time, expertise and insights to shape the priorities, strategies and targets contained herein.

I am confident that the successful implementation of this Strategic Plan will not only strengthen UNITE's capacity to deliver on its mandate but also contribute significantly to the transformation of Teacher Education in Uganda. I call upon all stakeholders to work with us in translating this plan into tangible results for our learners, our education system, and our nation.

“Be the Teacher”



**Chairperson, Institute Council
Uganda National Institute for Teacher Education**

ACKNOWLEDGEMENT

The development of the Uganda National Institute for Teacher Education Strategic Plan for the period 2025/26 to 2029/30 was made possible through the dedication, commitment, and collaboration of many individuals and institutions.

The Institute wishes to express its deep appreciation to the Ministry of Education and Sports particularly the teacher education department for the policy guidance and support provided throughout the planning process. I also acknowledge the valuable contributions from the National Planning Authority, Ministry of Finance, Planning and Economic Development, and other Government Ministries, Departments, and Agencies whose input ensured that the plan is well aligned with national priorities and development frameworks.

I extend our sincere gratitude to the Institute staff, whose technical expertise and tireless efforts were instrumental in drafting, reviewing, and refining this plan. Special thanks go to the UNITE campuses for sharing insights from their practical experiences in teacher education.

I am equally grateful to our Development Partners particularly UNESCO, ENABEL to mention but a few who have not only participated in the stakeholder consultations but also sponsored the plan development activities. Your perspectives enriched the plan and ensured that it addresses the diverse needs of teacher education.

Finally, I would like to acknowledge the invaluable leadership and guidance of the Institute Council, who provided strategic oversight and ensured that the plan is not only visionary but also implementable.

I continue to request for your continued vigilance and active participation in the implementation of the UNITE strategic Plan for a better next five years.

Prof. Betty Akullu Ezati
Vice Chancellor
Uganda National Institute for Teacher Education

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Acronyms

CNDPF	Comprehensive National Development Planning Framework
CPD	Continuous Professional Development
DSCs	District Service Commissions
EDPs	Education Development Partners
ESC	Education Service Commission
GoU	Government of Uganda
HCDP	Human Capital Development Programme
ICT	Information Communication Technology
ISO	International Organization for Standardization
MOES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoGLSD	Ministry of Gender, Labour and Social Development
MoPS	Ministry of Public Service
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NDPIV	Fourth National Development Plan
NDPs	National Development Plans
NTC	National Teacher Council
NTP	National Teachers' Policy
ODAI	Other Degree Awarding Tertiary Institution
PTCs	Primary Teacher Colleges
SDGs	Sustainable Development Goals
TETD	Teacher Education Training Development
TTIs	Teacher Training Institutions
UMI	Uganda Management Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITE	Uganda National Institute for Teacher Education
UOTIA	Universities and Other Tertiary Institutions Act
TISSA	Initiative for Sub-Saharan Africa

EXECUTIVE SUMMARY

The Uganda National Institute for Teacher Education Strategic Plan FY 2025/26-2029/30 has been developed through a consultative and iterative process. All interventions and actions have been developed towards the attainment of its **Vision** “To be a Global Centre of Excellence in Innovative Teacher Education for Social Transformation” and the **mission** is to provide quality inclusive Teacher Education, Training and Research for social and community transformation.

The Institute will operate based on Six (6) core values to guide the actions of its fraternity. These include Professionalism, Equity and Inclusivity, Innovativeness, Accountability, Life-long Learning, and Autonomy.

The Goal of the plan is to produce professionally competent and innovative teachers responsive to the educational needs of the community with an expected outcome is a competent and productive teaching force.

For the period 2025/6-2029/30, UNITE will aim to attain its aspirations and set goals through four (4) objectives:

- i) To Provide relevant, quality and niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education; The expected outcome is increased enrolment in STEM/STEL. Under this objective UNITE will focus on development and implementation of programmes that are competence based, and ensure effective teaching and learning through competent academic staff and provision of learning materials; ensuring practical teaching and training; and provide infrastructure to support teaching and training.
- ii) To enhance professional growth through structured continuous professional development (CPD) and career development pathways; The expected outcome is improved professionalism of teachers and professionals in education. UNITE will focus on providing continuous professional development to teachers and other specialised education professionals. The institute will ensure competency-based CPD modules, and expansion of access to CPD through e-learning.
- iii) To strengthen research, innovation and community engagement to advance evidence-based teacher education with the expected outcomes of Research innovations commercialized. UNITE will put in place policy and guiding frameworks, improve staff capacity to conduct research, facilitate and reward conduct of research; and
- iv) To strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development. The expected outcome of the objective is improved policy, legal, institutional, and coordination for HCD. Under this objective, UNITE will ensure existence of policy and regulation framework to guide its operations, proper management of human resource,

digitalisation of the institution and enhance compliance to financial and higher education standards or requirements.

Accordingly, a total of UGX. 343.946bn is estimated as the financial requirement to implement the PIAP/Vote actions and Vote activities under the Strategic Plan from FY 2025/26 to 2029/30. However, the projected revenue from Government subvention, and Non-Tax Revenue (NTR) is estimated at UGX. 246.89bn, leaving an overall funding gap of UGX. 97.06bn over the plan period.

As part of the implementation modality, in light of the fact that the Strategic Plan financing has a funding gap, interventions were prioritised with special focus being put on efficient utilisation of the available resources and resource mobilisation activities. A resource mobilisation strategy is proposed to that effect under chapter four.

The Plan will be evaluated through mid-term and end-term review. The Mid-term Strategic Plan Review (MTR) will be undertaken in two and half years into the plan implementation. The review will be a participation of all stakeholders to assess the progress of the plan that is how well the plan is being implemented, whether the plan is still on track to achieve the set goal, identify any issues impeding its progress and capture any corrective measures. The end-term review is proposed at the end of the strategic plan period. The review will be conducted to assess progress made in implementing this strategic Plan and provide lessons learnt and actionable recommendations for the development of the subsequent strategic plan.

SECTION 1: INTRODUCTION

1.0 Background

1. The Uganda Comprehensive National Development Planning Framework (CNDPF) 2007 was developed to guide the country's development planning. Under the CNDPF, 2007, the Government of Uganda (GoU) developed the Vision 2040 in 2010 which is implemented through six (6) National Development Plans of five years each. The Government has so far implemented 3 National Development Plans (NDPs).
2. The Uganda National Institute for Teacher Education (UNITE) Strategic Plan 2025/26-2029/30 has been developed in line with the CNDPF and it will particularly contribute to the implementation of the National Development Plan IV and other global agenda that Uganda subscribes to, such as the Global Agenda 2030 for the Sustainable Development Goals (SDGs).
3. This Plan has been prepared to provide strategic direction to the UNITE staff and stakeholders to achieve the Institute's Vision, Mission and strategic objectives, while delivering its Mandate and to ensure alignment of the UNITE's actions to the National Strategic Direction.

1.1 Legal framework of the Uganda National Institute for Teacher Education

4. The Uganda National Institute for Teacher Education (UNITE) was created on 5th July 2024 by Statutory Instrument No. 53 of 2024 under the existing Universities and Other Tertiary Institutions Act (UOTIA), Cap. 262, as Other Degree Awarding Institution (ODAI).
5. The functions of the Institute include to:
 - i. Provide niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education;
 - ii. Provide teacher education programmes for trainee teachers;
 - iii. Provide education, training and development programmes for career development pathways;
 - iv. Monitor, evaluate and periodically review teacher education programmes and courses of study offered by the Institute;
 - v. Carry out or facilitate research, innovation and community engagement related teacher education training and development;
 - vi. Publish and disseminate research findings and innovations as the Institute may determine;

- vii. Develop and conduct continuous professional development programmes in collaboration with the body responsible for regulating the teaching profession;
 - viii. Offer support to persons in need of pedagogical skills in institutions of higher education in Uganda;
 - ix. Organise conferences, seminars, workshops and teacher study groups in the different fields of study for teachers or any other persons; and
 - x. Perform such other functions necessary for performance of its functions.
6. The mandate of UNITE is to coordinate and provide all levels of Teacher Education in the country, ranging from initial teacher training to post graduate level training. In addition, it is to provide in-service teacher training and Continuous Professional Development (CPD) programmes.
7. Cognizant of the aforementioned mandate, the Minister of Education and Sports and First Lady Hon. Janet Kataha Museveni appointed a six-member Taskforce in 2020, and later an Interim Management composed of six (6) in 2023. The Interim Management was mandated to coordinate and implement the establishment of the UNITE which is a Multi-Campus Institution with its headquarters at the former Shimoni Core PTC. Members were drawn from different Institutions including:

Table 1: Membership of the Interim Management Members of UNITE

Sn	Member	Responsibility	Institution
1.	Assoc. Professor Betty Akullu Ezati	Vice Chancellor, Designate	Makerere University
2.	Assoc. Professor Joyce Ayikoru Asiimwe	Deputy Vice Chancellor, Finance & Administration, Designate	Kyambogo University
3.	Prof. Proscovia Namubiru Ssentamu	Deputy Vice Chancellor, Academic Affairs, Designate	Uganda Management Institute
4.	Dr. Levi Kabagambe	Institute Secretary, Designate	Makerere University Business School
5.	Dr. Issa Sebowa	Institute Bursar, Designate	Nakaseke Core PTC
6.	Ms. Caroline Kavuma	Institute Academic Registrar, Designate	Kyambogo University

1.2 Governance and Organisational Structure

8. The governance of UNITE consists of three bodies at three different levels of decision making as described below:
9. **The Council:** This is the highest decision-making body responsible for the overall administration of the Institute and ensuring the due implementation of the objects and

functions of the Institute. The Council is responsible for the direction of the administrative, financial and academic affairs of the Institute; formulation of the general policy of the Institute; giving general guidelines to the administration and academic staff of the Institute on matters relating to the operations of the Institute; and doing any other thing and taking all necessary decisions conducive to the fulfilment of the objects and functions of the Institute. The Council exercises its mandate through formulation of the policies of the Institute, allocation of resources and supervision of the institution structures and systems. The Council is committed to principles of good corporate governance in compliance with the recommended best practices, relevant rules, regulations, and guidelines. In addition, the institute aims to attain the highest standards and best practices in the adoption and implementation of sound principles of corporate governance.

10. **The Senate of UNITE:** The Senate is responsible for the organisation, control and direction of the academic matters of the Institute and as such the Senate is in charge of the teaching, research and the general standards of education and research and their assessment in the Institute.
11. **The Top Management of UNITE:** This is responsible for operationalizing the policy guidelines from the Council and Senate. Top Management is the custodian of any approved policies and the monitoring of their implementation. It is responsible for the day to day running of the institution.
12. The Institute organogram is attached in the annex 1.

1.3 The National, Global and Regional Planning Context

13. The formation and operation of this plan was guided by both the global and national Planning frameworks given the fundamental role of Higher Education Institutions (HEIs) in Human Capital Development. Throughout the National development agenda, education is recognized as a fundamental and sustainable intervention to build the country's capacity and obtain a globally competitive human resource. It is expected to impact skills relevant to the Country's development paradigm. HEIs are, therefore, expected to provide/develop practical, and innovative answers to socioeconomic development challenges and directly or indirectly contribute to increased productivity through boosting individual, society, industry, and national capacity. UNITE at its fore should focus on alignment with NDPIV and address of the paradigm shifts in teacher education at the global and national levels through its core functional areas of teaching, research, community outreach and Continuous Professional Development.

1.3.1 National Planning Context

14. The development of this Plan has been guided by Uganda's development agenda anchored in the Uganda Vision 2040, the NDPIV's Human Capital Development Programme, and the Presidential Manifesto. Uganda has developed the Fourth National Development Plan (NDPIV) of the six National Plans towards the achievement of Uganda's Vision 2040 of transforming the country from a peasant to a modern and prosperous country. The NDPIV has been developed to respond to unique circumstances and exploit available opportunities

to fast-track the realization of the desired socioeconomic transformation aspirations toward the achievement of the middle-income economy with the overall target of achieving ten-fold growth. The Objectives of the NDPIV include;

- i) Sustainably increase production, productivity and value addition in agriculture, minerals, oil & gas, tourism, ICT and financial services;
- ii) Enhance human capital development along the entire life cycle;
- iii) Strengthen private sector capacity to drive growth and create jobs;
- iv) Build and maintain strategic sustainable infrastructure in transport, housing, energy, water, industry and ICT, and
- v) Strengthen good governance, security, and the role of the state in development.

15. Specifically, this Plan aligns to objective 2 of the NDPIV of enhancing human capital development along the entire cycle and largely to the Human Capital Development Programme (HCDP) of the NDPIV. The goal of HCDP is to achieve a knowledgeable, skilled and ethical labour force. This plan, therefore, contributes to the attainment of objective 2 and objective 9 of the Human Capital Development Programme. In addition, this plan contributes to other NDPIV programmes such as: the Agro-industrialisation Programme, Tourism Development, Natural Resources, Digitalisation Programme, and Innovation Science and Technology Programme. The development of the productive, skilled, and ethical labour force is critical as a factor of production to contribute to the attainment of the Ten-Fold growth strategy.

16. In addition, this plan is aligned to the NDPIV Human Resource Development Plan to ensure development of skills that contribute to national development. Faced with demography pressures, Uganda will need to close the employment gap and address constraints to inclusive growth if it is to remain on course for the realization of Vision 2040. The High Education Institutions (HEIs) are key in delivering the Government's Strategy to grow Uganda's economy ten-fold under its ten-fold growth programme; contribution to the implementation of the 2nd Human Resource Plan and the five 5 objectives of the NDP IV.

1.3.2 Global and Regional Context

17. This plan also contributes to the attainment of the global and regional development goals. The international frameworks emphasize the importance of higher education in the global space. This plan contributes to the attainment of the Sustainable Development Goal (SDG) 4 Targets. For instance, 4.1 and 4.2 on achieving learning outcomes at primary, secondary and pre-primary, 4.3 focuses on "promoting quality tertiary education for all including universities, Target 4.4 is centred around substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Target 4.5 is set on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations while 4.7 is focused on ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, through education for sustainable development and sustainable lifestyles, human rights, gender equality,

promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development”.

18. The SDG4 recognises that Teachers are the key to achieving all of the SDG4 targets. The training of teachers therefore, requires urgent attention, because the equity gap in education is exacerbated by the shortage of and uneven distribution of trained and professional teachers, especially in disadvantaged areas. UNITE specifically contributes to target 4c which focuses on, substantially increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
19. Furthermore, this plan contributes to the attainment of the regional development goals under the African Union Agenda 2063 with a focus on promoting prosperous Africa, based on Inclusive growth and sustainable development; the East African Community (EAC) Vision 2050 which advocates for a holistic approach to achieving sustainable development, while the Science, Technology and Innovation Strategy for Africa (STISA) 2024 and 2034 focuses on Innovation and entrepreneurship; enabling environment; infrastructure development; and technical competences. The international agenda, point out the increasing demand for higher education due to the youth bulge and the need for countries and higher education institutions to embrace the challenges and opportunities of globalisation in order to remain competitive and relevant.
20. UNESCO's Teachers and Teacher Education for 2030 and beyond, highlights the centrality of teachers in achieving Sustainable Development Goal 4 (SDG 4), which seeks inclusive, equitable, and quality education for all. Globally, 44 million more primary and secondary teachers are needed to achieve universal education by 2030 (UNESCO and TTF, 2024). In addition, teachers need robust education and training, induction and mentoring, and ongoing professional development. The framework emphasises that strong teacher education systems covering initial teacher education, induction, continuous professional development (CPD), and professional standards are essential for transforming learning outcomes globally. In this regard, this plan aligns with UNESCO's Teachers and Teacher Education for 2030 and beyond by supporting quality training of teachers in Uganda through greater emphasis on collaboration, strengthening connections, improving conditions for teacher training, implementing commitments and strengthening coordination.

1.4 Purpose of the Plan

21. The purpose of the Plan is to provide a guiding framework for resource allocation towards achieving the UNITE vision and set goals for the five years (2025/26-2029/30). This strategic plan provides a clear direction for UNITE's growth and development over the next five years. It sets out strategic priorities, objectives, and actions designed to achieve the institute's mandate, improve operational efficiency, and foster innovation in teacher education to support Uganda's national development agenda through effective teacher education and development.

1.5 The Strategic Plan Formulation Process

22. The development process of this strategic plan was a comprehensive, participatory, and iterative, designed to ensure alignment with the Institute's mandate, stakeholder needs, and the broader national development goals. The process involved consultations with UNITE Top Management and Staff, MoES Teacher Education Training and Development Department and Development Partners in the various stages of analysing the internal and external environment in which UNITE operates, developing the objectives, interventions and actions for the five years and the cost for funding the agreed upon interventions.

1.6 The Structure of the Strategic Plan

23. This Strategic Plan is structured into ten (10) sections, which include the following:

- i. **Section One: Introduction.** This section details the institute background, Legal framework of Uganda National Institute for Teacher Education (UNITE); Governance and organisational structure; the national, legal policy and planning context; purpose of the Plan; the Strategic Plan formulation process and the structure of the strategic plan.
- ii. **Section Two: Situation Analysis.** The section analyses the internal and external environment in which the institute operates. It details the current level of performance of various performance parameters under the UNITE. It also provided a summary of the end-term review report of the previous Uganda National Institute for Teacher Education (UNITE) FY 2022/23- FY 2024/25 Strategic Plan and the situation analysis report, including the issues that need to be addressed in the next strategic plan period (FY 2025/26 – 2029/30).
- iii. **Section Three: Strategic Direction.** This section provides the UNITE's Vision, Mission, Motto, Core Values and the Strategic Direction of the Institute in the Next Five years in terms of strategic objectives, strategies to be adopted, interventions and actions to be undertaken.
- iv. **Section Four: Costing and Financing.** It details the financing and costing of the plan and the assumptions therein. Each intervention under the strategic plan was costed, based on the underlying assumptions, to arrive at the required financing to achieve such an intervention.
- v. **Section Five: Institutional Arrangements for Implementing the Plan.** This section provides for the institutional mechanism through which the plan will be implemented, including Partnerships and Collaborations; Financial Sustainability Arrangements and the staffing required for effective implementation of the Plan.
- vi. **Section Six: Communication and Feedback Strategy/ Arrangements.** This section details the forms and strategies to be used to increase awareness of UNITE strategic plan for both internal and external stakeholders.

- vii. **Section Seven: Strategic Plan Potential Risks.** It provides the likely risks to affect the implementation and execution of this plan, their likelihood to occur and mitigation factors.
- viii. **Section Eight: Monitoring of the Plan.** This is guided by a Logical Framework. This is detailed to show the phasing of interventions and the expected targets. This will be used to assess the level of implementation of the UNITE plan. It also details the procedures for monitoring the plan.
- ix. **Section Nine: Project Profiles.** This includes the approved projects under the Public Investment Plan that are to be implemented within this strategic Plan period.
- x. **Section Ten: Annexes.** This includes the Institute Organogram, Monitoring and Evaluation (M&E) Results Framework, enrolment projections, and revenue and cost projections/estimation.

SECTION 2: SITUATION ANALYSIS OF UGANDA NATIONAL INSTITUTE FOR TEACHER EDUCATION

24. This section provides the situation analysis presenting the performance of the previous plan, the institutional capacity of UNITE, the key achievements and challenges over the previous plan period. The Strength, Weaknesses, Opportunities and Threats (SWOT) and stakeholder analysis and provides the summary of emerging issues and implications. This section provides the basis for the strategic direction of the Institute for the next planning period.

2.0 Performance of the Previous Plan and Institute's Situation Analysis

25. The Institute has conducted an end-term review of the strategic plan FY2022/23 - FY 2024/25 to establish the performance of UNITE in attaining the planned targets. The Strategic Plan was developed to facilitate the Institute's operations during the implementation of the specific tasks that were particularly assigned to the Taskforce.

2.0.1 Overall Performance by Result

26. The assessment of the overall performance has been undertaken across three levels of the results framework that is, the Goal, Intermediate Outcomes (IOs), and Outputs. Table 1 therefore shows the number of indicators that were achieved, partially achieved, not achieved, or had no data. It also gives a total score for each level, as well as an overall institutional performance rating. The overall goal could not be assessed due to lack of data because UNITE is still in its infancy and goal-level results (such as sector-wide teacher quality improvements) require more time to manifest. Out of the 116 indicators assessed, only 16 indicators (14%) were achieved, and just one indicator (1%) was partially achieved. In contrast, 87 indicators (75%) were not achieved, while 12 indicators (10%) had no data reported. This distribution reflects an institution that is still establishing its structures, systems, staffing, and operational processes, meaning that many planned outputs and outcomes could not be fully implemented within the review period.
27. The performance of the Intermediate Outcomes (IOs) shows that UNITE did not achieve any of the medium-term results planned for the review period. All six IO indicators were rated "Not Achieved", with no indicators marked as achieved, partially achieved, or with available data. This reflects the early developmental stage of the institution, where key systems, programmes, staffing, and operational frameworks required to drive medium-term change had not yet been fully established or rolled out. Because many foundational activities were still in progress or had not been initiated, UNITE was unable to generate the sustained improvements necessary to register progress at the outcome level.
28. The output-level performance shows that while UNITE made some progress in a few areas, the majority of planned outputs were not achieved during the review period. Out of 109 output indicators, only 16 (15%) were achieved, and 1 indicator (1%) was partially achieved, indicating limited implementation of activities such as curriculum development, initial training processes, or foundational institutional setups. However, 81 indicators (74%) were rated as "Not Achieved," reflecting substantial gaps in delivering core functions including CPD rollout, standardisation of teacher training curricula, research

outputs, internship and practicum systems, quality assurance tools, and institutional development plans. In addition, 11 indicators (10%) had no data, signalling weaknesses in data collection, reporting, and monitoring systems across the institution. This performance pattern suggests that while UNITE registered a few early milestones, it is still in the initial stages of operationalisation, with most activities not implemented due to limited staffing, insufficient systems, inadequate resources, or delays in establishing critical structures. Overall, the output results demonstrate that UNITE's foundational work is underway, but significant strengthening is needed to achieve meaningful delivery in the next planning period.

Table 2: Summary of Overall Performance by Result FY 2022/23- FY 2024/25

		Achieved		Partially Achieved		Not Achieved		No Data		Total
S/N	Key Results Areas	Indicators	%	Indicators	%	Indicators	%	Indicators	%	Total Indicators
1	Goal	0	0%	0%	0%	0	0%	1	100%	1
2	Intermediate Outcomes (IO)	0	0%	0	0%	6	100%	0	0%	6
3	Outputs	16	15%	1	1%	81	74%	11	10%	109
	Overall Performance	16	14%	1	1%	87	75%	12	10%	116

Source: End-Term review of Uganda National Institute for Teacher Education (UNITE) FY 2022/23- FY 2024/25

2.0.2 Performance at Objective Level

29. The progress under the following objectives has largely been on the development start-up academic programmes, institutional policy formulation, infrastructure upgrade, specifically for UNITE Main Campus, Shimoni and definition of UNITE Structure.

2.0.3 An analysis of performance in light of the targets, results and standards set in the previous Strategic Plan

i. SO1: To Strengthen Excellence in Teaching and Training

30. The interventions under this objective included: ensure that curricula and pedagogical approaches meet the current and future needs of the society; coordinate and implement Continuous Professional Development (CPD) programmes; Promote Technology-infused Teaching & Learning; provide quality library services; recruit and develop high-skilled staff; support student's welfare and their capacity to take part in broader UNITE life and other community activities.

31. Concerning the development of new academic programmes that are locally relevant and internationally recognized, the institute achieved target with 19 accredited programmes developed by end of FY2024/25 against the target of 13 programmes. Of the 19 programmes, 4 are diploma programmes, 14 bachelor programmes and 1 postgraduate

programmes. The developed and accredited programmes are presented in Table 2. Furthermore, all these programmes are offered through blended learning.

Table 3: UNITE Accredited Programmes

S/N	Programmes
1	Diploma in Education (Pre-primary)
2	Diploma in Primary Education – Science
3	Diploma in Primary Education – Arts
4	Diploma in Education - Early Childhood
5	Bachelor of Education - Primary – Arts
6	Bachelor of Education - Secondary - Biology Physical Education
7	Bachelor of Education - Secondary - Biology Chemistry
8	Bachelor of Education - Secondary - Physics Mathematics
9	Bachelor of Education - Secondary (Food and Nutrition)
10	Bachelor of Education, Secondary (English/Literature)
11	Bachelor of Education, Secondary (Performing Arts)
12	Bachelor of Education, Secondary (Math/PE)
13	Bachelor of Education, Secondary (ICT)
14	Bachelor of Education (Pre-Primary)
15	Bachelor of Education, Secondary (Technology and Design)
16	Bachelor of Education, Secondary (Technological Studies)
17	Bachelor of Education, Secondary (Kiswahili)
18	Bachelor of Education - Early Childhood
19	Postgraduate Diploma in Teacher Education (secondary)

Source: Institute Academic Registrar's Office

32. The promotion of engaging pedagogical and andragogical methodologies (team-based, experiential learning, problem-based learning, competence-based, less hierarchical, study groups, action research and peer education and learning) was achieved as planned given that teaching of the programmes commenced for the FY2024/25. Nevertheless, two (2) training sessions for staff on mind-set change, pedagogy and andragogy in line with emerging training needs were undertaken.
33. Concerning student enrolment, the Institute achieved the target with 647 students admitted in AY 2024/25 compared to the target of 825 (78%) students. In terms of gender, there are 319 females and 328 males admitted for cohorts 1, and therefore nearing gender parity and inclusivity. Unyama and Muni have higher enrolments compared to the other campuses.

Table 4: Enrolment by UNITE Campuses AY 2024/25

UNITE Campuses	Cohort One		
	Female	Male	Sub Total
Kabale	36	22	58
Kaliro	22	32	54
Mubende	12	15	27
Muni	157	141	298
Unyama	92	118	210
Total	319	328	647

34. The other achievements under this objective included: development of the curriculum framework, a critical step in establishing a coherent, standards-based foundation for training pre-service and in-service teachers. : promotion of vocational education and skilling with participation in vocational and skilling seminars and workshops; the engagement of industry in program development; development of the Internship and industrial attachment guidelines; provision of regular focused feedback to students on their progress and attainment and development of the Quality Assurance policy.
35. On the other hand, the following were not achieved under this objective: implementation of the Internship and industrial attachment guidelines to create more work experience, placement, and internship opportunities for students locally, nationally, and internationally; and lastly the graduate tracer studies although planned were not conducted since the Institute has just started and had not yet released graduates to the labour market. Non achievement of the objective was compounded by lack of transport equipment, and demonstration primary and secondary schools to support practical and hands on training.
36. For the intervention on coordinating and implementing Continuous Professional Development (CPD) programmes, collaboration with National Teacher Council (NTC) in the implementation of CPDs, and acquiring an ISO certification for some of CPDs programs and facilities has not been achieved.
37. On strengthening ICT Infrastructure of UNITE and its Campuses, the Institute conducted and produced the UNITE ICT Needs Assessment Report documented findings from the evaluation of the ICT infrastructure, systems, and human resource capacity across six UNITE campuses — Kabale, Kaliro, Mubende, Muni, Unyama and Main (Shimoni). The ICT assessments conducted across the six UNITE Campuses highlight notable progress in laying digital foundations; however, substantial gaps persist in connectivity, bandwidth, staffing, infrastructure, and system integration, expired ICT staff contracts; weak power backup and UPS failures; obsolete computers; expired antivirus licenses; and incomplete Wi-Fi coverage.

Table 5: ICT Capacity at UNITE

Sn	Parameter	Data Collected	Remarks
1.	Number of ICT Laboratories	11	6 Labs 1 ODEL 3 Resource Centre Operational but congested; expansion and modernization needed
2.	Total Number of Computers		• 142 in the ICT labs • 37 in Administration • 24 in Library • 18 new unused • Insufficient for current population.
3.	Functional Computers	216	All these are operational but outdated

Sn	Parameter	Data Collected	Remarks
4.	Non-Functional Computers	178	Outdated models and faulty, require disposal/replacement.
5.	Average Student-to-Computer Ratio	3:1 (kabale) 1:2 (Mubende) 1:10 (Muni) 1:16 (Unyama)	Considering current enrolment
6.	ICT Lab Seating Capacity	• Lab 1-100 • Lab 2-60	• Operational • Not in use
7.	ICT-Qualified Technical Staff	2 (two)	Local contract expired
8.	ICT Training for Staff	Yes (kabale, Unyama) None (Muni, Shimoni)	ICDL, CPD Digital skills training required.
9.	ICT Training for Students	Yes	Integrated into ICT modules
10.	Internet	45 Mbps	RENU fibre, UTL Fibres, NITA-U Fibre (disconnected for 2 years)
11.	Wi-Fi Coverage	~50%	50% of campus
12.	Tablets	491 (functional)	All functional except 1 locked
13.	Laptops	80	57 working, 19 faulty, 4 missing
14.	Power Backup	• 1/4 air conditioners working in server room • 8TB NAS server available	Several UPS and inverters weak/non-functional

Source: Comprehensive ICT Infrastructure and Digital Readiness Assessment Report

Table 6: ICT Assessment by Campus

S/N	UNITE CAMPUS	ICT Status
1.	Mubende Campus	• There are 2 ICT laboratories. One of which is adequately equipped, while the second one requires an additional 80 computers to cater to the student demands for digital learning and research. • Currently, only 80% of the campus has access to internet services, leaving key academic and administrative areas underserved

S/N	UNITE CAMPUS	ICT Status
		Internet services are available through Airtel Wireless with a speed of between 10 -20 mbps and NITA-U with a speed of between 50-120 mbps
2.	Kaliro Campus	The campus currently relies on UTL as its service provider, with 17 wireless access points installed. The internet speed is 10 Mbps, which is insufficient for the growing digital needs of students and faculty.
3.	Unyama Campus	- A single ICT laboratory exists but is equipped with obsolete computers, rendering them unusable for current curriculum needs - The institution lacks internet connectivity, forcing staff and students to rely on personal cellular data for research and work.
4.	Muni Campus	- The college is connected to the internet through RENU, with quarterly-paid services providing a connectivity speed of 10 Mbps. Also, receives internet of 2 Mbps from NITA-U. However, this speed is insufficient during peak usage times due to high student demand. - The college has one ICT laboratory, which lacks proper furnishings and modern equipment.
5.	Kabale Campus	The campus is connected to the internet via RENU, providing a speed of 10 Mbps. Two ICT labs are available, accommodating 100 students (50 per room). However, one lab lacks complete LAN connectivity, as Ethernet cables remain uninstalled.
6.	UNITE Main Campus	The campus has minimal ICT infrastructure, mainly for administrative operations, provision for academic ICT needs to be done. The campus has no data centre nor an ICT Lab. Lack of cyber security and ICT backup systems.

The Institute also developed a draft Library Policy. Each of the five Campuses has a library. However, they need to be stocked with more relevant physical books and digital materials, as well as ICT equipment to support all UNITE academic programmes. In addition, the libraries also need renovation.

38. There is limited progress to support students' welfare and their capacity to take part in broader UNITE life and other community activities. The notable progress includes the development of the Gender Policy and the Anti-sexual Harassment Policy

ii. SO2: To Enhance Educational Research, Innovation, Partnerships and Engagement

39. This objective included the following interventions: streamline UNITE research and community engagement function; and promote Collaborations and Partnerships. The notable outputs under this objective included: conducting of research projects; training of staff in proposal writing; establishment of research mentorship programme, among others. However, there has been no progress on active involvement in research and community engagement and outreach by UNITE. On partnerships, UNITE has established partnerships with key stakeholders including UNESCO, Belgium Development Agency ENABEL, University of Bergen, CoL, VVOB, among others.

iii. SO3: Develop and maintain the infrastructure at UNITE headquarters and its Campuses

40. Under this objective, UNITE was to deliver quality facilities and services and also manage them effectively and responsively for the benefit of staff, students and community. The interventions included: refurbish and equip the existing infrastructure and develop and equip appropriate infrastructure for the institute.

41. UNITE operates as a multi-campus institution with its main campus at Shimoni and additional campuses at Kabale, Kaliro, Mubende, Muni, and Unyama. To ensure the successful transformation of these campuses, a comprehensive assessment was conducted to determine their readiness and suitability to admit and sustain learners. The comprehensive assessment of the five UNITE campuses shows that all the campuses are ready to admit learners, pending the gaps. The current status of infrastructure and facilities is presented below:

- a. **Mubende Campus:** The campus has essential learning spaces in place including, but significant infrastructure and resource gaps was limiting its ability to fully support quality teacher education. The campus had made progress in establishing foundational teaching and learning facilities, including 11 functional lecture rooms with a combined capacity of 770 students, though only six are equipped with whiteboards and ceilings, and several require renovation. While four science laboratories exist, they lack adequate equipment and materials needed for effective practical instruction. Furthermore, inadequate staff accommodation remains a major challenge, with incomplete housing units forcing some students to occupy unfinished structures lacking basic amenities. Office space is also severely constrained, with key departments operating from makeshift setups using shelves as offices. The campus lacks dedicated workshops which negatively impacts vocational and technical training programs. In addition, there is lack of a fully fenced perimeter which makes the campus susceptible to unauthorized entry and security breaches. Collectively, these gaps underscore the urgent need for investment to improve infrastructure, learning resources, and staff facilities to support high-quality teacher training.

- b. **Kaliro Campus:** While the Campus has a strong foundation of instructional facilities, significant gaps in maintenance and staff housing limits its ability to fully support quality teaching and learning. The campus is relatively well-equipped with 18 functional lecture rooms with a total seating capacity of 1,415, though several require repairs of window panes and ceilings to ensure a conducive learning environment. It also hosts 6 science laboratories including 3 standard labs and 3 workshops alongside 2 ICT laboratories and 2 libraries, one of which is well furnished and provides a solid academic resource base. Despite this infrastructure, staff housing remains inadequate, with 28 units accommodating 31 staff members. This results in congestion and reduced comfort. Additionally, the Campus operates with a single multipurpose hall that also serves as a lecture room, indicating pressure on space for large gatherings and instructional activities. There are 7 halls of residence, 6 of which are functional (4 for male students and 2 for female students). The Campus is partially fenced, leaving the farm side which covers one third (1/3) of the land exposed.
- c. **Unyama Campus:** The teaching infrastructure is significantly constrained, with only 17 lecture rooms that are already inadequate for current enrolment and frequently repurposed as storage areas or makeshift workshops, indicating urgent renovation needs. Many rooms show clear signs of roof leakages, and the limited number of dedicated learning spaces is insufficient to meet instructional demands. The absence of proper workshops for practical lessons in fine art and agriculture further limits hands-on learning, despite the presence of an Early Childhood Development (ECD) Center and college farm that offer only partial practical exposure. Additionally, most lecture halls are under-furnished, with inadequate seats to accommodate students during peak teaching periods. Four gender-segregated halls of residence exist but require repairs. Staff housing is insufficient, with only 19 units for all staff. The campus has three laboratories and one improvised agriculture lab. These are inadequately equipped and require upgrades to support effective learning.
- d. **Muni Campus:** The Campus faces major infrastructure, equipment, and staffing gaps that significantly hinder the delivery of practical and high-quality teacher training. The campus has 18 lecture rooms, but most require substantial furnishing and renovation due to visible cracks, damaged ceilings, and leaking roofs. The available lecture halls are also insufficient for the institution's student population and catchment area, and none of the teaching spaces are equipped with podiums, projectors, or whiteboards, limiting modern instructional delivery. The Campus has an Early Childhood Development Centre that offers limited hands-on training for Pre-primary Education. While four science laboratories are functional, they remain inadequately equipped and lack essential staffing, as no laboratory or workshop technicians are currently employed. In addition, the Campus lacks purpose-built workshops for practical lessons in fine art and agriculture. There are 7 halls of residences segregated according to gender for students.
- e. **Kabale Campus:** While the campus has essential learning facilities in place, significant upgrades and staffing improvements are required to fully support quality education and

future enrolment growth. The campus currently operates 13 usable lecture rooms that the administration considers adequate, though they require renovation for optimal utilisation, and an incomplete lecture block offers potential for expanding capacity. The single campus library is well equipped with modern amenities including a digital hub, training rooms, studio spaces, and access to multiple e-learning databases yet its effectiveness is limited by inadequate staffing and outdated book collections that do not fully align with the new curriculum. Additionally, the campus hosts three science laboratories for Chemistry, Biology, and Physics, but these require urgent maintenance due to roof leaks evidenced by stains on ceilings and walls. The campus has gender-segregated student halls of residence and staff residences, although most of the facilities for student residences need urgent renovation.

iv. SO4: To strengthen Institutional Capacity, leadership and Management

42. The Institute developed and approved the following policies; Admissions Policy and Job Descriptions and Person Specifications. The draft policies include: Human Resource Manual; Financial Management Policy; ODeL Policy; Assessment and Examination Policy; School Practice and Internship Policy; Quality Assurance Policy; Housing Policy; CPD Policy; Programme Development Policy; Teaching and Learning Policy; Library Policy; Pre-Entry Assessment Policy; Student Code of Conduct and Professional Ethics; and Senate Rules, Regulations and Guidelines. The policies under development include: Fees Policy, Gender Policy; Anti-sexual Harassment Policy; and Consultancy Policy. The pending policies include: Resource mobilisation and Investment Policy; Research and Innovation Policy; Grants Management Policy; Intellectual Property Management Policy; Partnership Policy; Credit accumulation and transfer policy; Community Engagement and Affiliation Policy, among others.
43. UNITE developed the Comprehensive and Integrated Uganda National Institute for Teacher Education (UNITE) Master Plan (2022/23-2039/) to provide a conceptual guide for development and growth of UNITE as a leading Global Center of Excellence in Teacher Education Training and Development. This Master Plan aims to achieve five strategic objectives which are linked to the five thematic areas;
 - i. TA1_SO1: Establish and operationalize agile, sound institutional structures and systems
 - ii. TA2_SO2: A sustainable, robust and well-resourced institution
 - iii. TA3_SO3: Enhance the quality and effectiveness of teacher education, vocationalisation and Continuous Professional Development for both pre-service and in-service teachers at all levels.
 - iv. TA4_SO4: Develop an eco-friendly inclusive, physical and digital infrastructure at UNITE campuses
 - v. TA5_SO5: Promote research, innovation, partnerships, outreach and community engagement.

2.0.4 An analysis of the institution's performance on the cross-cutting issues

44. Crosscutting issues including Gender and Equity requirements, inclusivity, environment sustainability, HIV/AIDS, and response to pandemics as part of both the national and global focus. Corporate entities are required to mainstream these issues for effective service delivery.

HIV and AIDS continue to affect teachers, learners, and communities, contributing to absenteeism, reduced productivity, psychosocial distress, and vulnerability. In this regard, it is important to provide knowledge and skills for prevention, care, and stigma reduction. Notwithstanding the existing progress, UNITE will continue to implement HIV awareness and prevention programs specifically with the integration of HIV & AIDS prevention in teacher training curricula.

45. Gender disparities persist in teacher recruitment, retention, leadership opportunities, and participation in STEM and pre-primary education. Teacher training must promote gender-responsive pedagogy and classroom management. The recruitment, training, CPD and internship systems must ensure equitable access for female and male staff, teacher/other trainees and protection of all trainees and staff from gender-based violence and harassment.
46. Climate change affects school infrastructure, safety, water availability, and community resilience. Therefore, critical to integrate climate change and environmental management in teacher education. UNITE will therefore undertake several interventions such as undertaking tree planting and promoting waste management for effective management of the environment.

2.1 Institutional Capacity

2.1.1 Analysis of Financial Resources

47. The analysis of financial resources in table 6 shows that UNITE's approved Government of Uganda (GoU) budget for FY 2023/24 and FY 2024/25 remained constant at UGX. 7bn each year, totalling UGX. 14bn. Within this allocation, the wage budget increased modestly from UGX. 1.35bn to UGX 1.68bn, reflecting gradual staffing expansion, while non-wage allocations slightly declined from UGX. 5.65bn to UGX. 5.32 bn. However, the actual allocations (outturns) show wage releases increased significantly to UGX. 2.68 bn in FY 2024/25, and non-wage releases rose to UGX. 7.82bn, indicating additional government support beyond approved budgets. Most notably, the Institute received UGX. 5bn in GoU development funding in FY 2024/25, raising the total GoU outturn to UGX. 22.00 billion.

Table 7: Budget Allocation by Year by Component (2023/24 to 2024/25) in UGX. Bn

Category	Budget category	FY		Total
		2023/24	2024/25	
Approved Budget	Wage	1.35	1.68	3.03
	Non-wage	5.65	5.32	10.97
	Arrears	-	-	-
	Total recurrent	-	-	-
	Development-GoU	-	-	-

	Total Gou Budget	7.00	7.00	14.00
	AIA projections	-	-	-
	Off budget	-	-	-
Allocations (outturn)	Wage	1.26	2.68	3.94
	Non-wage	5.24	7.82	13.06
	Arrears	-	-	-
	Total recurrent	-	-	-
	Development-GoU	-	5.00	5.00
	Total GoU Budget	6.50	15.50	22.00
	AIA	-	-	-
	Off budget	-	-	-

Source: Approved estimates for respective FYs and Finance Department

48. UNITE's budget analysis reveals a strong alignment between releases and spending, but the institution continues to operate with a small fraction of the resources envisioned in its Strategic Plan. The budget summary shows that while UNITE's Strategic Plan budgets for FY 2023/24 and FY 2024/25 amounted to UGX. 43.42bn and UGX. 52.92bn respectively, the actual government releases were significantly lower – UGX. 6.50bn in FY2023/24 and UGX. 15.50bn in FY2024/25. This means only 15% of the strategic plan budget was funded in FY2023/24, increasing to 29% in FY2024/25, with an overall release level of 23% across the two years. Despite the limited funding, the institution spent 100% of all released funds, demonstrating strong absorption capacity and effective utilisation of the resources provided.

Table 8: Budget Performance of the Planned Vs Released and Spent (UGX. Bn)

Category	2023/24	2024/25	Total
UNITE Strategic Plan Budget	43.418	52.916	96.334
Approved Budget	7.00	7.00	14
Released	6.50	15.50	22
Spent	6.50	15.50	22.00
% of strategic Plan Budget released	15%	29%	23%
Releases Spent	100%	100%	100%

Source: Strategic Plan 2022/23-2024/25 estimates and Finance Department reports for respective FYs

2.2.2 Analysis of Human Resources Development and Management

49. UNITE's staffing levels remain critically low across academic, administrative, and support functions, with significant vacancies undermining the institution's capacity to effectively deliver its mandate. UNITE's total staffing stands at 92 filled positions out of 1,108, but the distribution is highly uneven, with key academic and technical roles critically understaffed. The staffing analysis reveals that UNITE is operating far below its approved establishment, particularly in academic positions where only 7.7% of posts are filled. Senior academic ranks that include Professors, Associate Professors, and Senior Lecturers have no staff in post, reflecting a shortage of high-level expertise required for curriculum delivery, research supervision, and academic leadership. Lower academic ranks show marginally better staffing, with Lecturers at 6.67%, Assistant Lecturers at 13.85%, and

Teaching Assistants at 17.14%, but these levels remain insufficient to support the teaching load and programme expansion across campuses.

50. Administrative staffing shows mixed performance, with some leadership positions such as the Vice Chancellor, Deputy Vice Chancellors, Institute Secretary, Institute Academic Registrar and Institute Bursar fully staffed at 100%. However, key academic support roles, such as Librarian (0% in post), Academic Registry staff (35.29%), and Principal Officers (5.88%), remain grossly understaffed. Overall, only 33 out of 320 administrative positions are filled, indicating unmet needs in institutional management, academic coordination, and service delivery. The limited number of filled positions also reveals gender imbalances in several positions, highlighting the need for more inclusive recruitment strategies.

51. Support staffing levels are similarly inadequate, with only 16 out of 227 positions filled. Critical operational roles such as Data Clerks, Drivers, Laboratory Staff, and Other Support Staff show 0% staffing in several categories, severely limiting campus operations, laboratory functionality, and administrative efficiency. Office Attendants (37.5%) and Security Guards (16%) offer some coverage, but not enough to meet institutional needs.

Table 9: Staffing by Positions and Gender

Position	Establishment	Main Campus	UNITE Campuses Combined	Filled	Vacant	% Staff in post	Filled by Gender	
							Male	Female
Professor	14	0	0	0	14	0.00%	0	0
Associate Professor	55	20	35	0	55	0.00%	0	0
Senior Lecturer	112	37	75	0	112	0.00%	0	0
Lecturers	150	30	120	10	140	6.67%	6	4
Assistant Lecturers	195	0	195	27	168	13.85%	24	3
Teaching Assistant	35	0	35	6	29	17.14%	6	0
Total Academic Staff	561	87	460	43	518	7.66%	36	7
Position	Establishment	Main Campus	UNITE Campuses Combined	Filled	Vacant	% Staff in post	Filled by Gender	
							Male	Female
Vice Chancellor	1	1	0	1	0	100.00%	0	1
Deputy Vice Chancellors	2	2	0	2	0	100.00%	0	2
Institute Secretary	1	1	0	1	0	100.00%	1	0
Institute Bursar	1	1	0	1	0	100.00%	1	0
Institute Librarian	1	1	0	0	1	0.00%	0	0
Institute Academic Registrar	1	1	0	1	0	100.00%	0	1
Academic Registrars	17	7	10	6	11	35.29%	5	1
Dean of Students	1	1	0	0	1	0.00%	0	0
Chiefs	1	1	0	0	1	0.00%	0	0
Principal Officers	17	17	0	1	16	5.88%	1	0
Senior Officers	60	35	25	9	41	15.00%	7	2
Officers	140	110	30	7	123	5.00%	3	4
Assistant Officers	77	37	40	4	56	5.19%	1	3

Total Administrative Staff	320	215	105	33	250	10.31%	19	14
Position	Establishment	Main Campus	UNITE Campuses Combined	Filled	Vacant	% Staff in post	Filled by Gender	
Data Clerks	10	5	5	0	0	0.00%	0	0
Office Attendants	32	12	20	12	20	37.50%	2	10
Drivers	32	12	20	0	32	0.00%	0	0
Laboratory staff	30	5	25	0	32	0.00%	0	0
Security Guards	25	5	20	4	21	16.00%	4	0
Other Support staff	98	38	60	0	0	0.00%	0	0
Total support staff	227	77	150	16	105	7.05%	6	10
Grand Total	1,108	333	745	92	911	8.30%	61	31

Source: Approved staff establishment and Staff list

52. Further analysis of UNITE academic staffing indicates that only 2 staff have PhDs, 35 have masters' qualifications and 6 staff at Bachelors qualification level as shown in table 9 below. This indicates the need for staff training to increase the institute's PhD stock.

Table 10: Competences of Academic staff by highest level of education and gender

Level of Education	Female	Male	Total
PhD	1	3	4
Masters	6	27	33
Bachelors	0	6	6
Total	7	36	43

2.2.4 Functionality of Monitoring and Evaluation function

53. UNITE's Monitoring and Evaluation function is still at a foundational stage, with limited structures, tools, and staffing capacity to effectively track performance, generate evidence, and guide institutional decision-making. The functionality of UNITE's Monitoring and Evaluation (M&E) system remains weak due to gaps in staffing, absence of fully developed reporting tools, and limited data management structures necessary for systematic tracking of programme performance. The institution does not yet have a fully staffed M&E unit with specialised personnel, a challenge reflected in the broader staffing constraints seen across academic and administrative functions. Although UNITE has begun establishing foundational systems, such as developing its Results Framework and strengthening performance monitoring processes, much more is required to operationalise a functional M&E system.

2.2 Key Achievements and Challenges from the previous Strategic Plan

54. In light of the above performance, the following have been identified as the key achievements and challenges.

2.2.1 Achievements

- a) Establishment of Foundational Systems and Policies: UNITE has so far developed key institutional policies and a curriculum framework, laying the groundwork for structured teacher education delivery.
- b) Development and accreditation of programmes by National Council for Higher Education: The institute achieved target with 19 programmes developed by end of FY2024/25 against the target of 13 programmes. Developed four Continuous Professional Development (CPD) modules, and consultation on development of more modules was ongoing.
- c) Growth in student enrolment with gender balance: The institution registered 647 students for cohort I Academic Year 2024/2025 who reported in May 2025.
- d) Availability of basic learning infrastructure: Several campuses have functional lecture rooms, science labs, ICT labs, and libraries, providing initial and essential spaces for teaching and learning.
- e) Improved institutional visibility and stakeholder engagement: UNITE increasingly positioned itself as a national leader in teacher education through collaboration with key education agencies and partners.
- f) Increased financing from Government and Assessment of gaps in ICT and infrastructure to inform planning and resource allocation.
- g) Support and partnerships from Development Partners including UNESCO, ENABEL, CoL, UNICEF, University of Bergen (Norway), Education for Development (VVOB) among others which increases international exposure and expansion of the institute activities.

2.2.2 Challenges

55. The key challenges faced by UNITE include:

- a) Severe staffing shortages: UNITE lacks adequate academic, technical, and support staff, especially at senior academic levels, limiting programme delivery and research.
- b) Weak Monitoring and Evaluation capacity: The institution faces difficulties generating performance data due to inadequate M&E systems, tools, and personnel.
- c) Significant infrastructure gaps at the Main Campus and renovations in the campuses, laboratories, libraries, ICT, staff offices and staff housing and students' accommodation facilities require upgrading, and essential equipment remains insufficient.
- d) Funding gaps relative to strategic needs: Only a fraction of the Strategic Plan budget is funded annually, restricting UNITE's ability to implement planned activities fully.

- e) Transport – lack of institutional vehicles to support placement and supervision of UNITE activities across campuses.
- f) Lack of demonstration schools for Primary and Secondary to support continuous school practice and work-based training.

2.3 Analysis of Strength, Weaknesses, Opportunities, and Threats (SWOT)

56. The analysis of the SWOT was undertaken to enable UNITE understand the internal and external environment in which it operates. The analysis presents an internal analysis of the strengths, weaknesses, opportunities and threats. The analysis enables to identify interventions and actions to sustain, maintain and enhance the strengths; to turn weaknesses into strengths; to tap into the opportunities so that they are turned into UNITE strengths, and to guard against the impact of threats so that they do not disrupt UNITE Strategic Plan implementation. Table 10 below indicates the SWOT analysis for UNITE.

Table 11: Analysis of Strength, Weaknesses, Threats and Opportunities to UNITE

STRENGTH (Internal Environment)	WEAKNESSES (Internal Environment)
1. Strong and Committed governance and leadership 2. Existence of key institutional policies and guidelines 3. Relevant, marketable and broad accredited academic programs 4. Existing physical infrastructure for teaching and learning 5. Availability of land for expansion and investment to support teaching and research 6. Partnership and Funding from Education Development Partners 7. Clear legal mandate and national recognition for professionalising teacher education and strengthening teacher quality 8. Capacity to standardise teacher education programmes 9. Positioned to become a centre of excellence in teacher education, research and innovation and Teacher professional Development for Uganda 10. Flexibility to offer Niche and specialised programmes where UNITE is positioned to develop and conduct unique teacher education programmes (STEM, special needs, ECCE, leadership, Quality Assurance, Governance)	1. Insufficient infrastructure for research, and technology advancements and adoption. 2. Insufficient equipment, materials and resources for teaching and learning 3. Insufficient funding to fund the initial operationalisation 4. Limited research capacity 5. Staffing gaps 6. Underutilisation of existing spaces and facilities

11. Availability of staff from former NTCs and PTCs to support programme implementation	
12. Strategic Regional location of UNITE Campuses	
OPPORTUNITIES (External Environment)	THREATS (External Environment)
1. Political Leadership and Government Support for capacity building and educational expansion 2. High national demand for quality teachers 3. Strong policy environment supporting teacher professionalisation specifically the National Teacher Policy (2019) and the CPD Framework mandate continuous teacher professional development 4. Strong interest from Education Development Partners (UNICEF, UNESCO, Enabel, among others) 5. Expansion to offer UNITE programmes in the PTCs as UNITE Campuses.	1. Slow pace of creating the National Teacher Council 2. Competition from private and public universities offering teacher education programmes 3. Limited autonomy, especially as a subvention. 4. Funding uncertainty due to changing government priorities or due to unstable economic conditions. 5. Rapid changes in higher education landscape such as digital space and emerging demanded skills sets 6. Increasing costs of education and training inputs against declining incomes of parents/guardians. 7. Inability of in-service students to meet the cost of UNITE academic programmes.

2.4 Stakeholder Analysis

57. The section presents an analysis of UNITE stakeholders in terms of the level of importance, level of influence on UNITE and corresponding strategies of engagement. The strategies not only aim at ensuring that UNITE takes advantage of the stakeholders with a lot of influence, but also attempt to enhance the influence of those at a lower level.

Table 12: UNITE Stakeholder analysis

Stakeholder	Influence on UNITE	Areas of concern	Remarks/ Strategies for engagement
Students	UNITE cannot exist without students Students are effective clients, advertisers, marketers and Ambassadors of UNITE	Student satisfaction	- Establish clear avenues of student engagement - Full involvement in growing UNITE - Every student is responsible
Staff	UNITE cannot exist without staff. The staff are key in implementing and	Satisfaction and effective and	Make every member count and accountable

Stakeholder	Influence on UNITE	Areas of concern	Remarks/ Strategies for engagement
	pursuing UNITE goal and vision through individual and collective activities	efficient performance	
MoES	• Policy guidance; • Technical support; • Provision of funds • Coordinating UNITE activities with other line Ministries such as Public Service; Finance etc.	Policy direction, regulatory oversight, and funding for higher education institutions.	• Spell out channels of regular communication • Regular consultation and feedback
NCHE	Regulation of Infrastructure and Training programmes Setting and enforcement of standards	• Quality of training programmes and Quality Assurance standards adherence	• Align academic programmes and delivery with required standards • Schedule regular joint QA checks in the routine of UNITE • Develop joint tools for feedback • Regular consultation and feedback
National Teacher Council (NTC)	• NTC regulates teachers while UNITE is the technical arm for teacher training • Promote professionalism • Registering and licencing of trained teachers • Regulate CPD's and UNITE develops and implements CPDs accredited by NTC	Quality and professionalism of teachers and appropriate feedback on the qualified teachers	Align academic programmes and delivery with required standards
Universities with Teacher training components	• Collaboration in teaching programme development • Benchmarking • Joint research and • Community projects	Support through collaboration	Have a clear operational mechanism for smooth collaboration and co -existence
Parliament	Budget appropriation and oversight	Adherence to UNITE mandate Efficient and	Regular reporting on budget performance and accountability

Stakeholder	Influence on UNITE	Areas of concern	Remarks/ Strategies for engagement
		effective budget utilisation.	
Directorate of Education Standards	Support supervision	Quality teaching	Collaborate in research, ICT and support supervision
National Curriculum Development Centre (NCDC)	Collaborate to develop and review curricula nested to UNITE academic programmes for effective teacher training Provision of copies of syllabuses to UNITE as reference materials	Qualified teachers that can effectively deliver the approved Pre-University Curricula	Constant consultation Align UNITE curricula to approved curricula
Private Sector	• Employer of UNITE graduates • Supports initiatives like Games and Sports; symposiums; conferences; community projects • Provides feedback	• Quality graduates. • Partnership on teacher initiatives	Need to identify potential partners and create strong networks Build ownership
Education Development Partners (EDPs)	Collaborate with UNITE to support implementation of UNITE's Mandate	Mapping and Collaboration with EDPs	Harmonised planning and regular engagement and adherence to agreed terms
Education Service Commission (ESC)	• Employs UNITE Graduates •	Assessing UNITE graduates for employment and receiving feedback from employers for improvement of the teacher training.	Participate in entry and exit interview for student teachers
Uganda National Council for Science and Technology (UNCST)	• Approve research-Ethical Review Boards and proposals • Research opportunities and Provide research grants	Support and uptake of UNITE research and innovations	Establish UNITE research ethical committee to work with UNCST on TE research
Faith Based Organisations (FBO's)	Advocacy and feedback Partnership and collaboration on Spiritual wellness of students and	• Good will and local networking with beneficiaries	Identify and partner with FBOs in advocacy programmes and

Stakeholder	Influence on UNITE	Areas of concern	Remarks/ Strategies for engagement
	staff – Offer services like counselling Chaplaincy	• Uptake and employment of UNITE graduates • Negative influence that may come with some FBO's	spiritual wellness of students and staff in a regulated manner
Community	Good will, Advice Participation in UNITE activities, Advocacy, feedback and providing goods, services and labour to UNITE	Support in terms of infrastructure, Community engagement, security, and local partnerships. Negative influence and bad behaviour from some community members	Develop a community engagement strategy for UNITE
Uganda Police	Enforce law and order Provide security and give lessons on safety and security	Existence of law and order in UNITE campuses	• Provide infrastructure for security in all Campuses. • Advocate for a police post on UNITE campuses • Build good relationships through a culture of engagement and liaison
Teacher Unions and Associations	• Support UNITE to achieve the goal of professionalising Teachers and implementing CPDs. • Mobilizing in-service teachers for CPDs, workshops and conferences	Relationship and good will for advocacy	Regular engagement on teacher professionalism in the establishment and implementation activities of UNITE Periodic interaction with student teachers

2.5 Summary of emerging issues and implications

58. UNITE's early implementation experience reveals several emerging issues that significantly shape its ability to deliver on its mandate.

- i. The institution faces critical staffing gaps, especially in senior academic, technical, and support positions, which undermines implementation of postgraduate programmes, research capacity, and operational efficiency.
- ii. Infrastructure deficiencies, including, but not limited to; poorly furnished lecture rooms, under-equipped laboratories and inadequate library books and facilities,
- iii. Weak Monitoring and Evaluation systems limit the institution's capacity to track progress, generate evidence, and support data-driven decision-making.
- iv. Funding constraints, with government releases far below strategic plan requirements constraining execution of the Institute mandate.

59. The above issues collectively imply that UNITE will require substantial investment in human resources, infrastructure, and systems strengthening to become fully functional as a national centre of excellence for teacher education. Without addressing staffing shortages, programme delivery will remain limited and learning outcomes compromised. Infrastructure gaps must be resolved to support quality teaching, practical learning, and institutional growth. Strengthened M&E systems are essential for accountability and performance improvement. Lastly, increased and predictable financing is crucial to enable UNITE to implement its Strategic Plan and meet national expectations for producing competent, well-trained teachers. Addressing these implications will be pivotal for UNITE's transition from an emerging institution to a fully operational centre of excellence for teacher education.

SECTION 3: STRATEGIC DIRECTION

60. This section outlines the strategic direction of UNITE for the period 2025/26 – 2029/30. The section presents the Institute’s Vision, Mission, core values, goal of the institute, strategic objectives, key interventions& corresponding actions. The strategic direction is informed by the findings from the situation analysis, particularly focusing on consolidating the strengths of the institute, addressing the challenges and identified weaknesses over the previous plan period, and leveraging the opportunities.

3.0 UNITE Vision

61. “To be a Global Centre of Excellence in Innovative Teacher Education for Social Transformation”.

3.1 UNITE Mission

62. “To provide quality inclusive Teacher Education, Training and Research for social and community transformation”.

3.2 UNITE Core values

63. In order to pursue the vision and mission, UNITE has underlying core values to guide the actions of the fraternity. The following core values and principles will guide our operations:

- a) **Professionalism:** Committed to upholding the teaching profession and promoting professional growth. Professionalism will be exhibited in appearance, language and behaviour. Demonstrating ethical standards and discipline expected of a teacher. Having impeccable behaviour and character.
- b) **Integrity:** Being honest and trustworthy in our works. It involves behaving honourably even when no one is watching.
- c) **Equity and Inclusivity:** UNITE shall uphold the principles of fairness, equity and justice in conducting her business, and in granting access to resources and opportunities
- d) **Innovativeness:** Being creative in generating new knowledge and skills through teaching, learning and educational research for community-based problem solving and transformation.
- e) **Accountability:** Holding and exercising the teaching profession in trust and taking responsibility for the decisions and indecisions in respect of UNITE mandate and objects.
- f) **Life-long Learning:** Motivating stakeholders to keep relevant through career progression and professional development.

- g) **Autonomy:** Producing teachers who are responsible stewards of the teaching profession with the freedom and space to apply innovative skills and to exercise their voices and agency on issues relevant to education.

3.3 UNITE Goal, Philosophy, and Motto

64. The goal of this plan is “To produce professionally competent and innovative teachers responsive to the educational needs of the community”.
65. The institute’s philosophy is centred around Vocationalization of teacher education and training programs for community transformation, with emphasis on competence-based programmes aiming at producing graduates with 21st Century education skills sets.
66. The Motto is “Be the Teacher”.
67. The theme for this plan is “Provide innovative and transformative teacher education, continuous professional development and research in partnership with Industry, Government, development partners and Communities for social-economic transformation”

3.4 Strategic Objectives and Expected Outcomes

68. For the period 2025/6-2029/30, UNITE will aim to attain its aspirations and set goals through four (4) objectives:
- i) Provide relevant, quality and niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education;
 - ii) Enhance professional growth through structured continuous professional development (CPD) and career development pathways;
 - iii) Strengthen research, innovation and community engagement to advance evidence-based teacher education; and
 - iv) Strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development.
69. In line with the above objectives, the expected outcomes resulting from the implementation of the plan are presented in Table 13:

Table 13: UNITE Strategic Objectives and Corresponding expected Outcomes

Objective	Outcome	Indicator	Baseline	Target	Data Source
			FY24/25	FY29/30	
Goal: To produce professionally competent and innovative teachers responsive to the	Competent and productive teaching work force	Percentage of employers satisfied with training provided by UNITE	0%	80%	Employer survey report
		Number of innovations developed and	0	2	UNITE Annual

Objective	Outcome	Indicator	Baseline	Target	Data Source
			FY24/25	FY29/30	
educational needs of the community		disseminated to support teaching and learning			performance report
		Percentage of UNITE-trained teachers absorbed into the education system within 12 months of completion	0%	80%	Alumni Records, Tracer Study Reports, National and Local Government HR Systems
		Percentage of UNITE graduates registered as teachers within one year of graduation	0%	90%	TMIS
Objective 1: Provide relevant, quality and niche-based education programmes	Increased access to quality and inclusive pre-primary education	Percentage of pre-primary teacher trainees graduating from UNITE (Completion rates)	0%	90%	AR Reports
		Proportion of UNITE campuses meeting minimum standards for pre-primary teacher training delivery	0%	100%	Quality Assurance reports
	Strengthened workforce planning, management and development	Percentage of Staff Establishment filled	8.3%	82%	HRM Reports
	Increased Enrolment in STEM/STEI and TVET Programs	Enrolment growth rates in STEM/STEI programmes	0%	10%	AR reports
		Percentage of programs aligned to competency-based curriculum	0%	100%	AR reports
		Student satisfaction rates of teaching and learning environment	0%	70%	SESCAT reports
		% students graduating on time	0%	90%	AR reports
Objective 2: Enhance professional growth through structured continuous professional development (CPD) and career development pathways	Improved professionalism of teachers and professionals in education	Percentage of registered teachers completing at least one accredited CPD programme annually.	0%	25%	AR reports and TMIS
		Number of teachers and Teacher Educators trained to transition or upgrade along defined career development pathways	0	3,540	CPD training reports
		Number of professionals ¹ in education trained to transition or upgrade	0	1,400	CPD training reports

¹ Professionals in this Plan refers to other cadres in the Education Sector other than teachers (Inservice teachers) including inspectors, Education managers, Planners, curriculum developers, Assessors, examiners among others

Objective	Outcome	Indicator	Baseline	Target	Data Source
			FY24/25	FY29/30	
		along defined career development pathways			
		Satisfaction rate of CPD participants with the quality, relevance and delivery of UNITE CPD programmes	0%	85%	CPD training reports
Objective 3: Strengthen research, innovation and community engagement to advance evidence-based teacher education and development	Research innovations commercialized	Number of research studies undertaken by UNITE staff	0	10	Annual performance report
		Number of research publications in local and international journals of repute	0	7	Annual performance report
		Number of Policy Briefs developed and disseminated by UNITE	0	4	Annual performance report
	Improved community-Institute partnership	Number of community engagements undertaken	0	10	Annual performance report
Objective 4: Strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development.	Improved Policy, Legal, Institutional, and Coordination for HCD	Client satisfaction rate with UNITE services	0	85%	Client survey and feedback reports
		Number of UNITE staff demonstrating improved levels of competencies	0	80%	HRM staff performance appraisal report
		Percentage of Academic and administrative processes digitized	0	50%	ICT reports
		Percentage increase in revenue for UNITE	-	13%	Budget Performance reports

3.5 Interventions and Actions

70. In line with the above the objectives, the interventions and actions by objective to be implemented by the Institute over the plan period are presented in Table 14.

Table 14: Interventions and Actions

Intervention	Actions
Strategic Objective 1: Provide relevant, quality and niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education	
1. Institutionalize Pre-primary teacher training at public teacher training institutions	1. Develop a standardized Pre-Primary Teacher Training Curriculum
	2. Equip the Public teacher training institutions with appropriate teaching and learning resources

Intervention	Actions
1. Accelerate the acquisition of urgently needed skills in key growth areas	1. Develop and implement new education and training programmes for areas with scarce skills particularly prioritising skills required for the ATMS (E-Mobility, Pathogen industry, Agriculture)
2. Equip TVET trainees and higher education graduates with 21st century knowledge and skills	1. Procure and distribute curricula books and expand library resources to support teaching and training
	2. Conduct Higher Education and TVET graduate tracer studies
	3. Conduct examination and assessments in a quality, valid and reliable manner
	4. Promote and implement distance learning programmes
3. Review curricula to make them competence-based at all levels and implement competence-based curricula at all levels	1. Undertake review of the curricula to make them competence-based at all levels
	2. Retool instructors/ teachers to enable them implement the Competence-Based Curricula
	1. Undertake innovative science fairs to showcase application of science in real life
	1. Develop and disseminate a catalogue of STEM/STEI programmes
3. Provide the required physical infrastructure and equip, instruction materials, human resources and quality assurance mechanism for Higher Education and TVET Institutions including Special Needs Education (SNE)	1. Construct, expand and equip Institute facilities for current and future needs of the Institute taking into account the technological requirements
	2. Explore the PPP approach to reduce the shortage in student and staff accommodation and other facilities in public universities
	3. Rehabilitate existing public higher education institutions to ensure functionality of all Institute facilities
Strategic Objective 2: Enhance career-long professional growth through structured continuous professional development (CPD) and career development pathways	
1. Implement the Teacher's Continuous Professional Development framework	1. Coordinate and implement Continuous Professional Development (CPD) programmes
	2. Train in-service (CPD) Pre-primary caregivers trained on Gender and VAC
	3. Train in-service (CPD) Pre-primary teachers and professional internships.

Intervention	Actions
	4. Train in-service (CPD) Pre-primary teachers and professional internships
Strategic Objective 3: Strengthen research, innovation and community engagement to advance evidence-based teacher education	
1. Promote industry-driven and Employer led Higher Education skilling and training	1. Establish knowledge transfer partnerships established between HEIs and industries 2. Conduct Employer-Led Skills assessments on the competencies acquired by Institute trainees during apprenticeship, traineeship, indenture training, and or upgrading
2. Provide early exposure to STEM/STEI to children through innovative science projects in schools and higher education institutions	1. Initiate pupil/ Student-led innovative science-based projects 2. Undertake innovative science fairs to showcase application of science in real life
3. Support vocational training institutions (schools, institutes and colleges) and industrialists/employers to deliver a dual training system for HEIs (i.e. 40percent training in industry and 60 percent training in institution)	1. Design and Implement Dual Training/community engagement Programs 2. Establish MoUs with employers and training institutions 3. Establish accessible and transparent community service-learning/work-based programs on selected community needs
Strategic Objective 4: Strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development	
1. Capacitate institutions to deliver Human Capital Development Programme	1. Develop and review policies for UNITE 2. Conduct institutional human resource oversight and performance management at all levels to attract, deploy and retain an agile and creative workforce 3. Develop and strengthen ICT system for UNITE 4. Develop, disseminate and implement Client Charter for UNITE 5. Develop and implement the communication and marketing strategy to promote the Institute

Intervention	Actions
	6. Conduct institutional performance audits and risk management
	7. Strengthen the partnership and coordination mechanism for the Institute

SECTION 4: FINANCING FRAMEWORK AND STRATEGY OF THE UGANDA NATIONAL INSTITUTE FOR TEACHER EDUCATION STRATEGIC PLAN

4.1 Introduction

71. The successful implementation of the Uganda National Institute for Teacher Education Strategic Plan 2025/26–2029/30 will require sustainable and predictable financing. This financing framework outlines the projected resource requirements, identifies potential funding sources, and sets out strategies for mobilising, and managing financial resources to achieve the strategic objectives.

4.2 Parameters for costing

a) Enrolment Projection

Enrolment is projected to grow by 128% in FY 2026/27 given the take on of 100 Government students, projected take on of Primary Teacher Colleges and rolling out of Post graduate Programmes. Thereafter it's projected to increase by 10% and later 5% as shown in the table below;

Table 15: Projected Enrolment over the strategic Period

	Actual AY 2024/25	Actual AY 2025/26	Projection AY 2026/27	Projection AY 2027/28	Projection AY 2028/29	Projection AY 2029/30
Registered students	-	3,478	7,928	8,721	9,593	10,073
Assumptions	89% of admitted students enrolled and registered		89% of admitted students will enrol and register plus continuing students	Increase by 100 government students and Post graduates	Increase by 100 government students and Post graduates	No new Government students will be admitted
Growth rate			128%	10%	10%	5%

b) Staff Projections

UNITE projects to increase its staffing levels from 8.3% in FY 2025/26 to 50% in FY 2029/30. Staffing projections by Financial Year is detailed in table 16 below

Table 16: Projected Staffing over the strategic Period

Position	Estab lishm ent	2025/26		2026/27		2027/28		2028/29		2029/30	
		Filled	% Staff in post	In post	% Staff in post	In post	% Staff in post	In post	% Staff in post	In post	% Staff in post
Academic Staff											
Professor	14	0	0%	1	7%	1	7%	1	7%	1	7%
Associate Professor	55	0	0%	1	2%	1	2%	1	2%	1	2%

Position	Establishment	2025/26		2026/27		2027/28		2028/29		2029/30	
		Filled	% Staff in post	In post	% Staff in post	In post	% Staff in post	In post	% Staff in post	In post	% Staff in post
Senior Lecturer	112	0	0%	1	1%	1	1%	1	1%	1	1%
Lecturers	150	10	7%	17	11%	29	19%	51	34%	89	59%
Assistant Lecturers	195	27	14%	47	24%	82	42%	144	74%	195	100%
Teaching Assistant	35	6	17%	10	29%	17	49%	29	83%	35	100%
Total Academic Staff	561	43	8%	77	14%	131	23%	227	40%	322	57%
Administrative staff											
Vice Chancellor	1	1	100%	1	100%	1	100%	1	100%	1	100%
Deputy Vice Chancellors	2	2	100%	2	100%	2	100%	2	100%	2	100%
Institute Secretary	1	1	100%	1	100%	1	100%	1	100%	1	100%
Institute Bursar	1	1	100%	1	100%	1	100%	1	100%	1	100%
Institute Librarian	1	0	0%	0	0%	1	100%	1	100%	1	100%
Institute Academic Registrar	1	1	100%	1	100%	1	100%	1	100%	1	100%
Academic Registrars	1	0	0%	0	0%	1	100%	1	100%	1	100%
Dean of Students	17	6	35%	10	59%	10	59%	15	88%	17	100%
Chiefs	1	0	0%	0	0%	1	100%	1	100%	1	100%
Principal Officers	17	1	6%	5	29%	5	29%	15	88%	17	100%
Senior Officers	60	9	15%	19	32%	22	37%	30	50%	60	100%
Officers	140	7	5%	10	7%	23	16%	35	25%	48	34%
Assistant Officers	77	4	5%	4	5%	17	22%	25	32%	25	32%
Total Administrative Staff	320	33	10%	54	17%	86	27%	129	40%	176	55%
Support staff											
Data Clerks	10	0	0%	1	10%	1	10%	1	10%	1	10%
Office Attendants	32	12	38%	21	66%	32	100%	32	100%	32	100%
Drivers	32	0	0%	1	3%	1	3%	1	3%	1	3%
Laboratory staff	30	0	0%	1	3%	1	3%	1	3%	1	3%
Security Guards	25	4	16%	7	28%	12	48%	21	84%	25	100%
Other Support staff	98	0	0%	1	1%	1	1%	1	1%	1	1%
Total support staff	227	16	7%	28	12%	48	21%	57	25%	61	27%
Grand Total	1,108	92	8%	159	14%	265	24%	413	37%	559	50%

4.3 Resource Requirements

72. The cost of implementing the Strategic Plan over the five-year period is estimated at UGX. 343.946bn, informed by the planned activities under the four strategic objectives. The biggest portion of the cost will be spent on Objective 1 which focuses on providing relevant, quality and niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education. This is estimated at UGX. 248.987bn (72%). The cost per objective is provided in Table 17 below.

Table 17: Projected funding requirement by strategic objective over the strategic period (UGX Bn)

Strategic Objective	2025/26	2026/27	2027/28	2028/29	2029/30	Total	% Share
SO1: Provide relevant, quality and niche-based education programmes for pre-service and in-service teachers for pre-primary, primary and post primary education	27.242	54.404	60.451	47.625	59.266	248.987	72%
SO2: Enhance career-long professional growth through structured continuous professional development (CPD) and career development pathways	4.800	7.470	7.370	7.370	7.470	34.480	10%
SO3: Strengthen research, innovation and community engagement to advance evidence-based teacher education	0.532	1.279	1.305	1.333	1.360	5.808	2%
SO4: Strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development	4.763	7.236	9.948	14.306	18.418	54.671	16%
Total	37.337	70.388	79.074	70.634	86.513	343.946	100%

73. The implementation of the Strategic Plan is estimated to cost UGX. 343.946bn from 2025/26 to 2029/30. Capital development will take the most significant share of UGX. 152.729bn (44%), followed by Wage at UGX. 113.853 bn (33%) and non-wage to support the operations at UGX. 77.364bn (22%), as detailed in Table 18 below:

Table 18: Estimated strategic plan cost by budget category (UGX. Billions)

Category	2025/26	2026/27	2027/28	2028/29	2029/30	Total	% share
Wage	6.358	11.341	18.947	32.054	45.153	113.853	33%
Non-Wage	11.179	15.140	15.875	16.667	18.504	77.364	22%
Total Recurrent	17.537	26.481	34.821	48.720	63.657	191.217	56%
Development	19.800	43.907	44.252	21.913	22.857	152.729	44%
Total Cost	37.337	70.388	79.074	70.634	86.513	343.946	100%

4.4 The MTEF Projections

74. This subsection describes the Medium-Term Expenditure Framework (MTEF) projections for the Institute over the strategic period.

Table 19: Summary of MTEF projections FY2025/26 – 2029/30

FY	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	Total
Wage	1.26	2.68	9.29	15	16.50	18.15	20.51	79.45
Non-Wage	5.24	7.82	11.63	24.17	26.59	29.25	33.05	124.68
Total recurrent	6.5	10.5	20.92	39.17	43.09	47.40	53.56	204.13
Gou Devt		5.0	3.0	8.5	9.35	10.29	11.62	42.76
GRAND TOTAL	6.50	15.50	23.92	47.67	52.44	57.68	65.18	246.89
Growth rate		138%	54%	99%	10%	10%	13%	

The Institute is projected to realise 87% of its finances from GoU while 13% will be generated from the Non-Tax Revenue Sources. Off Budget projections have not been made given absence of signed agreements between partners and the Institute, thus will be captured at the Midterm review once off budget processes are streamlined and well documented. Details of financing by source are shown in table below.

Table 20: Financing by Source (UGX Billion)

	2025/26	2026/27	2027/28	2028/29	2029/30	Total	% share
Gou	21.27	40.99	45.09	49.60	56.69	213.65	87%
NTR	2.65	6.678	7.35	8.08	8.48	33.24	13%
Total	23.92	47.67	52.44	57.68	65.18	246.89	

4.4 Funding Gap

75. Whereas the implementation of the Strategic Plan is estimated to cost UGX. 343.95bn from 2025/26 to 2029/30, the financing is estimated at UGX. 246.89bn, mainly from the Government subvention under the MTEF. This leads to the overall funding gap of UGX. 97.06bn over the plan period as shown in table 21 below.

Table 21: Strategic Plan Funding Gap by Financial Year (UGX. Bn)

Category	2025/26	2026/27	2027/28	2028/29	2029/30	Total
Estimated Cost	37.34	70.39	79.07	70.63	86.51	343.95
Projected Financing	23.92	47.67	52.44	57.68	65.18	246.89
Funding Gap	(13.42)	(22.72)	(26.64)	(12.95)	(21.33)	(97.06)

4.4 Funding Sources

76. UNITE will adopt a mixed financing approach that blends government budgetary support, own-source revenue, and development partner contributions to ensure financial sustainability.

a) Government allocations

MTEF appropriations from the Consolidated Fund through the Ministry of Finance Planning and Economic Development. The Institute will continue to engage the Ministry and the Human Capital Development Programme for additional funding requirements to address the funding gap.

b) Non-Tax Revenue

This will be generated from application fees, tuition fees, late registration fees, functional fees, Certification service charges, and sale of products from practical training/demonstration farms, physical facilities

c) Development Partner Support

Partnerships and collaborations will be maintained and sought both locally and internationally through bilateral and multilateral education sector support programmes. Particular focus will be put on support in curriculum development, CPDs training, ICT, Research and capacity-building partnerships.

d) Public-Private Partnerships (PPPs)

Joint investment in infrastructure will be sought during the strategic plan period particularly with a key focus on staff and student accommodation. This will aid improvement of life on Campus and the teaching- learning environment.

4.5 Resource Flow and Mobilisation Strategy

77. The resources required for implementing the identified strategies and interventions have been aligned with the MTEF budgetary cycle. This financing will change as the Central Government changes the allocation for HCDP in general and the Ministry of Education and Sports in particular until UNITE attains vote status.
78. The Institute plans to streamline revenue collection through expanding and training staff on the utilisation of Academic Management Information System (ACMIS). Additionally, we ensure that a vote status is attained to adopt the Government financial management systems including the Integrated Financial Management Information System (IFMIS), Human Capital Management (HCM) that will enhance efficiency and effectiveness in resource management by the Institute.
79. Additionally, emphasis will be put on marketing and branding of the Institute, research and community outreach to increase the visibility of the Institute and increase student intake, taking into account the quality of teaching.
80. There will be efficient internal controls to manage the utilisation and maximum productivity of available resources. Performance Contracts as well as reward and sanctioning system will be utilised to ensure productivity of the Institute human resource; digitisation of Institute processes will be done to improve efficiency in administrative and academic processes; internal controls and quality standards will be measured while the Monitoring and evaluation framework and exercises will ensure that the set targets are attained and/or corrective action is undertaken.
81. The financing framework will be operationalised through Annual Work Plans and Budgets that Clearly link resource allocation to strategic priorities; provide realistic costing of activities based on current market rates; and include performance-based budgeting to enhance accountability.

SECTION 5: INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTING THE STRATEGIC PLAN

82. This section details how the strategic plan will be implemented, the responsible officers, the coordination of the plan implementation, roles and responsibilities, partnerships and collaborations that need to be leveraged to ensure its effective implementation of the plan. This section also presents the sustainability arrangements for the implementation of the plan.

5.1 Coordination of the Implementation Process

83. Effective coordination of the implementation process is essential for UNITE to successfully deliver its strategic objectives and fulfil its mandate as the national centre of excellence for teacher education. The implementation of the Strategic Plan will be guided by a multi-level coordination framework that ensures alignment across departments, training institutions, regional centres, and key sector partners. The successful implementation of the plan will be guided by a well-defined coordination framework designed to ensure alignment, accountability, reporting and effective execution across all departments and stakeholders. This coordination framework is underpinned by an elaborate governance of UNITE is consists of three bodies at three different levels of decision making as described below:

84. **The Council:** This is the highest decision-making body responsible for the overall direction of the administration, financial and academic affairs of UNITE. The Council Shall exercise its mandate through formulation of policies for the Institute, allocation of resources and providing oversight of the institution structures and systems. The Council is committed to the principles of good corporate governance in compliance with the recommended best practices, relevant laws, policies, regulations, and guidelines.

85. **The Senate:** The Senate shall be responsible for the organisation, control and direction of the academic matters of the Institute and as such the Senate shall be in charge of the teaching, research and the general standards of education and research and their assessment in the Institute.

86. **The Management of UNITE:** This is responsible for operationalizing the policy guidelines from the Council and Senate. Management is the custodian of any approved policies and the monitoring of their implementation. It is responsible for the day to day running of the institution.

5.2 Roles and Responsibilities of Other Stakeholders

87. The key stakeholders include: Ministry of Education and Sports(MoES) and its agencies, National Council for Higher Education (NCHE), Education Service Commission (ESC) and District Service Commissions (DSCs); the National Curriculum Development Centre (NCDC); Education Development Partners (EDPs); Ministry of Finance Planning and Economic Development (MoFPED); Ministry of Public Service (MoPS); Ministry of Gender, Labour and Social Development (MoGLSD); National Teachers Council (NTC);

Private Sector; Examination bodies, Higher Education Institutions, Relevant Professional Bodies and other key identified stakeholders from time to time. Stakeholders are key in providing diverse perspectives, buy in and tracking implementation of the plan. Table 22 illustrates the key stakeholders' roles in the implementation of the Plan.

Table 22: Stakeholder roles in the implementation of the UNITE Plan

Stakeholders	Role in the Implementation of the UNITE Strategic Plan
Ministry of Education and Sports (MoES) and its agencies	-Provide policy guidance and support for the implementation of UNITE Master Plan.
	-Technical support
	- Allocate necessary resources and funding to support UNITE's initiatives.
	- Collaborate with UNITE in aligning teacher education programs with national priorities.
	-Coordinating UNITE activities with other line Ministries such as Public Service; Finance etc.
National Council for Higher Education (NCHE)	- Accreditation and quality assurance of UNITE's teacher education programs.
	-Regulation of Infrastructure and Training programmes
	- Ensure compliance with national standards and regulations for higher education.
Education Service Commission (ESC) and District Service Commissions (DSCs)	- Collaborate with UNITE to identify teacher workforce needs and requirements.
	-Employs UNITE Graduates
National Curriculum Development Centre (NCDC)	- Collaborate with UNITE in designing and updating the teacher education curriculum.
	-Provision of copies of syllabuses to UNITE as reference materials
Education Development Partners (EDPs)	- Provide financial and technical support to implement the UNITE Master Plan and policies.
	- Collaborate with UNITE on joint projects and capacity building initiatives.
	-Collaborate with UNITE to support implementation of UNITE's Mandate
Ministry of Finance Planning and Economic Development (MoFPED)	- Allocate budgetary resources to support UNITE to implement her mandate.
	- Monitor and evaluate the financial performance of UNITE's projects.
Ministry of Public Service (MoPS)	-Review and approve the structure and staff establishment for UNITE

Stakeholders	Role in the Implementation of the UNITE Strategic Plan
	-Provide guidelines and support for recruitment and management of UNITE staff. - Ensure UNITE's compliance with public service regulations.
Ministry of Gender, Labour, and Social Development (MoGLSD)	- Collaborate with UNITE to ensure gender-responsive teacher education policies. - Support initiatives to promote inclusivity and diversity in teacher training.
National Teachers Council (NTC)	-Collaborate with UNITE to set and maintain professional standards for teachers. - Accreditation and regulation of CPD programmes - NTC regulates teachers while UNITE is the technical arm for teacher training - Promote professionalism - Registering and licencing of trained teachers
Private Sector	- Provide support through partnerships, internship placement positions, and funding opportunities. -Partner with UNITE to strengthen teacher capacity through CPDs - Offer expertise and resources for practical training and real-world experiences. -Partner with UNITE to strengthen Teachers' capacity through CPD -Employer of UNITE graduates -Supports initiatives like Games and Sports; symposiums; conferences; community projects -Provides feedback

5.3 Institutional Sustainability Arrangements

88. Sustainability is crucial for maintaining the long-term impact of the strategic plan's initiatives. The Institute will adopt measures to ensure both institutional and financial sustainability by strengthening internal systems, fostering partnerships, and securing diverse funding sources.

89. Institutional sustainability is essential for UNITE to deliver its mandate consistently, adapt to sector reforms, and maintain high-quality teacher education and professional development services. As a newly established institution, UNITE requires strong governance systems, diversified financing mechanisms, robust human resource capacity, digital readiness, and resilient operational structures.

90. Sustainability will depend on the institution's ability to maintain functional systems, continuously resource its programmes, attract and retain qualified staff, strengthen partnerships, and ensure quality standards across all training centres. UNITE's sustainability arrangements therefore focus on financial stability, institutional strengthening, human capital development, infrastructure expansion, and strategic partnerships to guarantee continuity and resilience across all programmes and services.
91. The measures to achieve institutional sustainability will focus on strengthening the governance, policies, institutional systems and human resource capacity building and retention. The following will be prioritised:
- a. Develop and implement clear institutional policies, procedures and operational manuals;
 - b. Strengthen the governance structures, including a functional council, management committees, and accountability mechanisms;
 - c. Institutionalize internal audit, risk management, and compliance frameworks;
 - d. Recruit and retain qualified staff;
 - e. Develop clear career progression pathways and incentive systems for staff;
 - f. Provide continuous professional development (CPD) and capacity-building opportunities for staff; and
 - g. Implement a performance management system linked to institutional goals.

5.4 Financial Sustainability Arrangements

92. Financial sustainability is central to UNITE's ability to consistently deliver high-quality teacher education, continuous professional development, research, curriculum development, and institutional support services. As a newly established national institution, UNITE requires predictable, diversified and resilient financial systems that can support both its recurrent operations and long-term strategic investments. Sustainable financing will enable UNITE to maintain adequate staffing, develop and roll out high quality training programmes, equip its campuses, undertake research, and expand digital and physical infrastructure. Effective financial sustainability arrangements will therefore focus on ensuring a stable flow of government resources, diversifying funding sources, strengthening internal financial management systems, and establishing mechanisms that reduce overreliance on a single funding stream. The measures include:
- a. Continuous Lobbying to ensure predictable government funding;
 - b. Strengthen partnerships and attract development partner funding;
 - c. Establish income generating activities; and
 - d. Strengthen financial management systems and controls

5.5 Partnerships and Collaborations

93. Partnerships and collaborations are essential for UNITE to effectively fulfil its mandate as the national institution for teacher education, undertake continuous professional development, research, and innovation. As a young institution with broad national responsibilities, UNITE must leverage strategic partnerships to mobilize technical expertise, resources, innovation, and institutional support necessary to enhance teacher education and improve the education quality in the country. Strong collaboration with government agencies, development partners, universities, teacher training institutions, Schools, Industry, private sector actors, civil society, and international networks will ensure harmonized teacher education reforms, strengthen practicum systems, improve curriculum development, and expand access to CPD programmes. By institutionalizing partnership frameworks, maintaining regular engagement, and nurturing mutually beneficial relationships, UNITE can enhance its credibility, expand its reach, and sustain long-term institutional growth.

5.6 Human Resource Plan

94. The effective implementation of this plan requires a robust human resource. The Human Resource Plan provides a structured framework for building, managing, and sustaining a competent workforce capable of delivering UNITE's mandate. The Human Resource Department will develop detailed plan to recruit, develop, and retain highly qualified staff who possess the technical expertise, pedagogical competence, and leadership skills necessary to drive excellence in teacher education. The plan will focus on strategic staffing, capacity development, performance management, remuneration, succession planning, and well-being to ensure that UNITE builds a strong, motivated, and high-performing workforce.

SECTION 6: COMMUNICATION AND FEEDBACK STRATEGY/ARRANGEMENTS

95. This section outlines the mechanisms that will be employed to communicate the results arising from implementation of the plan to the intended beneficiaries, and also highlights channels for generating feedback from stakeholders.

6.0 Rationale and objectives of the Plan communication strategy

96. A Communication Strategy is essential for UNITE to effectively fulfil its mandate as the national centre of excellence for teacher education, professional development, and research. As a newly established institution, UNITE must build visibility, credibility, and stakeholder confidence by clearly articulating its role, services, and contributions to improving teacher quality in Uganda. Effective communication will enable UNITE to mobilize support from government, development partners, teacher training institutions, schools, and communities, while ensuring that policies, programmes, and reforms are well understood and adopted across the education sector. It will also strengthen coordination, enhance transparency, promote positive institutional branding, and facilitate the dissemination of research, innovations, and best practices. A deliberate Communication Strategy therefore provides the framework for systematic engagement, information flow, and feedback mechanisms necessary for successful implementation of UNITE's strategic objectives and national education priorities.

97. Overall, the key Communication Objectives include the following:

- i. Enhance institutional visibility and strengthen UNITE's brand as the national centre of excellence for teacher education;
- ii. Improve stakeholder awareness and understanding of UNITE's programmes, policies and reforms in pre-service and in-service teachers training, CPD, curriculum development and research;
- iii. Strengthen stakeholder engagement and partnerships through clear, consistent and participatory communication channels;
- iv. Establish robust internal communication systems to promote coordinated planning, information sharing, and teamwork within UNITE; and
- v. Strengthen two-way communication and feedback mechanisms to ensure continuous learning, stakeholder responsiveness, and improvement of UNITE programmes and services.

6.1 Key communication priorities and their implementation

98. The communication process will involve various key stakeholders, including the following:

- a. Students: Current and prospective students are an important target audience for an institution's communication plan.
- b. Staff: Effective communication with staff is crucial for maintaining a productive and cohesive institutional environment.
- c. Parents and Guardians: For educational institutions, parents and guardians of students are a significant target audience.
- d. Alumni: Engaging with alumni is important for fostering a sense of pride and loyalty towards the institution. This can be implemented through the establishment of an alumni portal and alumni desk at UNITE campuses.
- e. Community and Partners: Institutions often need to communicate with the broader community and external stakeholders, such as local businesses, government agencies, and community organizations.
- f. Media and Press: Establishing effective communication channels with the media and press is essential for promoting the institution's achievements, sharing newsworthy events, responding to inquiries, and managing the institution's public image.

99. The key communication priorities include:

- i. Institutional visibility and branding: this focuses on positioning UNITE as the national centre of excellence for teacher education, training, research, and professional development;
- ii. Stakeholder awareness and sensitisation: this will ensure stakeholders understand UNITE's mandate, programmes, CPD frameworks, reforms, curriculum developments, and teacher professionalisation pathways;
- iii. Stakeholder engagement and partnerships: this will focus on strengthening the collaboration with government agencies, development partners, teacher unions, NGOs, academia, and local governments; and
- iv. Feedback and two-way communication: this will promote open, responsive communication that allows stakeholders to provide inputs, raise concerns, and inform decision-making.

6.2 Strategies to communicate plan to beneficiaries and public

- 100. To ensure that all the key stakeholders are informed, engaged, and aligned with the strategic objectives, UNITE will establish systems and structures, develop and implement effective communication and feedback mechanisms, branding and marketing

strategy that will be essential for the successful realization of UNITE's goals and objectives outlined in the Plan.

101. As a communication strategy under the strategic plan, the following will be adopted:

- i) **Multi-channel public communication campaign:** UNITE will implement a comprehensive communication campaign using a blend of mass media, digital platforms, and community-based channels to ensure wide visibility of its programmes. radio and television talk shows, newspaper features, and press releases will help disseminate key messages to national audiences, while digital platforms such as social media and the institutional website will provide continuous updates.
- ii) **Targeted sensitisation meetings and stakeholder workshops:** To ensure that technical details of the plan are well understood, UNITE will organise targeted sensitisation workshops and engagement meetings for teacher trainees, tutors, district education officers, school leaders, teacher training institutions and partner agencies. These fora will provide opportunities to clarify reforms, gather insights, and secure buy-in from critical actors within the teacher education ecosystem.
- iii) **Development and distribution of user-friendly information packages:** UNITE will create and disseminate simplified, accessible communication materials tailored to different audiences to improve understanding of the plan.
- iv) **Digital platforms and e-communication:** Digital communication will be central to UNITE's outreach, leveraging the website, e-learning platforms, email newsletters and social media channels to share information efficiently. The UNITE website will act as a hub for programme updates, CPD schedules, announcements, research publications and digital learning materials. Webinars, virtual town halls and online consultations will allow beneficiaries across the country to access information and engage with UNITE in real time, promoting transparency and wider reach.
- v) **Establishment of formal feedback mechanisms:** To promote two-way communication and continuous improvement, UNITE will institute multiple feedback mechanisms that allow beneficiaries and the public to provide input on the plan's implementation.

6.3 Identify mechanisms to generate feedback

102. The mechanisms to generate feedback will include:

- i) **Post-training evaluation surveys:** UNITE will include structured post-training assessments (paper-based or digital), capturing trainees' and other stakeholders' reactions and satisfaction levels on implementation of the plan.
- ii) **Suggestion boxes at training centres:** UNITE will continue to provide physical suggestion boxes placed at UNITE headquarters and all campuses to allow anonymous feedback.

- iii) **Monitoring and support supervision reports:** UNITE will conduct field visits, practicum supervision, and institutional monitoring exercises that will generate feedback from trainees, tutors, mentors and institutions, enabling UNITE to assess implementation quality on the ground.

SECTION 7: STRATEGIC PLAN POTENTIAL RISKS

103. UNITE like any other Institution of higher learning will be exposed to the different risks and therefore under the leadership of the Council, risks related to the implementation of the Plan will be identified and managed in accordance with UNITE's Enterprise Risk Management policy and procedures.
104. Risk identification and monitoring will include several types of risks.
- Strategic Risk: Risks that may affect UNITE's ability to achieve its mission, vision, and strategic objectives.
 - Financial Risk: Risks that may result in loss or misuse of financial and other assets, budget shortfalls, or funding instability.
 - Operational Risk: Risks that may disrupt day-to-day operations, service delivery, and programme implementation.
 - Compliance Risk: Risks arising from failure to comply with applicable laws, regulations, policies, and standards.
 - Reputational Risk: Risks that may negatively affect UNITE's credibility, public confidence, institutional image, and stakeholder trust.

Table 23 : Assessment of Risks and Mitigation Measure

Risk Category	Description of the Risk	Level of Risk	Mitigation Measures
1. Strategic Risk	Failure to achieve strategic objectives due to limited institutional capacity, inadequate staffing, weak operational systems, or delayed programme implementation.	High	- Fast-track recruitment of key technical and academic staff. - Strengthen institutional governance and operational systems. - Develop phased and realistic implementation plans aligned to available capacity. - Strengthen partnerships with MDAs and development partners. - Ensure stable financing for strategic priorities.
2. Financial Risk	Loss of assets, budget shortfalls, misallocation of funds, or inability to sustain core programmes due to limited funding or weak financial controls.	High	- Develop and enforce robust financial management policies and procedures. - Diversify funding sources through Non-Tax Revenue (NTR), donor support, Public-Private Partnerships (PPPs), cost-sharing arrangements, and research grants. - Strengthen internal controls and conduct regular internal and external audits.

			iv. Establish a comprehensive resource mobilisation strategy. v. Promote transparency, accountability, and value-for-money practices. vi. Ensure work plan and budgeting is aligned to the Strategic Plan
3. Operational Risk	Disruptions in day-to-day activities due to weak processes, inadequate ICT systems, limited infrastructure, insufficient human resources, or lack of coordination.	Medium–High	i. Establish and enforce clear Standard Operating Procedures (SOPs). ii. Invest in integrated ICT systems to support CPD, Monitoring & Evaluation (M&E), finance, human resources, and curriculum delivery. iii. Strengthen internal communication and coordination mechanisms across campuses. iv. Build capacity of staff through CPD and training
105. Compliance Risk	Failure to comply with laws, regulations, national standards, policies, procurement laws, or internal policies—leading to sanctions or operational delays.	Medium	i. Establish a structured compliance and risk management framework. ii. Conduct regular staff sensitisation on regulatory requirements (PPDA, Public Finance Management, Public Service regulations, MoES guidelines, and professional standards). iii. Strengthen internal audit, quality assurance, and governance oversight functions. iv. Conduct periodic compliance reviews. v. Maintain proper documentation, reporting, and record-keeping systems.
106. Reputational Risk	Risk of damage to UNITE’s credibility, public trust, and institutional image due to unmet stakeholder expectations, weak programme delivery, governance failures, or poor communication.	Medium	i. Implement a strong communication and stakeholder engagement strategy. ii. Ensure timely, accurate, and transparent reporting of institutional performance. iii. Strengthen quality assurance in all training activities. iv. Strengthen quality assurance across all academic and training programmes.

			v. Promote leadership accountability and uphold professionalism and ethical standards.
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SECTION 8: MONITORING AND EVALUATION FRAMEWORK

105. This section provides for the UNITE's plan monitoring and evaluation (M&E) framework that the UNITE will follow to track progress, measure performance, and evaluate the extent of implementation and achievement of the plan goals, objectives and targets. This chapter describes the M&E framework, tools, and techniques to ensure accountability, transparency, and continuous improvement.

8.1 Monitoring and Evaluation Arrangements

106. The Monitoring and Evaluation Arrangements of the Plan will follow the national monitoring and evaluation framework. Bench marking exercises will be conducted to ensure that proper monitoring and evaluation processes and tools are developed and implemented to ensure effective tracking of performance.
107. The Planning Department will coordinate the monitoring and evaluation exercises and ensuring that accurate statistics are generated, appropriate tools and reports are developed and utilised to inform decision making. The monitoring and evaluation exercises will be conducted by the Institute Council and Top Management at the oversight level and strategic levels and by the Administrative Units at the operational level.

8.2 Progress Reporting, Quarterly and Annual Performance Reviews

108. Monitoring and evaluation tools will be development and implemented to ensure evidence-based planning and decision making; Accountability; and stakeholder participation in drawing lessons. The Institute will utilise scorecards for both recurrent and development activities, and tracer studies for tracking progress of implementation of the plan. Where necessary surveys will be conducted to ensure that proper data and feedback is provided to improve plan implementation. The Planning Department together with the ICT department will develop digitalised tools or monitoring and evaluation systems to ensure timely reporting, analysis and production of reports.
109. As guided by the Public Finance Management Act (PFMA) 2025, quarterly progress reports will be prepared and submitted to the Office of the Prime Minister and the Ministry of Finance, Planning and Economic Development.
110. Annual performance reports, sector performance reports and reviews shall be prepared to detail the progress in the implementation financial and physical components of the Institute strategic plan.

8.3 Staff Performance Reviews

111. UNITE shall conduct staff performance appraisals as stated in the human resource manual. As part of the implementation of the Strategic Plan, the content under the Annual Staff Performance Plans shall be consistent with the proposed interventions under the

Strategic Plan. This will align individual staff efforts and performance towards the attainment of the Institute's strategic direction.

8.4 Mid-term and End-Term Reviews

112. The Mid-term Strategic Plan Review (MTR) will be undertaken after two and half years into the plan implementation. The review will be participation and all stakeholders will assess the progress of the plan, that is, how well the plan is being implemented, whether the plan is still on track to achieve the set goal, identify any issues impeding its progress and capture any corrective measures.
113. The Mid-term strategic plan review will document the achievement, challenges, proposed changes to the reviewed strategic plan and be presented in a report. The report should be validated by all stakeholders and presented to the management and governance structures for approval.
114. The end-term review is proposed at the end of the strategic plan period. The review will be conducted to:
 - i) Assess progress made in implementing UNITE Strategic Plan;
 - ii) Assess the status of achievement of the planned outcome and output targets;
 - iii) Establish the existing gaps, challenges and enablers of the realization of intended objectives; and
 - iv) Provide lessons learnt and actionable recommendations for the development of the subsequent strategic plan.
115. As with the mid-term review report, the end-term review report should be validated by all stakeholders and presented to the management and governance structures for approval.

8.5 Monitoring and Evaluation Results Framework

116. This strategic plan results framework will be used to assess progress towards the strategic plan set targets. It will enable the assessment of progress at outcome (Goal level), intermediate outcome (Objective and Strategy levels) and output levels. The detailed results framework is presented in Annex 2.

SECTION 9: PROJECT PROFILES

117. The Institute proposes to have three projects in alignment with this strategic plan and NDP IV. The main focus of the projects is retooling of the Institute and infrastructure development. All the projects contribute to the achievement of the interventions and strategies set in this plan.

12.1 Project Title: Uganda National Institute for Teacher Education Institutional Development Project

118. The project focuses on retooling the Uganda National Institute for Teacher Education with furniture, equipment, ICT and rehabilitated infrastructure at both the Headquarter and its campuses within the strategic plan period. The project is estimated at UGX. 30bn for the five years.

9.1.1 Project Goal

119. To provide equitable, high-quality Teacher Education and Training through the rehabilitation, equipping, and expansion of learning facilities in all UNITE campuses.

9.1.2 Project expected outcomes

120. The key objectives and outcomes include:
- a) Increase graduate output by 15% annually;
 - b) Raise graduate employability;

9.1.3 Key Objectives

- a) Support teacher education policy development and innovations through research;
- b) Improve the ICT-to-student ratio to 1:2 and retool 500 teaching staff by 2029/30.

9.1.4 Major Deliverables

121. The project deliverables include:
- a) Procurement of 750+ computers and ICT upgrades (LAN extension, ILMS)
 - b) Expansion of ICT infrastructure in all UNITE campuses and Headquarters
 - c) Furnishing: 1000 lecture chairs, 200 staff chairs, 300 conference tables, etc.
 - d) Equipping of computer, science laboratories, practical training centres and multicampus halls
 - e) Acquisition of transport equipment: buses, pickups, vans, station wagons; and
 - f) Minor renovations and infrastructure enhancements across campuses

9.1.5 Sustainability & Inclusivity

122. The sustainability and inclusivity of the project include:
- a) Revenue generation through expanded enrolment, produce from practical training centres, research and curriculum materials

- b) Promotion of gender equity in Teacher Education
- c) Community skilling programs reaching pre-primary, primary, and secondary schools

12.2 Uganda National Institute for Teacher Education Infrastructure Development Project

9.2.1 Project Overview

123. The Infrastructure Development Project is a high-priority public infrastructure investment aimed at transforming the physical capacity of UNITE. Its total cost is estimated at UGX 150.08Bn. With student numbers projected to exceed 5,000 by 2027/28. The project proposes renovation, construction and equipping of critical learning infrastructure. The project aligns with NDP IV, Vision 2040, and global commitments such as SDGs.

9.2.2 Development Objectives

124. To enhance the Institute's capacity to provide quality Teacher and research by upgrading its core teaching and research infrastructure.

9.2.3 Expected Results

125. The expected results over the project implementation period include the following:
- a) Increase graduate rate.
 - b) Improve student-to-space ratio to 2.0m².
 - c) Grow STEM enrolment by 2,000 students per year.
 - d) Raise research productivity and uptake.

9.2.4 Major Project Outputs

126. The outputs following the Construction and Equipping of the facilities includes:
- a) Fencing all the UNITE campuses to ensure security of staff, students and property
 - b) Construction of learning and administrative facilities across campuses
 - c) Rehabilitation of existing dilapidated infrastructure including replacement of asbestos roofs
 - d) Construction of Multipurpose Sports facilities in all campuses.

12.3 Construction of Student/Staff Accommodation Uganda National Institute for Teacher Education through a PPP approach

127. The Project proposes to rehabilitate and repurpose student and staff accommodation facilities under a Public-Private Partnership (PPP) arrangement. The initiative addresses the growing accommodation needs and enhances student and staff exchanges among the UNITE campuses. It bridges the student housing gap, staffing gaps and enhances international partnerships in teacher education.

9.3.1 Expected Outcomes by 2029/30

- a) 5,000 students accommodated on-campus;
- b) Improved staff accommodation;
- c) Contribution to local employment and service industries

9.3.2 Estimated Investment and PPP Structure

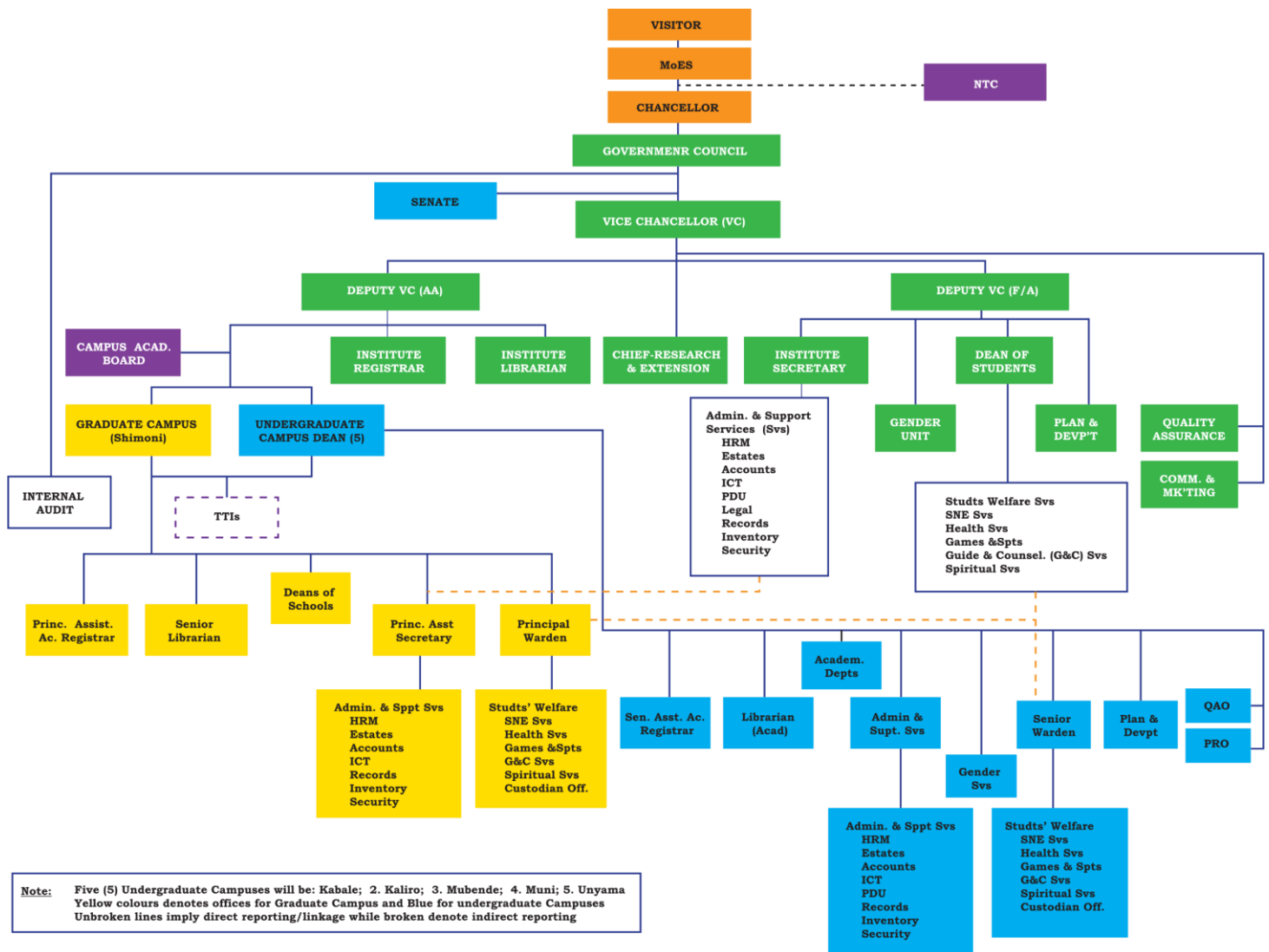
128. Total Project Cost: UGX 60.00Bn, 10Bn estimated per campus. The Funding: Fully Private Finance, with land provided by UNITE. The estimated revenue Streams include: Student and staff rents and hospitality services.

9.3.3 Project Readiness

129. Land is secured and titled; old infrastructure that requires rehabilitation in place, master plans in place, The Institute is awaiting to be granted vote status to pursue the PPP approach.

SECTION 10: ANNEXES

Annex 1: Institute Macro Organogram



Annex 2: Results Framework

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Program Name: Human Capital Development Programme										
Programme Goal: A healthy, knowledgeable, skilled, ethical, and productive population										
UNITE Goal: To produce professionally competent and innovative teachers responsive to the educational needs of the community	Percentage of employers satisfied with training provided by Higher education		0	0	0	0	70%	80%	Employer survey report	DVC AA/IAR
	Number of innovations developed and disseminated to support teaching and learning		0	0	0	0	1	2	Annual performance report	Chief Research and Extension
	Percentage of UNITE-trained teachers absorbed into the education system within 12 months of completion		0	0	0	0	70%	80%	Alumni Records, Tracer Study Reports, National and Local Government HR Systems	DVC AA/IAR
	Percentage of UNITE graduates registered as teachers within one year of graduation		0	0	70%	80%	90%	100%	TMIS	DVC AA/IAR
Programme Objective 1: To improve the foundation of human capital development										
UNITE Objective 1: Provide relevant, quality and niche-based education programmes										
Vote outcome 1.1: Increased access to quality and inclusive pre-primary education	Percentage of pre-primary teacher trainees enrolled graduating from UNITE (Completion rates)		0	0	0	80%	90%	90%	AR Reports	DVC AA/IAR
	Proportion of UNITE campuses meeting minimum standards for pre-primary teacher training delivery		0	0	90%	100%	100%	100%	Quality Assurance reports	Campus deans
Strategic Intervention 1.1: Institutionalize Pre-primary teacher training at public teacher training institutions										
Strategic/PIAP output 1.1: Improved Teacher Qualification and Training for quality provision of ECCE	i. Total number of pre service pre-primary teachers training in UNITE		0	50	150	260	380	530	AR Reports	DVC AA/IAR
	ii. Enrolment Growth rate of pre service pre-primary teachers training			#DIV/0!	200%	73%	46%	39%	AR Reports	DVC AA/IAR
	iii. Number of pre-service pre-primary teachers graduating at UNITE		0	0	0	40	135	234	Graduation Reports	DVC AA/IAR
	iv. A standardized curriculum for pre-primary teacher training developed and implemented		1	1	1	1	1	1	AR Reports	DVC AA/IAR

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsi ble Unit
PIAP/Vote Action 1.1.1: Develop a standardized Pre-Primary Teacher Training Curriculum										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsi ble Unit
i. Develop a competency-based pre-primary teacher training curriculum framework for UNITE		Non-wage		500	-	-	-	500	AR Reports	IAR
ii. Provide training to pre-service teachers		Non-wage		125	375	650	950	1,325	AR Reports	IAR
iii. Provide training to in-service teachers		Non-wage		23	68	117	171	239	AR Reports	IAR
iv. Train Lecturers on the delivery of the standardized curriculum		Non-wage		400	400	400	400	400	AR Reports	IAR
v. Develop teaching-learning materials and instructional resources to support curriculum implementation		Non-wage		1,000	1,000	1,000	1,000	1,000	AR Reports	IAR
PIAP Action 1.1.2: Equip the Public teacher training institutions with appropriate teaching and learning resources										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsi ble Unit
Procure appropriate teaching and learning materials for teacher training including science kits and equipment		Non-wage		120	120	120	120	120		
		Development		600	600	600	600	600		
Strategic Intervention 1.1 Sub Total				2,768	2,563	2,887	3,241	4,184	-	
Programme Objective 2:	Produce a knowledgeable, skilled, and ethical labour force									
UNITE Objective 1: Provide relevant, quality and niche-based education programmes for pre-service and in-service teachers										
Vote outcome 1.2: Strengthened workforce planning, management and development	Percentage of Staff Establishment filled			8.30%	24.37%	52.80%	71.48%	82%	UNITE staff list	HRM
Strategic intervention 1.2: Accelerate the acquisition of urgently needed skills in key growth areas										
Strategic/PIAP output 1.2: Strengthened Skills acquisition and development framework	Percentage of students of provided with career guidance sessions on employability skills and other skills			30%	38%	45%	53%	60%	DOS report	DOS
PIAP Action 1.2.1: Develop and implement new education and training programmes for areas with scarce skills particularly prioritizing skills required for the ATMS (E-Mobility, Pathogen industry, Agriculture)										

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Provide expert career guidance and develop employability skills		Non-wage		12	13	14	15	16		IAR
ii. Provide other counseling and health sessions and materials to enable/reduce prohibitions to acquisition of skills		Non-wage		12	13	14	15	16		DOS
iii. Timely payment of Academic staff salaries including social security		wage		3,915	7,258	12,171	20,923	29,978		HRM
Strategic Intervention 1.2 Sub Total				3,939	7,284	12,198	20,953	30,010	-	
Vote outcome 1.3: Increased Enrollment in STEM/STEI Programs	i. Enrolment growth rates in STEM/STEI programmes			0%	128%	10%	10%	5%		IAR
	ii. Percentage of programs aligned to competency-based curriculum			100%	100%	100%	100%	100%		IAR
	iii. Student satisfaction rates of teaching and learning environment				50%	60%	70%	80%		QA
	iv. % students graduating on time			-	90%	92%	93%	95%		IAR
Strategic Intervention 1.3: Equip higher education graduates with 21st century knowledge and skills										
Strategic/PIAP Output 1.3: Employer led Higher education curriculum management system implemented	i. Percentage of courses units offered through blended learning			100%	100%	100%	100%	100%		IAR and ICT
	ii. Number of distance learning programmes offered			0	0	2	3	5		IAR and ICT
	iii. Percentage decrease in registered examination malpractices per year			0%	0%	0	0%	0%		IAR and QA
PIAP Action 1.3.1: Procure and distribute curricula books and expand library resources to support teaching and training										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Expand the stock of print relevant library books to support teaching and learning		Non-wage		2,000	2,000	2,000	2,000	2,000		Institute Librarian
ii. Subscribe to e-library resources to support teaching and learning		Non-wage			24	24	24	24		Institute Librarian
iii. Expand and ensure accessibility to the archival collections		Non-wage		60	60	60	60	60		Institute Librarian

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
PIAP Action 1.3.2: Conduct Higher Education and TVET graduate tracer studies										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
Conduct tracer studies to assess employability of UNITE graduates including feedback from employers		Non-wage		-	-	35	35	35		QA
PIAP Action 1.3.3: Conduct examination and assessments in a quality, valid and reliable manner										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Strengthen the implementation of central assessment, examination and marking system		Non-wage		300	300	520	760	1,060		IAR
ii. Set up a secure central printing and storage facility for examination scripts		Development		-	500	200	250	50		IAR
PIAP Action 1.3.4: Promote and implement distance learning programmes										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Implement blended learning in all existing programmes (support development of blended learning course content)	10,000,000	Non-wage		10	10	10	10	10		IAR
ii. Develop and implement the OdeL policy	5,000,000	Non-wage		-	5	5	-	-		IAR
iii. Train staff on the development, delivery and assessment of online course content	1,000,000	Non-wage		43	77	131	227	322		IAR
iv. Develop distance learning programmes	2,850,000	Non-wage		-	-	6	9	14		IAR
v. Adopt affordable and relevant technologies for effective delivery of teaching and learning		Non-wage		-	-	30	30	30		IAR
vi. Upgrade and maintain LMS to support e-learning		Non-wage		-	-	80				ITO
Strategic Intervention 1.3 Sub Total				2,413	2,976	3,101	3,405	3,605	-	
Strategic Intervention 1.4: Review curricula to make them competence-based at all levels and implement competence-based curricula at all levels.										

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Strategic/PIAP Output 1.4: Competence-Based Curricula Developed and implemented	Percentage of programmes reviewed and aligned with competency-based and interdisciplinary curricula			100%	100%	100%	100%	100%	Staff training reports	IAR
	Percentage of academic staff retooled on methodologies for delivery and assessment of the competence-based course content			100%	100%	100%	100%	100%	Report from IAR	IAR
	Percentage of teaching programs offered through team-based, experiential learning, problem-based learning, competence-based, less hierarchical, study groups, action research and peer education and learning			50%	50%	50%	50%	50%	Report from IAR	IAR
	Number of training session of staff on mind-set change, pedagogy and andragogy in line with emerging training needs			2	2	2	2	2	Staff training reports	IAR
	Number of curriculum frameworks developed			1				1	Report from IAR	IAR
PIAP Action 1.4.1: Undertake review of the curricula to make them competence-based at all levels										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Review ongoing programmes to be competence-based and aligned to society's needs		Non-wage		20	20	20	20	20		IAR
ii. Develop and operationalize a curriculum framework		Non-wage		200	-	-	-	100		IAR
PIAP Action 1.4.2: Retool instructors/ teachers to enable them implement the Competence-Based Curricula										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Retool academic staff on methodologies for delivery and assessment of the competence-based course content	250,000	Non-wage		11	19	33	57	81		IAR
ii. Promote the use of engaging pedagogical and andragogical approaches (team-based, experiential learning, problem-based learning, competence-based, less hierarchical,	250,000	Non-wage		11	19	33	57	81		IAR

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
study groups, action research and peer education and learning)										
iii. Staff trained in mind-set change, pedagogy and andragogy in line with emerging training needs	250,000	Non-wage		11	19	33	57	81		IAR
Strategic Intervention 1.4 Sub Total				232	58	98	170	342	-	
Strategic Intervention 1.5: Provide the required physical infrastructure and equip, instruction materials, human resources and quality assurance mechanism for Higher Education and TVET Institutions including Special Needs Education (SNE)										
Strategic Output 1.5: Physical infrastructure, human resources and quality assurance improved for Higher Education and TVET Institutions	UNITE established and fully operationalized			1	1	1	1	1	Council minutes	IS
	One Asset Management strategy developed				1					IS
PIAP Action 1.5.1: Construct, expand and equip institute facilities taking into account the technological requirements										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Construction of Administration Block at Headquarters		Development		-	20,000	20,000	-	-		Estates
ii. Fence all Institute land to ensure security of property and persons		Development		-	2,000	2,000	2,000	2,000		Estates
iii. Repurposing of existing infrastructure to ensure functionality to UNITE mandate		Development		3,000	3,000	3,000	-	-		Estates
PIAP Action 1.5.2: Conduct a study to explore the PPP approach to reduce the shortage in student and staff accommodation in public universities										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Construction and rehabilitation of student accommodation		Non-wage				1	0.5	0.5		Planning unit
ii. Construction and rehabilitation of staff accommodation		Non-wage				1	0.5	0.5		Planning unit
PIAP Action 1.5.3: Rehabilitate existing public higher education institutions to ensure functionality										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
i. Develop and implement the Asset Management Strategy		Non-wage		-	50	-	-	-		Estates
ii. Rehabilitate facilities in all UNITE campuses to ensure functionality		Development		12,000	12,000	12,000	12,000	12,000		Estates
iii. Review/analyze all Institute property and space to guide on current usage, need, and ongoing maintenance costs.		Non-wage		15	15	15	15	15		Estates
iv. Identify opportunities for shared services within campuses, departments and units.		Cost neutral		-	-	-	-	-		Estates
v. Prioritise the provision of basic utility services including water, sanitation and electricity.		Non-wage		375	431	561	729	948		Estates
vi. Furnish and Equip Institute facilities to ensure their functionality		Development		2,099	3,390	3,575	3,500	3,600		Estates
vii. Routine maintenance and functionality of Institute equipment (less ICT equipment)		Development		401	637	1,013	1,611	2,562		Estates
Strategic Intervention 1.5 Sub Total				17,890	41,524	42,166	19,856	21,125		
Total Vote Objective 1				27,242	54,404	60,451	47,625	59,266		
UNITE Objective 2: Enhance career-long professional growth through structured continuous professional development (CPD) and career development pathways										
Vote outcome 2.1: Improved professionalism of teachers and professionals in education	i. Number of teachers and Teacher Educators completing at least one accredited CPD programme annually.									
	a) Pre-Primary		0	0	250	250	250	250	Training Reports	HRM and IAR
	b) Primary		0	0	1000	1000	1000	1000	Training Reports	HRM and IAR
	c) Secondary		0	0	500	500	500	500	Training Reports	HRM and IAR
	d) Teacher Educators		0	250	150	150	150	150	Training Reports	
	ii. Number of teachers and Teacher Educators who transition or upgrade along defined career development pathways									

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
	a) Pre-Primary		0	0	0	20	30	40	Graduation List	IAR
	b) Primary		0	0	0	500	750	900	Graduation List	IAR
	c) Secondary		0	0	0	200	400	600	Graduation List	IAR
	d) Teacher Educators		0	0	0	0	50	50	Graduation List	IAR
	iii. Number of professionals in education who transition or upgrade along defined career development pathways									
	a) Curriculum Developers and Assessors / Examiners		0	0	50	50	50	50	Training Reports	HRM and IAR
	b) School Leaders and Planners		0	0	100	150	200	250	Training Reports	HRM and IAR
	c) Local Government Education Officers and School Inspectors		0	0	50	50	50	50	Training Reports	HRM and IAR
	d) Teacher Support Officers and Counsellors		0	0	0	50	100	150	Training Reports	HRM and IAR
	iv. Participants' overall satisfaction rate of CPD programmes		0	75%	80%	85%	85%	85%	Training Reports	HRM and IAR
	v. Number of new CPD programmes rolled out to address cross-cutting themes for all teachers		0	1	1	1	1	1	AR reports	HRM and IAR
	vi. Number of new CPD programmes rolled out for pre-primary, primary secondary and Teacher Educators									
	a) Pre-Primary		0	0	1	1	1	1	Training Reports	HRM and IAR
	b) Primary		0	0	1	1	1	1	Training Reports	HRM and IAR
	c) Secondary		0	0	1	1	1	1	Training Reports	HRM and IAR
	d) Teacher Educators		0	2	2	1	1	1	Training Reports	HRM and IAR
	vii. Number of programs which are ISO certified									
Strategic Intervention 2.1: Implement the Teacher's Continuous Professional Development framework										

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Strategic/PIAP Output 2.1: Teacher's Continuous Professional Development framework implemented	i. Number of Short courses for in-service training developed			3	5	5	5	5	AR Reports	DVC AA/IAR
	ii. Number of teacher capacity development initiatives held			2	2	2	2	2	AR Reports	DVC AA/IAR
	iii. Number of education partners supporting CPDs		0	3	5	5	5	5	AR Reports	DVC AA/IAR
	iv. Number of CPD programmes developed		0	5	3	3	3	3	AR Reports	DVC AA/IAR
	v. Number of School leaders and professionals in education trained		0	100	105	110	116	122	AR Reports	DVC AA/IAR
	vi. Number of in-service Pre-primary teachers trained through CPDs		0	0	500	500	500	500	AR Reports	DVC AA/IAR
	vii. Percentage of inservice primary teachers participating in continuous professional development (CPD)		0	5	10	15	20	25	UNITE Archives, TMIS	DVC AA/IAR
	viii. Percentage of inservice secondary teachers participating in continuous professional development (CPD)		0	5	10	15	20	25	UNITE Archives, TMIS	DVC AA/IAR
	ix. Number new pre-primary training CPD modules developed		0	1	2	2	2	2	AR Reports	DVC AA/IAR
	x. Number of pre-primary training CPD modules implemented		0	0	1	2	2	2	AR Reports	DVC AA/IAR
	xi. Number of distance learning CPDs offered			0	2	2	2	2	AR Reports	DVC AA/IAR
PIAP Action 2.1.1: Coordinate and implement Continuous Professional Development (CPD) programmes										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Identify and develop CPDs for scarce and emerging skills needs in Teacher Education		non-wage		50	50	50	50	50		DVC AA
ii. Develop and accredit structured CPD programmes for pre-primary, primary and post-primary teachers Teacher Educators		non-wage		-	200	200	200	200		DVC AA/IAR
iii. Acquire ISO certifications for some of CPDs programs and facilities		non-wage		1,000	1,000	1,000	1,000	1,000		DVC AA/IAR
iv. Conduct CPD training for teachers, Teachers Educators and Professionals in Education		non-wage		800	800	800	800	800		DVC AA/IAR

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
v. Provide mentorship and support supervision to practicing teachers		non-wage		-	1,000	1,000	1,000	1,000		DVC AA/IAR
vi. Deliver Short courses for in-service training		non-wage		-	850	850	850	850		DVC AA/IAR
v. Monitor and Evaluate the provision and implementation of CPD programmes		non-wage		-	120	120	120	120		DVC AA/IAR
vii. Collaborate with Partners in the development and implementation of CPDs		non-wage		-	350	350	350	350		DVC AA/IAR
viii. Implement blended learning in all existing CPD programmes (support development of blended learning course content)		non-wage		50	50	50	50	50		DVC AA/IAR
ix. Develop and implement distance learning CPD programmes		non-wage		150	150	150	150	150		DVC AA/IAR
x. Train CPD facilitators and tutor on digital course content development, delivery and assessment		non-wage		200	200	200	200	200		DVC AA/IAR
PIAP Action 2.1.2: Train in-service (CPD) Pre-primary caregivers trained on Gender and VAC										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Develop a standard CPD training module on Gender-Responsive Pedagogy and VAC Prevention for pre-primary caregivers		non-wage		50	100	100	100	100		IAR
ii. Deliver CPD training workshops for in-service pre-primary caregivers		non-wage		500	500	500	500	500		IAR
iii. Train UNITE's teacher educators to integrate Gender and VAC content into ongoing in-service training programmes for pre-primary caregivers		non-wage		-	100	-	-	100		IAR
iv. Develop and disseminate user-friendly CPD materials and guidance tools on Gender and VAC for pre-primary caregivers		non-wage		500	500	500	500	500		IAR
PIAP Action 2.1.3: Train in-service (CPD) Pre-primary teachers and professional internships.										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
i. Develop competency-based CPD modules for in-service pre-primary teachers		non-wage		500	500	500	500	500		IAR
ii. Conduct CPD training sessions for in-service pre-primary teachers		non-wage		1,000	1,000	1,000	1,000	1,000		IAR
iii. Develop and operationalize a CPD training module framework		non-wage								
Strategic Intervention 2.1 Sub Total				4,800	7,470	7,370	7,370	7,470		
Total Vote Objective 2				4,800	7,470	7,370	7,370	7,470		
UNITE Objective 3: Strengthen research, innovation and community engagement to advance evidence-based teacher education										
Vote outcome 3.1.1: Research innovations commercialized	i. Number of research studies undertaken by UNITE staff		0	0	3	5	7	10	Annual performance report	Chief Research and Extension
	ii. Number of research publications in local and international journals of repute		0	0	0	3	5	7	Annual performance report	Chief Research and Extension
	iii. Number of Policy Briefs developed and disseminated by UNITE		0	0	1	2	3	4	Annual performance report	Chief Research and Extension
	iv. Percentage of staff trained in research proposal and grant writing		0	0	40%	50%	55%	60%	Annual performance report	Chief Research and Extension
Vote outcome 3.1.2: Improved Community- Institute Partnership	v. Number of community engagements undertaken		0	0	5	5	10	10	Annual performance report	DVC AA
Strategic Intervention 3.1: Promote industry-driven and Employer led Higher Education skilling and training										
Strategic/PIAP Output 3.1: Employer-Led TVET and Higher Education curriculum management system implemented	i. Number of MoUs signed with institutions beyond schools		0	3	1	2	2	2	Signed MoUs	IS
	ii. Number of regular feedbacks provided to students on their research progress		0	0	0	8	8	8	Research and devt report	Campus deans

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
	iii. Number of MOUs with schools to support supervision			75	75	90	120	150	Campus deans reports	Campus deans
	iv. Number of Demonstration preschools managed by UNITE			0	5	5	5	5	Campus deans reports	Campus deans
	v. Unite Research agenda developed		0	0	1				Research Agenda	Chief Research and Extension
	vi. Number of Demonstration primary and secondary schools managed by UNITE			0	0	2	3	4	Campus deans reports	Campus deans
	vii. Percentage of a graduate students producing a manuscript/publication before graduation (Is UNITE ready to offer PhD programs in 5 years?)		0	0	0	0	0	0	UNITE Records	Chief Research and Extension
	viii. UNITE Journal operationalized		0	0	0	0	0	1	UNITE Journal	Chief Research and Extension
	ix. Number of staff trained in grant proposal writing		0	0	10	15	20	25	Research and devt report	Chief Research and Extension
	x. Number of national and international conferences convened		0	0	1	1	1	1	Research and devt report	DVC AA
	xi. UNITE research Policy developed and approved		0	0	1				Policy in place	Chief Research and Extension
PIAP Action 3.1.1: Establish knowledge transfer partnerships established between HEIs and industries										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Identify and collaborate with institutions on joint training, research, student and staff exchanges		Non-wage		0	2	2.5	3	3.5		Chief Research and Extension

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
ii. Develop, disseminate and implement the research agenda for UNITE		Non-wage		0	5	0	0	0		Chief Research and Extension
iii. Conduct capacity building training of staff in research proposal and grant writing		Non-wage		0	10	10	10	10		Chief Research and Extension
iv. Organise National and International conferences on Teacher education, training and development		Non-wage		0	300	300	300	300		DVC AA
v. Develop and disseminate UNITE research Policy		Non-wage		0	2	4	1.5	1.5		Chief Research and Extension
vi. Develop, disseminate and implement the Research Mentorship programme		Non-wage		0	1	1	1	1		Chief Research and Extension
vii. Develop and disseminate the research mentorship guidelines		Non-wage			1					Chief Research and Extension
viii. Organise capacity building training for staff on mentorship		Non-wage		0	10	10	10	10		Chief Research and Extension
PIAP Action 3.1.2: Conduct Employer-Led Skills assessments on the competencies acquired by Institute trainees during apprenticeship, traineeship, indenture training, and or upgrading										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Conduct employer surveys		Non-wage		-	-	20	30	40		IS
ii. Recognize and reward research excellence		Non-wage		-	12	16	20	20		Chief Research and Extension
Strategic Intervention 3.1 Sub Total				-	343	364	376	386		

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Strategic Intervention 3.2: Provide early exposure to STEM/STEI to children through innovative science projects in schools and higher education institutions										
Strategic/PIAP Output 3.2: Increase Student Participation in STEM/STEI activities and projects	i. Number of Student-led innovative science-based projects developed/supported		-	-	1	1	2	2	Project Reports	Campus Deans
	ii. No. of exhibitions participated in by students		-	-	1	1	1	1	Exhibition reports	Campus Deans
	iii. Number of open days organised		-	-	1	1	1	1	Open day reports	Campus Deans
PIAP Action 3.2.1: Initiate pupil/ Student-led innovative science-based projects										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
Organise collaborative projects between UNITE and primary/secondary schools to promote STEM/STEAM/STEI		Non-wage		-	3.0	3.5	4.0	4.5	Project Reports	Campus Deans
PIAP Action 3.2.2: Undertake innovative science fairs to showcase application of science in real life										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Organise and participate in exhibitions for student exposure and showcase acquired skills		Non-wage		-	30	35	40	45	Exhibition reports	DVC AA
ii. Organise annual open days to increase visibility and create awareness		Non-wage		-	50	60	70	80	Open day reports	IS
Strategic Intervention 3.2 Sub Total				-	83	99	114	130		
Strategic Intervention 3.3: Support training institutions and industrialists/employers to deliver a dual training system for HEIs (i.e. 40percent training in industry and 60 percent training in institution).										
Strategic/PIAP Output 3.3: Dual training system for HEIs implemented	i. Number of MoUs signed between employers providing work-based training and training institutions		0	0	50	100	100	100	MoUs	IS
	ii. Percentage of student taking part in other activities within local communities through clubs and associations		0	0	70%	75%	80%	85%	Students' activity reports	Campus Deans
	iii. Number of Internship and industrial attachment guidelines developed		0	1	1	1	1	1	Intern guidelines	IAR

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
	iv. Percentage of students receiving internship, school practice and industrial attachments		0	80%	90%	90%	90%	90%	Internship Reports	Campus Deans
	v. Number of reports on community outreach produced			5	5	5	5	5	campus dean reports	DVC AA
PIAP Action 3.3.1: Design and Implement Dual Training/community engagement Programs										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Develop a community outreach policy		Non-wage		10	10	10	10	10		DVC AA
ii. Develop a community outreach framework		Non-wage		-	10	10	10	10		DVC AA
PIAP Action 3.3.2: Establish MoUs with employers and training institutions										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Develop a framework for work based and placement programme		Non-wage		-	10	-	-	-		DVC AA
ii. Identify and enter MoUs to partner with industries on work-based programmes		Non-wage		2	3	3	4	4		Campus Deans
PIAP Action 3.3.3: Establish accessible and transparent community service-learning/work-based programs on selected community needs										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Carryout community scans to document community needs and attitudes.		Non-wage		20	20	20	20	20		DVC AA
ii. Create more work experience, placement, and internship opportunities for students locally, nationally, and internationally		Non-wage		500	500	500	500	500		DVC AA/Planning Unit
iii. Promote student/staff exchange programme		Non-wage			300	300	300	300		DVC AA
Strategic Intervention 3.3 Sub Total				532	853	843	844	844		
Total Vote Objective 3				532	1,279	1,305	1,333	1,360		

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
Programme Objective 9: Strengthen the Policy, Legal, Institutional, and Coordination Frameworks										
UNITE Objective 4: Strengthen institutional capacity, leadership and management to ensure effective governance, resource mobilisation, and sustainable institutional development										
Vote outcome 4.1: Improved Policy, Legal, Institutional, and Coordination for HCD	i. Client satisfaction rate with UNITE services		0	50%	60%	75%	80%	85%	Client survey	DVC F&A
	ii. Proportion of staff trained			10%	50%	70%	80%	100%	Capacity building report	HRM
	iii. Number of UNITE staff demonstrating improved levels of competencies		0	50%	60%	70%	75%	80%	HRM staff performance appraisal report	HRM
	iv. Percentage increase of resources mobilized for UNITE		100%	54%	99%	10%	10%	13%	Annual budget reports	DVC F&A
	v. Percentage of Academic and administrative management processes automated		0%	10%	20%	30%	40%	50%	IT reports	ITO
	vi. Percentage Academic and administrative management automated processes actively utilised		0%	25%	50%	60%	80%	100%	IT reports	ITO
Strategic Intervention 4.1: Develop and review policies and regulations related to HCD										
Strategic/PIAP Output 4.1: Policies for HCD reviewed and developed	i. Number of policies developed and approved		1	3	2	2	2	2	Approved Policies in place	DVC F&A
	ii. A Quality Assurance framework developed for UNITE			1	0	0	0	0	Framework in place	QA
PIAP Action 4.1.1: Develop and review policies for UNITE										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Develop, review, approval of evidence-based policies and guidelines;		Non-wage		-	30	30	-	30		DVC F&A
ii. Undertake stakeholder policy sensitization/policy dissemination.		Non-wage		-	30	-	30	-		VC
iii. Develop the Resource mobilisation and Investment Policy		Non-wage		30	-	-	30	-		Planning Unit
iv. Develop the Grants Management Policy		Non-wage		-	-	30	-	-		Research and Planning Unit
v. Develop the Research and Innovation Policy		Non-wage		-	-	10	-	-		Chief Research

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
										and Extension
vi. Develop the Credit accumulation and transfer policy		Non-wage		-	-	-	-	30		DVC AA
vii. Develop the Affiliation Policy		Non-wage		-	-	-	-	30		DVC AA
Viii. Develop the Intellectual Property Management Policy		Non-wage		-	-	-	30	-		Chief Research and Extension
ix. Develop the Partnership Policy		Non-wage		-	30	-	-	-		VC
x. Develop and implement a Quality Assurance framework		Non-wage		-	30	-	-	-		QA
xi. Fees Policy		Non-wage		30	-	30	-	-		DVC AA
xii. Admission Policy		Non-wage		30	-	-	30	-		DVC AA
Strategic Intervention 4.1 Sub Total				90	120	100	120	90		
Strategic Intervention 4.2: Capacitate institutions to deliver Human Capital Development Programme										
Strategic/PIAP Output 4.2: Improved Institutional capacity for HCD	Percentage of staff supported to train for CPD		0	10%	50%	70%	80%	100%	Capacity building report	HRM
	Number of staff supported to enroll for Masters studies		-	-	-	5	-	5	Capacity building report	HRM
	Number of staff supported to enroll for PhD Studies		-	-	5	-	-	5	Capacity building report	HRM
	Total internet band width provided		20 Mbps	50Mbps	100 Mbps	120 Mbps	150 Mbps	200Mbps	IT reports	ITO
	Percentage reduction of risks associated with Information security		0%	50%	60%	30%	40%	50%	IT reports	ITO
	UNITE client charter developed		-	-	-	1	-	-	Charter in place	IS
	Legal frameworks and institutional policies in teacher Education (Land transfers) developed		-	1	-	-	-	-	Legal unit reports	SLO
	Percentage of recommendations of the Auditor General from the previous 2 years implemented			0%	100%	100%	100%	100%	Finance report	IS
	Risk Management Plan in Place			-	-	1	-	-	Plan in place	IA

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
	Compliance rate to the Institute Quality assurance Framework			0%	0%	70%	80%	90%	Quality Assurance report	QA
	Growth rate in Local and International Partnerships and collaborations			1%	3%	6%	8%	10%	Partnership reports	VC
PIAP Action 4.2.1: Conduct institutional human resource oversight and performance management at all levels to attract, deploy and retain an agile and creative workforce										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Integrate the Institute core academic and administrative functions in the appraisal forms		Non-wage		0	0.2	0.02	0.02	0.02		HRM
ii. Assess staff performance in line with the core functions of the Institute		Non-wage		-	30	30	30	30		HRM
iii. Operationalise employee recognition and rewards programme to acknowledge staff achievements and innovation.		Non-wage		-	-	40	40	40		HRM
iv. Timely payment of staff salaries including social security		wage		2,443	4,083	6,776	11,131	15,175		HRM
v. Streamline recruitment, deployment and payment of parttime staff and volunteers		Non-wage		-	70	70	70	70		HRM
vi. Set up or improve the provision of staff welfare support services (counselling, recreational, sports and physiological services for social/emotional/behavioural support).		Non-wage		-	250	350	40	50		DOS/HRM
vii. Capacity building of all UNITE staff to enhance performance at various levels (mentoring, long and short-term		Non-wage		-	-	-	-	-		HRM
viii. Conduct a human resource needs assessment of specialization gaps and critical understaffed areas.		Non-wage		-	30	-	30	-		HRM
ix. Develop a human resource plan/strategy		Non-wage		-	30	-	-	-		HRM
PIAP/Vote Action: Develop and strengthen ICT system for UNITE										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
i. Development of ICT Strategy and Policy		Non-wage		-	-	10	-	-		ITO
ii. Expand ICT infrastructure and maintain the ICT infrastructure		Development		100	100	100	100	100		ITO
iii. Upgrade the internet bandwidth to meet the demands of the Institution.		Non-wage		60	170	280	390	500		ITO
iv. Enhance ICT staff capacities to apply knowledge and deliver service.		Non-wage		10	10	10	10	10		ITO
v. Establish a UNITE common ICT services.		Cost neutral		-	-	-	-	-		ITO
vi. Provide access to key ICT equipment that enhance service delivery.		Development		1,600	1,680	1,764	1,852	1,945		ITO
vii. Establish standards for ICT equipment		Non-wage		10	-	-	-	-		ITO
viii. Develop an ICT maintenance schedule		Non-wage		-	10	-	-	-		ITO
ix. Upgrade and Maintain Institute website		Non-wage		10	2	2	2	2		ITO
x. Develop ICT systems to automate Institute operations and service delivery		Non-wage		100	100	30	30	30		ITO
PIAP Action 4.2.2: Develop, disseminate and implement Client Charter for the Institute										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Assess customer needs		Non-wage		-	10	-	10	-		PRO and QA
ii. Develop UNITE service delivery standards		Non-wage		-	10	-	-	-		QA and HRM
iii. Develop the Institute Client Charter		Non-wage		30	-	-	-	-		QA and HRM
iv. Implement the Institute Client Charter including customer feedback mechanism		Non-wage		-	30	30	30	30		QA and HRM
v. Develop and implement stakeholder sensitization programme		Non-wage		-	50	-	50	-		PRO and QA
PIAP Action 4.2.3: Develop and implement the communication and marketing strategy to promote the Institute										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit

Result	Indicator	Cost type	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Unit
i. Develop a communication Strategy		Non-wage		20	0	0	20	0		PRO
ii. Develop a marketing Strategy.		Non-wage		30	0	0	10	0		PRO
PIAP Action 4.2.4: Conduct institutional performance audits and risk management										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Undertake internal control assessments		Non-wage		50	50	50	50	50		IA
ii. Enhance efficiency in planning and Budgeting		Non-wage		100	120	120	120	120		Planning Unit
iii. Develop a risk management plan		Non-wage		-	-	20	-	-		IA
iv. Plan and perform compliance Audits		Non-wage		80	80	80	80	80		IA
v. Develop and disseminate the quality assurance framework for the Institute		Non-wage		-	80	-	-	-		QA
vi. Assess and Develop a Database for practical centres.		Non-wage		-	40	-	-	-		Planning Unit
vii. Prepare and file legal documentation to address legal requirements Support private sector organisations by developing Memoranda of Understanding (MoUs)				30	50	55	60	65		SLO
PIAP Action 4.2.5: Strengthen the partnership and coordination mechanism for the Institute										
Vote activities				Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30	Off budget	Responsible Unit
i. Establish and maintain a database for current and potential partners in both public and private sectors.		Non-wage			1	1	1	1		Grants Unit
ii. Establish a partnership coordination team for effective management of partnerships and collaborations.		Non-wage			10	10	10	10		VC
iii. Support partnership and collaboration development and maintenance activities		Non-wage			20	20	20	20		VC
Strategic Intervention 4.2 Sub Total				4,673	7,116	9,848	14,186	18,328		
Total Vote Objective 4				4,763	7,236	9,948	14,306	18,418		
GRAND TOTAL				37,337	70,388	79,074	70,634	86,513		

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