

TIET NEWSLETTER

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TEACHER EDUCATION SYMPOSIUM IN PICTURES!

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TIET HOLDS THE SECOND TEACHER EDUCATION SYMPOSIUM

BY ANDREW TABURA



'Spectacular! '.....'Very well organized!'.....'We are proud to be associated with TIET and MoES!'.....'Wonderful!'

These are but a few of the genuine expressions of gratitude and admiration that participants at this year's Teacher Education symposium held at Silver Springs Hotel from 26th - 28th February, 2020. The theme of the symposium was "Quality teacher of the 21st Century".

It was truly a beautiful occasion that brought together Teachers, Teacher Educators, Education Development Partners and education stakeholders from all walks of life. The two day event was like the 'who is who?' in the world of Uganda Teacher Education. Maama Janet Kataaha Museveni, First Lady and Minister of Education graced the occasion as did Dr. John Chrysostom Musingo, and Rosemary Seninde the State Ministers of Education responsible for Higher and Primary Education in the country. The MoES Permanent Secretary Alex Kakooza, Chairperson and Deputies of Education Service Commission, Directors, Commissioners, University Dons, Principals and staff of TIET Institutions, staff of MoES.....and the list goes on and on!

Holding a TE symposium every year is one of the strategic actions undertaken by TIET to assess the performance of teacher education, in respect to Vision 2040 and the Sustainable Development Goal 4 (SDG4). The symposium attracted over 500 participants. The overall goal of the symposium was to provide a forum for educators and stakeholders to interface, share experiences and proposal on how to improve teacher quality.

The symposium had two keynote speakers: The first, Dr. Margo O'Sullivan a seasoned educationist with a vast wealth of experience spanning four continents over a period of 33 years, highlighted the power of education amidst the current global divide to transform lives, and reduce poverty by 30%. She pointed out that each additional year of school increase women's earning from 10 to 20%. Dr. O'Sullivan pointed out that the difference between the 20th and 21st century teacher was that the 21st century teacher has to be adaptive, Tech savvy, a lifelong learner who knows how to collaborate, an advocate for the profession, self-aware, empathetic and a self-reflector.



Dr. Margo O'Sullivan receives a commemorative plaque from Minister J.C. Musingo

The second keynote speaker was no less than the Global Teacher Award winner Br. Peter Tabichi from our neighbouring country Kenya. Everybody who met and had an opportunity to chat with Br. Peter could not help but note his humility and down-to-earth personality. Br. Tabichi narrated his life account attributing his success to his students' performance, early life, family and upbringing (a son to teachers with a 12 years of teaching experience), having grown up in hardships. However, he was courageous enough to overcome them and use this experience as an opportunity.

Br. Peter decided to become a teacher because he saw first-hand how teachers could help people overcome serious problems. He saw how generous his father was with his pupils and his time. 'His dedication to the community convinced me that teaching was the most important job I could do.' He recognized the dedication, commitment and generosity of fellow teachers who trek long distances, work under rain and sunshine, offer support to students with own resources.



Br. Peter Tabichi receives a plaque from Minister J.C. Musingo. Right is the Commissioner, Teacher Education Standards Ms. Frances Atima

One of the approaches that TIET and MoES initiated during the TE symposium is a plan to mobilize all Ugandans to remember and appreciate their teachers as a way to give back and boost the morale of teachers. This idea was mooted by Mr. Chris Muhango, a marketer and lecturer at MUBS.

Mr. Muhango shared with the Symposium participants how he had noted a similar practice in the US where all citizens are encouraged to recognize and appreciate the one or two teachers who had the biggest impact in their lives. This plan ties in well with the Teacher Incentives Framework, one of the key strategies to implement the new National Teacher Policy which was passed by Cabinet on 1st April, 2019.

All in all, nearly all participants agreed that it was two days well spent! TIET would like to thank all of you for whatever support you rendered towards making the symposium a success and looks forward to welcoming you to the 3rd TE Symposium around the same time next year!



First Lady and Minister of Education launches the 'Appreciate My Teacher' program. Right is Mrs. Rosemary Seninde, Minister of State for Primary Education and PS Alex Kakooza.

THE SECOND TEACHER EDUCATION SYMPOSIUM IN PICTURES



TIET STAFF CELEBRATE BEST MOES DEPARTMENT AWARD FOR 2019

BY SABASTIAN SEMPALA



As has become customary, TIET organized another quarterly staff retreat which took place from 19th -21st December,2019 at Bishop Willis Core Primary Teachers' College. The host college was very pleased to have their mother Department on their facility and pulled all the stops to ensure that members were comfortable. Kudos to Principal Janet Among Otukol and her staff!

The purpose of this meeting was to review TIET's half year performance so as to strategically plan for the third quarter. The major focus was on critical activities aimed towards the implementation of the National Teacher Policy.

The National Teacher Policy (NTP) coordinator was on hand to give an update on the achievements so far made as well as to present a plan of action for the activities foreseen during the rest of the year. The occasion was also used to empower staff with skills, knowledge and experiences on how to improve individual, division and departmental performance.

Other areas of focus were the improvement of performance of TIET department, better management of the online teacher registration as well as to establish the status of the Institution, which shall host the National Teacher Council and Uganda National Institute of Teacher Education.

Being a retreat, members freely aired their views, making the process participatory and interactive. At the end of the day, all present pledged to put aside any minor differences, refrain from 'bad-mouthing' one another and work to maintain their position as the Vanguard Department of the Ministry.

One other practice that TIET initiated is to ensure that all staff visit the country home of at least one staff member every quarter. Previously, the Department members visited Dr. Jane's home in Pallisa. Last quarter, TIET staff descended on Mr. Web Ndyabahika's home in Kabale.

This time it was the turn of Haj. Abdul Kibedi to host Team TIET at his home! And my, oh my! What did not happen! Traditional singers and dancers were on hand to welcome and entertain the team throughout the visit. And as is to be expected, when you visit the land of the Basoga, emboli, maido, duuma, envuruga wer in full flow! Team TIET are truly Grateful to Haj. Kibedi and his family for their heart warming welcome!

Well, Team TIET has been East, South West and East again! Next stop? Hmmm...just watch this space!



VVOB: TEACHING AGRICULTURE PRACTICALLY

BY WIM DE BOER - EDUCATION ADVISOR, VVOB



In 2019, the Ministry of Education and Sports, together with VVOB - education for development, embarked on a journey to promote the professional development of agricultural teacher trainers. The programme, From Classroom to Land: Teaching Agriculture Practically, contributes to providing Uganda's youth with the skills necessary to succeed in the agricultural sector. Now that we are well in 2020 the TAP programme is in full implementation mode.

Educating agricultural entrepreneurs.

Uganda is home to a youthful population striving for economic opportunities. For the foreseeable future, the agricultural sector will continue to be the backbone of the economy and key to absorb most of the 600,000 youth entering the labour market every year. The government of Uganda recognises the importance of the agriculture sector for Uganda's economic transformation and has identified the educational sector as being of great importance to reach its ambitious goals.



Ambassador Rudi Veestraeten oversees the signing of an MoU between Mr. Alex Kakooza, Permanent Secretary MoES and Mr. Toon De Bruyn, Programme Manager VVOB

In support, newly adopted policies such as Skilling Uganda and the Teachers Policy are driving curriculum innovation processes, promoting competence-based education and training, and putting entrepreneurship and other 21st century skills front and centre of the transformation processes.

A NEW PLAYER: VVOB

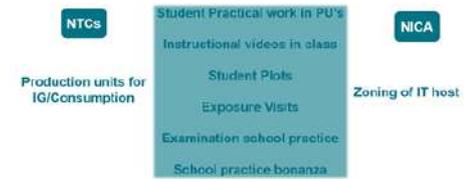
VVOB - education for development is a non-profit organisation focusing on improving the quality of education around the world. VVOB works with ministries of education and their partners to support the development of teachers and school leaders in different educational subsectors, including early childhood, primary, secondary and TVET. VVOB has 200 staff working in Africa, Asia, South America and at HQ in Belgium.

VVOB opened its Uganda office in May 2019, after an MoU was signed with the Ministry of Foreign Affairs. In October 2019, VVOB signed agreements with the MoES and its three operational partners: NTC Mubende and Unyama and NICA. With offices in Kampala and Gulu, and soon at MoES, and with a highly qualified team, VVOB is ready to fulfil its commitment. The VVOB team receives a lot of support from Dr. Jane Egau, Commissioner TIET and is supported through Senior Education Officer, Mr. Sebastian Sempala.

Teacher colleges are the key

NICA and NTC Mubende and Unyama are at the centre of VVOB's TAP programme (Teaching Agriculture Practically), which is rooted in the knowledge that pre-service training is the most opportune place to initiate and promote the development of a competence-based Agricultural Education and Training (AET). In the summer of 2019, the colleges and VVOB did a first rough analysis of the current situation of AET. Through reading, interviews, observations and reflection it became clear that challenges are many and complex: (i) teaching of agriculture is more theory than practice, (ii) although colleges have production units, there is limited student participation, limiting the chances to put skills into practice, (iii) student plots, which are a common activity that is being implemented as part of the so-called Paper 5, rarely go full circle due to interrupted seasons during school practice, (iv) not all students can participate in the continuous school practice, because of the huge number of students, (v) colleges organise only one exposure visit annually, but these exposure visits do not focus enough on the opportunity they present to be exposed to practical training experiences, (vi) during the industrial training period for NICA students there is lack of support from the hosts and student experience a gap in application of relevant skills.

To improve the quality of the teachers' colleges, a model to improve teaching agricultural practically was designed. The following streams that contribute to a more practical teaching approach were identified:



Overview of the different streams supported through TAP

Practical learning from farm management at Homa farm in Gulu district and study visits to MST Junior Academy in Bwerenga and Gayaza High School in Gayaza provided good examples of farm management and practical agriculture education and training. The participants were particularly interested in learning about the governance, financial management, asset management and the pedagogy within the school farms. At both schools, partners were exposed to organisational, financial and technical aspects and principles of setting up and running a school farm. Furthermore, the role of pupils and students in the school farm was also examined, as well as the reward system and incentives for students. Technical innovations and conservation principles (especially regarding waste management) and integration of different production units were studied. The group learned how schools successfully run school farms. The visit gave an important input for the formulation of the vision and governance statement on TAP – Teaching Agriculture Practically.

What is next?

Each of the colleges has productive land, and organises farm activities for income generation and learning. This is done through the setting up and management of production units, and the initiation of student plots as part of their Paper 5. To address the challenges of low productivity and the lack of link between the production and the teaching, teams are working on developing a business model. The development of the business model starts with a clear vision for the student plots and production units, including how they can be used to learn new agricultural and entrepreneurial skills. These business models are under development and it was agreed with the partners that they will be presented for endorsement by the strategic management of the colleges. In 2020 the processes around the exposure visits and industrial training (preparation, guidance, assessment) will be supported, through the development of tools and capacity for resource people and partners. That is also the case for the student practice within the schools.

Find more information on: <https://www.vvob.org/en/programmes/uganda-teaching-agriculture-practically>

STATE MINISTER OPENS STIR NATIONAL INSTITUTE

BY JANE SEBUYUNGO - SENIOR PROGRAMME MANAGER DESIGN, STIR UGANDA



STIR Education was very pleased to welcome the State Minister for Primary Education, the Hon. Rosemary N. Seninde, to open its national institute in Kampala on 8 January 2020. This annual institute brought together 305 participants (including DEOs, DISs, DPOs, CCTs, ASSHU chairs and UNATU representatives) to receive training to prepare them for the new school year. STIR was also delighted to welcome the Commissioner for Basic and Primary Education, Dr. Cleophus Mugenyi, and the TIET Assistant Commissioners, Mr. Jonathon Kamwana and the Principal Education Officer Mr. Wilber Wanyama.

The Minister opened the event with a speech, in which she said: "I am really pleased to see all of these stakeholders gathered here for the purpose of improving education quality. Thank you to STIR Education for supporting the Government of Uganda on its journey to implementing the National Teacher Policy. As we implement this intervention in partnership with STIR Education, let us work together to build intrinsic motivation amongst our teachers and our learners so we create a country where our teachers love teaching and our children love learning."

STIR Education has been operational in Uganda since 2014, and it is engaged in a strong partnership with the Ministry of Education and Sports. STIR recognises that when children develop the foundations of lifelong learning (including curiosity, critical thinking, confidence and self-esteem), they are able to succeed in a fast-changing world of 'unknown unknowns'. STIR believes that the most cost-effective and sustainable way to develop these foundations is by working through teachers – the main in-school agent of change and role model in a child's life. So it supports the government to reignite intrinsic motivation in teachers and local officials through its approach of local teacher networks.



Teacher networks are groups of 20 to 30 teachers who meet monthly to gain exposure to evidence-based ideas that enable them to role-model the foundations of lifelong learning. The meetings focus on a specific theme each term (e.g. checking for understanding), and teachers decide how best to implement new practices in their classrooms. Between meetings, they are observed and given feedback by a head teacher or peer, and reflect on their learning to deepen their understanding.

These networks are run by local district officials, who take responsibility for running and managing the model at district, cluster and school levels. STIR provides only one member of staff for every 2-3 districts to provide training, coaching and data for officials, and support them to run and manage the approach with increasing confidence and quality. STIR is currently working in partnership with the MoES in 31 districts and 8 municipalities across Uganda, all of which are government priority areas. In each district, the STIR approach works with every government primary and secondary school, and strives to engage every teacher in those schools. This means that it is currently reaching more than 60,000 teachers through more than 2,000 network meetings every month, and building a love of learning in more than 2 million children across the country.



STIR has tailored its approach to help the government to bring the National Teacher Policy to life and ensure its implementation. The programme supports the delivery of the policy by aligning closely with the Teacher Incentive Framework to increase teacher motivation, and supporting the implementation of school-based teacher CPD. STIR is also part of the SESIL programme and is funded by a number of donors, including DFID, the Mastercard Foundation and Dubai Cares. STIR is now in discussions with the Permanent Secretary and the Directors, and the Commissioners of Education to develop a national sustainability for this approach across the whole country.



A DREAM BECOMES A REALITY

BY ZIPOLA JOJINA ATHIENO - PRINCIPAL

I had always heard people talk about daydreaming. And it is said that day dreaming is good because if well-developed can generate useful ideas. Actually great thinkers daydream. I proved this theory right when I was posted to Canon Lawrence Primary Teachers' College Boroboro as a Care Taker Principal. I was astounded to find that the college, which started in 1927, still stood on buildings constructed in the 1950s! To be honest, 70 years down the road, the buildings are dilapidated. Some of the infrastructure still have the condemned asbestos roofing.

Before...



The old Staffroom block



Asbestos clad classroom block



The Administration block



A staff house



I looked at these buildings every day of my stay at Canon Lawrence and it kept wondering what would happen, how it would happen that these buildings would be better. As I kept pondering, it was like a dream in me that this building would one-day look new again! In my dream, I would see the buildings transformed, one at a time. The dream kept with me for the whole of my first term of 2018. So persistent was this set of thoughts that I resolved to act on my dream using whatever meagre resources I could master. In term 2 of the same year, I dared to share my dream with my immediate supervisors and managers the Parent's Tutors' Association (PTA) and Board of Governors (BoG). As luck would have it, this idea caught the minds and hearts of the PTA executive. They even proposed to request parents to contribute thirty thousand shillings every term so that the college could receive a much-needed facelift! We agreed to attempt to renovate one block every term.

The PTA representatives presented the idea to the BoG for approval. To my pleasant surprise, the BoG was all too excited with the idea! They immediately endorsed it and resolved to effect the plan beginning third term of 2018. Even with the usual fees defaulters, the parents were able to raise about 9 M/- from the then student population of 328. With my whole heart devoted to using every single coin of this money on the project, by November 2018, one block was looking totally different.

"With my whole heart devoted to using every single coin of this money on the project, by November 2018, one block was looking totally different."

After...



The staff room and computer laboratory



The new look Dining hall



The current Administration block



The refurbished Year-One block



The Kitchen still under construction...

At my first AGM, parents were amazed. Many asked themselves why this idea had not been thought of much earlier. One male parent even declared, 'Women are better thinkers! This could not happen until we got a female Principal'.

Parents overwhelmingly endorsed the idea and since then, the Administration block, a two-classroom block, Dining hall, kitchen, and staff toilets have changed look. And so, my dream which became an idea, has turned into an admirable reality!

THE FOOD VILLAGE PROJECT: THE GLOW, GROW AND GRACE OF ST. MARY'S PTC.

BY ROSE AKULLO - PRINCIPAL

St. Mary's PTC, Bukedea is among the 46 Grade III teacher training colleges aided by the Government of Uganda. It was founded by the Little Sisters of St. Francis under Mama Kevin, way back in the 1940s. It was among the three female-only teacher-training colleges in Uganda. St. Mary's PTC, Bukedea is renowned for her excellence in training high quality women teachers.

In order to work towards achieving the college vision and mission, St. Mary's puts a lot of emphasis on majority 2 important components, namely:-

1. The Professional training, high academic achievement and personal/social conduct of students and tutors supported by the spiritual guidance of the Catholic origin.
2. The agricultural component is intended to provide students with skills that can enable them lead a sustainable life throughout their life as teachers.

It is against the 2nd component that the food village project has been initiated. The food village project was donated to St. Mary's PTC by the foundation Educational food Village based in Hoom, the Netherlands. It aims at helping children of Africa to improve their health status & hence realize their full life potential to serve their communities and self.



The project started in late 2018, with construction of poultry unit and preparation of a unit multi crop/food village. St. Mary's Primary Teachers College Bukedea prides of the food village projects.



Poultry unit: Principal and students feeding the birds.

As the name reflects, the village consists of varied live and fresh crops which include; passion fruits, pineapples, green pepper, onions, cabbages, tomatoes, sukuma wiki, spinach, French beans, carrots, dodo (amaranthus), beans, green peas, and water melon. It also treasures the poultry unit. In the first cycle, 300 birds were raised. Currently, new stocks of layers are growing rapidly. By May this year, the project will once more feed the students with eggs at least once a week.



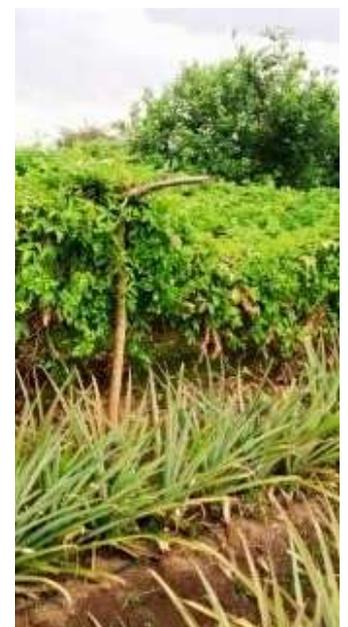
The Greenhouse

The nutritional benefits that any living organism receives from food, food village provides students with supplementary diet which also attracts more girls to enroll at St. Mary's PTC. In line with SDGs and MOES goals of skilling Uganda, equipping students with entrepreneurship skills to improved farming methods, ability to generate own food. The food village is also geared towards development of good health of the students and staff by consumption of nutritious food. The purpose of the food village feeds rightly into our college mission statement of "producing ladies and teachers of high integrity". Thus it also develops the concept of active participation in developing and accessing household food security during difficult times/dry spells. The objective of the food village project is;

- To have a continuous flow of food throughout the year even during drought
- To equip students with skills and attitudes of raising such crops so that it has a multiplier effect on the pupils they will teach,
- To supplement students diet with a view to attracting more students to join the college.
- As a model to the community around.

The existence of food village promotes food availability, rights to access natural environmental services and support to existing community feeding systems. This is particularly useful in communities in an environment with food insecurity, deprived land ownership and less access to food market. Hence, food availability at all times and good health for everyone.

You are what you eat!



SHIMONI CORE PTC: TEACHING AGRICULTURE AND IPS

BY ROSETTE NAIGAGA - DEPUTY PRINCIPAL

Gone are the days when Agriculture was taught to student teachers in theory! As such, student teachers would graduate with little or no practical agricultural experience. This was in turn be transmitted to the primary school children. To combat this, Shimoni PTC ensures that students learn different Agricultural skills which include thinning, weeding, pruning, mulching, crop rotation, grafting, agro forestry, castration, drenching, vaccination, dehorning, artificial insemination, grooming, feeding. These skills help the students to earn a living and also sensitize the community about productive and sustainable agriculture



In the last review of the Primary Teacher Education curriculum, integrated Production Skills (IPS) is one the disciplines that was incorporated into the menu that a primary school teacher needs to learn. IPS is a learning area that combines skills-based subjects like Home Economics, Art and Technology, Entrepreneurship and Woodwork. IPS enables a student teacher to qualify as a self-reliant individual who is able to earn a living from the variety skills learnt.



LINE UP OF THE PTC PRINCIPALS ASSOCIATION OF UGANDA

BY ZESIRO JOYCE KAYONDO - CHAIRPERSON, PAU

EXECUTIVE COMMITTEE OF THE PRINCIPALS ASSOCIATION OF UGANDA



Zesiro Kayondo Joyce CHAIRPERSON



Herbert Mukasa VICE CHAIRPERSON



Lubega Dauda GENERAL SECRETARY



Beatrice Kayegi VICE GENERAL SECRETARY



Hajat Aida Nambusi Kibedi C/P CENTRAL



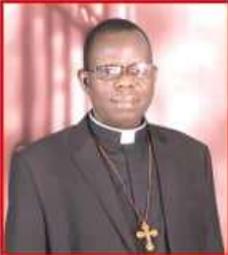
Nambalirwa Jane Patricia Serubogo TREASURER



Okello Humphreys
C/P EASTERN REGION



Agasha Muramuzi Constance
C/P SOUTHERN REGION



Fr. Orwinya Hillary Kago
C/P NORTHERN REGION



Oliver Migando C/P WESTERN REGION



Maria Mubezi Kalula
PRIVATE PTCs

Longserving Principals of TIET institutions retire...

A number of our family who have served faithfully as teachers and teacher educators in different capacities left the stage last year and early this year while others are set to leave later this year. TIET salutes these educationists for their great service by citing them here.

INSTITUTION	COLLEGE	NAME	DESIGNATION	DOR
NTC	KALIRO	IRAALYA BAKAMYA G.M.T	PRINCIPAL	Retired in 2019
PTC	BISHOP WILLIS	KIRYA MUKWANA ANDREW	PRINCIPAL	
PTC	KALIRO	ERIWALA GEOFFREY PETER	PRINCIPAL	
PTC	ST. AUGUSTINE'S, BUTITI	TIMBIGAMBA MARY SALOME	PRINCIPAL	
PTC	CANON APOLO	BYESIGWA BENJAMIN	PRINCIPAL	
PTC	SANCTA MARIA	SR. DR. NAKITENDE RITA CHRISTINE	PRINCIPAL	
NTC	MUNI	KATARIKAWA ADRIAN KAGIRE	PRINCIPAL	
PTC	SHIMONI	BYAKUTAGA BEATRICE	PRINCIPAL	
NTC	KALIRO	BARIGYE BYARUGABA BERNARD	PRINCIPAL	
PTC	IBANDA	BIRLINGI VINCENT	PRINCIPAL	
PTC	KAPCHORWA	OWOR ELEAZOR	PRINCIPAL	
PTC	ARUA	ALJO ZACHARY	DEPUTY PRINCIPAL	
PTC	ST. JOHN BOSCO, LODONGA	MAASIKURU GRACE	DEPUTY PRINCIPAL	
NTC	KALIRO	SSAJJABBI DOEGRATIAS	DEPUTY PRINCIPAL	Retired in Q1 2020
PTC	SHIMONI	ODEKE OKIROR CHARELS	DEPUTY PRINCIPAL	
PTC	RUKUNGIRI	BYAMUGISHA EMMANUEL	DEPUTY PRINCIPAL	
PTC	ARUA	OCIDA MARGARET	DEPUTY PRINCIPAL	
PTC	SOROTI	AMUKUN JAMES SILVEST	DEPUTY PRINCIPAL	
PTC	BUHUNGIRO	MBANGIRE FREDRICK	PRINCIPAL	
PTC	GULLU	AISU NOEL	PRINCIPAL	
PTC	PAIDHA	OKELLO GEOFFREY AZAD	PRINCIPAL	
PTC	BULERA	FLORENCE ADONG	PRINCIPAL	
PTC	KAMURASI	AMOS TIBAJUKA	PRINCIPAL	
PTC	KIYOORA	KATONGOLE MABEL KANKUNDA	PRINCIPAL	
PTC	ST. ALOYSIUS, NGORA	NAMBALE PETER WATEYA	PRINCIPAL	
PTC	BUSHENYI	NUWAMANYA RICHARD	PRINCIPAL	

Newly promoted ...

TIET also salutes Mr. Waigulo David Basadha, Mr. Lot Pario and Mr. Francis Otai who merited the position of Deputy Principal, National Teachers' College.

IDENTIFICATION OF STRATEGIES TO SUPPORT NATIONAL INSTRUCTORS COLLEGE - ABILONINO TO BECOME A CENTRE OF EXCELLENCE

BY SABASTIAN SEMPALA



Ministry of Education and Sports through the Teacher Instructor Education and Training department and with support from Enabel TTE-Project, in February 2019 commissioned this study. The purpose of the study was to determine the role of NICA in today's public and private TVET sectors, and to propose feasible, efficient and sustainable strategies to make it become a Centre of Excellence for Instructors training, able to support the Skilling Uganda national programme.

The study set out to:

- Conduct a situational analysis of the institution
- Assess the organizational capacity (staff capacity & systems in place)
- Identify potential opportunities with public and private partners which could help the college to diversify its offer, increase its incomes and become a relevant actor in the TVET subsector
- Propose a way forward for transforming NICA into a Centre of Excellence.

The consulting Team (Mamza Consulting Ltd) defined a Centre of Excellence as an organization/institution providing an exceptional product or service based on research and best practices in an assigned sphere of expertise. As regards to models of excellence, the team of consultants as well as the user college considered three models; one where a Centre of Excellence was built within a training institution, compared to another where the college could be developed into a stand-alone Centre of Excellence or a network model. In the end, the study proposed that NICA adopts the network model where it would work with satellite campuses, each with Demonstration Vocational Schools.

The study revealed that the following findings:

- The College did not have legal status, as it was not established with any statutory instruments. As a result, had to lean against Kyambogo University
- The College had no organization structure and thus adopted the one of NTCs which is not suitable for instructor training;

Recommended NICA to seek accreditation with NCHE to regularize her identity/legal existence.

- The current curriculum in use is University-based and does not provide for intensive practical training.

Recommended regular needs assessment to develop curriculum responsive to the needs of instructors and labour market. The College to adopt Competence-based training and assessment.

- The College was not effective in research important in technology development. The College also has inadequate lab facilities, equipment and suitable machines. **Recommended MOES to provide urgent funding needed to transform the College into a centre of excellence and provide modern equipment/machines.**
- Organizational Capacity of NICA: The College governing council was in line with the University & Other Tertiary Institutions Act 2003 but not in line with the TVET policy. **Recommended the College to solicit legal existence, mainstream gender issues and adopt staff transfer to be paid by the central government.**
- Financial Management. The college had physical records on finance and stores in place. **Recommended computerized accounting and records management.**

9 pillars were proposed for transforming NICA into a CoE:

- Pillar 1: Autonomy and governance (Leadership) through Bench marking NICA with international best practices in TVET Training, Develop CBTA curriculum for TVET Instructor Training for both pre-service and in-service programme etc.
- Pillar 2: Self sufficiency
- Pillar 3: Innovative Teaching and Learning Methods including Use of Modern Technology
- Pillar 4: Continuous Professional Development
- Pillar 5: Innovation and development in curriculum development, training Methods and skills Assessment
- Pillar 6: Establish partnership with industry and TVET Instructor Training Providers
- Pillar 7: Business and Economic development through training and business Incubation (Innovation Award Fund)
- Pillar 8: Effective functional links with Employers
- Pillar 9: Development and maintenance of Infrastructure and equipment

To implement the study recommendations it will require UGX 7.6B



Mamza Consulting team, presenting final draft report at a validation workshop at NICA

MICRO TEACHING AT HEALTH TUTORS COLLEGE MULAGO

BY KAREN CAROL DRATERU - PRINCIPAL



MICRO-TEACHING 2020

Background

Health Tutors' College Mulago is a training Institution for Health Tutors who teach mid-level health workers in Health training institutions all over the Country.(Nurses, Midwives & Allied health professionals including Lab.technicians, Orthopedics officers, Physiotherapies, Dental assistants etc.)The College is located within Mulago Hospital and Complex and is affiliated to Makerere University through College of Education and External Studies. Programs offered are: Bachelor of Medical Education Post Graduate Diploma in Medical Education, and Higher Diploma in Clinical Instruction. The college trains Post-basic Health related health workers equipping them with research methodology, pedagogical and clinical teaching competences. Before the Health Tutors are sent out to teach in the Health training Institutions, they are taken through a session of microteaching to equip them with skills of conducting classroom and clinical teaching. Which helps them do better during school practice.

Micro-teaching is an educational methodology and is akin/similar to putting the instructors "under the microscope" of a small group audience. The technique attaches importance to a small fraction or a particular aspect of the teaching skill and a return demonstration from the learner. It implies that while teaching, all the faults in teaching methodology are brought into perspective for the observers to impart a constructive feedback.

Microteaching trains teaching behaviors and skills in small group settings aided by video-recordings, and aims at building up of skills and confidence of the teachers. It is an excellent way to build up skills and confidence in the teacher tutor teaching to experience a range of styles/techniques to learn and practice giving constructive feedback. It is a good time to learn from others and enrich one's own repertoire of teaching methods.

Why Microteaching?

Microteaching simplifies the complexity of a teaching situation that requires a teacher to have a good knowledge of the subject matter, communication skills and the ability to observe, supervise, lead a discussion and pose questions. Since it is difficult to assess one's own abilities microteaching benefits a teacher the colleagues' feedback to recognize the teacher's strength and identify areas for possible improvement.

Steps in Microteaching

There are five steps followed in microteaching:

1. Planning
2. Presentation and observation
3. Videotaping (where resources are available)
4. Discussion and analysis and
5. Giving and receiving feedback achieved through pre and post conferencing.



Vision:

Centre of Excellence in competence based Health Tutorship Education responsive to National, Regional and International labour market needs.

Mission:

To provide quality health tutor education through provision of skills training and research

TEACHER TRAINERS AT THE FOREFRONT OF ENDING GENDER-BASED VIOLENCE IN THE NATIONAL TEACHERS' COLLEGES

BY DOROTHY KYAMAZIMA



An NTC student sharing strategies on how to respond to gender-based violence during the training workshops in the colleges.

"In 2017, a female student confided in me to arbitrate a situation between her and a male student who had impregnated her and later denied the pregnancy yet they were going to leave the college. Its incidents like these and many others that inspired me to shoot this film as a film is a good platform to attract attention to GBV in NTCs and appease emotions," says Ms Sarah Nawoova, a Lecturer of Music and Language in NTC Kaliro.

According to the GBV study which was commissioned by the Ministry of Education and Sports, with support from the Belgium – Uganda Study Fund, Ghent University (Belgium) and Mbarara University (Uganda), it was found that more women than men had experienced some form of violence. This greatly affects their academic performance since it poses a barrier to quality education and students lose the ability to focus on education because of the psychological and physical torture.

Since education has a pivotal role to play in sustainable development, Enabel, the Belgian development agency is supporting the need to create a safe learning environment in these training institutions. In doing so, the Teacher Training Education (TTE) Project, supported by Enabel, is working with teaching staff in the NTCs of Kabale, Kaliro, Mubende, Muni and Unyama to end GBV in the colleges. The importance of the teaching staff is well established, as the GBV study findings have equipped them with the knowledge to identify and control the prevailing forms of GBV in the NTCs.

The teaching staff are now key people when it comes to raising awareness and behavioural change among the students and the managerial personnel. This is because they have taken the responsibility upon themselves to do so. Among the most recognizable efforts, are the actions of Ms. Sarah Nawoova, a lecturer at NTC Kaliro.

Her efforts first came to light when she took part in an action-research contest in 2018 that was intended to support NTC teaching staff to address pertinent teaching and learning challenges faced in their class room through the use of action research.

Her research focussed on GBV a theme that was unexplored in the NTCs. She produced a short film, composed a poem and posters in a bid to educate the students and staff about the different forms of Gender-based violence, addressing many of the GBV issues within the college. She Ms. Sarah Nawoova emerged winner of the action research contest and was later given an award for her exemplary service during the NTC teacher day celebrations.

"I felt that writing something related to the students experience and acting it out would pass on the message in addition to speaking about it," added Ms Sarah Nawoova.

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Her efforts are fortified by the actions of the Teacher Training Education project. During the dissemination of the GBV study findings supported, several gender-responsive trainings were conducted for teacher trainers especially in the areas of hygiene and sexual violence. They (teacher trainers) were trained on how to respond to Gender-based violence in the NTCs through action strategies like Public Dialogues, Sensitization sessions among others.

Teacher trainers were also encouraged to provide a conducive environment where victims of GBV can approach them and counsel them throughout the process to fully achieve the SDG 4.



Enabel Country Representative awarding Sarah Nawoova for best action research theme during the NTC teacher day celebrations in Kabale.

TIET UPDATES... GOING FORWARD

The Teacher Management and Information System - TMIS

Complete, validate and gazette all teachers who have applied to register online.

The Uganda National Institute of Teacher Education - UNITE

Established to manage and coordinate all pre-service and in-service training of teachers and education managers

ICT in Education policy

Draft ICT in Education policy in place

The National Teacher Council

Notable progress on the establishment of the NTC

KEY MILESTONES FOR TIET DEPARTMENT

Teacher Training curriculum

All curricula for training of teachers and instructors upgraded to degree level

Teacher Qualifications Framework
Draft National Qualifications Framework in place



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