



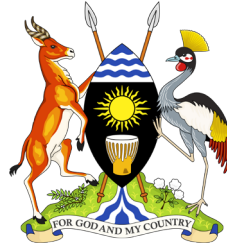
MINISTRY OF EDUCATION AND SPORTS

A SITUATIONAL ANALYSIS OF QUALITY ASSURANCE FOR TEACHER TRAINING PROGRAMMES IN UGANDA



May 30, 2018

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Abbreviations

| | |
|----------------|--|
| BTVET | Business, Technical, Vocational Education & Training |
| BTC | Belgian Technical Cooperation |
| CCs | Coordinating Centres |
| CCTs | Coordinating Centre Tutors |
| CPD | Continuous Professional Development |
| DEP | Diploma in Education Primary |
| DES | Diploma in Education Secondary |
| DTE | Diploma in Teacher Education |
| ECD | Early Childhood Development |
| EFA | Education for All |
| EMIS | Education Management Information System |
| FGDs | Focus Group Discussions |
| ICT | Information and Communication Technology |
| IICBA | International Institute for Capacity Building in Africa |
| ITCs | Instructor Training Colleges |
| ITE | Instructor/Tutor Education |
| JAB | Joint Admissions Board |
| MoES | Ministry of Education & Sports |
| NCHE | National Council for Higher Education |
| NGO | Non-Governmental Organization |
| NTCs | National Teachers Colleges |
| PTCs | Primary Teachers Colleges |
| PTE | Primary Teacher Education |
| PUJAB | Public Universities Joint Admissions Board |
| QA | Quality Assurance |
| SAQs | Self-Administered Questionnaires |
| SESEMAT | Secondary Science and Mathematics Teacher |
| SGDs | Sustainable Development Goals |
| SIs | Statutory Instruments |
| SP | School Practice |
| STE | Secondary Teacher Education |
| TDMS | Teacher Development Management Systems for primary |
| TDMS | Teacher Development and Management System |
| TIET | Teacher Instructor Education and Training Department |
| TISSA | Teacher Initiative for Sub Saharan Africa |
| TMIS | Teacher Management Information System |
| UACE | Uganda Advanced Certificate of Education |
| UCE | Uganda Certificate of Education |
| UNATCOM | Uganda National Commission for UNESCO |
| UNESCO | United Nations Educational, Cultural and Scientific Organization |
| UPE | Universal Primary Education |
| UPOLET | Uganda Post O-level Education and Training |
| USE | Universal Secondary Education |

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Executive Summary

Since the 1980s, major reforms in the education sector have been carried out in Uganda. These reforms were mainly geared towards increasing access to basic and higher education. These reforms include: the Universal Primary Education (UPE), Universal Post Primary Education and Training (UPPET), Universal Secondary Education (USE), and Universal Post O-level Education and Training (UPOLET). Yet in spite of expanded access to education since the 1990s, the country has not been rewarded with a commensurate increase in the quality of schooling and, more critically, higher learning outcomes. Various assessments (e.g. NAPE, 2015; UWEZO, 2016) confirm significant gaps in learning achievements within and across different areas of this country. Evidence suggests that the main driver of the variation in student learning at school is the quality of teachers. Consequently, the enhancement of quality in teacher training programmes has become an issue of importance as the landscape of higher education has been facing continuous expansion and changes. The proliferation of training institutions and the lack of agreed basic national training standards is a hindrance to improvements in the quality of teachers, tutors and instructors. Whereas, PTCs have received a lot of support from Government and from the international organisations and development partners such as World Bank, Irish Aid and USAID, less attention has been paid to the colleges and universities training teachers for the secondary and tertiary level institutions except for the intervention of agencies such as the Belgian Technical Cooperation (BTC) in some National Teachers Colleges. The baseline was aimed at not only generating this evidence but also providing an opportunity to re-think prevailing mechanisms for quality assurance in teacher training programmes with a view of generating recommendations geared towards improving the quality of teacher education programmes in Uganda.

The situational analysis adopted a cross-sectional survey because the activity sought a cross-section of views on quality assurance measures from various stakeholders in the sampled teacher training institutions. Mixed methods data collection strategies were adopted including interviews, Self-Administered Questionnaires (SAQs), Focus Group Discussions (FGDs); Observations, and document reviews. The team stratified the teacher training institutions on the basis of regional diversity, the institutional founding bodies; whether government-aided or not before randomly selecting them. Three Primary Teachers Colleges (PTCs), four (4) National Teachers Colleges (NTCs) and eight (8) Universities (specifically schools, colleges or faculties of Education) were selected for this study. The PTCs were St. Paul Nazigo, Ndegeya and Namutamba. The NTCs included; Mubende, Kaliro, Unyama and Muni, while the universities were; Makerere University, Kyambogo University, Gulu University, Mbarara University of Science and Technology, Islamic University in Uganda, Uganda Christian University (UCU), Kampala International University and Kampala University. A total of 617 respondents were involved in the study of which 406 (65.8%) were male and the rest 211(34.2%) female.

Although there are quality assurance mechanisms at national level, especially developed by the NCHE (the Council), their implementation is weak both at national and institutional levels. For instance, at national level, the NCHE has not developed minimum standards for teacher training implying that teacher training institutions currently follow the national minimum standards which are generic. The NCHE developed the National Qualifications Framework (yet to be gazetted), however, it is also very generic, since it does not specify the teacher education competences.

Further, the Council is understaffed to monitor compliance of teacher training institutions with the minimum standards. Kyambogo University (KyU) on the other hand is overwhelmed with managing the programmes in all the public and some private NTCs and PTCs, in addition to other institutions affiliated to it to provide oversight on issues pertaining to quality. Its quality assurance unit has not taken off sufficiently to support the Faculty of Education. The Universities offering teacher training (in addition to some of the above challenges) provide more theory-than practical-based teacher training. More importantly, we had limited evidence of the key factors that are impacting on the quality of teacher education programmes in Uganda.

On the relevance of teacher training towards the national education goals, priorities and targets, the baseline has found that despite policy pronouncements, the curricula and pedagogical practices of tutors in Teacher Education within the institutions visited did not show a deliberate effort to link Initial Teacher Education (ITE) to national education goals, priorities and targets. For example, the Uganda Vision 2040 provides a policy framework for national development and articulates long term aspirations to be achieved. The Vision highlights the country's development challenges as largely associated with the low competitiveness of its human resource among others. It also articulates the country's desire to have access to affordable quality education services, a healthy, literate and well informed society which are a result of a competent and effective teaching cadre. The second National Development Plan (NDPII) 2015/16-2020 highlights three key objectives for the education sector namely; (i) achieving equitable access to relevant and quality education and training, (ii) ensuring delivery of relevant and quality education and training, and (iii) enhancing the efficiency and effectiveness of Education and Sports service delivery at all levels. From the students' perspective, the findings show that the training programs were relevant for their future careers as teachers but they were unsure about the direct relationship between the training and their role in the attainment of national development goals, priorities and targets.

On key factors that are impacting on the quality of teacher education programmes in Uganda, the baseline established that these include:

- a) Inadequate space and education facilities for teaching and learning
- b) Inadequate funds to support school practice and other field excursions.
- c) Inadequate capacity of tutors especially to carry out practicals
- d) Poor staff establishment and motivation
- e) Poor infrastructure including ill equipped libraries and laboratories and other specialized rooms.

From the findings and literature reviewed, it was concluded that although both internal and external quality assurance mechanisms exist within these institutions, the key challenge was the robustness within which they are implemented in the different institutions. The baseline strongly recommends the development of basic training modules for all Teacher Education institutions for diploma and degree programmes. It also recommends the establishment of the Uganda National Institute for Teacher Education (UNITE) and for development and implementation of Teacher Training standards and other relevant policies. In every Teacher training institution, there should be a quality assurance unit working closely with the National Council for Higher Education (NCHE) and Teacher Instructor Education and Training (TIET) to oversee quality issues. A spiral curriculum which allows for credit transfers should be put in place so that the diploma programmes can directly link to the Bachelor's programmes. In addition, curricula reviews to make curricula more relevant to the world of work

of teachers should be done every five years as recommended by the NCHE. This is currently not being strictly enforced. Stronger links between Teacher Education institutions and schools should be established in order to strengthen internship and acquisition of practical skills by trainees thus contributing to quality assurance in the training of our teachers. An internship duration of 8-12 weeks per year for two years should be the minimum but this needs to be progressively extended to 15 weeks. The internship programs need to be reinforced by the acquisition of *Demonstration schools* for each Teacher Training institution. In the past, the Teacher training institutions each had a demonstration school attached to it. This needs to be revived urgently.

1.1 Background

UNESCO's Capacity Development for Education (CapED) programme aims at translating global advocacy on Education into concrete action. Uganda is a beneficiary of the project with the goal of strengthening the national capacities in addressing teacher issues. The Teacher Initiative for Sub Saharan Africa (TISSA) study identified two problems relating to teacher concerns; quality and quantity of teachers. The first set of issues in addressing teacher quality include: teacher development and professionalization (pre-service, in-service, and continuous professional development) and; quality assurance and standards (teacher performance standards, teacher evaluation appraisal performance and school assessment). The second set of issues relates to addressing the quantity of teachers in terms of: teacher management (licensing, registration, code of conduct, terms and conditions of teachers, recruitment and deployment) and; teacher utilization (teacher projection in view of access, efficiency and effectiveness). Teacher training is therefore a critical strategy to address the provision of quality and quantity of teachers Uganda.

1.2 The teacher education sector in Uganda

Teacher education and training is overseen by two institutions: the Teacher Instructor Education and Training Department (TIET) of the Ministry of Education & Sports (MoES) and Kyambogo University. The Institute of Teacher Education Kyambogo (ITEK) was formally established to oversee the training of tutors. In 2003 it became part of the newly established Kyambogo University. Since then the University has continued to be in charge of the training of Grade III and Grade V teachers. As a University, it now also trains graduate teachers. TIET has three divisions, namely: (i) the Preprimary and Primary Teacher Education (PTE) division, responsible for the training of Early Childhood Development (ECD) and primary teachers; (ii) the Secondary Teacher Education (STE) division, which deals with lower secondary teacher training; and (iii) the Instructor/Tutor Education (ITE) division, responsible for the training of teaching personnel for BVET and Health Training institutions. Both pre-service and in-service trainings are available.

In Uganda, teachers are trained at Primary Teachers Colleges (PTCs), National Teachers Colleges (NTCs), Instructor and Health Training Institutions and in Universities. In the 1980s, 10 Government NTCs were established and the number of PTCs had reached nearly 80. However in the 1990s, both the PTCs and NTCs were reduced in an attempt to streamline and enhance the quality of teacher education in the country. Currently, there are 5 Government established NTCs and 2 private ones, while Government-established PTCs are 46 and Privately-owned ones (licensed) are 17 (MoES, 2016).

1.2.1 Primary teacher education in Uganda

Approximately half of the government colleges are *core* institutions that run both pre-and in-service programmes and half are *non-core* institutions that have only pre-service programmes. The minimum entry requirement into a PTC is Ordinary level (O' Level) with a *pass grade* in 6 subjects including Mathematics, English and at least two science subjects. Applicants can only join within 2 years of taking their O' Level national examinations. Overall, the teacher training programme is overseen by the Department of Teacher Instructor Education and Training (TIET) at the Ministry

of Education and Sports (MoES). TIET articulates the policies, processes appointments and supervises the college administration and professional development programmes. The pre-service programme consists of two years of training in subject content, professional content and pedagogy, with three school practice periods of 8 weeks each. Each student receives a government grant per day paid to each college to cover the running expenses of the pre-service programme.

The four-year in-service programme is offered on private sponsorship basis. It is a flexible programme that allows students to attend college during school holidays and teach during school time. In addition to the theory courses, students take school practice twice, and each session lasts for 6 weeks

All PTCs follow a uniform curriculum developed by Kyambogo University which has the mandate for primary teacher education. The curriculum consists of Professional Studies, Mathematics, Language, Science, Social Studies and Cultural Studies (Oonyu, 2012). Trainees are trained to teach all subjects of the primary school curriculum. Kyambogo University also trains tutors, moderates and monitors college examinations, and awards Diplomas. The tutors are now required to have a degree in Education. Practicing tutors who hold only the Diploma in Teacher Education (DTE) are encouraged to upgrade their qualifications. Tutors teach according to subjects of specialization.

Teacher trainees take promotional examinations at the end of Year One which determine their progress to Year Two. Students qualify with a Grade III Teacher Certificate, the basic requirement for a primary teaching post. On completion, a new teacher should be able to teach English, Mathematics, Science, Performing Arts, Production Skills and Art & Craft at any primary school level. This requirement differs from the practice in primary schools where teachers are deployed to teach specific subjects and class levels depending on a school's needs and the teachers' perceived ability.

Continuous professional development (CPD) programmes are predominantly the responsibility of TIET through the Teacher Development and Management System (TDMS) structures and are entrusted to Coordinating Centre Tutors (CCTs) who are part of the PTC staff but are deployed to Coordinating Centres (CCs). CCTs train the teachers in various areas that they identify in consultation with head teachers and teachers in the CC schools. There are 570 CCs in the country. However, some CCs lack CCTs, implying that not all teachers are reached by the CPD programmes. The Teacher Development and Management Systems (TDMS) structures were established under the TDMS project which ended a few years ago and may be renewed in the near future. There are also plans to establish the Secondary Teacher Development and Management Systems (STDMS) for secondary school teachers. MoES uses the cascaded approach to CPD. Tutors are required to pass on skills and competences to teacher trainees, which often does not happen. Non-Governmental Organizations (NGOs) and education funding agencies also play a role in CPD, especially by supporting entry/implementation of innovations or interventions through the teacher's college.

1.2.2 Secondary teacher education in Uganda

Kyambogo University (KyU) coordinates the training of both pre-service and in-service teachers at PTCs and NTCs. The University oversees the entry requirements, admissions and registration, content and certification processes of PTCs, NTCs and some health training institutions (HTIs) and technical instructor training colleges (ITCs).

In addition to KyU, following the liberalization of the higher education sector, the number of public and private universities offering teaching-related degree courses has proliferated. Consequently, nearly all the 50 Universities currently licensed in the country train teachers mostly of humanities since the training of science teachers requires more laboratories and equipment. The training of secondary school teachers is regulated by universities and by the National Council for Higher Education (NCHE). Each university is required to develop its teacher education programme guided by the NCHE general minimum standards and the Uganda National Qualifications Framework. Due to lack of teacher-education specific national minimum standards and competence framework, there has been inadequate concerted effort to harmonize and ensure quality teacher education and training in Uganda. Secondary school teacher trainees are admitted into the universities and NTCs if they have two principal passes at A-level. An examination of the training curricula for teachers indicates the need to harmonize content with the competences of a teacher, the failure to integrate 21st century skills and other critical aspects of modern day teacher training (Oonyu, 2014). Teacher trainee awareness of the 'resurgence' of e-learning, and the impact of contemporary issues such as internationalization, globalization, liberalization and corporatization of education were found to be minimal (Oonyu, 2014). Several challenges were highlighted in primary teacher education in a study commissioned by Sussex University (2017) the more pressing ones being limited government funding, the period of training which is considered inadequate for effective theoretical and practical exposure, and the absence of a unified, structured and continuous professional development programme. These challenges are not peculiar to primary teacher education, but to teacher education in general. In addition, Kyambogo University, which is responsible for ensuring quality training in the 5 NTCs and 46 PTCs established by Government, and in the private NTCs and PTCs affiliated to the University has only just recently (2017) established a Quality Assurance Unit to ensure quality teacher education and training.

Teacher challenges were also identified by UNESCO (2014) as affecting the progress of Sub Sahara African countries in attaining quality education and hence making it difficult to achieve the EFA target 6 by 2015. Following the TISSA report (2013), the technical team of the Ministry of Education and Sports developed key recommendations that formed the basis for developing an action plan for addressing teacher issues in Uganda. Based on the action plan and activities derived from the TISSA recommendations, UNESCO developed and began to implement a project on Capacity Development of Education for All (Cap ED) on teachers of Uganda. In this work plan, the teacher working team prioritized four components to be implemented, namely: (1) Strengthening of a teacher management information system (TMIS) and strengthening of EMIS; (2) Harmonization of teacher training programmes and development of a Continuous Professional Development framework; (3) Updating and consolidating the various teacher issue documents into one comprehensive teacher policy document; and (4) Setting up of a social dialogue platform for the discussion of teacher's status and welfare. The situational analysis fits within the second focus area i.e. harmonization of teacher training programmes and the development and strengthening of CPDs.

At the 70th Session of the UN General Assembly in September 2015, member states adopted a new global development agenda, "Transforming our world: the 2030 Agenda for Sustainable Development". At the heart of this declaration are 17 Sustainable Development Goals (SDGs), including SDG 4 on education. The SDGs highlight development priorities to 2030 and replace both the Millennium Development Goals and the Education for All (EFA) goals, which expired in

2015. Goal 4 aims at ensuring inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. One of the strategies of achieving SDG 4 is to strengthen teacher training because teachers are key in attaining all the targets of this goal. Quality assurance mechanisms within teacher education are critical in ensuring that quality teachers are trained in sufficient numbers. This requires renewed efforts and attention to ascertain the extent to which teacher education programmes are delivered within the set quality standards and are relevant, credible and accessible.

1.3. Quality assurance in Education

Quality education is a right of every citizen, not a privilege that may be granted or withheld by whoever is in-charge of its provision. Uganda has largely addressed the issue of access to basic education but faces many challenges on the issue of quality (UNATCOM, 2012). Attainment of quality education is determined by a range of factors including: the competences of tutors or teacher trainers, the learning environment and infrastructure, the teacher education curriculum, teaching and learning methodology/pedagogies, learning materials and the teachers' characteristics and attributes. However, there can be no quality education without quality teachers, which in turn depends on how quality was assured during their training.

Quality means different things to different stakeholders. Since its adoption in education, a number of scholars have attempted to explain some meanings of quality. For instance, Harvey & Green (1993) and Harvey & Knight (1996) conceptualize quality as *exception* (excellent mark), as *perfection or zero defects* (ideal notion), *fit for purpose*, a meaning commonly adopted in education (NCHE, 2014); as *value for money* (economic version of quality) (Kis, 2005) and as *transformation* (value addition). Therefore, professionals, students, policy makers, university managers and academicians will define quality differently, and their perceptions will determine their practice in teacher education and training. Quality assurance is “an all-embracing term referring to an ongoing, continuous process of evaluating, assessing, guaranteeing, maintaining and improving the quality of an education system, institutions or programmes” (Vlasceanu, *et al.*, 2004).

There are two types of quality assurance approaches: internal and external. Internal quality assurance is the process whereby an institution assesses itself and/or its programmes based on its mandate and internally-set standards. External quality assurance refers to the process of assessing an institution or program by an external body to determine whether it is meeting the agreed or the predetermined external standards. Quality assurance exists at three levels: the institutional level, the programme and course level. In this case, teacher training institutions, are required to address issues enforced on them by the respective stakeholders. At national level for instance, NCHE developed the Quality Assurance Framework, 2014, amended and various Statutory Instruments (SIs) to guide institutions in ensuring quality. These include Statutory Instruments No.63 (2007) Minimum Entry Requirements for Admissions to Universities or Other Tertiary Institutions; Statutory Instruments No.85 (2005) Institutional Standards; Statutory Instruments No.80 B Checklist of Quality and Universities Capacity Indicators for Assessment of Universities and Programmes; and Statutory Instruments No.34 (2008) the Universities and Other Tertiary Institutions (Quality Assurance) Regulations. The Framework and Regulations provide minimum standards at institutional, programme and course level, which in addition to the institutional quality assurance mechanisms, are intended to guide the respective higher education institutions. Further, the MoES/UNESCO has among others developed guidelines for Quality Assurance in Basic

Education in Uganda (2005); Basic Requirements and Minimum Standards Indicators for Education Institutions (2010); Competence Profile for the Primary School Teachers in Uganda (2010); and a Handbook on teacher/tutor, instructor education and training policies. Acts, policy guidelines and regulations (2011). These provisions directly influence the quality of teacher training.

In the context of SDGs, education is seen as a tool for nation building and sustainable development. Teachers are the drivers of education in all spheres of life, be it capacity building, training and retraining programmes, all manners of learning, teachers take the front stage. SDG4 specifically on 4.C states; *“By 2030, substantially increase the supply of quality teachers, including through international cooperation for teacher training in developing countries”*. The Agenda recognizes and emphasizes quality teachers as one of the main targets for achieving quality, inclusive lifelong learning. Therefore, it is very important to take quality assurance in teachers’ education as a very important part of attaining quality, inclusive and lifelong education.

Given that the education of teachers is not only responsible for the improvement of school education but also for preparing well-qualified teacher who are professionally competent committed, resourceful, confident and adequately productive to meet societal expectations, UNESCO has therefore launched a situational analysis to ascertain the extent to which teacher education institutions are implementing quality assurance measures in order to substantially increase the supply of quality teachers.

1.4 Statement of the problem

Although the Uganda government and other organizations involved in the education sector have put in place many interventions such as Universal Primary Education (UPE), Universal Post Primary Education and Training (UPPET), Universal Secondary Education (USE), and Universal Post O-level Education and Training (UPOLET) aimed at improving access and the quality of education, minimal emphasis has been put on teacher training. It is also evident that there are efforts for continuous teacher professional development including the provision of in-service training to science and mathematics teachers under the Secondary Science and Mathematics Teacher (SESEMAT) Project, and the Teacher Development Management Systems (TDMS) for primary and STDMS for secondary school teachers. However, these efforts seem ad hoc and fragmented. Consequently, the enhancement of quality in teacher training programmes has become an issue of importance as the landscape of higher education has been facing continuous expansion and changes. The proliferation of training institutions and the lack of agreed basic national training standards is a hindrance to improvements in the quality of teachers, tutors and instructors. Whereas, PTCs have received a lot of support from Government and from the international organisations and development partners such as World Bank, Irish Aid and USAID, less attention has been paid to the colleges and universities training teachers for the secondary and tertiary level institutions. Further, the Belgian Technical Cooperation, Japan International Cooperation and the Islamic Development Bank have supported the development of both hard- and software infrastructural development in the public NTCs, with no attention paid to teacher education faculties in universities.

Although there are quality assurance mechanisms at national level, especially developed by the NCHE (the Council), their implementation is weak both at national and institutional levels. For instance, at national level, the NCHE has not developed minimum standards for teacher training

implying that teacher training institutions currently follow the national minimum standards which are generic. The NCHE developed the National Qualifications Framework (yet to be gazetted), however, it is also very generic, since it does not specify the teacher education competences. For instance, a Bachelor's degree graduate is required to have the following generic competences:

- a) Demonstrate knowledge and comprehension on fundamentals of a field of study.
- b) Have the ability to use the knowledge acquired professionally.
- c) Apply the acquired knowledge and skills in identifying and analyzing issues and providing evidenced based solutions.
- d) Demonstrate basic techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues.
- e) Communicate effectively and convey information, ideas, problems and solutions to experts and non-experts.
- f) Demonstrate team and inter-personal skills, which are suitable for the world of work.
- g) Possess independent study skills to enhance lifelong learning.
- h) Be socially responsible, accountable and contribute to the development of the society in general (2.2.4 Level 7: Bachelor's Degree Level, Uganda Higher Education Qualifications Framework, 2014:9).

This implies that individual teacher training institutions should cascade and customise these general competences to domain-specific teacher competences in their curricula, teaching and learning methods, and in the assessment of learning.

Further, the Council is understaffed to monitor compliance of teacher training institutions with the minimum standards. Kyambogo University (KyU) on the other hand is overwhelmed with managing the programmes in all the public and some private NTCs and PTCs, in addition to other institutions affiliated to it to provide oversight to the NTCs and PTCs on issues pertaining to quality. Its quality assurance unit has not taken off to support the Faculty of Education. The Universities offering teacher training (in addition to some of the above challenges) provide more theory-than practical-based teacher training.

Furthermore, we had limited evidence of the key factors that are impacting on the quality of teacher education programmes in Uganda. The baseline was aimed at not only generating this evidence but also providing an opportunity to re-think prevailing mechanisms for quality assurance in teacher training programmes with a view of generating recommendations geared towards improving the quality of teacher education programmes in Uganda.

1.5 Major task/goal of the consultancy

The major goal of the consultancy was to generate evidence on the extent to which the teacher education system in Uganda is implementing initiatives to assuring quality in teacher education programmes, and to use this information to generate recommendations that are geared towards improving the quality of teacher education and training programmes in Uganda.

1.6 Specific tasks/objectives

- 1.6.1 To document quality assurance measures in teacher education institutions and ascertain the extent to which they are implementing these measures in order to deliver quality

training.

- 1.6.2 To determine the extent of the relevance of teacher training towards the national education goals, priorities and targets.
- 1.6.3 To examine the key factors that are impacting on the quality of teacher education programmes in Uganda.

1.7 Scope of the Consultancy

Uganda has five NTCs, 40 universities and 63 PTCs, 45 of which are Government-aided and the rest are private. This situational analysis targeted at least six universities (*specifically the Colleges/Schools of Education*) and three National Teacher Training Colleges. No PTCs were part of the situational analysis given that their quality assurance systems are regulated by Kyambogo University. Kyambogo University (kyU) is mandated to assure quality at both PTCs and NTC level. Since NTCs are part of KyU, they are by Law also part of the jurisdiction of NCHE. The selection of institutions to participate in the situational analysis also took into consideration the regional diversity, the institutional founding bodies; whether government-aided or not, and the nature of programs or teachers targeted.

The consultancy team worked closely with UNESCO/IICBA secretariat to ensure successful completion of the activity. The major tasks carried out included:

1. Reviewing the existing policies and procedures for quality assurance that spell out the quality and standards of the education programmes and awards;
2. Examining the extent to which the recruitment of teaching staff and student teachers is applied consistently in line with the required criteria, regulations and procedures;
3. Examining the extent to which the delivery of the existing teacher education courses and pedagogic practices are relevant, credible and consistent with the set quality standards and guidelines;
4. Taking stock of the various learning resources, ICT systems and student support mechanisms available at the sampled institutions to ensure adequate and appropriate learning for each programme teacher education program offered;
5. Documenting the key factors impacting on the implementation of the current quality assurance mechanisms at institutional levels (finance, human resources etc.) and identified strategies to improve its implementation;
6. Developing a policy brief and generic strategy for teacher education programs towards the continuous enhancement of quality, that clarifies the different roles and responsibilities of the student teachers and other stakeholders;

2.1 Programme design

The situational analysis adopted a cross-sectional survey because the activity sought a cross-section of views on quality assurance measures from various stakeholders in the sampled teacher training institutions. Both qualitative and quantitative data were sought in order to improve the validity of the findings. Mixed methods data collection strategies were adopted including interviews, Self-Administered Questionnaires (SAQs), Focus Group Discussions (FGDs); Observations, and document reviews.

2.2 Sample size and sampling strategy

2.2.1 Sampling of institutions

The team stratified the teacher training institutions on the basis of regional diversity, the institutional founding bodies; whether government-aided or not before randomly selecting them. Four (4) National Teachers Colleges (NTCs), three Primary Teachers Colleges (PTCs) and eight (8) Universities (specifically schools, colleges or faculties of Education) were selected for this study. The NTCs were; Mubende, Kaliro, Unyama and Muni, while the PTCs were Ndegeya, St. Paul Nazigo and Namutamba; universities were; Makerere University, Kyambogo University, Gulu University, Mbarara University of Science and Technology, Islamic University in Uganda, Uganda Christian University (UCU) Mukono, Kampala University and Kampala International University (KIU).

2.2.2 Sampling of respondents

In each institution, Deans of Schools, Chairs of Departments, Lecturers and Academic Registrars were interviewed on quality assurance mechanisms, the goals of the programmes, factors affecting its delivery, and any other relevant information, whereas students completed a brief questionnaire. In addition, Focus Group Discussions (FGDs) were held with student leaders from each institution focusing on the training programme, its relevance and quality assurance mechanisms. The major focus was to obtain in-depth information on their training including the perceived challenges. The breakdown of the respondents is shown in appendix 2.

3.1. Background information

This study reached out to 800 student teachers (42.4% female) from nine (9) teacher training institutions (3 PTCs, 4 NTCs and 8 Universities) as shown in Table 3.1 below. The statistics in Table 3.1 show more male student participated in the study than their female counterparts. This variation is attributed to the differences in total enrolment of males and female students in the sampled institutions. Majority (86.5%) of the students who participated in the study were on the pre-service programme and (99.7%) of these in the age group of 19-25years. The in-service students, most of whom are serving teachers, were not in the teacher training institutions during the fieldwork period. As such, there were very few students on B.ED External and /or DEPE (Diploma in Primary Education) programmes (0.2%) as majority were on the full time programmes (94.7%). There were also very few evening (4.4%) and weekend (0.8%) students who participated in this study, probably due to the timing of their programs. Of the students who participated in the study, (63.9%), were on Government of Uganda scholarships and 34.4% on private sponsorship, with a section of students being supported through the Uganda Students' Higher Education Financing Scheme (Students Loan Scheme). Majority of the students (91.4%) who were on the Loan Scheme were direct entrants from A-level.

Table 1: Number of student teachers who completed the questionnaires

| NO- | Name of Institution | Sex of respondent | | Total |
|-----|---|------------------------|------------------------|-----------------------|
| | | Male | Female | |
| | Makerere University | 57 | 25 | 82 |
| | Kyambogo University | 34 | 34 | 68 |
| | Gulu University | 37 | 12 | 49 |
| | Islamic University in Uganda (IUIU) | 20 | 16 | 36 |
| | Mbarara University of Science and Technology (MUST) | 65 | 26 | 91 |
| | Uganda Christian University (UCU)* | - | - | - |
| | Kaliro NTC | 28 | 25 | 53 |
| | Mubende NTC | 58 | 28 | 86 |
| | Unyama NTC | 48 | 13 | 61 |
| | Muni NTC | 59 | 32 | 91 |
| | Ndegeya PTC | 26 | 52 | 78 |
| | St. Paul Nazigo PTC | 27 | 65 | 92 |
| | Namutamba PTC* | 2 | 1 | 3 |
| | Total | 461 (57.6%) | 329 (42.4%) | 800 (100%) |

*Students were away from school on the practicum

While students filled out self-administered questionnaires and participated in FGDs, Deans of Schools and Faculties, Registrars, Heads of Departments and Lecturers were interviewed to provide in-depth information about quality assurance mechanisms in their institutions. Interviews focused on selection of students, training curriculum, staff quality and establishment, learning

environment, assessment of learning and quality assurance challenges in their institutions. At least 25.6% of the participants were female as shown in Table 3.2 below.

459 328 787

Table 2: Number of Key informants interviewed

| No- | Category of respondent | Male | Female | Total |
|-----|-----------------------------------|-----------------------|-----------------------|----------------------|
| | Deans of schools/Faculties | 3 | 3 | 6 |
| | Heads of Departments | 12 | 1 | 13 |
| | Lecturers | 12 | 3 | 15 |
| | Faculty/School/College Registrars | 5 | 4 | 9 |
| | Total | 32 (74.4%) | 11 (25.6%) | 43 (100%) |

3.2. Quality Assurance Policies and standards In Teacher Education Institutions

3.2.1. QA Policy Scope at National and Institutional Level

At national level 'quality' is conceptualized as *fitness-for-purpose* and 'quality in education' as *'the mechanism put in place to guarantee that the education is "fit-for-purpose", i.e., is good'* (NCHE Quality Assurance Framework for Universities, 2014: 1). This implies that a higher education institution should provide good or quality services it is mandated to provide. It is further stated in the same document that every higher education institution must have appropriate and effective internal structures and mechanisms for monitoring its institution quality control procedures to ensure quality. According to the National QA Framework, the scope of quality assurance in higher education is two-fold, i.e. the national, regulatory and external component and the institutional/ internal component. Therefore, the responsibility of assuring quality lies with each individual institution in partnership with the National Council for Higher Education, the statutory regulatory authority for higher education in Uganda with the aim of working together to achieve and enhance the quality of higher education (NCHE, 2014:2). In 'working together,' NCHE plays a supportive role by advising higher education institutions, training university staff in quality assurance, and engaging academic staff and relevant professional bodies in various Council activities.

The regulatory component of NCHE mandates it to:

- a) Regulate and guide the establishment and management of institutions of higher learning; and
- b) Regulate the quality of higher education, equate qualifications and advise government on higher education issues (*op cit.*, p.3).

In relation to the current assignment, among the functions of NCHE as stipulated under Section 5 of the Universities and Other Tertiaries Act, 2001 as amended, include:

- a) to receive and investigate complaints relating to institutions of higher learning and take appropriate action (sub section e);

- b) to monitor, and evaluate and regulate institutions of higher learning (sub section g)
- c) in co-operation with the relevant government departments, private sector, or the different institutions of higher education, to evaluate the overall national manpower requirement and recommend solutions to the requirements (sub section h);
- d) to ensure minimum standards for courses of study and equating of degrees, diplomas and certificates awarded by different public and private institutions of higher education (sub section i);
- e) to set and co-ordinate national standards for admission of students to the different institutions and higher education (sub section j)
- f) to certify that an institution of higher learning has adequate and accessible physical structures and staff for the course to be offered by it (sub section l)

Therefore, the scope of the QA regulatory component is broad and consists of:

- a) institutional accreditation;
- b) accreditation of individual programmes;
- c) merit-based admissions into higher education institutions;
- d) the quality of the teaching staff;
- e) examination regulations and standardization of academic awards;
- f) students' assessment of academic staff;
- g) institutional infrastructure;
- h) collaboration with professional bodies; and
- i) Regulating cross-border higher education (NCHE, 2014:4).

Each of the above areas has performance key indicators highlighted in the Framework to guide the audit exercise. Given that the responsibility of assuring quality academic standards also lies with each individual institution, each institution is required to have a Quality Assurance Unit at the department, faculty and at the central institutional level to address quality issues¹. In keeping with the National QA Framework, each higher education institution is required to undertake periodic institutional audits covering an array of areas, i.e. institutional governance, the quality of teaching and learning, the quality of academic staff, sufficiency of education facilities, research and publication, the quality of outputs (graduates, research, performance of alumni in the job market), institutional financial management, the university and the community and any other item worth auditing. Therefore, the National QA Framework is quite broad in its content scope and methods in managing quality in higher education institutions. In addition to being easy to read and interpret, the Framework is easily accessible to higher education institutions, both in hard and online copies. Notable, quality assurance is the responsibility of each university providing teacher training programs, implying that each of the sampled universities in the current study should have

¹ National Council for Higher Education (NCHE): Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions, 2014.

a QA Unit. Since Kyambogo University is the largest teacher training institution in Uganda covering all the five public NTCs, it is mandated to assure quality in each of these NTCs, although each of the NTCs should have its own internal QA measures unique to its vision and mission.

This study examined the various quality assurance measures put in place by teacher education institutions. The findings are as listed below;

3.2.2 Selection of students

NCHE recommends merit-based admission of students into higher education institutions as the quality of inputs (students) invariably affects the quality of outputs (graduates) of the institutions. As such, NCHE requires education institutions to admit students who meet the minimum entry requirements set by the NCHE. The NCHE calls for an open and transparent admission process that does not discriminate applicants on basis of ethnicity, race, gender or creed². The findings of this study show that all the institutions surveyed for this study adhere to NCHE minimum requirements for student admission into universities and other tertiary institutions. However, cases were reported in one of the universities where students were admitted for courses that they did not qualify or were not teaching subjects for secondary schools. This was reported to have been addressed. Over and above the NCHE requirements some of the surveyed institutions have additional admission requirements to the various teacher education programmes. Table 3.3 below gives a summary of recommended quality assurance standards set by NCHE for student admission versus the actual practice in teacher training institutions.

² National Council for Higher Education (NCHE): Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions, 2014: 6. Refer also to Statutory Instrument No. 63 of 2007.

Table 3: Recommended Quality Assurance Standards vs. Actual Practice in selection of students

| No | Level of admission | Recommended quality assurance standards by NCHE | Actual practice in Teacher Education Institutions |
|----|--|---|---|
| | Minimum entry requirement for degree programme | <p>a) For direct entry from schools, Uganda Certificate of Education (UCE) with at least 5 passes and at least two (2) principal passes at Uganda Advanced Certificate of Education (UACE)</p> <p>a) Mature age: Aged 25 years and above and has passed the mature age entry examinations with at least a 50% mark. The mature age entry examinations must have been accredited by the National Council;</p> <p>b) Diploma obtained at credit or distinction level in a relevant field from a recognized institution</p> <p>c) Bridging course for students who have done their secondary education outside Uganda. The bridging courses must have been accredited by the National Council.</p> | <p>This recommendation is strictly adhered to by all the teacher training institutions surveyed for this study. However, some Universities have gone ahead to regulate the quality of the Principal Pass at UACE. Some universities have set a minimum of a D instead of E. Additionally, a minimum of a credit in English Language at O-level is a requirement in one of the universities surveyed.</p> <p>There were no cases of students admitted through mature age entry into teacher education programmes.</p> <p>This is being adhered to, especially for Bachelor of Education students.</p> <p>There were no such cases of students admitted using this requirement.</p> |
| | Minimum entry requirement for an ordinary diploma programme | <p>a) Uganda Certificate of Education (UCE), with at least 5 passes and,</p> <p>b) Uganda Advanced certificate of Education (UACE) with one (1) principal pass and two (2) subsidiary passes obtained at the same sitting or its equivalent</p> | <p>This requirement is adhered to, especially by NTCs. The Diploma in Education Secondary (DES) students are admitted through the Joint Admissions Board (JAB) following these set standards. Kyambogo University makes follow up to verify the authenticity of students' academic papers at the time of registration, and where need be checks with UNEB.</p> |
| | Ordinary Certificate Programme | <p>a) Uganda Certificate of Education (UCE), with at least 3 passes obtained at the same sitting</p> | <p>This is being adhered to.</p> |
| | Minimum entry requirements for admission to a Postgraduate programme | <p>a) For a master's degree, a bachelor's degree or its equivalent; and</p> <p>b) For a doctoral degree, a master's degree or its equivalent</p> | <p>This is being adhered to by all the Universities sampled for this study, both public and private. A Second class degree is the minimum requirement for a master's degree.</p> |

Despite the selection standards put forth by NCHE, there are some variations in the selection processes at the different institutions. At NTCs, there is variation in the entry requirements for science and humanities students of DES in some institutions e.g. Mubende NTC. DES humanities students must have at least 2 principal passes and 2 subsidiary passes. For science students, they adhere to NCHE standards of 1 principal pass and 2 subsidiary passes. Similarly at Makerere University, students joining the humanities and language education departments must have a minimum score of a D as a principal pass. Even at Islamic University in Uganda, a minimum score of D is required in each of the teaching subjects. At one of the NTCs (Kaliro) an applicant to the Business Studies of the DES programme must have passed commerce and mathematics at O-level. Applicants to the B.ED programme should have passed all the principal and subsidiary subjects at A' Level; applicants with an 'F' (Failure) in any subject even among the subsidiary subjects do not qualify for admission. All the sampled institutions met the minimum requirements, although some exceeded these requirements.

Besides the NCHE minimum requirements, some of the institutions have additional requirements for entry into the different teacher education programmes. For example, all the institutions surveyed ensure that the applicants have the minimum requirement of two teaching subjects at the respective school level.

Other considerations for entry into the teacher education programmes is the capacity of the different programmes in each institution, where by maximum numbers or quotas may not be exceeded to realize quality training environment. It was established for example that the MoES sets a maximum quota of 200 students for each NTC per year. Government policy emphasis on promoting Science, Technology, Engineering and Mathematics (STEM) combined with the short supply of teachers in these fields also comes into play; in a bid to increase the supply of STEM teachers. In NTCs 70% of the admissions are expected to comprise science teachers while government merit-based scholarships in universities are offered primarily to science education applicants (Science Education Policy, 2004). Gender of the applicants (in favor of females) as well as sports and disability are added advantages over and above the forgoing minimum qualifications. In one of the public universities (KYU) students' choices are considered for applicants for the B.ED programme; one must have selected the programme as first or second choice to be considered. Worth noting is the diversified entry schemes into teacher education including the common direct entry (after Senior Six), the mature age entry, and entry at postgraduate diploma level. Some Universities (such as Makerere) offer Distance and eLearning programmes, others have outreach centers or branches (Gulu University) as well as day, evening and holiday programs. The diversified and flexi-entry and flexi-study schemes are intended to offer students a variety of options and bring training services closer to the communities, thereby increasing access to ITE (Namubiru, 2014).

Regarding the quality of students admitted, there is a general feeling that the quality of students is not easy to determine because there is no control over their background and training in secondary schools. Generally, the students admitted to tertiary institutions seem to be ill-prepared to take on higher education programmes and as such some do not reflect the disposition expected at University level. Further, although there is no empirical study that has been conducted, from our experience as teacher educators, few of the admitted students list teaching as their first choice and few are interested in teaching as a lifetime profession. However, in a study by Ishumi (2013) in Tanzania, students admitted to train as teachers are not top-achievers at high school compared to their counterparts admitted for engineering, law and medicine, while in an earlier study in Kenya,

(Republic of Kenya, 2004) it was reported that the quality of the teaching force was also affected by the fact that many teachers take their teaching career as a last and only available option. The situation is not any different from Uganda.

3.2.3 The Teacher Training Curriculum

NCHE Standards regarding minimum standards for courses and programmes of study

The NCHE requires all tertiary institutions to meet the minimum standards for courses and programmes of study. As such, all courses offered in institutions of higher learning must meet the following requirements of the law:

Section 5(i) of the Act, provides that “All programmes must meet minimum standards for courses of study” as set by the NCHE.

- (i) Enhance and operationalize the credit accumulation and transfer system for Uganda higher education sub-sector developed by the NCHE;
- (ii) Ensure that students learn basic elements of any courses they study;
- (iii) Guarantee value for money to students and parents; and
- (iv) Enhance the quality of education delivered in institutions of higher learning.

Section 5 (I) of the act: All courses and programmes must be taught by sufficient and qualified staff using adequate education facilities in safe and accessible physical structures; and Meet curricular standards set by Statutory Instrument No. 85 of 2005.

The researchers observe that the above policy guidelines/standards are not elaborate and specific enough to guide institutions in course design. Overall however, findings of this situational analysis show that the sampled teacher education institutions adhere to the minimum requirements for programmes/courses of study as set by NCHE, as follows,

a) Course design

The procedure for course design in Universities and NTCs is almost the same only that for NTCs the courses have to first be reviewed by Kyambogo University before submission to NCHE for accreditation. It was noted that the current DES curricula was designed by KyU in 1990 when it was still ITEK. From the findings, NTC lecturers are only involved at the initial stages of the curriculum design and feel they should be more involved. As such, content in some areas and disciplines is reported not to be pitched at the required levels for teachers as Kyambogo University is not on ground to understand the curricular needs of NTCs and to oversee implementation of the accredited curricula. In keeping with the NCHE, apart from PhD programmes, all programmes in higher education institutions should be reviewed and re-accredited every five years. In addition, the National Curriculum Development Center has reviewed and collapsed several secondary school subjects, however, the NTC curricula is still aligned to the old secondary school curricula, and so are the subject combinations provided during admission into NTCs.

A key shortcoming was the fact that curricula in NTCs and universities are not spirally arranged. As a result some content is missed or repeated at the universities particularly in professional subjects instead of building on what the learners have. It should be possible for a student who has

a diploma from NTC to proceed to the second year of the Bachelors programme at university if the Credit Transfer System is implemented. In addition, the review of all teacher education curricula does not take into consideration what is being offered at the lower levels of training from national teachers colleges and universities. Furthermore, curricula review in teacher training institutions does not follow that of the secondary school curricula by the NCDC. NCDC is in fact mandated to develop curricula for Primary Teachers Colleges [the NCDC Act Cap 135 of 1973 (Revised, 2000) but this activity is currently being undertaken by Kyambogo University.

All the institutions surveyed have individual internal quality assurance control processes for curriculum development and review and these processes are more or less similar across the institutions. The typical process for curriculum development for new programmes or review of current programmes runs as follows;

It was established that departments initiate the curriculum development or review process where staff meet to discuss and draft the new or revised courses. At one of the private universities (IUIU) retreats are organized for this purpose and some external examiners are invited to provide input into the process. Reports from external examiners are integrated into curriculum review processes. Departments then submit the draft programme to the School/Faculty Academic Board for further review and discussion. Faculties/Schools thereafter submit the programmes to the Quality Assurance Unit for review to ensure compliance with requirements of the NCHE before submission to Senate for approval. After review and clearance by the Quality Assurance Unit the draft programmes are forwarded to Senate, the topmost academic organ of Universities for further review in line with modern trends in university education. Senate then submits the reviewed courses to NCHE for accreditation.

Some institutions claim that they conduct feasibility studies during the initial stages of curriculum design to establish the needs of the beneficiaries. For example at Mbarara University of Science and Technology (MUST), the last feasibility study conducted was in secondary schools about practical laboratory activities for science subjects in 2016. However, it appears that the feasibility or baseline studies prior to curriculum development are not been adequately conducted in most institutions. This was to ensure that the content taught is relevant to the needs of the secondary school curriculum. At IUIU lecturers are tasked to continuously review and update their courses with emerging trends and issues in their respective disciplines. Lecturers are also required to benchmark good practices from other institutions and prepare reports for discussion at departmental level.

b) Quality issues in course design

All institutions surveyed acknowledge that curriculum review requires the input of a variety of other stakeholders including employers, practitioners in industry, professional bodies, alumni, and current students among others, but financial constraints limited the extent to which these categories participated in curriculum development and review at the respective institutions. KyU reported that interests of development partners, in particular special needs, Active Teaching and Learning (ATL) and Entrepreneurship Education have been mainstreamed into the teacher education curricula in NTCs through Professional Studies whereas Oil and gas aspects have been integrated into the Science courses at Bachelor's degree programmes.

NCHE guidelines recommend / stipulate that review of programmes every five years. IUIU and KYU reported that they review their programmes every 5 years, with the most recent review having

been done in 2017 and 2016, respectively. However, the NTCs are still using a programme that was developed in 1990. KYU holds the mandate for programme development for the NTCs. It was established that only the Professional Studies courses of the DES programme at NTCs is being reviewed with support from the Belgian Technical Cooperation. Ideally, the entire DES programme ought to be reviewed to update and align it to the revised Ordinary level (O-level) curriculum. On the whole, there is urgent need to review all teacher education curricula at NTCs and Universities to align these to the revised O-Level curriculum that is to be launched effective from 2020.

The situational analysis has brought to the fore a number of quality concerns in relation to course design, including the following; lack of standardized teacher education curriculum across the different institutions, complexity of some courses not pitched to the level of teachers being prepared, content overload in some courses, over emphasis on subject matter content with less attention paid to practical teaching skills (pedagogical skills), teacher education not aligned to the secondary school curricular, lack of a national teacher education qualifications framework and therefore absence of specific teacher competences to guide curriculum design and development, the separation of subject matter content from pedagogical and professional studies under the following nomenclature; Bachelor of Arts with Education (BA. Ed.), and Bachelor of Science with Science (B.S.Ed.). A concern was also raised about the capacity of NCHE to review education course well. In some cases, course content is shallow and not well arranged, and yet the Council accredited these courses. It would be prudent to invite panels of education experts for presentation of courses by the relevant institutions for further value addition.

The content in the curriculum is left to the discretion of lecturers to determine how much content to be given to students. For example, how much Biology should a student teacher be given? Universities give different content and prepare teachers with variation in amount of content received. In some institutions, courses have not been reviewed for the last 10 years. This was attributed to the monetary elements associated with review and accreditation. Some university students were of the view that what they learn in universities particularly in sciences was not very relevant and helpful to them at secondary school level. This concern could be attributed to the fact that teaching subjects are under the jurisdiction of Faculties of Science, Social Science and Arts and that in some cases students are compelled to study course units that are not directly relevant for secondary school teaching or too detailed for application in schools.

The issue of how much content is required to train a teacher effectively has been a subject of contention for long. A teacher needs adequate grounding in the teaching subjects, pedagogy (general teaching approaches and subject specific methodologies) and the professional subjects. A teacher also needs content that allows further academic development should he/she wish to continue.

c) Course structure and delivery

At NTCs and Universities levels, initial teacher education programmes in Uganda can be classified into the following categories: Diploma in Education (Secondary); Diploma in Education (Primary); B.Sc./Education or BSE; B.A./Education or BAE, PDGE (Postgraduate Diploma in Education); Postgraduate Diploma in Vocational Education, Bachelor of Technical Teacher Education offered at Kyambogo; Diploma in Technical Teacher Education; and B. Education (External). The Bachelor's degree programmes are either two years (B. Ed) or three years for the BA/Education, BAE, B.Sc./

Education and BSE programmes. The diploma programmes are two years with the exception of the postgraduate programmes that are 9 months.

Apart from Makerere University and IUIU, students pursuing these Bachelors programmes belong to either the Faculty of Science or Faculty of Arts and only come to education for pedagogy and other professional courses.

Initial Teacher preparation models have evolved over time. Though many countries still use the traditional approach in which teachers are trained in an institution with little shared interest with schools, some countries are adopting models such as school based training with a strong partnership between the training institution and schools. The objective is to promote professionalization and reflective teaching. Initial Teacher Preparation at University level in Uganda is based on the concurrent or sandwich model. In this model content-based courses are taught in the Servicing department (i.e. another Faculty) while the professional courses and methodology courses are taught in the school of education. The majority of lecturers who teach content based courses have very little or no experience in teaching as a profession and their commitment to teacher preparation and mentoring is questionable. When courses are taught to students in separate faculties, the knowledge for each course is learnt, tested and forgotten very easily because in such paradigms of learning, the subject matter is never revisited at different times, nor re-arranged in contexts for different purposes and from different conceptual perspectives to match the realities of the world. This prevents trainees from building a solid knowledge base needed for effective teaching. In addition, ITE in separate faculties ushers in challenges related to the contents of the course. This limits trainees from building a solid knowledge base needed for effective teaching. Teacher preparation from a variety of departments and faculties compromises the holistic professional development of prospective teachers, due to the weak collection code in the ITE curricular. In such a curriculum, teacher educators have limited control over the selection, pacing and organization of knowledge. In addition, ITE in separate faculties ushers in challenges related to the contents of the course.

Another concern is the mismatch between some parts of the Teacher education curriculum and secondary school curriculum, in particular the subject contents. A close examination of the secondary school curriculum (which prospective teachers use to teach when they graduate) and the University content courses (on which prospective teachers are trained) reveals that there are a number of areas which the University course contents do not adequately equip the trainees with the knowledge and skills needed for effective implementation of the secondary school curricula such as a course on Quantum Physics.

Both pre-service and in-service programs are taught in Universities and NTCs. Pre-service programs are full time whereas in-service is a holiday program in most NTCs and Universities. In-service students (mainly Diploma in Education, primary (DEP) come for two (2) weeks every holiday for face-to-face sessions i.e. six (6) weeks per academic year plus one (1) week for final exams. Students under this program also do school practice from schools where they teach. They however dislike school practice because they feel they already know how to teach.

A close examination of the secondary school curriculum (which prospective teachers use to teach when they graduate) and the University content courses (on which prospective teachers are trained) reveals that there are a number of areas which the University course contents do not

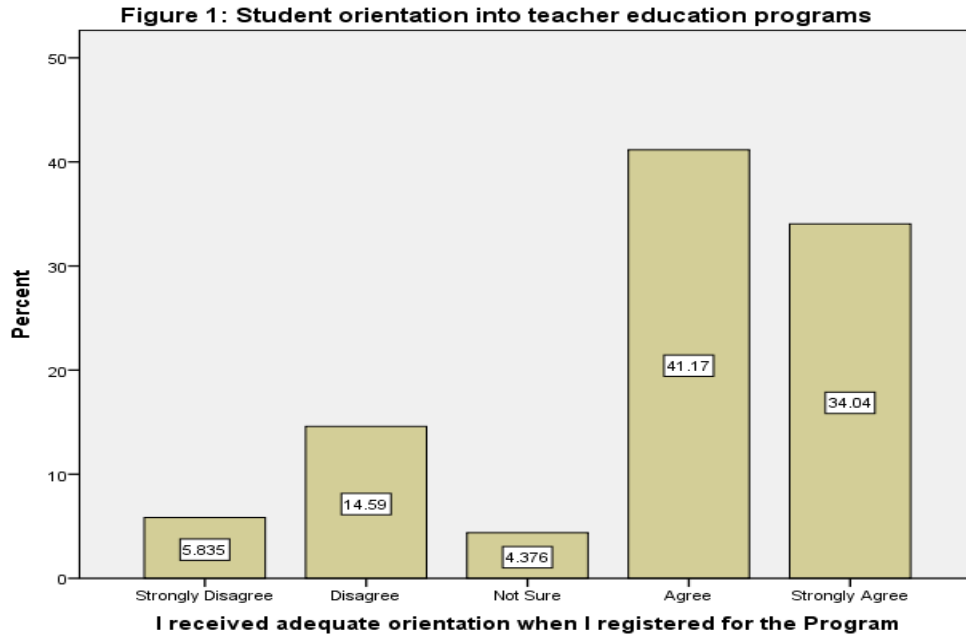
adequately equip the trainees with the knowledge and skills needed for effective implementation of the secondary school curricula.

The methods of teaching (pedagogy) especially those used by lecturers from other faculties to teach teachers remain largely lecture with little trainee input. Attempts to have pedagogical training for all lecturers in universities have not been adhered to, although this provision exists in the proposed National Teacher Policy. Practical work is rarely conducted in PTCs, largely due to capacity issues among tutors. In NTCs and universities, some practicals are not done, while others that are high-pitched and not very relevant to schools are sometimes conducted.

Since the current model of teacher training in which courses are shared between faculties is likely to stay for the next foreseeable future, faculties/Schools of Education must: (i) take full charge of students of education (i.e. they belong to them since they made the choice to be teachers), (2) have a say on the subject content to be learnt and students' choice of subjects. Ideally they should have two teaching subjects in the school/institution curriculum. (3) State clear conditions and guidelines for the teaching of education students if they are to ensure professionalism. Ideally Teacher education faculties are custodians of pedagogy in any University and therefore are most suited to set the required standards in quality teaching to the rest of University departments. (4) Ensure curriculum changes at the lower levels of education also necessarily attract commensurate curricula changes at the university, (5) link to all the teacher in-service and policy initiatives of the Ministry of Education, Science, Technology and Sports so as to ensure that these changes are mainstreamed into the curriculum for ITT.

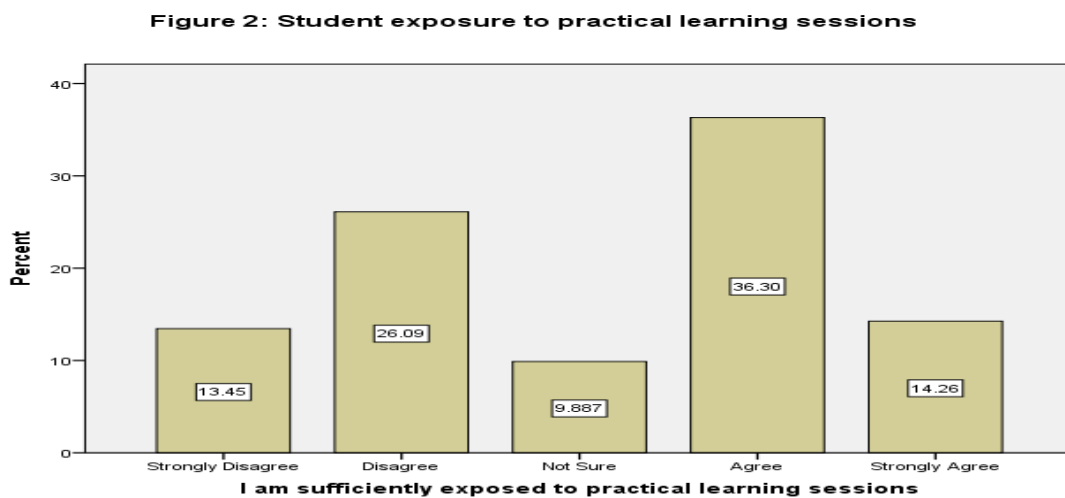
d) Student orientation

Students and other stakeholders are informed through various means of the full particulars of courses or programmes of study. Accordingly, each of the courses taught in these institutions has a course name, a course code, level, the name of the staff teaching the course, course outcomes, a full description of the course content and time/hours to be spent on each component as required by NCHE. Students are also informed at the beginning of the course during orientation what is expected of them in terms of attendance (including seminars, tutorials, etc.), papers, tests and examinations. Students are also given a print-out of the course contents in the form of outlines for each of the courses to be done in a semester of term. Students are also informed at the beginning of courses how they will be examined including the method of assessment through papers, tests, examinations, tutorials, project work, practicals, etc. Student orientation into the teacher training programme was generally well-rated as revealed by 75.2% students who either agreed or strongly agreed that they received adequate orientation as shown in Figure 1 below.



Source: Primary Data

Figure 2 below provides a summary of students' exposure to practical learning sessions including time spent in the laboratories or practicing. What appears to be lacking in almost 80% of the sampled institutions is that students are not given the marking schemes, including distribution of points as well as the appeal mechanism before the teaching of the courses begin as required by NCHE. Additionally, on average 60% of all pedagogical practices in these institutions are theoretical. Student engagement in practical activities is limited which is not consistent with NCHE guidelines that require all institutions with practical courses to allocate a minimum of two hours for practical classes per week per subject in addition to three (3) hours per week of the required course allocation time. This finding is supported by 49.44% students who either disagree or strongly disagree that they were sufficiently exposed to practical learning sessions as shown in Figure 2.



e) Subject combinations – this is part of course structure I guess so numbering should reflect it as such

Most institutions have subject combinations that are consistent with NCHE guidelines. Subject combinations for DES students at Mubende NTC are mainly vocational (Music, Art & Design, Agriculture and Business), whereas DEP students have both humanities and science subject combinations e.g. (ENG/SST, ENG/IRE, ENG/ART, ENG/MUSIC, KISW/IRE, MATH/IPS, MATH/Agriculture, MATH/PE). While majority of the Subject combinations are relevant to schools, there are some institutions that admit students to pursue non-existent combinations in secondary schools. However a review will be need considering that NCD has propped a merger of some subjects. For example NTCs still teach commerce under business studies but commerce was merged with accounts to be provided as “Business’ or Entrepreneurship in the lower secondary school curriculum.

In Universities, the common subject combinations in the Humanities are: Religious Education/History, Religious Education /Geography, Religious Education/Economics, History/Geography, History/Economics, and English Double Main. While the Sciences subject combinations are: Sports Science Double main, Agriculture Double main, Biology/Chemistry, Physics/Maths, Maths/Economics, and Chemistry/Maths. Majority of subject combinations are related to the grades students score at ‘A’ level but also social interests of students. These subject combinations are also in tune with those in secondary schools except they will be an adjustment given the recent proposal of merging subjects in secondary schools. There is also an over-supply of teachers in some subjects (Religious Studies, History, Economics, etc.) and short supply of other disciplines like the sciences. Of the universities surveyed, KYU has the most diverse subject combinations given the wide range of teacher education programmes at Diploma, Bachelors and Postgraduate Diploma levels on offer at the institution, namely;

- a. Bachelor of Arts Education,
- b. Bachelor of Science Education;
- c. Bachelor of Education;
- d. Bachelor of Teacher Education;
- e. Bachelor of Vocational Education (Technologies Studies and Agriculture are the options here);
- f. Post Graduate Diploma in Teacher Education;
- g. Post Graduate Diploma in Teacher Education;
- h. Diploma Education Secondary (Vocational Studies- Art & Design; Home Economics, French³);
- i. Diploma in Instructor Teacher Education; and
- j. Diploma in Early Childhood Development

The subject combinations are offered under the following categories; Arts & Humanities, Sciences, Vocational Studies, Business Studies; Early Childhood Education, Special Needs Education; Teacher Education; Instructor Education and Education planning and Management. The wide range of teacher education programmes offered by KyU is attributed to its historical background as the national Institute for Teacher Education (ITEK) and its subsequent merger with the former Uganda National Institute of Special Needs Education (UNISE) and Uganda Polytechnic (UPK).

In response to the emerging trends in education and society more generally, some Universities and have introduced relatively new teaching subjects such as Computer Studies /ICTs, Arabic

3 Teaching subjects offered as double main

Language, Entrepreneurship and Sports Science. Similarly, in a bid to increase the marketability of their students, NTC Kaliro offers an optional Certificate in Teaching English Language (ACATEL). The certificate is optional and offered on private sponsorship basis as an additional subject particularly for students taking Arts combinations, but open to all students. It is taught during weekends and holidays. On the other hand, some subject combinations are attracting few students in one of the NTCs (Kaliro) and have consequently been temporarily halted. It was also established that Physical Education (PE) is losing popularity in secondary schools because it is not examined by UNEB. This has also affected the enrolment of student teachers opting for PE in the NTCs.

f) School Practice

NCHE requires all undergraduate education degree programmes to include a minimum of eight (8) weeks of school practice during the recess term or intersession semester of year two and three. With the exception of the B.ED (External) programme in one institution, the rest of the teacher training institutions surveyed have School Practice or College Practice as part of the curriculum and a major requirement for student teachers before completion of their courses. In almost 90% of the institutions, School practice is done between June and July every year during the University recess term. Because of this, there is stiff competition for placement in secondary schools resulting in rushed assessment and short assessment intervals. This has adverse effects on the number of lessons that trainees will be allocated with some having as few as two lessons a week; clearly inadequate for good training. Some universities such as Uganda Christian University (UCU) and Mbarara University of Science and Technology have restructured their programmes to have school practice between February and March.

There is variation in the duration of School Practice in the Institutions surveyed but in general the duration ranges from 4-6 weeks, which is shorter than the 8 weeks stipulated by the NCHE policy. In one of the universities, School Practice was less than 4 weeks including orientation and external examination period. It is only Makerere University, Mbarara University of Science and Technology, and Uganda Christian University Mukono which have school practice for 8-12 weeks. The duration of school practice is usually 6 weeks or less in other universities with the 2 weeks left for student orientation and external examination. Minimum supervision is 4 times with at least 2 times in each teaching subject. The number of times students are supervised varied across the institutions with the majority ranging from 4-6 however one of the NTCs reported that students are sometimes supervised only two times, once in each subject due to financial constraints. In one university, the school practice period was reduced to 4 weeks, one of which was for student orientation ostensibly due to lack of money. A few school practice supervisors rushed through the assessment period and completed it in one to two weeks. Ideally students should be supervised and given some time to improve with the feedback received from previous supervision before they can be seen again. However it is not uncommon to find some supervisors seeing students all the required number of times all in a row or within a very short span of time. This practice does not provide student ample time to assess students' progress in developing pedagogic skills

It was also noted that supervisors do not prepare the trainees adequately for School or College Practice as some do not even prepare students well on lesson preparation and delivery. Recognizing the importance of developing students practical teaching skills as part of their pre-service training, three NTCs (Mubende, Unyama and Kaliro NTCs.) have introduced micro teaching in partnership with nearby 'pilot' secondary schools to offer students opportunity to enhance their practical

teaching skills and develop confidence in actual classrooms contexts. This initiative was introduced with support from BTC (now ENABEL) through the Teacher Training Education project. On average, every student participates once in a semester due to limited number of classes at the schools and a large number of teacher trainees. The micro teaching initiative is a milestone in terms of providing students with more opportunities to develop practical teaching skills prior to school practice.

Similarly, at UIIU the BA. ED and BSc. ED curriculum has a skills based course on 'Micro Teaching and Production of Instructional Materials' that is offered in the second semester of Year 2 and Year 3. This course aims to enhance students' practical teaching skills, including the production of instructional materials, in preparation for school practice support. Students are grouped into clusters of 15 students attached to a lecturer accordingly to teaching subject specializations for purposes of micro-teaching. Each student is given an opportunity to prepare and teach a 'micro lesson' of between 5-15 minutes focusing on developing specific pedagogic skills and techniques such as questioning skill, lesson introduction, lesson conclusion after which each student receives feedback from peers and lecturer. As part of this course each students is expected to develop an original instructional material (usually in 'Realia' form) and present to peers and the lecturer how and why it would be used for teaching. Overall, microteaching is only being conducted by a few universities and NTCs. Micro-teaching should be followed by a period during which students are taken to demonstration schools, but trainee numbers have forced schools to reject this arrangement

While institutions would have loved to abide by NCHE guidelines and most lecturers/supervisors spend the shortest time possible supervising, for instance supervision that is supposed to last for five weeks is sometimes done in one week. This is partly due to poor facilitation, the large number of students and limited number of lecturers. This has greatly compromised quality in institutions with large classes such as Makerere University. Host schools have sometimes been used to provide support supervision. Students are expected to participate in the entire life of the school including supervising co-curricular activities, acting as 'Teacher on duty', invigilating tests and examinations and not restrict themselves to classroom experiences. In order to assess students' holistic performance and conduct during school practice, some institutions request the school administration to write and send a confidential report to the University on each student that covers his/her performance but these assessments are not incorporated into the overall assessment. An arrangement should be made to have Master/Mentor teachers in schools as part of the supervision team although this brings the challenges of remuneration as well. Students also look for their own schools because of resource constraints and student number. However, this practice results in some students doing school practice in unsuitable schools.

The B.ED (External) programme at Makerere University does not have provision for school practice. However, students have project work during internship that takes place in the second semester of their Year 2 and is equivalent to 3 Credit Units. For the project work, each student must identify a project that translates into practice what has been learnt theoretically on the course. The project work is implemented in the schools where the student teaches. The project work is assessed by supervisors from the university, who visit the schools/workplace and assess the project as well as through a written report submitted by the student to the university. The supervisor's assessment of the implemented work contributes 60% and students' report write contributes 40 % of the internship marks.

3.2.3 Learning Environment

Section 5 (I) of the Public Universities and other Tertiary Institutions Act provides that “All courses and programmes must be taught by sufficient and qualified staff using adequate education facilities in safe and accessible physical structures”. Ideally, teacher training institutions should have appropriate facilities for effective teaching and learning including classrooms, lecture and seminar rooms, and libraries well stocked with sufficient and up to date materials, specialized learning rooms such as laboratories, /workshops and computer/ICT laboratories with internet facilities. Academic staff are expected to have offices and reading space. However, most of the institutions surveyed for this study are constrained with limited education facilities for both lecturers and students use. Almost 70% of the institutions surveyed had inadequate space to accommodate the large numbers of students admitted for teacher education programmes and this significantly varies between institutions as shown in Table 4 below.

Table 4: Students’ rating of institutional facilities and services

| Questionnaire item | Poor | Fair | Not Sure | Good | Very Good |
|---|--------------|--------------|-------------|--------------|--------------|
| Reception/Inquiries section at the Faculty/College | 14.4% | 25.8% | 8.6% | 36.6% | 14.6% |
| Quality of lecture rooms/classrooms | 21.4% | 25.1% | 3.1% | 28.8% | 21.6% |
| Availability of other study space (E.g. Library, computer labs etc.) | 15.2% | 28.7% | 3.4% | 30.5% | 22.2% |
| Arrangement and environment of the teaching and learning space | 12.6% | 27.7% | 7.5% | 35.7% | 16.5% |
| Availability of specialized workshops (for Sciences and Practical Work) | 37.0% | 24.6% | 18.6% | 15.2% | 4.5% |
| Quality of specialized workshops (for Sciences and Practical Work) | 32.9% | 25.6% | 22.7% | 14.3% | 4.5% |
| Availability of a Library facility | 8.6% | 31.8% | 3.9% | 35.8% | 19.9% |
| Quality of Library services | 13.5% | 31.1% | 7.0% | 36.5% | 12.0% |
| Availability of reading materials in the library (text books, journals etc.) | 17.7% | 32.7% | 6.5% | 31.6% | 11.5% |
| Availability of Online Reading Resources | 28.7% | 30.3% | 7.9% | 25.0% | 8.1% |
| Availability of computers in the computer laboratory | 17.5% | 36.5% | 8.6% | 28.2% | 9.2% |
| Computer laboratory services/functionality of computers | 23.5% | 33.4% | 10.2% | 26.3% | 6.6% |
| Internet connectivity | 28.5% | 32.9% | 4.7% | 23.5% | 10.4% |
| Adequacy of furniture (desks, tables, chairs, etc.) | 18.6% | 32.1% | 4.5% | 31.4% | 13.3% |
| Quality of furniture (desks, tables, chairs, etc.) | 19.4% | 27.6% | 6.2% | 32.4% | 14.4% |
| Adequacy of teaching materials i.e. visual aids, handouts, etc. | 18.6% | 34.4% | 6.6% | 32.9% | 7.5% |
| Availability of Sports Facilities (e.g. Tennis court, football playground, etc.) | 18.6% | 26.1% | 7.0% | 35.5% | 12.8% |
| Quality of Sports Facilities | 21.2% | 31.3% | 8.3% | 31.9% | 7.3% |
| Availability of Sports Equipment (E.g. Football jerseys, shoes, balls, cricket clubs etc. | 31.3% | 30.6% | 10.7% | 22.9% | 4.5% |
| Quality of Sports Equipment | 27.2% | 32.3% | 13.0% | 23.7% | 3.9% |
| Secretarial services (Photocopying, typing, printing, binding, scanning etc.) | 30.5% | 25.8% | 7.8% | 24.8% | 11.2% |
| Availability Canteen services | 20.1% | 33.9% | 5.7% | 31.9% | 8.4% |
| Quality of Canteen services | 23.5% | 40.0% | 6.5% | 23.3% | 6.6% |
| Adequate washrooms (for both males and females) | 41.2% | 29.5% | 5.5% | 19.9% | 3.9% |
| Quality of washrooms | 46.5% | 28.5% | 5.5% | 16.9% | 2.6% |
| Average Percent | 23.5% | 30.3% | 8.0% | 27.8% | 10.3% |

Table 5: Lecturers' views about institutional facilities

| Institution | State of affairs regarding educational facilities |
|---|--|
| Mubende NTC | The space is generally inadequate for effective teaching and learning, especially lecture rooms. Available space is of poor quality and infrastructure is also very poor with very old buildings. Very poor washroom facilities for students use. Students' accommodation facilities are very poor. |
| Mbarara University of Science & Technology (MUST) | <p>The learning environment is generally good, with adequate space and furniture in lecture rooms. The science laboratory is purely private. Government has not provided support. The lab lacks equipment such as microscopes. The lab is used for both biology, chemistry and physics</p> <p>Computer lab is available, with 80 functional computers which are not adequate for the 150 students. Internet connectivity is good. However, they need internet with a bigger band for easy access to e-books</p> <p>There is only a central university library. No faculty library. The space in the library is small to have all books catalogued.</p> |
| Kyambogo University | There is gross inadequate furniture, space and the learning environment is generally poor. Lecture rooms are old, with old floors and old scattered furniture for general courses. Inadequate washroom facilities, especially for students. However, some new buildings have been constructed and others are under construction with support from ADB grant /loan |
| Makerere University | <p>In the School of Distance and Open Learning, the number of lecture rooms is adequate but space is not enough. The staff: students ratio for pre-service students is 1:200, whereas for in-service its 1:300. College library space not adequate. Internet facility not good. There are hot spots for good internet and are always congested with students</p> <p>In the School of Education, students are over 1,000 and are divided into 3 different groups of about 300; it is extremely hard to monitor students' attendance; Large classes compromise the quality of learning due to creating inadequate space, although infrastructure is of good quality.</p> <p>Library space is adequate but most text books are reportedly out of context and of earlier editions; the relevant copies are very few. In some departments, there is a single copy used by the lecturers, undergraduate and postgraduate students.</p> <p>Laboratories are present; however students reported lack of supplies and inadequate space. Internet for online access of educational resources was reportedly present however it is too slow for use to download serious educational content. ICT laboratories are present; however most computers are in poor condition and the student to computer ratio is too high. Wash rooms are inadequate; students reported that there is only one washroom at the school which is sometimes closed on Sundays.</p> |
| Unyama NTC | <p>Generally the learning environment is conducive. There has been a recent facelift of old buildings and construction of the library, science building, ICT laboratory, and the main building. Two halls of residence and specialized laboratories for Agriculture, Biology, Chemistry, and Physics have been constructed under funding of the Islamic Development Bank. However, the ratio of computers to students is still high i.e. about 120 computers are available for over 2000 students.</p> <p>Internet for online access of educational resources is present, but very slow, given the large student numbers. Wash rooms are evidently adequate and in good condition. Students' accommodation is of good quality but space inadequate, with some students using lecture rooms for accommodation.</p> |

| Institution | State of affairs regarding educational facilities |
|-------------------------------------|---|
| Gulu University | Learning environment is not conducive; lecture rooms are inadequate and some lectures are held under trees. Classes are generally large except in Sciences; in professional subjects, the ratio is approximately 1 lecturer to 550 students. Students cannot be divided into streams/groups due to inadequate space. The library is inadequately stocked, sometimes lecturers use their personal money to buy textbooks. The science laboratories are in poor state given the poor infrastructure, inadequate equipment, and supplies. It was reported that some of the secondary schools have better laboratory equipment than the University. There are no specialized laboratories, apart from physics laboratory which lacks the necessary equipment. Students normally go to Makerere University for practical activities. |
| Islamic University in Uganda (IUIU) | Lecture space is not adequate for large classes with average class sizes of 250. Library space is inadequate although a new bigger library is under construction, Library has subscribed to many online resources (data bases and journals) although text books were reportedly out of context and old. Laboratories were present, however students reported lack of supplies. Wash rooms adequate. Inadequate offices for individual academic staff, most of whom share offices. |
| Kaliro NTC | Learning environment is generally good. Library space is adequate. Wash rooms adequate. Additional teaching and learning structures have been constructed with support from the Government of Uganda-Belgian Technical Cooperation Teacher Training Education (TTE) project that has significantly transformed the learning environment – these include classroom blocks, computer lab and library resources, staff offices and central meeting spaces for staff (teacher educators and heads of departments) refurbishment of specialized rooms like science laboratories. The facilities are designed to promote Active Teaching & Learning (ATL). The second phase of the project is to focus on staff and student accommodation. |

The increasing number of students does not match the available facilities in education institutions. Textbook facilities, computers, internet and other educational inputs like audio-visual aids, chemicals, equipment, and sports facilities are poor and inadequate.

Generally, the infrastructure of some institutions is no longer able to sustain the growing numbers of students. The available classroom, library, laboratory and learning space is old, dilapidated, and needs refurbishment. This is especially true of public universities such as Kyambogo and Gulu Universities and some NTCs such as Mubende NTC. The student to space ratio of libraries, classrooms, laboratories, playing fields and other learning facilities is far from ideal as per NCHE gazetted standards. Additionally, many institutions, particularly private ones, do not have laboratories. Where there are laboratories, the available facilities do not match student numbers.

3.2.4 Assessment of Learning

NCHE guidelines on examination regulations and awards standardization provide that;

- (a) Institutions of higher learning shall ensure that all their candidates are fully informed in writing about existing examination regulations and procedures at the beginning of the semester/term.
- (b) Institutions shall ensure that there is consistency in the formats of examinations, transparency in conduct of examination and rigor when using relevant marking schemes. Each head of programme shall have a marking scheme for every paper. Students shall have a right to access the marking scheme(s).
- (c) Each institution shall put in place quality assurance mechanisms in its examinations.

Such mechanisms shall include the vetting of papers, proper conducting examinations and expeditious marking of examinations by both internal and external examiners.

- (d) Students shall have a right of appeal if they perceive lack of transparency in the conduct of examinations, unfair treatment or poor assessment of their work. Each department and faculty shall create an appeals mechanism. The senate shall be the supreme panel of appeal for academic complaints,
- (e) Courses for each programme shall be appropriately weighted. And
- (f) Scores in students' Grade Point Average (GPA) shall be a result of assigned letter grades as follows⁴:

| | | | | |
|---|----|---|---|---|
| A | B+ | B | C | D |
| 5 | 4 | 3 | 2 | 1 |

Results show that, these guidelines are strictly followed, although there are reported irregularities in some institutions as revealed in this situational analysis. At least all the institutions surveyed, inform all their candidates in writing about existing examination regulations and procedures at the beginning of the semester/term. Some institutions have examination rules and regulations handbook which is accessed by students. Students have a right of appeal if they perceive lack of transparency in the conduct of examinations, unfair treatment or poor assessment of their work. Each institution has its unique appeal mechanism for all academic complaints. All institutions have put in place quality assurance mechanisms in managing examinations such as vetting of papers, proper conduct of examinations, although expeditious marking of examinations by both internal and external examiners is still wanting, due to partly large classes and poor motivation.

For universities, Students are assessed through course work (assignments, practical, tests, field work) which contributes 30-40% and the final exam (60-70%) for each academic year. Exams are strictly invigilated, and students have to sign both attendance and submission of scripts. For quality of the exam, there is control of setting, moderation of the exam questions, marking and results. Allocation of SP supervisors has weaknesses as lecturers of humanities are tasked to supervise science students and science lecturers to supervise students doing humanities. There is need for teaching subject and subject methods specialists to supervise students. It would also be good to have students on school practice for a whole school term rather than just six weeks where student teachers teach to impress supervisors and for marks. There is need for continuous assessment of School Practice. All the institutions have external examiners for school practice, typically from without the awarding institution to independently assess and moderate the performance of students.

For NTCs, final exams are set centrally, by a team of lecturers from various NTCs, organized by Kyambogo University. Moderation is done by the same team, and marking guides are written, moderated by the same team and distributed to various colleges. External examiners are sent from Kyambogo University, who write moderation reports that are given to respective subject lecturers with the guidance of Heads of Departments, to inform teaching, assessment and learning.

4 Information extracted from the Universities and Other Tertiary Institutions Act, 2001.

Concerns have been raised about the seriousness that B.ED (External) students at one of the public universities (KYU) attach to school practice given that it is undertaken the very schools they work and hence in familiar environments. Assessment of the school practice is not as rigorous and effective as that for pre-service teachers, and consequently it is emerging that these students' pedagogical skills do not progress beyond their prior diploma and certificate levels.

As explained earlier, (in section 3.2.2) B.ED students at Makerere University do not have school practice but do project work during internship. Assessment of this internship is through supervisory visits by university lecturers and a written report about the project submitted to the university.

External examination of examinations including school practice and students projects is undertaken by examiners recruited from other universities. Recruitment of external examiners is done by head hunting through heads of departments and the CVs are reviewed by the Academic Registrar, the appointment is by senate.

Students' assessment of academic staff

NCHE guidelines require all instructors, lecturers or professors at university level to be assessed by the students in a standardized format at the end of each course. Students must assess academic staff performance to help individual staff to address his/her weaknesses. It can also help to improve teaching through the improvement of content, professional development and general openness to criticism. The head of an academic department has to collect, analyze and evaluate students' assessments and then show them to the course instructor/lecturer after formal approval and publication of the results for appropriate action.

While the intention is there in most Universities and NTCs for students to assess staff, the practice is poor and limited to only monitoring staff attendance. However, some Universities such as Makerere, MUST, UCU and UMU have had efforts to have lecturers' performance assessed by students although this is not done consistently. Makerere University did it formally this academic year (2017/18). The findings are however rarely communicated to the students and staff for improvement of pedagogic practices.

3.2.5 Quality of Staff

Section 119 of the Act⁵ provides that "No University or tertiary institution shall employ a lecturer, instructor, or any other person recruited for the purpose of teaching or giving instructions to students whose qualifications do not conform to the standards set by the National Council by regulations". Universities shall employ staff that meets the standards set by the NCHE as shown in Table 6 below;

Table 6: Recommended Qualification for Academic Staff in Universities

| | | | |
|--------------------|---------------------------|---------------------|--|
| Teaching Assistant | Assistant Research Fellow | Library Assistant | 1 st Class Degree / Upper Second or Lower Second (in Special Circumstances) |
| Assistant Lecturer | Research Fellow | Assistant Librarian | Master's Degree |
| Lecturer | Assistant Research Fellow | Librarian | Master's Degree but on PhD track |

⁵ Universities and Other Tertiary Institutions Act, 2001

| | | | |
|---------------------|------------------------------|------------------------|--|
| Senior Lecturer | Senior Research Fellow | Senior Librarian | PhD, original contribution to knowledge through research & publication |
| Associate Professor | Associate Research Professor | Deputy Chief Librarian | PhD, teaching experience of at least 7 years, publications |
| Professor | Research Professor | Chief Librarian | PhD, teaching experience of at least 7 years, publications |

It was established during this survey that Universities and NTCs adhere to NCHE standards for staff recruitment as all staff meet the basic academic requirements set by NCHE. Generally the quality of staff is good, but recruitment and establishment still poor. Staff establishment is about 22% for MUST other institutions are equally in need of more staff. The ban on recruitment of staff has adversely affected some of the public universities particularly Kyambogo University that has many teacher education programmes ranging from certificate and diploma level to graduate programmes. As a stop gap measure, part-time staff have been recruited to fill the gap. There is a recruitment policy and recruitment is done through the University Board and senate, however there are staffing gaps. These staffing gaps have left majority of staff with big workloads, and this compromises quality of their output. At Mubende NTC, students reported that majority of staff are old and need replacement. It was revealed that there was a ban by the Ministry of public service on staff recruitment in public universities. The ban on recruitment of staff has adversely affected some of the Public Universities particularly Kyambogo University that has many and diverse teacher education programmes ranging from undergraduate certificates and diploma level to post graduate programmes. It was reported that out of an establishment of 18 academic staff per department in the Faculty of Education, most departments had only 8 full time staff which is less than 50% of the capacity. As a stop-gap measure, part-time staff have been recruited to fill the gap. Many of the Master’s degree holders among staff in NTCs were not in the subject of specialization but rather in management and related courses.

On the whole the workload for academic staff is rather high in some of the universities, particularly the private ones where each staff is expected to have 15 hours contact hours per week in addition to research supervision of 10 undergraduate and 5 post -graduate students.

Whereas teacher education institutions surveyed satisfy the academic qualifications of staff there was variation in the mix of the different ranks, professional background and experience across the universities. Public Universities has majority of its staff with PhDs compared to Master’s degrees compared to the private universities. Majority of staff at NTCs have Bachelor’s degrees and a relatively good number have attained Master’s degrees and others are on track. It was however established that majority of academic staff in both NTCs and universities were trained as secondary school teachers; implying that such staff have to master teacher education competences ‘on the job’. Continuous professional development opportunities for academic staff aimed at strengthening staff competences in teacher education would enhance the quality of teacher education in the country through.

Staff Development

Each institution is required to inform the NCHE of the mechanisms it has put in place for staff development and the number of beneficiaries in each discipline/programme. Staff must be given the opportunity to improve academically. The existing Continuous Professional Development (CPD) strategies for staff development include: workshops; seminars; conferences and further training

for upgrading. The individual departments identify the training needs for their staff as when it is required. There are limited opportunities for staff to develop. At Makerere University School of Distance and Open Learning for example, Staff establishment is bottom heavy. Majority of academic staff in the school are at the level of a Master's degree. However, they have now enrolled for PhD programs. The school has no professor, but there are two (2) Associate Professors. The University is not supportive in staff development/CPD. For example, there are 10 staff registered for PhD programs and are all on private sponsorship. Only three registered under University projects.

Public Universities have relatively more scholarship opportunities for attaining higher qualifications, particularly Masters and PhDs as well as post-doctoral fellowships through International donor funded partnerships such as SIDA, NoRAD, Carnegie Corporation of New York, etc., from which a considerable number of staff have been supported to attain Higher qualifications. However, it takes personal initiative of individual staff to identify opportunities such as conferences, workshops and seminars and to secure funding for these professional meetings given that Universities have limited funds for supporting academic staff in this regard.

A size proportion of academic staff at Kyambogo University in the Faculty of Education have PhDs and many more were reported to be on PhD track with support from International Development Partners particularly SIDA and others are supported by the University.

At IUIU CPDs in form of refresher workshops are organized internally in departments on a regular basis to enhance staff's skills in areas such as management and teaching in higher education, pedagogic skills, examination setting and marking. Staff are also supported to participate in workshops outside the university and those seeking further studies are funded through mutually agreed terms, including flexible salary loans.

Similar to the situation at universities, individual staff at NTCs take the initiative to secure opportunities for professional growth through short refresher seminars, workshops and conferences as well as for advancing academic qualifications. It is however acknowledged by NTCs that opportunities for internal and external CPDs aimed at enhancing pedagogic skills particularly in Active Teaching and Learning have considerably increased since the inception of the BTC Teacher Education Project. Some staff in the project supported colleges have been funded to attain Master's degrees in Education in universities in Uganda and within East Africa.

3.2.6 Pedagogic Practices

Teacher education should ideally emphasize preparation for teaching and learning by grounding the students both theoretical knowledge teaching subjects and teaching methodologies both general and subject specific methods. This is in addition to the professional studies in education. Whereas the official curriculum of the Teacher education institutions surveyed provides for the foregoing course components, the actual implementation of the curriculum through the pedagogic practices of the teacher educators is the ultimate factor that determines the effectiveness of the prescribed curriculum. Ideally Teacher educators ought to not only 'tell' students 'how to teach' effectively but also practically demonstrate to students teachers 'how' the effective teaching methods and techniques look like. For example, teacher trainees should experience what learner centered pedagogies in universities and NTCs if they are to effectively adopt these approaches in their own pedagogic practices after college.

In all the institutions surveyed, it was established that theoretical pedagogical approaches and strategies (80%) dominates practical approaches (20%) for teacher preparation. Theoretical pedagogical approaches particularly the lecture method of teaching is dominantly used in the universities and NTCs especially for the large classes. Moreover, in all the teacher education institutions surveyed Professional Studies, including general teaching methods have the largest classes sizes ranging between 200-400 students, and these are taught as one group. In addition, even the subject specific classes the Arts combinations such as History, Economics and Religious Studies register many students and are predominately taught in lecture form. In science subjects, the trainees are taken through practical sessions in the laboratories, however there is evidence that the number of practical sessions should be increased to sharpen students' skills. However, few lecturers still use the lecture method but they are being encouraged to adapt student centered teaching methods. This was revealed by students during our focus group discussions.

The dominance of the lecture method is attributed to teacher educators' competences and preferences, the large class sizes in teacher education programmes particularly the bachelor's degrees amidst limited lecture room space and academic staff numbers but also the historical popularity of lecture method in universities, and its efficiency in relation to content coverage.

Despite the foregoing account, some efforts are being made to strengthen students' pedagogic skills through practical teaching approaches at UIIU and the NTCS supported by BTC teacher education project. For the NTCs this is being done through the micro-teaching initiative in Pilot schools and at UIIU it is through the course on 'Micro Teaching and Production of Instructional Materials'. Participatory approaches such as ATL have been promoted in NTCs and teacher educators' capacities to use ATL strengthened through CPDs organized by the BTC Teacher Education project. Additionally, infrastructure tailored to ATL such classrooms, specialized teaching facilities, computer labs and libraries have been constructed and equipped with some instructional resources in some of the NTCs. It remains to be seen if these initiatives will translate into sustainable adoption of participatory teaching approaches in the NTCs supported by the project.

3.2.7 Funding

The existing pre-service and in-service teacher training programmes in NTCs and Universities are financed through government grants and fees from the self-sponsored/private students.

The majority of the in-service training is self-sponsored, whereas for pre-service teacher education is funded by a mix of government and private funding modalities is Government. For example, at the NTCs, majority of the DES students (80%) are government sponsored and only 20% privately sponsored. DEP students are purely private, while DES students are government. However, there are a few DES students on Private sponsorship. In Public universities, science education students are government sponsored while the majority of BA Education students are privately sponsored.

At Gulu, Makerere and Kyambogo universities, the ratio of Government: Private sponsored student's stands at 80:20; at. At MUST the picture is different in that there are more government sponsored students than the private ones because only BSc. Education is offered) and majority of students receive the merit based sponsorship. In line with the Government policy emphasis on Science and Technology, government merit based scholarships are mainly offered on a competitive basis to BSc. Education students and few language education students. As expected private universities largely depend on privately sponsored students' tuition as well as any other sources of revenue.

Government grants of Ugx. 1,800 per student on government sponsorship per day is inadequate to cater for their needs. A unit cost of about Ugx 720,000 per academic year for tuition for those on government sponsorship whereas, privately sponsored students pay about Ugx 1,500,000 per academic year. All students pay the same the same amount irrespective of the course enrolled for. There is no reliable evidence to determine the costs and efficiency associated with the training provided. When comparing the costs of in-service training costs and initial training, it all depends on the nature of the provider, course content and duration.

In addition to government capitation grants, the TE Institutions secure additional funding through research grants and international donor supported projects. For example, all five NTCs have heavily benefited from the BTC Teacher Training Education (TTE) project in areas of infrastructure development, Continuous Professional Development training tailored to Active Teaching and Learning (ATL), scholarships for staff to upgrade their qualifications as well as support for overall institutional development in the colleges.

Funding for institutional development at the surveyed universities is also secured through grants and loans from development partners; for example, two years ago some public universities benefited from ADB funding for construction of Central Teaching Facilities e.g. Makerere, and Kyambogo universities. Research grants are secured through international collaborations and partnership initiated by central university management, individual researchers or teams of researchers writing grant proposals to funding organizations such as SIDA , NORHED, NORAD , Carnegie Corporation among others.

3.2.8 Overall Quality Assurance System in Teacher Education Training Institutions

All institutions have put in place a range of quality assurance mechanisms as per NCHE guidelines. Structures for quality assurance of programmes, processes and outputs include Senate and School/Faculty Academic boards, Quality Assurance committees at different levels spanning from departments to college levels. The universities have Quality Assurance Units /Directorates headed by Quality Assurance Directors or coordinators. The different QA structures refer to prescribed policy guidelines for quality assurance of the various processes they assess. The Deans, Student leaders, Heads of departments and school practice coordinators, all ensure that the quality of learning and teacher training is standard.

A wide range of quality assurance mechanisms are used at the different points and phases of the teacher education process, ranging from entry of students, during the course of their programme and at the end when they exit the institutions. These include verification of students application documents such as results and certificates, monitoring of class attendance of students and lecturers; internal and in some cases external moderation of tests and examinations, external examination of students' assessment (examination scripts) as well as school practice; Students end of course evaluation of lecturers is yet another strategy used at some universities. Department, Faculty and College meetings to consider academic issues are also organized at intervals particularly at the start and end of semesters. Quality assurance structures particularly committees operate at department and Faculty/School and college levels to consider students' examination results, staff applications for promotions, student research proposals among others.

In one of the public universities, staff appraisals are undertaken , individual staff fill an appraisal form which is then discussed together with the respective Head of Department , ideally this

appraisal are based on annual performance targets. It was however reported that the annual staff appraisals are not enforced and hence conducted more as a formality because most staff do not comply and there is no penalty for noncompliance.

Additionally, some of the institutions request School administration to write confidential information about the conduct of student teachers during school practice. This practice is operational at IUIU and at Makerere University (though it is not consistently used every year). These strategies and processes have been adopted to varying extents across the different institutions. Other QA practices include mentoring of students by staff (reported at Kaliro and IUIU), supervisory support visits to NTCs by central level institutions such as Kyambogo University, TIET and DES. As part of the institutional development support to NTCs by the BTC benching marking visits between the different colleges is promoted as well as strengthening of College –community relations and engagement. Kaliro NTC organizes such community engagement through meetings termed “Meeting the community” every term.

At one of the private universities (IUIU) the Director of Quality Assurance periodically assesses the Teaching and Learning environment and students’ evaluation of their lecturers and feedback from these processes are sent to departments for action. Graduation lists are carefully reviewed to verify the background details and academic records of students prior to graduation and any anomalies are followed up and necessary action is taken. In addition, the university follows up to assess how marketable their former students are after graduation by soliciting feedback from MoES regarding the status of registration of their former students into the teaching profession.

Concerns were raised about poor or inadequate flow of feedback from the quality assurance processes to the implementers, particularly the academic staff. For example, in some cases feedback from academic boards, senate and other meetings that are not open to all staff members does not regularly flow back to departments for action. In some cases feedback from moderation of examinations is not discussed at department levels for purposes of improving the quality of assessment and teaching more generally. In many cases, reports from moderation and external examination of students’ results focus only on assessment excluding the quality of the course design and teaching /learning processes. External examination and moderation practices are also not consistently used in all universities and colleges due to funding constraints.

Given its former mandate as the institute for teacher education in the country Kyambogo University has an additional oversight role for all PTCs and NTCs in the country over and above its own quality assurance role as a university. KYU is expected to provide support supervision, develop and review curricula for the institutions, moderate examinations, it is responsible for registration of students, examinations and the awards of the Diplomas. Moreover this is in the midst of financial, time and staff capacity challenges as a public university. There is also a question of priority between oversight for NTCs and PTCs and its own mandate as a University with other programmes apart from teacher education. There is also an ethical concern (conflict of interest) that KYU is both responsible for setting and external moderation of examinations including school practice at NTCs and PTCs and yet it is the awarding body for the qualifications.

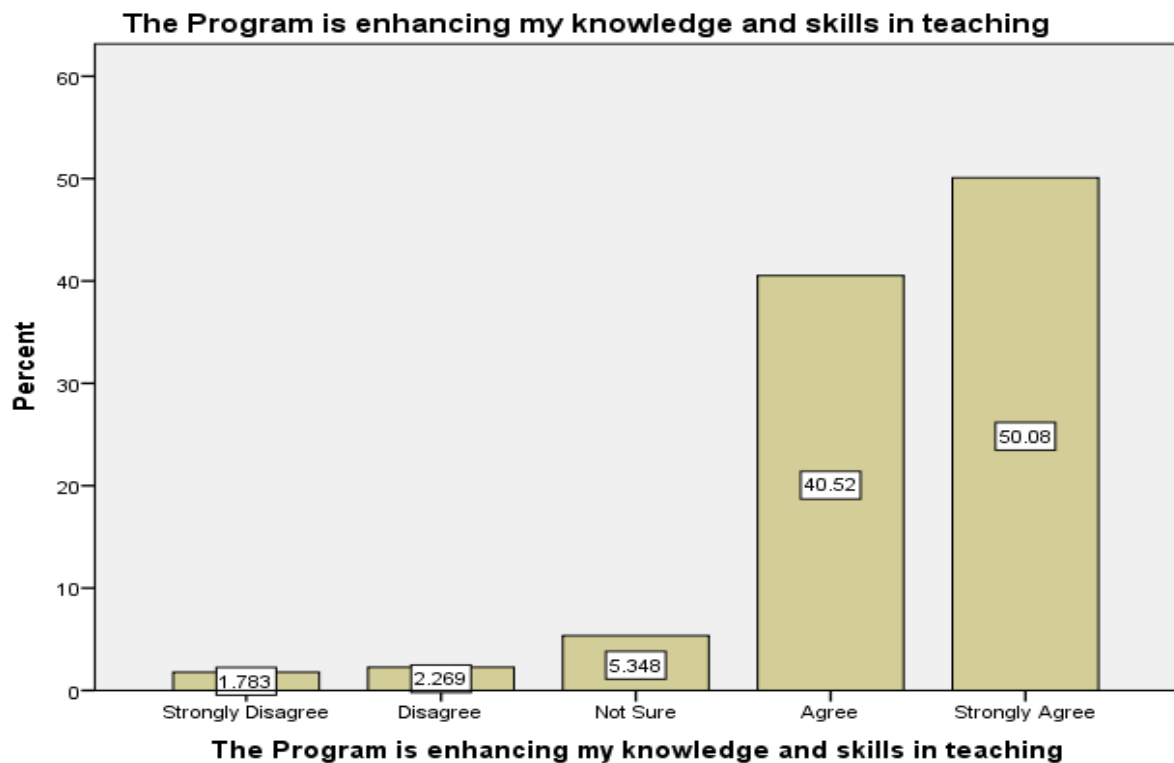
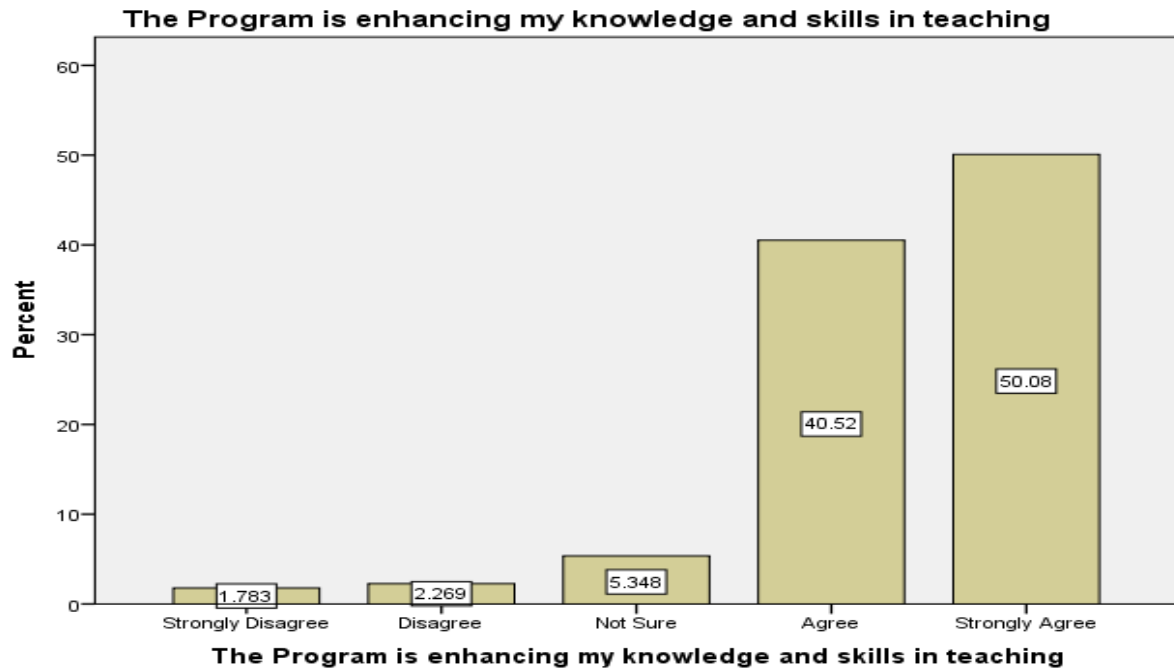
On the whole, the institutions surveyed have the required structures and policies for quality assurance but the nature and quality of the quality assurance practices does to meet the expected standards in all the different processes of teacher education from the selection/admission of students through the processes of teaching to the graduation of the students.

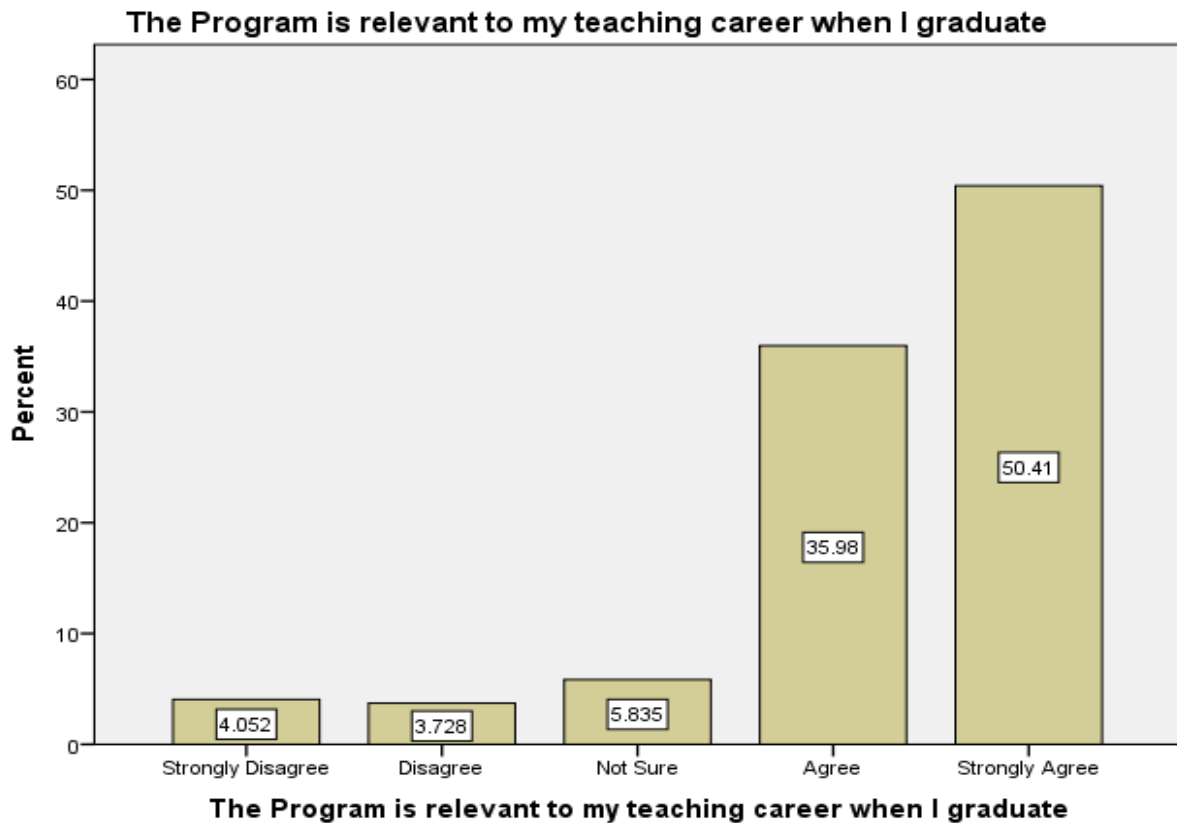
3.3 Relevance of Teacher Training Towards the National Education Goals, Priorities and Targets

The Uganda Vision 2040 provides a policy framework for national development and articulates long term aspirations to be achieved. It highlights the country's development challenges as largely associated with the low competitiveness of its human resource among others. It also articulates the country's desire to have access to affordable quality education services, a healthy, literate and well informed society which are a result of a competent and effective teaching cadre. The second National Development Plan (NDPII) 2015/16-2020 highlights three key objectives for the education sector namely; (i) achieving equitable access to relevant and quality education and training, (ii) ensuring delivery of relevant and quality education and training, and (iii) enhancing the efficiency and effectiveness of Education and Sports service delivery at all levels. It also emphasizes the Teachers' important role in *instructing*, *nurturing* and *developing* the skills to develop competent human resource that can effectively exploit the available opportunities and resources for national development. The skills development component will focus on: reforming of the curriculum at all levels to produce skills that are relevant to the market; expanding skills development to include formal and informal through strengthening coordination, regulation and certification of both formal and non-formal training; and establishing skill development centers of excellence in prioritized areas. The priorities set out by the current ruling party (NRM) for the next five years will be: Enhancing the quality of education at all levels as well as continuing to increase teachers' salaries and further investing in the education infrastructure.

Despite these pronouncements, the curricula and pedagogical practices of tutors in Teacher Education within the institutions visited did not show a deliberate effort to link Initial Teacher Education (ITE) to national education goals, priorities and targets. A program of ITE should develop professionals who are reflective practitioners with the ability to build on learners' prior knowledge, life experiences and interests thus enabling all students to learn and be empowered to become responsible and productive citizens of their country, the region and the world. The trainee should be helped to develop an understanding of the critical role of the teacher in the society, and foster commitment to the nation and the principles of nationalism, democracy and social justice. The ITE should help the trainees to appreciate the aims and goals of education in Uganda. While the program should promote the development of national pride, it should also develop a regional identity as we move towards closer regional integration in Eastern Africa. We live in increasingly "globalized" environments which affect our economies and social and cultural structures. Graduates must develop skills to become "life-long learners" which help them deliver quality and equitable instruction in such an environment.

From the students' perspective, the findings show that the training programs were relevant for their future careers as teachers. They were however unsure about the direct relationship between the training and their role in the attainment of national development goals, priorities and targets. This is likely due to less emphasis by the tutors on these aspects that are not necessarily directly indicated in the curricula (see figures below).





3.4. Key Factors Impacting on the Quality of Teacher Education Programmes in Uganda

Institutions are primarily responsible for quality and quality management at their own institutions. Each institution has an independent quality assurance unit that sets quality assurance control guidelines and that continuously reviews all programmes, teaching and assessment. While there are efforts to adhere to NCHE standards, there are a number of factors that are impacting on the quality of teacher education programs in the institutions visited during this situational analysis. These include:

- f) Inadequate space and education facilities for teaching and learning
- g) Inadequate funds to support school practice and other field excursions.
- h) Poor staff establishment
- i) Poor staff motivation
- j) Poor infrastructure.
- k) Ill equipped libraries and laboratories and other specialized rooms.
- l) Poor staff and students accommodation
- m) Poor sanitation and hygiene
- n) Dodging of lessons by lecturers
- o) Congestion in halls of residence
- p) Limited student mentorship
- q) Poor quality of students meals
- r) Inadequate teaching materials

4.1 Conclusion

From the findings and literature reviewed, it was concluded that although both internal and external quality assurance mechanisms exist within these institutions, the key challenge was the robustness within which they are implemented in the different institutions. The baseline established variations in the training modules of Teacher Education institutions for diploma and degree programmes. There was also no Institute for Teacher Education since ITEK became part of Kyambogo University. There were also no established Teacher Training standards. In some institutions, there were no quality assurance units to oversee quality issues although the basic senate or governing council arrangement existed. A spiral curriculum which allows for credit transfers was not in place so that the diploma programmes can directly link to the Bachelor's programmes. In addition, curricula reviews to make curricula more relevant to the world of work of teachers were not done every five years as recommended by the NCHE. There were weak links between Teacher Education institutions and schools and the internship duration varied considerably between institutions. There were no *Demonstration schools* for every Teacher Training institution. In the past, the Teacher training institutions each had a demonstration school attached to it.

4.2 Recommendations

QA Polices; mandates

- a) Oversight role of KYU over PTCs and NTCs should be reconsidered and a this responsibility given to an independent Teacher Education professional body
- b) Minimum qualifications of entrants to the teacher education institutions especially PTCs to be reviewed to attract better quality students.
- c) Consider interviewing potential entrants to TE programmes to establish their interest and motivation for the teaching profession
- d) Enact the National Teacher Policy and the establishment of relevant institutions such as the Uganda National Institute for Teacher Education

QA system, practices mechanisms

- a) There is need for periodic internal audits and Quality Assurance reviews undertaken by institutional management.
- b) Institutions need to benchmark and adapt best practices of assuring quality from other institutions of higher education.
- c) Every institutions should have a quality assurance unit to oversee quality assurance issues

Teacher education model and curriculum

- a) There is need to rethink the overall model of teacher education in Uganda to provide for more school based experience than the current model in which students have minimal time in schools of practice. Benchmarking visits to countries with alternative teacher education models that provide for more school-based training will be useful.

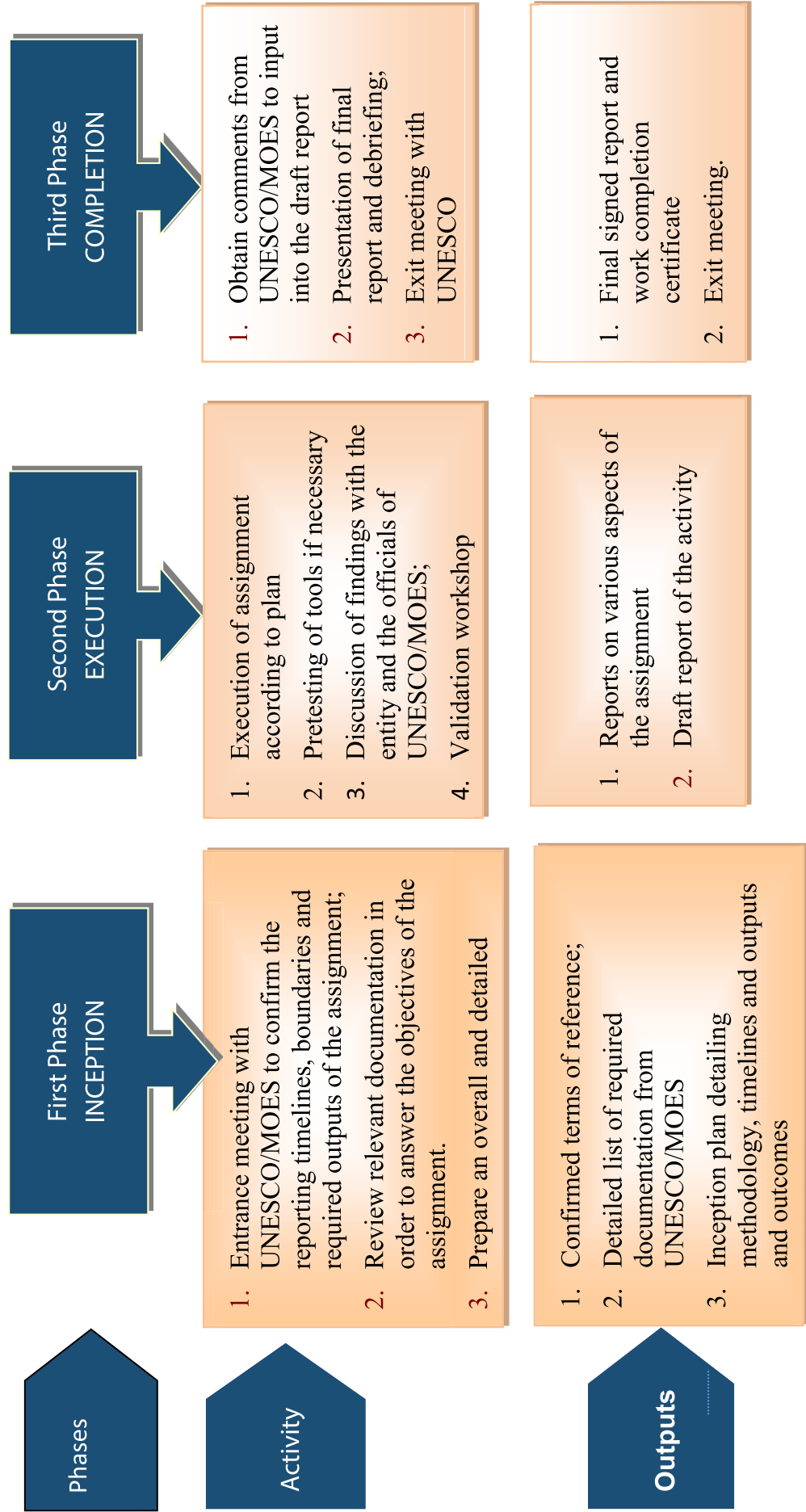
- b) Curriculum reviews of the teacher education curricula in the different institutions to reduce the amount of time spent on theoretical aspects of teaching and create more time for grounding in practical teaching skills.
- c) Better alignment of the NTC DEP curricula to the primary school curricula and the DES curricula to the revised O-level secondary curriculum.
- d) Review of teacher education curricula to realign these to the revised O-level curriculum is required
- e) Beyond training in pedagogical skills and the teaching subjects, teacher education should develop students' general competences for the world of work and life more generally for example their interpersonal and intrapersonal dispositions, such as leadership, ethics, digital competences, effective communication, etc.
- f) Strong links between Teacher Training institutions and schools should be established in order to strengthen internship thus improving the training of our teachers. An internship duration of 8-12 weeks per year for two years should be the minimum. During internship, the teacher is assigned to a mentor at a school for an entire internship duration. The mentor or co-operating teacher should have received training relevant to performing in this role. At the end of this phase the teacher is assessed and certified.
- g) The internship programs need to be reinforced by the acquisition of *Demonstration schools* for each Teacher Training institution. In the past, the Teacher training institutions each had a demonstration school attached to it.

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Appendices

Appendix 1: Consultancy Framework

Our approach to this task was based upon a simple, three-stage methodology as shown in the diagram below.



Appendix 2: Targeted respondents in the various strata or categories

| Stratum or category | Per School | Number of Institutions | Sampling strategy | Method of data collection | Targeted number | Actual number |
|-----------------------|----------------------------------|------------------------|-------------------|---------------------------|-----------------|---------------|
| | | | | | | |
| Student teachers | 100 per Institution | 6 | Random | SAQs | 600 | |
| Student teachers | 10 per institution | 6 | Purposive | FGDs | 50 | |
| Deans | 1 per school or faculty | 6 | Purposive | Interview | 6 | |
| Chairs of departments | 1 per department x 3 departments | 6 | Purposive | Interview | 18 | |
| Lecturers | 2 per department x 3 departments | 6 | Random | Interview | 36 | |
| Academic Registrar | 1 per Institution | 6 | Purposive | Interview | 6 | |
| Total | | | | | 716 | |

Key Activities and Expected Results

| Objective/Phase | Proposed Activities | Duration Days | Outputs |
|--|---|---------------|--------------------------------|
| 1. Preparation of Inception proposal | 1.1 Inception Proposal writing | 2 | Inception proposal |
| 2. Carry out a situational analysis | 2.1 Development of tools for data collection and data collection plan | 7 | Tools and data collection plan |
| 3. Development of the situational analysis report on the quality assurance mechanisms for teacher training programs in Uganda | 3.1 Review of policy documents and other literature; including the 2030 Education agenda SDG4 target on teachers and other related literature | 2 | Summary of the review |
| | 3.2 Assessment of QA measures (How): observation (qualitative or quantitative, interview | 5 | Highlights of assessment |
| 4. Development of a policy brief and generic strategy for teacher education programs towards the continuous enhancement of quality | 3.3 Development of first draft situational analysis report | 3 | Draft situational report |
| | 3.1 Review recommendations from situation analysis | 3 | Recommendation list |
| 5. Facilitate a one day stakeholders meeting to validate the key findings | 3.2 Development of the generic framework | 4 | Generic framework |
| | 5.1 Validate the draft findings of the situation analysis | 1 | Validation report |
| 6. Development of final report and strategy | 6.1 Make the necessary adjustments on the on the situational analysis report based on the validation workshop and feedback from UNESCO, IICBA, MOES-TIET and other partners | 3 | Final report and strategy |
| Total Number of Working days | 6.2 Debriefing of the UNESCO/MOES teams | - | |
| | | 30 | |

3.5 Work Plan/Gantt Chart

| Key Activities | Sub Activities | Days in a month for various phases | | | | | | | | | | | | | | |
|----------------|---|------------------------------------|---|---|---|---|---|---|---|---|----|----|----|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| 1 | Inception proposal | | ■ | | | | | | | | | | | | | |
| 2 | Carry out a situational analysis | | ■ | ■ | ■ | ■ | ■ | | | | | | | | | |
| 3 | Development of the situational analysis report on the quality assurance mechanisms for teacher training programs in Uganda | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | |
| 4 | Development of a policy brief and generic strategy | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | |
| 5 | Facilitate a one day stakeholders meeting to validate the key findings | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | |
| 6 | Development of final report and strategy | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | Make the necessary adjustments on the on the situational analysis report based on the validation workshop and feedback from UNESCO, IICBA, MOES-TIET and other partners | | | | | | | | | | | | | | | |
| | Debriefing of the UNESCO/MOES teams | | | | | | | | | | | | | | | |

