



MINISTRY OF EDUCATION AND SPORTS

The Quality Assurance Framework for Initial Teacher Education in Uganda



30th March 2019



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Contents

Acknowledgements	iv
Acronyms	v
Executive Summary	x
Chapter 1: The Contextual Background	2
1.1 Overview	2
1.1.1 Primary teacher education in Uganda	3
1.2.2 Secondary teacher education in Uganda	4
1.3. Quality assurance in Education	5
1.4 Situational Analysis of Quality Assurance in Uganda's Teacher Education sector	6
1.5 Justification for Quality Assurance Framework in Teacher Education	8
1.6 Development and Scope of the Framework	8
Chapter 2: The Regulatory and Institutional Frameworks	10
2.1.1 International Framework	10
2.1.2 National Regulatory Framework	10
2.2 The Teacher Education Qualifications Framework	12
2.3 The Teacher Education Occupation Competency Profile	15
2.3.1 Ideal Competences and Qualities of a Teacher Educator	20
2.3.2 The Standards for a Teacher Educator	21
2.4 Curriculum Framework for ITE	26
Chapter 3: Framework Objectives, Targets and Key Strategies	30
3.1 Aim and Objectives of the Quality Assurance Framework	30
3.1.1 Aim of the Framework	30
3.1.2 Objectives	30
3.2 Targets	30
3.3 Key strategies and activities	31
3.4 Expected Framework Impact	33
Chapter 4: Framework Implementation, Monitoring and Evaluation	34
4.1 Implementation of the Framework	34
4.2 Monitoring and Evaluation of the Quality Assurance activities	35
4.3 Resources necessary for implementation	38
4.4 Roles and Mandates	38
4.4.1 TIET Department (MoES)	38
4.4.2 Uganda National Institute of Teacher Education (UNITE)	38

4.4.3 Directorate of Education Standards	38
4.4.4 National Council for Higher Education	38
Education Development Partners and NGOs	39
4.4.4 Quality Assurance Committees and Academic Boards	39
4.4.5 NAPPE programme of UNEB, UWEZO and other Assessment Agencies	39
4.5 Monitoring and Evaluation	39
4.5.1 Expected Outputs and Outcomes	39
APPENDICES 41	
APPENDIX I: REFERENCES	42

Foreword

Quality Assurance remains a key challenge in the training of effective, ethical and professional teachers. This is a necessary condition for the attainment of Goal 4 of the Sustainable Development goals and Uganda's Vision 2040. In spite of expanded access to education since the 1990s, the country has not been rewarded with a commensurate increase in the quality of education. National monitoring reports, regional and international assessments 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, professionalism and commitment of teachers. This implies that Uganda needs to improve the quality of training of its teachers. Well-trained, motivated, effective teaching staff and school leaders would significantly contribute to improved learning outcomes. This framework suggests that building a culture of internal quality assurance, building the capacity of quality assurance agencies, and implementing mechanisms and procedures suggested by the regulatory and institutional frameworks, and those designed by the training institutions themselves, would greatly improve quality in Teacher education.

The implementation of Quality Assurance framework will go a long way in strengthening the monitoring of quality assurance activities for improved quality of teachers trained in our institutions. It will also help the TIET Department of the Ministry of Education and Sports to implement and support quality assurance in Teacher education in collaboration with the National Council for Higher Education, the Directorate of Education Standards and other relevant agencies.

I therefore call upon all players, particularly those that train teachers; the local government teams including the DEOs and DIS's, the development partners, civil society organizations, private sector and communities to embrace this framework and to use it as a tool to improve the quality of teacher training.

For God and my Country

ALEX KAKOOZA

PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

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Acronyms

BREDA	UNESCO's Regional Bureau for Africa
BTVET	Business and technical vocational education and training
CBET	Competence-based education and training
CPD	Continuous Professional Development
DES	Directorate of Education standards (Formerly Education Standards Agency)
ECED	Early childhood Education and development
EMIS	Educational management and information system
EPPAD	Education Planning and Policy Analysis Department of MoES
ESC	Education Service Commission
ESSP	Education Sector Strategic Plan
FENU	Forum for Education NGOs in Uganda
GER	Gross enrollment rate
GIR	Gross intake rate
ICT	Information and Communication Technology
INSET	In-service Education and Training
ITC	Instructor Training College
ITE	Instructor Tutor Education
KyU	Kyambogo University
TRC	Teacher Resource Centre
UNESCO	United Nations Educational, Scientific & Cultural Organization
MAK	Makerere University
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoGLSD	Ministry of Gender, Labour and Social Development
MoPS	Ministry of Public Service
NAPE	National Assessment of Progress in Education
NDP	National Development Plan
NTC	National Teachers' College
PTC	Primary Teacher College
PTR	Pupil-teacher ratio
PRESET	Pre-service Education and Training
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SNE	Special Needs Education
TDMS	Teacher Development and Management Systems
TIET	Teacher Instructor Education and Training department of MoES
TISSA	Teacher Initiative in Sub-Saharan Africa
UNATCOM	UNESCO National Commission in Uganda
UNATU	Uganda National Teachers Union
UNDP	United Nations Development Programme
UWEZO	Uwezo is a Kiswhili word for "Capability"

Glossary of Key Terms

Accreditation	Approval by an organization that somebody, institution or something has achieved the set standard
Assessment	In the context of quality assurance, assessment is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accord with established standards.
Audit	Audit is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.
Certification	A formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupation.
Credit Transfer	A system whereby successfully completed units of study contributing towards a degree or diploma can be transferred from one course to another
Continuous Professional Development	A series of activities designed to extend and develop trainee's learning, and provide evidence of meeting the standards.
Competences	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
Curriculum	Is broadly defined as the totality of student experiences that occur in the educational process, but is more commonly used to refer to academic content taught in an educational institution in a specific course or program.
Generic Skills	Generic skills are sometimes referred to as “meta-skills,” “character skills,” or “learning how to learn” skills. Generic skills are high-order, transferable skills that are not specific to work in a particular occupation or industry, but are important for work, education and life generally e.g. communicating, problem-solving, curiosity, team work, creativity and leadership.
Model of a system	Is a theoretical description that can help us understand how the system or process works, or how it might work better
Initial Teacher Training	Is the professional preparation of teachers in teacher training institutions and refers to the process and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in classroom, school and wider community. It is also known as pre-service teacher training
Internship or School/ College practice	A structured work experience related to a student's major and/or career goal; in this case teaching in schools, colleges, other educational establishments and contexts for academic achievement.
Programme Review	Programme review is a process of holistic appraisal of a course/programme and resources, with a view to its further evolution and improvement
Quality	In this document and in the context of Teacher education programmes, the term quality refers to fitness for purpose. (i.e. the institution and its systems and activities have quality if they conform to the purpose for which they were designed).
Qualification	A formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence
Quality Assurance	The process whereby measures are established which ensure that outcomes of academic programmes and activities are of a prescribed standards. The institution must have appropriate and effective internal structures and mechanisms for monitoring its quality control procedures to ensure quality.
Quality Audit	This is a process of checking or examining what goes on in an institution to ensure that there is institutional compliance with quality assurance procedures, integrity, standards and outcomes. The audit can be internal or external

Quality enhancement	Quality Enhancement is the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision.
Quality control	This is the process of ensuring compliance with standards and procedures set to maintain and enhance quality by assessing outcomes
Quality Culture	Is the creation of a high level of internal institutional quality assessment mechanisms and the ongoing implementation of the results. Quality Culture can be seen as the ability of the institution, program etc. to develop quality assurance implicitly in the day to day work of the institution and marks a move away from periodic assessment to ingrained quality assurance.
Quality Assurance Framework	Is a basic conceptual structure (as of ideas) for ensuring quality in Teacher Training institutions in order to realize highly competent, ethical and professional teachers for the maintenance or improvement of quality education
Quality Management	Quality management refers to all the processes that are in place to facilitate achievement of quality in an institution.
Stakeholders	The term stakeholders include agencies (government and private) that control tertiary institutions, individuals, groups that participate in or have responsibilities towards tertiary education in Uganda.
Standards	These are explicit levels of academic attainment and other attributes used to describe and measure academic requirements and achievements of individual students or group of students. It is the definition of knowledge, skills, attitudes and values in a specific field that should be held in order to be considered competent.
Teacher Educator	Is a person who teaches as part of a teacher education program and who supervises trainees within the school and makes a substantial contribution to helping them develop into competent and professional teachers. They may also be referred to as tutors, lecturers, Master trainers or Master Instructors.
Validation	To prove that something is useful and of acceptable standard

Executive Summary

A major challenge facing the education sector in Uganda is the quality of education. It is for this reason that a key goal of the Ministry of Education and Sports is to improve equitable access to quality education at all levels of education for the socio-economic and political transformation of the country. However, the quality of education is largely dependent on the quality of its teachers, which in turn largely depends on the quality of teacher training. The perceptions of various stakeholders on the quality of our teachers and the proliferation of Teacher training institutions justify the need for developing a Quality Assurance Framework for Teacher education.

The Quality Assurance Framework provides a structure for ensuring that Teacher training institutions ensure quality in the training of their teachers. The framework spells out the institutional frameworks such as the Profile of a Teacher educator, the qualification framework, the curriculum framework, and the standards for Teacher education. In addition, it spells out key objectives and strategic interventions, and the roles and responsibilities of various stakeholders. The Framework mainly aims to achieve the following objectives:

- 1) To establish and/or strengthen quality assurance structures, procedures and mechanisms in all teacher training institutions in the country
- 2) To promote a culture of internal quality assurance in all teacher education institutions, which will be supplemented by regular periodic external quality assurance mechanisms
- 3) To promote self-assessment and peer review among teacher education institutions
- 4) To build the capacity of NCHE, DES, KyU, examination bodies, teacher education institutions, student leaders and staff in monitoring and supporting quality assurance in teacher education in the country
- 5) To promote, recognize and reward the best quality assurance practices of individuals and teacher education institutions in the country
- 6) Guide the implementation, monitoring and evaluation of the quality assurance framework for teacher education in Uganda.

The development of the framework was done in phases, namely: (i) a situational analysis of quality assurance in selected teacher education institutions, (ii) a review of the regulatory and institutional framework, (iii) the development of the draft framework. The remaining phase is to validate the draft framework and to finalize it.

The framework is divided into four chapters: Chapter 1 provides the Contextual background. Chapter 2 provides the an overview of the Regulatory and Institutional frameworks, while Chapter 3 gives the framework objectives, strategies and expected impacts. Chapter 4 looks at the implementation of social dialogue and how the implementation of the framework will be monitored and evaluated including the M&E framework. It also looks at the resources needed for effective implementation to take place, and the roles and responsibilities of various stakeholders.

Key strategies identified for the implementation of the framework objectives include: strengthening the use of existing quality assurance structures and/or creating new ones; creating a culture of internal quality assurance including regular assessment; building the capacity of quality assurance

agencies to do their work effectively; rewarding quality assurance champions; and the development and implementation of a robust M&E framework.

Every Teacher education institution should establish a gender balanced Quality Assurance Committee or Directorate where these do not exist. They also need to follow existing procedures and mechanisms for quality Assurance. The Quality Assurance committees will work to ensure coordination, planning, implementation and monitoring of activities including:

1. Oversee implementation of quality assurance in teacher education institution
2. Mobilise resources for the implementation of the quality assurance activities
3. Evaluate quality assurance activities in Teacher education institutions
4. Present the key outcomes of quality assurance initiatives to the management of the institutions and to TIET (Ministry of Education and Sports) for action.
5. Assess and evaluate the implementation of the resolutions arrived at during these evaluations, and recommend appropriate action

In order to realize the objectives of the Framework, quality assurance management will include; the mandatory internal moderation procedures; assessment and monitoring of academic activities; monitoring academic and non-academic staff performance standards; adhering to standardized programme and course development procedures including approval by Senate and Governing/ University Council where applicable; annual appraisal of what the department, Faculty, School or College is doing or planning to do to foster teacher education; and the planned interventions to remedy gaps in performance.

The following are some of the anticipated benefits of the quality assurance framework:

1. Improvements in quality assurance in all teacher education institutions.
2. Improvements in the quality of teacher training resulting in more competent, ethical and professional teachers
3. Improvement in the quality of teaching and learning in educational institutions

1.1 Overview

After introducing a series of reforms in the education sector during the past two decades that saw an increase in access to basic and higher education, a leading challenge of quality education emerged. As Uganda grapples with the challenge of providing quality education, its priorities have included the strengthening of both preservice and in-service teacher training. Preservice or initial teacher education or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The teacher is the single most important factor in improving education, and the quality of an education system cannot exceed the quality of its teachers (Mckinsey, 2007). Both the African Union (AU) Vision 2063 and the Continental Education Strategy for Africa (CESA 16-25) emphasize this point. CESA urges African countries to recruit, train, and deploy well qualified and motivated teachers as well as promote their continuous professional development (CPD) through systems that assure quality.

Teacher education and training is overseen by the Teacher Instructor Education and Training Department (TIET) of the Ministry of Education & Sports (MoES). TIET articulates the policies, processes appointments and supervises the college administration and professional development programmes. 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 BTVET and Health Training institutions. Both pre-service and in-service trainings are being conducted. The Institute of Teacher Education Kyambogo (ITEK) was established in 1980 to oversee the training of tutors. In 2003 it became part of the newly established Kyambogo University. Since then Kyambogo University trains graduate teachers and has continued to oversee the training of Grade III and Grade V teachers; an inherited role from the former ITEK.

Based on the 1992 White Paper on Education, Government endorsed the following general aims of teacher/instructor/tutor education:

1. To broaden and deepen the student teachers' own academic knowledge of the teaching subjects as well as his or her understanding of the development stages and needs of the child
2. To produce competent, reliable, honest and responsible teachers
3. To produce highly motivated, conscientious and efficient teachers
4. To develop and deepen attitudes conducive to development, respect for work, loyalty, self-reliance and to cultivate the desire for life-long education
5. To instill professional ethics and develop an inquiring mind for innovative education
6. To cultivate a sense of national consciousness, patriotism and allegiance to the professional
7. code of conduct
8. To prepare teachers for co-curricular activities as well as for guidance and counseling as part of their duties
9. To prepare teachers adequately for efficiency in educational administration, management,

evaluation and measurement. (Ref para 387, 388)

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 two private ones, while Government-established PTCs are 48 and the privately-owned ones are 15 (MoES, 2016).

1.1.1 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. 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.

1.1.2 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). Makerere University has since the 1930s been a significant trainer of teachers in Uganda. Currently the University graduates 800-1000 teachers annually.

In addition to KyU and Makerere University, following the liberalization of the higher education sector, the number of public and private universities offering teaching-related degree courses has proliferated. Consequently, over half of 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 themselves 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 have been highlighted in teacher education including 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 (TISSA, 2013). In addition, Kyambogo University, which is responsible for ensuring quality training in the 5 NTCs and 48 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.

1.2. 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) 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.

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 teachers 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.

1.3 Situational Analysis of Quality Assurance in Uganda’s Teacher Education sector

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 organizations 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. However, the Ministry of Education and Sports through the Department of Teacher Instructor Education and Training (TIET) with support from UNESCO has developed profiles of teachers from nursery to tertiary institutions. They also developed a generic competency profile of a Teacher Educator, Tutor or Master Instructor.

Individual teacher training institutions should utilize these general competences to level-specific teacher competences in their curricula, teaching and learning methods, and in the assessment of learning. 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.

The situational analysis demonstrated that although quality assurance structures exist in most institutions, they are very weak and in some cases non-functional. Although the NCHE has generic standards for assessment, these are generic and need to be domesticated to the teacher education sector. The study also found that both Kyambogo University, the Directorate of Education Standards and the NCHE do not have sufficient capacity to oversee quality in teacher education institutions because of constraints of inadequate personnel, facilitation and other factors such as the weak relationship between the Ministry of Education and Sports and the universities that constrained its oversight role.

1.4 Justification for Quality Assurance Framework in Teacher Education

The main justification for quality assurance is the growing dissatisfaction with the quality of teachers in the country as evidenced by reports such as NAPE (2015), UWEZO (2015) and DES (2016). This appears to be associated with the low learning outcomes of learners particularly in primary and secondary schools (UNEB 2014, 2015, 2016, 2017). It is particularly sad to note that since the introduction of the Science Policy in 2005, the performance of students in the basic sciences has become worse (DES, 2016). In addition, the results of Primary Teachers colleges also show a downward trend with many PTCs performing below average (UNEB, 2017). It is therefore important to revitalize quality assurance in teacher education because of the ripple effects it has on education. This can only occur more effectively if there is a Quality Assurance Framework in Teacher education. The framework would provide a clear structure and mechanisms of how quality assurance in Teacher education can be effectively implemented, monitored and evaluated by different agencies concerned. The framework could contribute to improvements in the quality, ethics and professionalism of teachers and better learning outcomes in schools.

1.5 Development and Scope of the Framework

1.5.1 Development

- a) The development of the Teacher SD Framework was done through a highly consultative process. 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) and eight (10) Universities (specifically schools, colleges or faculties of Education) were selected for this study. 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, Kampala International University (KIU), Kampala University and Uganda Christian University (UCU). The study also involved four Primary teacher colleges (Namutamba, Ndegeya, Nazigo and Bushenyi PTCs). A total of 617 respondents were involved in the study of which 406 (65.8%) were male and the rest 211(34.2%) female. It also other stakeholders such as Ministry of Education officials, parents and development partners.
- b) The theoretical review was then followed by a review of both the international and national regulatory frameworks for Quality Assurance in Teacher Education. This was then followed by consultations both at individual and stakeholder workshops levels.
- c) A team of consultants will finalize the draft Framework after which it will be validated at a workshop. This will be followed by submission for approval through the MoES structures including the M&E Committee

1.5.2 Scope

In terms of scope, the Quality Assurance Framework in Teacher education will apply to all Teacher Education institutions including Primary Teachers Colleges, National Teachers colleges, Universities, Instructor Training College, Health Tutors' College and other tertiary institutions training teachers. It will also apply to all institutions or officials responsible for quality assurance in the education sector in Uganda including UNEB, DES, NCDC, TIET and other departments.

2.1 The Regulatory Framework

2.1.1 International Framework

The Quality Assurance Framework for Initial Teacher Education (ITE) is directly influenced by policies and laws at international level. The framework is designed largely on the foundation of international human rights (Article 26 of Universal Declaration of Human Rights, 1948). In Article 23 of the Universal Declaration of Human Rights to which Uganda is bound stipulates that, Education is a fundamental human right for all, and a public good. Quality education is both a fundamental right for all, and an essential enabler for the achievement of other rights. States are obliged, collectively and individually, to make quality education available to all, at all levels, free of charge. Every child in whatever educational setting has the fundamental right to quality education provided by quality teachers. Local and national education laws must be in line with international human rights treaties.

The Universal Declaration of Human Rights (1948) was articulated more extensively at the World Conference on Education for All in Jomtien (1990), during the formulation of Millennium Development Goals (MDGs) at the Millennium summit in New York in the year 2000 which captured two education-related goals. International commitments to quality education were further articulated during the 70th Session of the UN General Assembly in September 2015 during which 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 in sufficient numbers are trained. 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.

Quality education needs an inclusive and holistic approach as demonstrated in Article 26 of the UN Declaration of Human Rights: “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”.

2.1.2 National Regulatory Framework

The Education and Sports Sector Legal and Regulatory Framework for quality assurance in teacher education is comprised of the Constitution of the Republic of Uganda (1995); the Education Sector Policy as contained in the Government White Paper on Education (1992); and other laws particularly the Education (Pre-Primary, Primary and Post-Primary) Act (2008), the BTVET Act (2008); the Universities and Other Tertiary Institutions Act (2001); the UNEB Act (1983); the

NCDC Act (2000); the Education Service Commission Act (2002); the Gender in Education Policy (2016), the draft Inclusive Education Policy and the various policy initiatives such as the UPE Policy, the USE/UPPET Policy, the Science Education Policy, among others.

The national vision of education is to have “Education as a basic tool for transformation of society, national integration and development”. The Ministry of Education and Sports vision is “Quality Education and Sports for All” and its mission is to “Provide technical support, guide, coordinate, regulate and promote quality education and training to all persons in Uganda for national integration, development and individual advancement”. All policies in the Education and Sports Sector are designed to fulfill the mission of the Sector. Government has developed a National Development Plan to provide a national framework for planning and service delivery for all sectors of Government. The objectives of National Development Plan (NDP) are to promote rapid and sustainable economic growth and structural transformation; promote good governance and improve security; increase the ability of the poor to raise their incomes; and enhance the quality of life of the poor.

The Constitution of the Republic of Uganda (1995) stresses education as a constitutional right and the State is entrusted with the role of providing free and compulsory basic quality education for all citizens, take appropriate measures to afford every citizen with equal opportunity to attain the highest level of quality education. The Government White Paper (1992) has a section on teachers and teacher training. It states that Government acknowledges the importance of the quality of its Teachers/Tutors and recognizes the key role of leadership and service which teachers/tutors must play in implementing policies and programmes. The Education Act (2008) stipulates the schooling structure for primary, secondary and tertiary education in Uganda. It further stipulates the minimum entry requirements and other quality assurance issues.

The main body responsible for overseeing quality is the National Council for Higher Education (NCHE) that has developed the Quality Assurance Framework, 2014, 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.

2.2 The Teacher Education Qualifications Framework

This framework is based on the proposed National Qualifications Framework which is structured into qualifications levels to depict increasing competences or learning outcomes. There are seven levels; with level 1 being the most basic (Primary Leaving Certificate), level 2 the Uganda

Certificate of Education, level 3 Uganda Advanced Certificate of Education or other certificates. Level 5 are the Diplomas while level 6 are the Bachelor's degrees. Level 7 are the master's degree qualification while Level 8 are the doctorate qualifications. It is also based on the Uganda Vocational Qualification Framework developed by the Directorate of Industrial Training (DIT).

Figure 1: Teacher Education pathways in Uganda (Otaala et al. 2013).

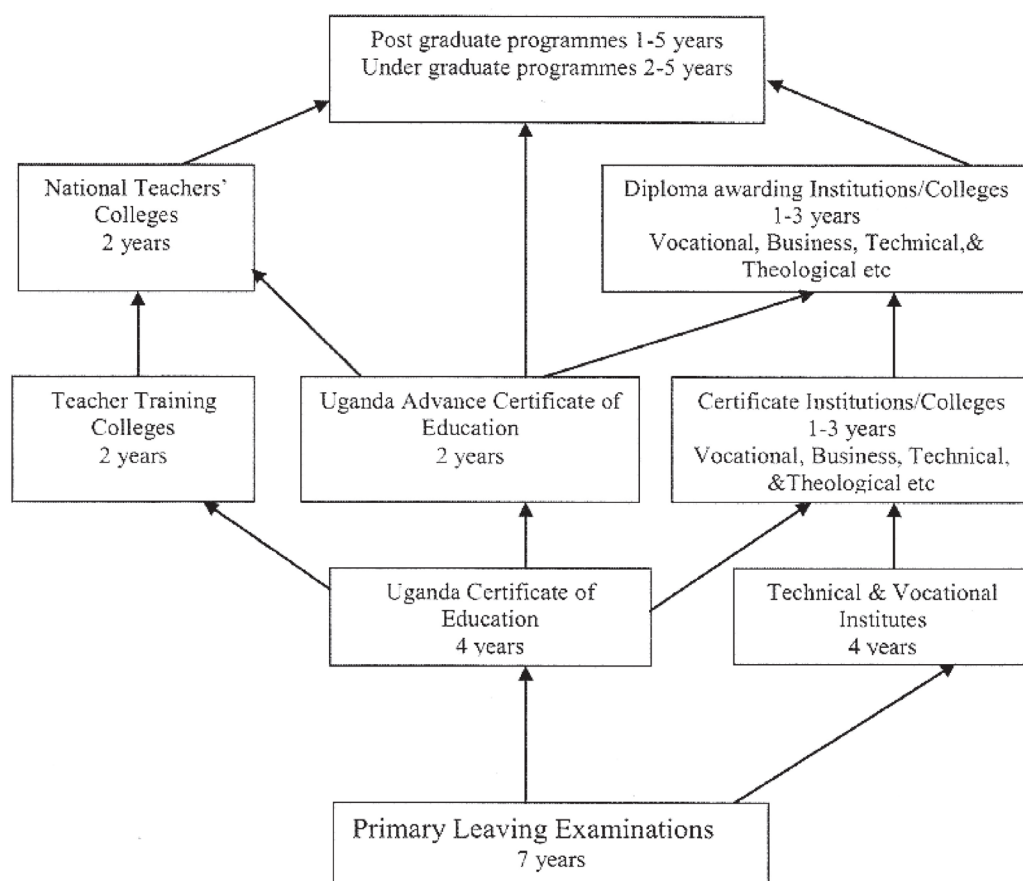


Table 1: The Proposed Teacher Education Qualification Framework

Level	Categorization	Level	Qualification	Descriptor	Institutions
Degree	Teacher of secondary and Tertiary	8	PHD	Researchers/ specialists e.g. Designers of curricula, etc. Teacher Educators /Master instructors	Universities
		7	M Degree		
		6	B. Degree		
Diploma	Teacher of lower secondary, TVET institutions	5	Diploma in Education/ TVET	Implementers of curricula; teachers of lower secondary, TVET institutions	Teacher Education institutions
		4			
Certificate	Teacher of ECED and Primary, TVET institutes	3	Certificate in Education/ TVET trades	Implementers of curricula; teachers in primary schools, TVET institutes	Teacher Education institutions
		2			
		1			

Table 2: Proposed Generic Descriptors of Competence Levels for Teacher Education

Level	Level descriptor	Comparable Qualifications
Level 7+	Exceptional ability to modify and apply knowledge to promote learning in youth and adults 18 years and above using a variety of pedagogies and teaching & learning resources including ICT. More specialized discipline and knowledge of adult learning. A strong evidence of innovation and mastery of discipline, leadership and expertise in teaching and research. Holder of a Master’s degree or higher with an excellent understanding of education and development issues and a desire to work with teachers, Teacher education or specialized areas within the Ministry of Education and Sports and other education agencies. Ready to undertake teaching and non- teaching activities including research with substantial degree of autonomy, resources control and managerial capability.	Higher level degrees
Level 6	Ability to use a variety of pedagogies and teaching & learning resources to promote learning in children aged 13-18 years but with a focus on Senior 3-6 (Age 15-18). More specialized subject and pedagogical knowledge to interpret curricula; modify and perform complex teaching assignments in one’s discipline. A strong understanding of youth development related issues as well as a strong desire to work with them professionally. Undertake teaching and non-teaching activities including research with substantial degree of autonomy and limited supervision by superiors. High potential to progress to Master teacher level or to management which requires high degree of resources control and managerial performance.	Bachelor’s Degree
Level 4+	Ability to use variety of pedagogies and teaching & learning resources to promote learning in children aged 13-18 years but with a focus on Senior 1 and 2 (Age 13-14). More specialized content knowledge to interpret curricula; modify and perform complex teaching assignments in one’s discipline. A strong understanding of youth development related issues as well as a strong desire to work with them professionally. Undertake teaching and non-teaching activities with some degree of autonomy but some supervision by Head teachers and other superiors will be necessary.	Diploma
Level 3	Ability to identify and nurture talent in children and to use a wide range of child-centered pedagogies and teaching & learning resources to promote learning children aged 3-13 years (in ECD and primary schools). Have a wide range of knowledge and skills (including child growth and development, and life skills) to work with children as well as to effectively teach relatively complex concepts in a simplified manner. They should have strong knowledge of psychology, professional ethics and Child rights. They should be strongly motivated to work with children and undertake activities related to ECD and primary schooling with some degree of autonomy but closely supervised by Head teacher and other superiors.	Certificate

2.3 The Teacher Education Occupation Competency Profile

Another important institutional framework that guides quality assurance in Teacher education is the Generic Competency profile of a Teacher Educator in Uganda developed by the Teacher Instructor Education and Training (TIET). The profile identifies the following key duties of a Teacher Educator as follows:

- (i) Prepare learning activities
- (ii) Deliver learning activities
- (iii) Assess learning
- (iv) Develop and review curricula
- (v) Support field work and placement activities
- (vi) Support co-curricular activities
- (vii) Carry out guidance, counselling and mentorship
- (viii) Keep records
- (ix) Perform administrative tasks
- (x) Perform occupational safety, health and environmental conservation activities
- (xi) Carry out research and reflective practice
- (xii) Participate in continuous professional development
- (xiii) Network with relevant professionals
- (xiv) Perform entrepreneurial tasks

Table 3: A Generic Occupational Profile of a Tutor/Maser Trainer/Lecturer or Teacher Educator

DUTIES		TASKS							
DUTY A Participate in curriculum development	A1	Conduct needs assessment	A2	Participate in review of curriculum	A3	Participate in developing new programmes	A4	Develop supplementary guides or materials for learners and teachers	A5
	A6	Develop supplementary guide lines for learners with special needs	A7	Develop support materials to cater for learners with special needs	A8	Participate in validating the curriculum	A9	Participate in evaluation of curriculum	A10
DUTY B Prepare learning activities	B 1	Interpret curriculum	B 2	Identify relevant resources e.g. references	B 3	Prepare schemes of work	B 4	Determine teaching methods	B 5
	B 6	Make lesson notes	B 7	Develop teaching/learning materials	B 8	Determine learning venue	B 9	Organize projects e.g. exhibitions, field visits	
	C 1	Organize the classroom	C 2	Provide a conducive learning environment	C 3	Facilitate learning	C 4	Use teaching/learning materials	C 5
DUTY C Deliver Learning activities	C 6	Interact with learners	C 7	Guide learners	C 8	Carry out clinical teaching	C 9	Conduct micro-teaching and demonstration lessons	C 10
	C11	Conduct team teaching	C12	Supervise learning	C13	Maintain learning materials	C14	Store learning materials	C15
	D 1	Prepare assessment scheme	D 2	Determine areas of Assessment	D 3	Set objectives for assessment	D 4	Prepare assessment Instruments	D 5
	D6	Prepare scoring guides	D7	Prepare resources for assessment	C 8	Sensitize learners on assessment rules and regulations	C 9	Administer Assessment	C 10
DUTY D Assess Learning	D 11	Prepare mark sheets	D 12	Analyse assessment results	D 13	Provide feedback on assessment			
	E 1		E 2		E 3		E 4	E 5	

Support fieldwork and placements	Set fieldwork/ placement objectives	Determine activities	Develop tools e.g. checklist, questionnaire	Sensitize the community	Pre-test the tools
	Conduct school practice/ clinical placement/fieldwork	Conduct fieldwork/field study/ placement	Supervise placement/fieldwork/ school practice	Carry out support supervision	Prepare evaluation report
DUTY F	F 1	F 2	F 3	F 4	F 5
Carry out /support co-curricular activities	Determine type of activities	Prepare equipment, tools and materials	Prepare sports arena	Participate in setting of music drama arena	Participate in coaching of participants
	F 6	F 7			
	Supervise co-curricular activities	Nurture learners' talents			
DUTY G	G 1	G 2	G 3	G 4	G 5
Carry out guidance and counselling	Determine counselling and guidance needs	Establish rapport	Sensitize on guidance and counselling	Source resource persons	Organize guidance + counselling sessions
	G 6	G 7	G 8	G 9	G 10
	Participate in career guidance talks	Identify the counselling and guidance challenges	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education
	G 11	G 12	G 13	G 14	G 15
	Follow up on those with unique problems	Make referrals	Model good practices	Provide career guidance	Promote life skills
DUTY H	H 1	H 2	H 3	H 4	H 5
Keep records	Document institutional activities	Prepare records e.g. continuous assessment	Make reports of the various activities	Categorize records	File records
	H 6	H 7			
	Secure records	Back up records			
DUTY I	I 1	I 2	I 3	I 4	I 5
Perform occupational safety, health + environmental conservation activities	Identify key health and safety issues in the environment	Participate in health & safety training	Manage waste disposal	Enforce occupational safety, health and environmental regulations	Maintain safety, sanitation and hygiene
	I 6	I 7	I 8	I 9	I 10
	Prepare first aid kit	Administrator first aid	Display safety signs	Perform fire fighting	Supervise landscape gardening
DUTY J	J 1	J 2	J 3	J 4	J 5
Carry out administrative tasks	Participate in developing institutional plans	Participate in making rules and regulations	Participate in admission of learners	Participate in staff recruitment	Orient staff and students
	J 6	J 7	J 8	J 9	J 10
	Sensitize learners on rules + regulations	Conduct school assembly	Assign work	Supervise work	Evaluate work

J 11	J 12	J 13	J 14	J 15
Manage conflict	Appraise staff / students	Mobilize resources	Participate in procurement process	Participate in budgeting
J 16	J 17	J 18	J 19	J 20
Prepare accountability reports	Attend meetings	Communicate with stake holders	Participate in institutional performance reviews	Participate in public relations activities.
DUTY K	K 2	K 3	K 4	K 5
Carry out research	Identify research problem	Write a proposal	Develop research instruments	Carry out research
	K 6	K 8	K 9	K 10
	Carry out child study	Disseminate research findings	Supervise students' research	Assess students' research reports
DUTY L	L 2	L 3	L 4	L 5
Participate in continuous professional development (C.PD)	Attend technical workshops	Train others	Mentor others	Attend professional training
	L 6	L 7	L 8	L 10
	Obtain membership in professional organizations	Review publications (e.g. Educ. Reports, Journals, Acts)	Net work with peers on technical matters	
DUTY M	M 2	M 3	M 4	M 5
Network with other stakeholders	Identify areas of collaboration	Establish roles of stakeholders	Collaborate with partners	Promote partnerships
	M 6	M 7		
	Monitor partnership outputs/outcomes	Evaluate partnerships	Participate in community activities	
DUTY N	N 2	N 3	N 4	N 5
Perform Entrepreneurship Tasks	Identify the type of business	Prepare a business plan	Identify sources of material for business	Set up a business enterprise
	N 6	N 7	N 8	
	Market business e.g. Brand, label advertise etc.	Provides customer care	Maintain business records	

2.3.1 Ideal Competences and Qualities of a Teacher Educator

Below is a summary of the qualities and competences of a Teacher educator in Uganda:

S/No.	Core Competencies
1	An accomplished passionate, ethical and professional Master teacher and lifelong learner with professional networks
2	Highly knowledgeable and skilled in pedagogy and content of the field of specialization (Specialist in Teacher education didactics)
3	Excellent understanding of education issues and policies in the country, the region and globally and how they influence education
4	A clear vision and desire to innovate in teacher education (both pre-service and in-service) in particular, but also on the future of education in the country in general
5	An excellent researcher and reflective practitioner who understands the symbiotic relationship between policies, schools and teacher education institutions
6	Highly skilled in the theory and practice of management, mentorship and support supervision
7	An excellent understanding of curriculum development, implementation and evaluation
8	An excellent understanding of learning models and theories, and how to assess using a variety of strategies

The above teacher educator competences can further be grouped into professional practice, leadership and personal/ professional development as indicated below:



2.3.2 The Standards for a Teacher Educator

The table below summarizes the standards for Teacher educators:

S/No	Standard	Indicators
1	An accomplished passionate, professional Master teacher and lifelong learner with professional networks	
	1. Teacher educator exhibits mastery in both the subject content and pedagogy	<p>Teacher educator</p> <ol style="list-style-type: none"> 1. Is a skilled master-teacher practitioner who can identify the strengths and weaknesses of teaching situations 2. Is aware of the choices that they themselves and other people make in teaching situations. 3. Can explain and defend their own vision of the professional development of teacher 4. Serves as an example to beginning and existing teachers in reflecting on his own learning, teaching and supervision styles 5. Has broad background knowledge of general and subject-related didactics, pedagogy, supervision, etc., and can draw on this for his/her own professional practice 6. Is highly proficient in oral and written communication.
	2. Teacher educator demonstrates a high level of ethics and professionalism in the way he/ she executes teaching and other tasks, and interacts with administration, colleagues and other stakeholders in the education area	<p>The Teacher educator:</p> <ol style="list-style-type: none"> 1. Undertakes professional development activities 2. Has an appropriate self-image 3. Has extensive knowledge of the teachers professional code of conduct and ethics, and its implications 4. Adheres to expectations of the teacher education/ and teaching profession 5. Has professional relationships with colleagues, and the wider community 6. Is prepared to work on his/her own professional development on a life-long basis and in a systematic manner. 7. Is capable of reflecting on his/her own core qualities and shortcomings, in accordance with the profession and diversity among Teacher trainees. 8. Believes in consultation and working together with colleagues in the course of their work. 9. Provides induction supervision of newly qualified colleagues.
2	Highly Competent in Pedagogy and Subject content	
	1. The Teacher educator executes teaching /instruction which demonstrates a sound knowledge of psychological principles, subject matter and pedagogy	<p>Teacher educator:</p> <ol style="list-style-type: none"> 1. Prepares for teaching or instruction using a variety of teaching strategies and resources appropriate to trainees 2. Sets instructional goals and objectives appropriate to the learners 3. Has extensive knowledge and practice of didactics that they actively renew. 4. Shows a strong engagement with his/her subject and/or being a teacher educator 5. Applies a variety of pedagogical strategies that promote learning and reflective practice in trainees 6. Approaches teacher education in accordance with current conceptions about learning and teaching. 7. Explicitly encourages beginning and existing teachers to explain their didactic and educational choices and the underlying conceptions, values and standards

	2. The teacher educator creates a learning/classroom environment which maximizes learning and various types of interactions	The Teacher educator: 1. Manages instructional time effectively 2. Manages student behavior effectively 3. Organizes physical space attractively and efficiently 4. Promotes positive classroom interactions 5. Encourages the development of a culture of learning both in his/her classroom and outside the classroom.
3	Excellent understanding of education issues and policies, and a vision for transformative Teacher education	
	1. The Teacher educator demonstrate a good understanding of educational issues, policies and practices, and how they impact on Teacher education	The Teacher educator: 1. Understands the social and historical context which influence Teacher education and education in general 2. Knows the key policies and frameworks (International, Regional and National) which affect teacher education in particular, and education in general in Uganda 3. Understands the implications of policy implementation on capacity of schools and teacher education institutions
	2. The Teacher educator has a clear vision and desire to innovate and cause transformation in both pre-service and in-service teacher education in particular, but education in general	The Teacher educator; 1. Has a clear vision of teacher education in the country 2. Has a personal philosophy as teacher educator 3. Is firmly committed to providing good quality teacher education as a means of ensuring good teaching and effective learning
4	An excellent researcher and reflective practitioner	
	The Teacher educator models best professional practices in research and reflective practice, and supports scholarly work	The Teacher educator: 1. Is prepared to reflect on his/her own learning, teaching and supervision styles and to adapt these to the needs of Teacher trainees 2. Sees the mistakes of Teacher trainees as a learning opportunities, in the first instance 3. Links research to reflective practice 4. Is well versed in research and actively seeks research opportunities 5. Regularly disseminates educational research findings, and contributes to educational resources 6. Is aware of his/her role as an example to teacher trainees and demonstrate the knowledge, skills and attitudes which reflect the best available practices in education
5	Highly skilled in the theory and practice of management, mentorship and support supervision	
	1. The Teacher educator models best practices in transformative leadership and management of educational institutions	The Teacher educator; 1. Is actively involved in policy making, implementation and advocacy 2. Leads with a vision and skill 3. Builds capacity of others though effective delegation 4. Creates a conducive work environment, learning community and effective workplace culture 5. Effectively communicates and resolves conflicts
	2. The Teacher educator models best practices in pedagogical leadership	The Teacher educator: 1. Is actively involved in coaching and mentoring 2. Facilitates collaborative relationships 3. Carries out community awareness, engagement and advocacy 4. Understands the developmental phases that students go through on their way to becoming teachers

	<p>3. The Teacher educator models the best practices in support supervision, mentorship and coaching</p>	<p>The Teacher educator:</p> <ol style="list-style-type: none"> 1. Applies methods that ensure that Teacher trainees learn both in and from practice situations 2. Gives different forms of feedback and understand the necessary pre-conditions for achieving effective feedback 3. Can achieve differentiation in the practice supervision of Teacher trainees due to his or her broad understanding of supervision methods 4. Encourages Teacher trainees to reflect on their own personal and professional capabilities and needs 5. Encourages Teacher trainees to assume self-direction of their own learning process 6. Evaluates and discusses the progress and results of Teacher trainees 7. Adapts their supervision to the personal situation and needs of Teacher trainees 8. Creates a safe atmosphere for Teacher trainees during supervision. 9. Shows empathy, acceptance and genuineness to the beginning teacher 10. In a professional way, copes with conflicts and problem situations that arise in their relationship with the Teacher trainees 11. Uses appropriate tools for the assessment of professional expertise
6	An excellent understanding of curriculum development, implementation and evaluation	
	<p>The Teacher educator demonstrates extensive knowledge of curricula, their development, implementation and evaluation</p>	<p>The Teacher educator:</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum 2. Understands their responsibilities in respect of cross-curricular themes including HIV/AIDS, Gender, Environment and ICT, as appropriate to the sector and stage of education. 3. Has knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justifies what they teach 4. Understands the nature of the curriculum and its development
7	Excellent knowledge and understanding of learning models and theories	
	<p>Demonstrates application of various learning models and theories, and the appropriate assessment strategies</p>	<p>The Teacher educator:</p> <ol style="list-style-type: none"> 1. Knows learning theories and their significance during the supervision of Teacher trainees 2. Has a clear defined vision of teacher education and the supervision of Teacher trainees 3. Understands learning processes in adults, pupils and Teacher trainees 4. Appreciates the diversity in the initial situation of Teacher trainees regarding their personal and professional development 5. Understands the most common professional impediments among Teacher trainees 6. Is well-versed with methods for making sure that Teacher trainees learn both in and from practice situations 7. Can use different types of feedback for greater effectiveness

2.4 Curriculum Framework for ITE

The following indicator modules across levels of teacher preparation are needed. The modules here illustrate the commonality of pedagogical and professional education modules to all Teacher education institutions.

Table 4: The minimum Indicator Modules for Teacher Education

Module title	M1: Participate in Curriculum Development and Implementation
Module purpose	After completing this module, the trainee will apply the theoretical knowledge of curriculum development in the design and review of curricula
Learning-Working Assignments (LWAs)	LWA 1: Carry out situational analysis LWA 2: Design the curriculum LWA 3: Implement the curriculum LWA 4: Evaluate curriculum
Module title	M2: Facilitate Teaching and Learning
Module purpose	Upon completion of this module, a trainee will be able to plan and execute plans for teaching. In addition, s/he should be able to evaluate the teaching and learning process and outcomes
Learning-Working Assignments (LWAs)	LWA 1: Prepare to teach LWA 2: Implement teaching LWA 3: Oversee practicum/field based/experiential activities
Module title	M3: Evaluate Teaching and Learning activities
Module purpose	On completion of this module, the trainee will be able to evaluate teaching and learning process. The trainee should acquire skills in the design and administration of appropriate assessment tools, and in marking and grading.
Learning-Working Assignments (LWAs)	LWA 1: Design appropriate tools for assessment and evaluation LWA 2: Assess learning LWA 3: Evaluate teaching and learning process
Module title	M4: Enhance teaching and learning effectiveness
Module purpose	After completing this module, a trainee will be able to create the necessary environment to enhance learning effectiveness. He/she should counsel learners, ensure their safety and health, and provide the needed teaching and learning resources including computers
Learning-Working Assignments (LWAs)	LWA 1: Conduct teaching in a healthy, friendly and safe environment LWA 2: Apply ICTs and other resources in teaching and learning LWA 3: Apply Active Teaching Learning and Gender Responsive strategies LWA 4: Carry out counselling and guidance LWA 5: Maintain equipment/tools/materials and supplies
Module title	M5: Implement non-teaching programmes
Module purpose	After completing this module, a trainee will be able to implement co-curricular and school-community programs.
Learning-Working Assignments (LWAs)	LWA 1: Carry out co-curricular activities LWA 2: Carry out school-community activities
Module title	M6: Participate in Professional and Personal Development
Module purpose	After completing this module, a trainee will be able to develop himself/herself at a personal and professional level.
Learning-Working Assignments (LWAs)	LWA 1: Participate in Continuous Professional Development LWA 2: Perform entrepreneurship activities LWA 3: Carry out personal development activities LWA 4: Acquire financial literacy
Module title	M7: Carry out leadership and administrative roles
Module purpose	After completing this module, a trainee will be able to carry out basic administrative roles. S/he will be able to manage classroom or laboratory level activities and a few that are at school or institutional level.
Learning-Working Assignments (LWAs)	LWA 1: Keep records LWA 2: Participate in administrative activities LWA 3: Manage teams LWA 4: Manage finances and other facilities

Module title	M8: Carry out Action Research in education
Module purpose	After completing this module, the trainee will be able to carry out a research and produce a research report. S/he shall be able to use both qualitative and quantitative research methods in the area of education practice and policy, as well as disseminate scientific findings to the public.
Learning-Working Assignments (LWAs)	LWA 1: Write research proposal LWA 2: Collect data LWA 3: Analyze data LWA 4: Prepare research report LWA 5: Apply research findings
Module title	M9: Gender Issues in Teacher Education
Module purpose	After completing this module, the trainee will be able to integrate sustainable development issues into the curriculum and to advocate for them
Learning-Working Assignments (LWAs)	LWA 1: Integrate ESD into the curriculum LWA 2: Choose appropriate pedagogy to deliver ESD concepts LWA 3: Analyze policy and legal dimensions of ESD
Module title	M10: Training for Future Education
Module purpose	After completing this module, a trainee will be able to train teachers for the future. The major emphasis is how to teach for creativity and innovation required of the 21 st century citizen.
Learning-Working Assignments (LWAs)	LWA 1: Futures education LWA 2: Innovation and Creativity LWA 3: Giving responsibility of learning to the learner LWA 4: Role of the 21 st century teacher

Other essential modules include the following groups of modules:

Module title	M11: Modules on Psychology
Module purpose	After completing this module, the trainee will be able to apply knowledge of psychology to improve the teaching and learning process, counseling and other educational aspects. The modules should include the growth and development of a child, the psychology of learning, understanding group dynamics etc.
Module title	M12: Modules on Foundations of Education
Module purpose	After completing this module, the trainee will be able to apply knowledge of philosophy, Economics of education, History of education, Educational Administration and comparative education to improve trainees understanding of education in the local and global contexts.
Module title	Modules on Subject content
Module purpose	After completing these modules, the trainee will be able to handle teaching at the relevant level of education. The teacher should have mastery of content beyond that of the trainee. A good understanding of practical work in the discipline is necessary
Module title	School practice practicum/Field Attachment/Practical attachment
Module purpose	The main goal is to enable the trainee acquire the necessary practical experience in the world of work. A period of 8-12 weeks should be minimum and, this should be done at least twice during the course of training. The minimum set by the National Council for Higher Education is 8 weeks.
Module title	Module on Education for Sustainable Development
Module purpose	After completing this module, the trainee will have increased awareness of gender issues in Education, and will be able to design gender responsive interventions to address gender gaps in education, particularly in mathematics and science education.

3.1 Aim and Objectives of the Quality Assurance Framework

3.1.1 Aim of the Framework

The aim of the Framework is to have a clear and robust structure for implementing, monitoring and assessing quality assurance in all teacher education (training) institutions in Uganda. This will enable teacher training to be more effective, resulting in competent, ethical and professional teachers, thus contributing to improvements in the quality of education.

3.1.2 Objectives

The Quality Assurance in Teacher Education Framework aims to achieve the following objectives:

1. To establish and/or strengthen quality assurance structures, procedures and mechanisms in all teacher training institutions in the country
2. To promote a culture of internal quality assurance in all teacher education institutions, which will be supplemented by regular periodic external quality assurance mechanisms
3. To promote self-assessment and peer review among teacher education institutions
4. To build the capacity of NCHE, DES, KyU, examination bodies, teacher education institutions, students leaders and staff in monitoring and supporting quality assurance in teacher education in the country
5. To promote, recognize and reward the best quality assurance practices of individuals and teacher education institutions in the country
6. Guide the implementation, monitoring and evaluation of the quality assurance framework for teacher education in Uganda.

3.2 Targets

The Quality Assurance Framework targets all teacher training institutions in the country both private and government including PTCS, NTCs, Tutor Colleges, Instructor colleges, and Faculties or schools of education in universities. It also targets agencies or departments that are charged with the oversight role in quality assurance including DES, the NCHE, the proposed Uganda National Institute for Teacher education and National Teacher Council, assessment agencies, the NCHE and other key stakeholders such as management committees or governing councils, unions and teacher associations, and other key education stakeholders.

3.3 Key strategies and activities

Objective 1: To establish and/or strengthen quality assurance structures, procedures and mechanisms in all teacher training institutions in the country

Strategic Intervention: All teacher education institutions should have functional quality assurance structures and procedures that can be evaluated and supported

- a) Set up quality assurance structures such as committees or directorate in institutions where

these do not exist

- b) Harmonize and promote synergy in the work of agencies or institutions that are charged with assessing quality in teacher education such as TIET, DES, NCHE, KyU
- c) Develop and enforce clear quality assurance procedures and mechanisms right from the department to school or college
- d) Develop quality assurance standards and guidelines for teacher education from the current generic standards of NCHE and DES
- e) Set-up leadership structures, fora and activities for promoting quality assurance at district, zonal, regional and national levels

Objective 2: To promote a culture of internal quality assurance in all teacher education institutions, which will be supplemented by regular periodic external quality assurance mechanisms

Strategic Intervention: Strengthen and prioritize internal quality assurance mechanisms and procedures in all our teacher education institution

- a) Review/update and document existing internal quality assurance structures, mechanisms, procedures and guidelines in all institutions
- b) Build the capacity of staff, student leaders and departments, committees or boards (or senate where applicable) in quality assurance
- c) Carry out regular self-assessment of quality assurance in all teacher education institutions
- d) Carry out an assessment of the alumni of the institution (Tracer studies)
- e) Using the *whole institution approach*, design strategies to overcome identified bottlenecks to quality assurance and promote peer support in all quality assurance activities and procedures

Objective 3: To promote a culture of self-assessment and peer review among teacher education institutions in the country

Strategic Intervention: Budget and allocate resources for institutional self-assessment as a priority but to be supplemented by peer or external review

- a) Develop guidelines and standards for *rapid self-assessment* of selected aspects of quality assurance in all teacher education institutions
- b) Carry out self-assessment of quality assurance in teacher education every three years and peer review every five years. External assessment should be done every seven years.
- c) Design peer review and quality assurance support mechanisms for groups or clusters of faculties, NTCs and PTCs in a region
- d) Empower Core PTCs to co-ordinate quality assurance in PTCs

Objective 4: To build the capacity of NCHE, TIET, Examining bodies (e.g. UNEB), DES, KyU, teacher education institutions, student-leaders and staff in the monitoring and supporting quality assurance in teacher education in the country

Strategic Intervention: Train and allocate sufficient resources for oversight quality assurance monitoring and support

- a) Regularly train agencies or institutions charged with the oversight of quality assurance in teacher education institutions in monitoring and support supervision
- b) Develop harmonized monitoring and support supervision guidelines for all agencies or institutions charged with this responsibility in teacher education
- c) Design feasible models for monitoring and supporting quality assurance in teacher education institutions to be used by the different agencies or institutions
- d) Harmonize reporting formats for the various agencies or institutions
- e) All key agencies charged with the oversight function should share findings in quarterly meetings (Chaired by TIET) and design appropriate interventions
- f) Share the best practices in monitoring and support supervision with sister organizations or agencies in the region and internationally
- g) Increase the budgets and resources allocated to monitoring and support supervision of quality assurance in educational institutions

Objective 5: To promote, recognize and reward the best quality assurance practices of individuals and teacher education institutions in the country

Strategic Intervention: Establish and operationalize a reward system for best quality practices

- a) Develop assessment tools, rubrics and guidelines for internal, peer and external assessment
- b) Conduct regular assessment of the quality assurance in teacher education
- c) Develop and operationalize a recognition and reward system/framework for individuals, groups of individuals and institutions
- d) Promote the formation of professional quality assurance associations in teacher education
- e) Document and disseminate (share) best practices of individuals, groups or institutions

Objective 6: Guide the implementation, monitoring and evaluation of the Quality Assurance Framework.

Strategic Intervention: Develop and implement a robust M &E framework

- a) Develop a costed implementation plan for the framework
- b) Operationalize the various quality assurance structures, mechanisms and procedures in each teacher training institution
- c) Create a desk at the department of Teacher Instructor Training and Education (TIET) to coordinate, monitor and review quality assurance in teacher education institutions
- d) Mobilize funds to support and sustain quality assurance structures, mechanisms, and procedures in teacher education institutions

3.4 Expected Framework Impact

The following are some of the potential benefits of the teacher social dialogue framework:

1. Improvements in quality assurance in all teacher education (training) institutions in Uganda.
2. Improvements in the quality of teacher training resulting in more competent, ethical and professional teachers
3. Improvement in the quality of teaching and learning in educational institutions

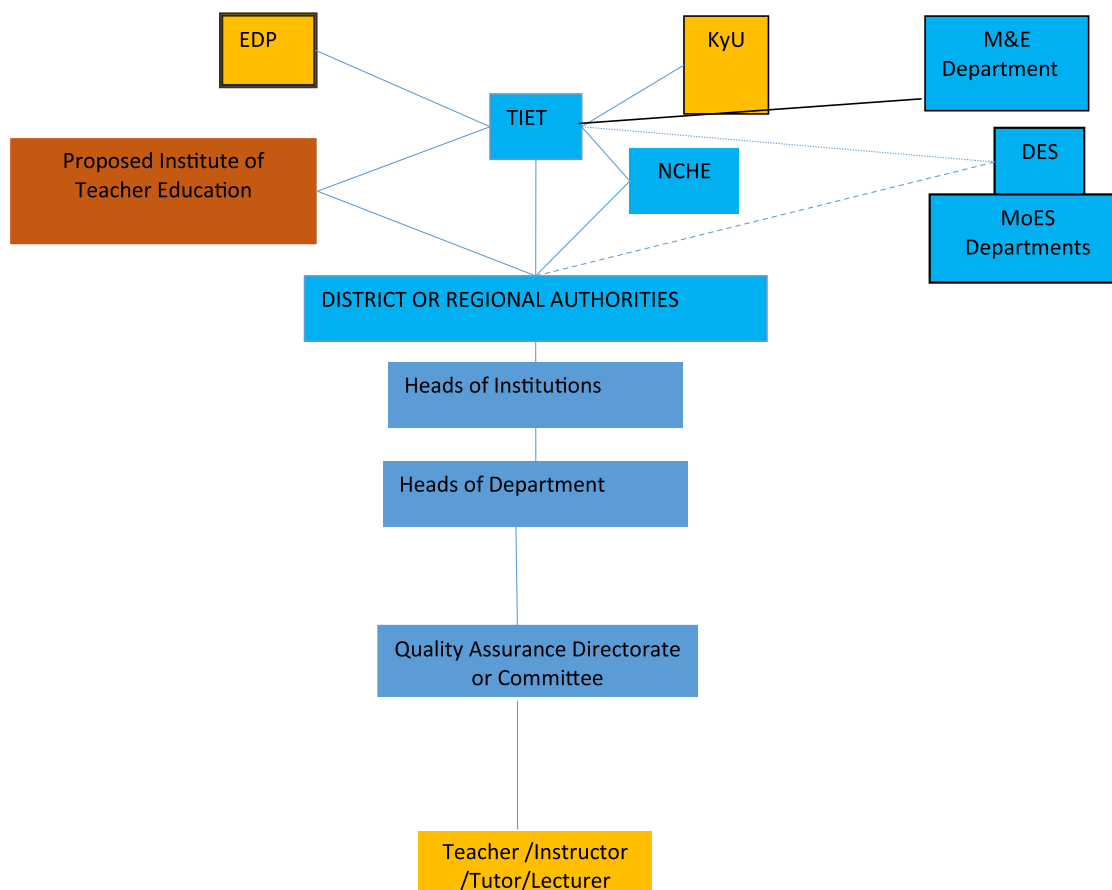
Framework Objectives, Targets and Key Strategies

4.1 Implementation of the Framework

The overall coordination and oversight of the Framework shall be undertaken by the TIET department of the Ministry of Education and Sports. It will coordinate the various stakeholders in the implementation process at various operational levels. In playing this role, the TIET Department shall use a collaborative approach when dealing with other stakeholders such as the Directorate of Education Standards, the proposed Uganda National Institute for Teacher Education (UNITE), the National Council for Higher Education (NCHE) and the National Teachers' Council. In addition, it should work closely with the following:

- Scholars, Researchers, Think Tanks* - Provide expertise, input and evidence to inform options available for provision of quality assurance in Teacher education activities. Such agencies include NAPE and UWEZO
- Private Sector* (Civil Society Organisations, Foundation Bodies etc.) - Represents the needs and interests of companies and businesses in the Framework implementation process.
- Examination Boards (UNEB, UNMEB, UAHEB, UBTEB) and,
- National Curriculum Development Centre- Especially on curriculum reforms and how these impact on teacher competences

Figure 2: Coordination of Quality Assurance in Teacher Education



4.2 Monitoring and Evaluation of the Quality Assurance activities

Monitoring and Evaluation (M&E) is a critical aspect of the education quality assurance. For example, stakeholders need to know which interventions are working and with what level of required output. The TIET Department of the Ministry of Education and Sports will monitor and evaluate the implementation of the Framework. Monitoring will be done at regional, district and institutional level, while evaluation will be done at the ministry and sector level.

The following are the various monitoring and evaluation levels in the education sector in the country.

1. **At MoES headquarters**, the Education Management Information System (EMIS) was established in 1999 to capture data on all levels of education throughout the country.
2. **The National Council for Higher Education (NCHE)**, established by an Act 2 of Parliament in 2001, also has designed quality indicators which are used:
 - a. To assess the application for higher education institutions that wish to be considered for the grading of Provisional Licenses, Charters and Certificates of Classification;
 - b. Monitoring of the progress being made by universities and other tertiary institutions in providing quality education.
3. **The Directorate of Education Standards (DES)** in its inspection Hand book has outlined the types of inspections often undertaken by the Directorate. The goal in these inspections is to gather relevant data required for making judgment on the quality of education.

4. Kyambogo University (KyU)

KyU took over the responsibility of monitoring quality in NTCs and PTCs throughout the country.

- a. It oversees the setting and moderation of papers, ensures marking is done well;
- b. The results than pass through the approval processes and procedures of the university including the boards and Senate.
- c. The results for PTCs are then jointly released

All universities and teacher training/education institutions need to form Quality Assurance Committees or Directorates (for universities). . At the District level, the DEO and DIS can be part of the Monitoring Team for institutions within that district or region (where several districts have agreed to monitor schools jointly).

5. Institution, Faculty/School or College level

Within the school /Faculty or College (institutional level), a Quality Assurance Committee (QA Committee or Directorate) will be formed to monitor quality assurance

4.2.1 Functions of the Quality Assurance Committee

1. Oversee implementation of quality assurance in teacher education institution
2. Mobilise resources for the implementation of the quality assurance activities

3. Evaluate quality assurance activities in Teacher education institutions
4. Present the key outcomes of quality assurance initiatives to the management of the institutions and to TIET (Ministry of Education and Sports) for action.
5. Assess and evaluate the implementation of the resolutions arrived at during these evaluations, and recommend appropriate action

4.0.2 Quality Assurance Management

This shall include all of the following activities;

1. Mandatory internal moderation procedures to ensure validity of student assessments and reliability of marking
2. Assessment and monitoring of academic activities
3. Monitoring academic staff performance standards
4. Standardized programme and course development procedures, which include Senate approved guidelines/templates
5. An annual appraisal of what the department is trying to do (*planning*), what it has done (*doing*), monitoring and evaluating processes and outcomes, (*Reviewing*) and, making appropriate changes bases on the data (*improving*)
6. Academic and non-academic staff performance
7. Taking measures to remedy gaps in performance.

4.2.3 Areas for Internal Quality Assurance

The following areas for internal quality assurance are further described.

1. Quality of Programmes and Courses
2. Quality of Academic Staff
3. Quality in Teaching and Learning Experience including:
 - a) Student evaluations
 - b) Assessment by heads of department
 - c) Student portfolios
 - d) Appointment and qualifications of staff
 - e) Positions filled
 - f) promotions procedures
4. Quality in assessment of students' work including moderation and external examination
5. Quality of support services
6. Quality of resources and facilities such as well stocked libraries and labs

7. Quality and quantity of research
8. Quality of the curricula and periodic reviews

4.3 Resources necessary for implementation

The Quality Assurance framework will be costed and TIET will look for the funds necessary to implement the framework. They will also look for the necessary human resources, transport and communication requirements to support the framework.

4.4 Roles and Mandates

The Ministry of Education and Sports will be responsible for the successful implementation of the Framework. Particular attention shall be paid to the review and evaluation of the effectiveness of the Framework and recommendations on the improvement of the implementation strategies.

4.4.1 TIET Department (MoES)

The Teacher Instructor Education and Training (TIET) department is charged with overall operational management of the Quality Assurance Framework in Teacher Education. It will have a broad mandate which includes putting in place support mechanisms, resources and measures to ensure successful implementation of the framework. TIET shall participate in routine monitoring of the implementation process. It will compile annual progress reports to be submitted to the Ministry's Top Management. TIET will work closely with the Directorate of Education Standards (DES), Examination Bodies, the proposed Uganda National Institute of Teacher Education (UNITE), and other agencies such as NAPE to evaluate quality and quality related issues.

4.4.2 Uganda National Institute of Teacher Education (UNITE)

It will work closely with the TIET and key stakeholders and departments to ensure the success of the implementation of the Quality Assurance Framework. As the country awaits the legal establishment of the institute, Kyambogo University will undertake its responsibilities over the training of tutors in the country.

4.4.3 Directorate of Education Standards

Within its mandate to oversee quality assurance and adherence to set standards in all Uganda's educational institutions, DES will undertake this activity in Teacher education institutions and provide suggestions for improving quality.

4.4.4 National Council for Higher Education

One of the key mandates of NCHE is to assure quality in all universities and other tertiary institutions, including Teacher education institutions. It periodically does external assessment and accredits Teacher education curricula. It will work more closely with TIET, DES and other agencies on quality assurance in Teacher education.

Education Development Partners and NGOs

These fund and the support social dialogue activities in various forms and at various levels. In terms or policy development they are actively involved in the monitoring and evaluation of progress of education at the national level.

4.4.4 Quality Assurance Committees and Academic Boards

Quality Assurance Committees shall be responsible for overseeing the implementation of quality assurance procedures, mechanisms and regulations. The committees will consider inclusion by gender, disability or any other criteria during its composition.

4.4.5 NAPPE programme of UNEB, UWEZO and other Assessment Agencies

These usually assess learning. They are therefore critical in evaluating some important aspects of quality.

4.5 Monitoring and Evaluation

Monitoring and Evaluation (M&E) is a critical aspect of the education quality assurance. TIET KyU and DES shall monitor and evaluate the implementation of the framework. To gauge the level of progress, TIET, KyU and DES shall periodically assess the implementation of the framework to identify implementation obstacles, deviation in plan, rate of attainment of set objectives, targeting of plans and activities to ensure that the targets are achieved.

At the District level, the DEO and DIS can be part of the Monitoring Team for Teacher education institutions schools within that district or region (where several districts have agreed to monitor schools jointly).

4.5.1 Expected Outputs and Outcomes

Table 2: Monitoring goals, Indicators and Data Needs for Quality Assurance in Teacher Education

No	Goal	Indicator	Data Needs	Data sources	Frequency
A	Effective Monitoring of quality in Teacher education	No. of peer reviews	Reviews per 5 year periods	KyU MAK DES, TIET	Annually
		No of Teacher education institutions accredited	Data on accreditation needs	QA Committees Head teachers Principals	Annually
B	A culture of Internal Quality Assurance prevailing	No. of QA committees or Directorates	<u>No. of self-reviews executed</u> Total number planned	KyU MAK DES, TIET	Every two years
		No. of reports on QA	<u>No. of positive reports written</u> Total No. of planned debates	QA Committees Head teachers Principals	Every two years
C	Quality of Teacher education improved	Improved learning outcomes	Learning outcome improve by 20% annually	KyU MAK DES, TIET	Annually
		Improved professionalism of teachers	Scores on Professional competences	QA Committees Head teachers Principals	Annually
		Teachers retention/attrition	No. of teachers leaving the profession reduced by 10% every 5 years	QA Committees Head teachers Principals	Annually
D	Quality of education improved	Improved learning outcomes	Learning outcome improve by 20% annually	KyU MAK DES, TIET	Annually
		Better retention rates	Retention rates up from current 30% to 50% in next 5 years	QA Committees Head teachers Principals	Annually
		Better transition rates	Transition rates up from current 50% to 70% in next 5 years	QA Committees Head teachers Principals	Annually

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