



MINISTRY OF EDUCATION AND SPORTS

HANDBOOK ON TEACHER/INSTRUCTOR/TUTOR EDUCATION AND TRAINING POLICIES

Acts, Policy Guidelines and Regulations

September 2010



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ACKNOWLEDGEMENT

The Ministry of Education and Sports, especially the Department of Teacher, Instructor Education and Training is grateful to the USAID/UNITY project for sponsoring the development of this Handbook.

Gratitude is also extended to all the stakeholders in teacher, instructor education and training that have participated in the development of this Handbook.

Special thanks go to the following persons who contributed to the establishment of the TIET Policy Handbook

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FOREWORD

The Government White Paper on Education (1992) states that “No country can be better than the quality of its education system and no education system can be better than the quality of its teachers” (page 97). The role played by teachers in any development agenda is critical and they are known to be very powerful agents of change. Policies that govern the training and management of teachers therefore have to be clearly articulated and disseminated for the benefit of the country’s development.

There are a number of policies and policy guidelines that have been initiated and are expected to be implemented in education institutions in Uganda. The policy tracking studies conducted by the Ministry of Education in 2008 and 2009, reveal that Education Managers are not fully aware of and do not properly understand all the policies and policy guidelines to be implemented. Therefore this handbook is intended to:

- (a) Increase awareness among all the education stakeholders about the policy documents that govern the training and management of the teaching personnel
- (b) Enhance understanding of the education policies regarding training and management of teachers
- (c) Enable effective implementation of government policy agenda
- (d) Act as quick reference on the issues concerning training and management of teachers

The Handbook is not a policy document. It contains highlights of Acts, Policy Guidelines and Regulations governing training and management of teachers. It is anticipated that education managers at the various levels will find this Handbook useful by way of identifying key policy issues and specific statutory documents to guide decision making and hence effective policy implementation.

The Handbook has been developed by a team of Teacher Educators, Policy Analysts, Academicians, Commissioners and Teachers. It has also been reviewed by Heads of Department and Senior Policy Analysts.

It should be noted that information in this handbook will be revised from time to time as need arises.

LIST OF ACRONYMS AND ABBREVIATIONS

ART	Antiretroviral Therapy
BOGs	Board of Governors
BTVET	Business Technical Vocational Education and Training
CPTs	Customized Performance Targets
CTEP	Certificate in Teacher Education Proficiency
DSC	District Service Commission
ECD	Early Childhood Development
EFA	Education For All
EMIS	Education Management Information System
ESC	Education Service Commission
ESIP	Education Sector Investment Plan
ESSP	Education Sector Strategic Plan
G&C	Guidance and Counselling
GoU	Government of Uganda
HIV	Human Immunodeficiency Virus
HTC	Health Tutors College
ITE	Instructor and Tutor Education
KyU	Kyambogo University
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
NDP	National Development Plan
NCDC	National Curriculum Development Centre
NGOs	Non-Governmental Organizations
NSP	National Strategic Plan
NTCs	National Teachers Colleges
PEAP	Poverty Eradication Action Plan
PIASCY	Presidential Initiative on AIDS Strategy for Communication to Youth
PMA	Plan for Modernization of Agriculture
PPE	Pre-primary and Primary Education
PPET	Post Primary Education and Training
PTAs	Parents Teachers Associations
PTCs	Primary Teachers Colleges
PTE	Primary Teacher Education
QEI	Quality Enhancement Initiative
SNE	Special Needs Education
TDMS	Teacher Development and Management System
TIET	Teacher/Instructor Education and Training
UNAIDS	United Nations Programme on HIV and AIDS
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examinations Board
UNFPA	United Nations Family Planning Association
UNITY	Ugandan Initiatives for TDMS and PIASCY
UPE	Universal Primary Education
USAID	United States Agency for International Development
USE	Universal Secondary Education

VCT Voluntary Counseling and Testing

GLOSSARY OF TERMS

ACT	A written law enacted by Parliament, to enforce the implementation of a policy
BYE-LAWS	Rules and regulations enacted by an organization such as a Local Government to provide a framework for its operation and management
CIRCULARS	Instructions or information issued by an organization
EDUCATION ASSISTANT	The nomenclature for the category of teachers trained and deployed to teach in Primary Schools
EDUCATION OFFICER	The nomenclature for the category of teachers trained and deployed to teach in Secondary Schools
INSTRUCTOR	The nomenclature for the category of teachers trained and deployed to teach in Vocational Training Institutes, Technical Institutes, and Community Polytechnics
LECTURER	The nomenclature for the category of teachers trained and deployed to teach in National Teachers Colleges, Technical Colleges, Colleges of Commerce, Instructors Colleges, Agricultural Colleges, Fisheries Training Institutes, Forestry Colleges, Cooperative Colleges, Institutes of Survey and Land Management, Wildlife Training Institutes, and the National Meteorological Training Institutes.
LEGAL NOTICE	A formal announcement or warning of intention to end an agreement, relation, or contract
ORDINANCE	A statute or regulation, especially one enacted by a municipal or city government
PENALTY	A punishment established by law or authority for a crime or offense.
POLICY	A deliberate plan of action to guide decisions and achieve rational outcomes(s). It may also be defined as an explicit or implicit single decision or group of decisions which may be set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions.
POLICY GUIDELINES	Documents that are used to interpret a policy and/or a programme and act as a guide at implementation level. Policy guidelines are often used to advise how one should comply with the policy, and have no force of law. Unless otherwise stated, policy guidelines normally do not have the force of establishing rights, requirements and responsibilities

POLICY REGULATIONS	A form of laws, which define the application and enforcement of legislation. Policy regulations are made under the authority of an Act, called an Enabling Act.
REWARD	Something given in appreciation for worthy behavior
SANCTIONS	Penalties or other means of enforcement used to provide incentives for obedience with the law, or with rules and regulations.
STATUTE	A formal written enactment of a legislative authority that governs a state, city, or county. Typically, statutes command or prohibit something, or declare policy.
TEACHER	A person who has successfully completed a course of training approved by the Ministry responsible for Education and has been entered on the register of teachers. Or a person licenced to teach by MoES
STANDING ORDER	An order or rule held to be in force until specifically changed or withdrawn. Standing Orders remain in effect until modified or rescinded.
TECHNICAL TEACHER	The nomenclature for the category of teachers trained and deployed to teach in Technical Schools, Farm Schools, and Vocational Training Centres.
TUTOR	The nomenclature for the category of teachers trained and deployed to teach in Primary Teachers Colleges and in Health Training Institutions

CHAPTER ONE

OVERVIEW OF THE EDUCATION AND SPORTS SECTOR

1.0 Introduction

Uganda's Education system comprises of pre-primary and primary school education; Secondary Education; Teacher, Instructor Education and Training at Tertiary Institutions and Universities and Non Formal Education. The activities within the various education levels of the system take into account the global context and the national legal framework. From time to time, the various departments in the Sector issue policies and guidelines on education provision in the country.

1.1 The Global Context

Teacher Education is a key factor in achievement of both the EFA goals and the MDGs. Education for All (EFA) has its basis in the Universal Declaration of Human Rights (1948), which was articulated more extensively at the World Conference on Education for All in Jomtien (1990). In the year 2000, international commitments were made to six EFA goals at the World Education Forum in Dakar and to two education-related Millennium Development Goals (MDGs) at the Millennium summit in New York.

The EFA goals are:

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full participation and equal access to the achievement in basic education of good quality;
- (vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life-skills.

The Millennium Development Goals are designed to reduce poverty by 2015. They are eight in number, but two specifically relate to education and these are:

- (i) Ensure that all boys and girls complete a full course of primary schooling
- (ii) Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

1.2 National Context

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.

Education is a tool for transformation of society. It builds the productive capacity of the members of society, which leads to increased wealth. It creates healthy and security awareness among the population and empowers individuals to think independently. As a result of this Education will require more competent teachers for empowerment to produce more and lead healthy and secure lives.

The key policy thrust in the educational sector for both rural and urban Uganda includes providing equitable access to quality and affordable education to all Ugandans, meeting commitments to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015, providing relevant education and enhancing efficiency, and strengthening partnerships in the education sector.

The Education Sector Strategic Plan (2007-2015), and the international commitments on education (EFA and MDGs) continue to provide a framework for education and sports service delivery. Government of Uganda is currently addressing the national challenges to education through the Education Sector Strategic Plan (ESSP), the first one of which was launched in 1998 for a ten-year period, and then the current one which runs from 2007 – 2015.

The policy objectives of the Education Sector cut across the Sub-Sectors of Education. The Sector Strategic Objectives are to expand access at all levels of the system; increase equity; ensure relevance; and improve the quality of the content of education and its delivery.

1.3 Legal Framework

The Education and Sports Sector Legal and Regulatory Framework 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); and the various policy initiatives such as the UPE Policy, the USE/UPPET Policy, the Science Education Policy, among others.

1.3.1 The Constitution of the Republic Of Uganda (1995)

Education is a constitutional right enshrined in the Constitution of the Republic of Uganda. The Constitution was promulgated on 8th October 1995 by the Constituent Assembly, replacing the 1967 Constitution.

Section XVIII of the Constitution provides for the following educational objectives:

- (i) The State shall promote free and compulsory basic education;
- (ii) The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible;
- (iii) Individuals, religious bodies and other non-governmental organizations shall be free to found and operate educational institutions if they comply with the general educational policy of the country and maintain national standards.

These objectives in the Constitution of the Republic of Uganda provide the first key legal and regulatory framework for education sector policies. Article 30 makes education for children a human right, and article 34 provides that children are entitled to basic education by the state and parents.

Implementation Status

The current education policy focuses on expanding the functional capacity of educational structures and reducing on the inequalities of access to education between sexes, geographical areas, and social classes in Uganda. All these plans and activities are based on the educational objectives enshrined in the Constitution of the Republic of Uganda.

1.3.2 The Government White Paper on Education

The 1992 Government White Paper on Education is the basis of official policy on the purpose and programmes of education. While some of the programmes have been revised as a result of intervening events; the White Paper's articulation of the purposes of Uganda's education system continues to be the supreme guidance for the sector. Its aims are to promote citizenship; moral, ethical and spiritual values; promote scientific, technical and cultural knowledge, skills and attitudes; eradicate illiteracy and equip individuals with basic skills and knowledge, values and ability to "contribute to the building of an integrated, self-sustaining and independent national economy".

Chapter 8 of the Government White Paper on Education (1992) focused on teachers and teacher education. It states clearly that Government acknowledges the importance that must be attached to the quality of its teachers/instructors/tutors and recognizes the key role of leadership and service which teachers/instructors/tutors play in implementing policies and programmes (Para 382).

Government endorses the following development roles played by teachers/instructors/tutors:

- (i) Skillfully imparting learners with knowledge to help them develop both the desire and ability to learn
- (ii) Encouraging the development of the student's individual personality and guiding him or her in the formation of positive and acceptable social values
- (iii) Promoting the spirit of collective responsibility of the school and the teaching profession
- (iv) Bridging the gap between educational institutions and the community to ensure fruitful interaction between the two and proper fulfillment of the schools, colleges, obligations to the community
- (v) Interpreting the broad aims and objectives of education
- (vi) Inspiring in the learner the desire to learn and developing his ability to acquire knowledge and desirable skills to help him participate effectively in public life and national development
- (vii) Exemplifying basic moral values and the ethics of the teaching profession and promoting the spirit of collective responsibility which educational institutions owe to the public. (Ref Para 383, 384, 385).

Government endorses the following general aims of teacher/instructor/tutor education:

- (i) 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
- (ii) To produce competent, reliable, honest and responsible teachers
- (iii) To produce highly motivated, conscientious and efficient teachers
- (iv) To develop and deepen attitudes conducive to development, respect for work, loyalty, self reliance and to cultivate the desire for life-long education
- (v) To instill professional ethics and develop an inquiring mind for innovative education
- (vi) To cultivate a sense of national consciousness, patriotism and allegiance to the professional code of conduct
- (vii) To prepare teachers for co-curricula activities as well as for guidance and counseling as part of their duties
- (viii) To prepare teachers adequately for efficiency in educational administration, management, evaluation and measurement. (Ref para 387, 388)

The Government White Paper on Education recognizes the importance of training teachers/instructors/tutors for various levels of education and for each of these, the Paper states as follows:

a) Pre-primary Teacher Education

- (i) Government acknowledges the role non-governmental organizations have played in providing pre-primary education.
- (ii) As the stage of child development during pre-primary level stretches beyond that cycle into lower primary (up to around P.3), and the teaching methods used during the six years involved in this stage of infant education are similar, the relevant teacher training should cover this entire stage of development designated as "early childhood".

b) Primary Teacher Education

The following should be the specific objectives of Primary Teacher Education:

- (i) To enable students to acquire basic knowledge of how children grow, develop and learn and skills of handling these children.
- (ii) To impart knowledge, skills and attitudes to students that would enable them to prepare children for basic education.

- (iii) To prepare and lay a foundation for the next level of education.
- (iv) To stimulate objective and dialectical appreciation and awareness of society's economic, political and specific needs and potentials.
- (v) To promote positive attitudes towards work and self-reliance to enable them to guide their pupils appropriately in vocational education.
- (vi) To enhance moral and ethical values in the school and the rest of the community.
- (vii) To provide teacher trainees with more academic education so as to deepen and strengthen their knowledge of their environment and of the world and build up their intellectual powers as well as their self confidence.
- (viii) To equip all teachers with proper knowledge and methods to enable them to counsel their children and guide them for their future education and employment careers; and to undertake literacy and adult education during their teaching career

c) Secondary Teacher Education

The specific objectives of secondary teacher education, among others, are to:

- (i) Produce teachers who are masters of their teaching subjects.
- (ii) Retrain through in-service and distance education, the current teachers to cope with the new curriculum in secondary schools
- (iii) Equip teachers with knowledge and methods that enable them to counsel students and guide them for future education and for employment within the world of work.

d) Instructor/tutor education and training

All technical/vocational institutions should have adequate equipment and qualified staff so that the quality of education is not affected. Re-training programmes for qualified teachers, on-the-job, and in-service training approaches should be used alongside training in the teachers' colleges.

e) Teachers for Adult Education

All teacher training colleges should introduce teaching methods for adult education as a compulsory subject so that every qualified teacher is able to teach children as well as adults

f) Teachers for Special Education

Government acknowledges the need for training teachers for students with Special Education Needs

g) In-service Teacher Education

- (i) Necessary efforts should be made to solicit external assistance for the exchange of information and expertise in education technology and innovations in teaching;
- (ii) In recognition of the role of continuing professional education for all categories of teachers, adequate budgetary provision should be made annually to finance in-service courses;
- (iii) Teachers' Centres should be revitalized and strengthened to serve their original purpose. The revitalization should include adequately equipping the centres with the latest publications, audio-visual aids and science equipment;

Implementation Status

To date, the Government White Paper on Education (1992) is still the key policy document from which related education policies are drawn. Several recommendations have been implemented but also many are yet to be implemented.

1.3.3 The Education (Pre-primary, Primary and Post Primary) Act 2008

The Act was put in place to amend, consolidate and streamline the existing law relating to the development and regulation of education and training, to repeal the Education Act 1970, and to provide for other related matters. The Act was assented to on 26th August 2008 and commenced on 29th August 2008. It is presented in nine parts.

Part I of the Act stipulates its objectives and interpretations under articles 1 and 2 respectively.

The objectives of the Act are to:

- (i) Give full effect to education policy of Government and functions and services by government.
- (ii) Give full effect to the decentralization of education services.
- (iii) Give full effect to the universal primary education policy of government.
- (iv) Give full effect to the universal post primary education and training policy of government.
- (v) promote partnership with various stakeholders in providing education services.
- (vi) promote quality control of education and training;
- (vii) promote physical education and sports in schools.

Part II contains Article 3 which spells out the roles and powers of the Minister of Education and Sports.

Part III contains Articles 4 to 9.

- Article 4 identifies the policy provisions of education and training.
- Article 5 highlights the responsibilities of stakeholders in education and training. The stakeholders include: government, parents and guardians, foundation bodies, government in private education institutions.
- Article 6 shows the categories of education institutions. These are: public education institutions/government funded institutions, government towards grant aided education institutions, private institutions and non-formal education centers.
- Article 7 explains the government grant-aided education institutions.
- Article 8 lists the responsibilities of Government towards Grant aided education institutions.
- Article 9 which gives the prohibition of charging for education in UPE and UPPE.

Part IV gives the structure of the education system by highlighting the four (4) levels of education. These include pre-primary education, primary education, post primary education and training, and tertiary and university education.

Part V explains the registration and licensing of teachers. It includes article 11; Persons who may teach, article 12; register of teachers, article 13; persons entitled to register, article 14; refusal to register a person entitled to register, article 14; refusal to register a person as a teacher, article 15; removal of a teacher's name from the register. article 16; restoration of teacher's name to the

register, article 17; issue of statement of eligibility, article 18; refusal to renew a license, articles 19,20,21, 22 and 23 have issues on licensing of a teacher.

Part VI analyses the control and management of schools. The articles 24, 25, 26 and 27 relate to the appointment of education managers, powers of an inspector of schools, district councils, standing committee responsible for the education and education development plan respectively.

Article 28 and 29 spell out the powers, procedures and functions of Board of Governors and school management committees. Article 30 enforces the establishment of student councils in post primary institutions.

Part VII articulates special provisions relating to private schools in terms of registration, classification, operationalisation, cancellation, ownership, offenses and appeals, appointment of statutory manager and management. These are covered in Articles 31-45.

Part VIII ensures quality control of education. Article 46 establishes the directorate responsible for standards with article 47 providing for appointment and role of the director of education standards. It gives further in Article 48 to highlight the relationship with local government.

Part IX gives 13 miscellaneous provisions in articles 49-62. These include NFE centers, offences and penalties, delegation of functions, appeals tribunal, notice of appeal and hearing of appeals, regulations, management committees and board of governors' regulations, amendment of schedules, disapplication to universities and other tertiary institutions, exemptions, repeal and revocation.

Implementation Status

The Act is under implementation. Several circulars have been issued to make the act operational.

1.3.4 The Business Technical Vocational Education and Training (BTVET) Act, 2008

This is an Act to provide for the promotion and coordination of business, technical, vocational education and training, to provide for the principles governing BTVET, to establish the institutional framework for the promotion and co-ordination of BTVET; to establish the Uganda Vocational Qualifications Framework, to provide for the financing of the BTVET, and for other related matters.

The objectives of the Act are:

- (i) To define the scope and levels of BTVET programmes and the roles of the different stakeholders in the provision of BTVET.
- (ii) To separate the training and delivery of BTVET from quality assurance functions;
- (iii) To establish an Institutional framework for the promotion and co-ordination of BTVET.
- (iv) To specify the provider of BTVET;
- (v) To provide for mechanisms and establishment of organs responsible for the regulation of qualifications (standards, assessment) and training delivery in formal and non-formal institutions.

The BTVET act provides for establishment of the following organs:

a) The Uganda Vocational Qualifications Framework (UVQF)

This organ provides for the establishment of UVQF and the Award and recognition of certificates under UVQF (Articles 20-21); Article 20: Establishment of Uganda Vocational Qualifications Framework (UVQF); and Article 21: Award and Recognition of Certificates under UVQF.

b) The Directorate of Industrial Training

- (i) The Directorate shall be under the supervision of the Industrial Training Council, and shall be the secretariat of the Industrial Training Council
- (ii) The Directorate of Industrial Training shall be headed by a Director, and the Directorate shall be the secretariat of the Industrial Training Council
- (iii) The Director and staff of the Directorate shall be public officers appointed by Education Service Commission.
- (iv) The Directorate shall be a semi-autonomous body under the Ministry of Education and Sports

The functions of the Directorate are:

- (i) To identify the needs of the labour market for occupational competencies that fall under the UVQF
- (ii) To regulate apprenticeship schemes
- (iii) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF
- (iv) To secure adequate and sustainable financing for the efficient operations of the Directorate
- (v) To accredit training institutions or companies as UVQF assessment centers
- (vi) To determine the fees payable under the Act
- (vii) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications define in the UVQF
- (viii) To assess and award Uganda Vocational Qualifications
- (ix) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading; and
- (x) To prescribe the procedure for making of training schemes.

c) Industrial Training Council

- (i) The Council shall be the policy making organ for the Directorate
- (ii) The functions of the Council are:
 - a. To develop and recommend policies in respect of the Directorate and its functions to the Minister
 - b. To approve fees determined by the Directorate under this Act
 - c. To approve the budget and monitor budgetary performance in the Directorate
 - d. To prescribe by statutory instrument rules for the following matters
 - Assessment and certification systems
 - Accreditation and inspection of assessment centers

- Promotion of competence based business technical vocational education and training
 - Apprenticeship training; and
- e. to carry out any other matter related to business technical vocational education training

Implementation Status

The Act is under implementation and has ushered in new reforms in BTVET for which technical teachers, instructors, and tutors need to be prepared. Current training of Vocational Instructors is based on the UVQF reforms and the instruction certificates are awarded by the Directorate of Industrial Training. Several guidelines have been issued based on the Act and various Regulations are being developed.

1.3.5 Universities and Other Tertiary Institutions Act (2001)

This is an Act to provide for the establishment of the National Council for Higher Education, its functions and administration and to streamline the establishment, administration and standards of universities and other institutions of Higher Education in Uganda, and to provide for other related matters.

The objects of this Act are to establish and develop a system governing institutions of higher education in order to equate qualifications of the same or similar courses offered by different institutions of higher education while at the same time respecting the autonomy and academic freedom of the institutions and to widen the accessibility of high quality standard institutions to students wishing to pursue higher education courses by:

- (i) Regulating and guiding the establishment and management of those institutions;
- (ii) Equating the same professional or other qualifications as well as award of degrees, diplomas, certificates and other awards by the different institutions.

The National Council is a body corporate with perpetual succession and may sue or be sued in its corporate name.

Functions of the Council:

- (i) To implement the objects of this Act
- (ii) To promote and develop the processing and dissemination of information on higher education for the benefit of the people;
- (iii) To advise the Minister on the establishment and accreditation of public and private institutions of Higher Education;
- (iv) To receive, consider and process applications for the establishment and accreditation of public and private institutions of Higher Education;
- (v) To register all institutions of Higher Education established under this Act;
- (vi) To receive and investigate complaints relating to institutions of Higher Education and take appropriate action;
- (vii) To monitor, evaluate, and regulate institutions of Higher Education;
- (viii) In co-operation with the relevant Government Departments, private sector, or the different institutions of Higher Education, to evaluate the overall national manpower requirement and recommend solutions to the requirements;

- (ix) To ensure minimum standards for courses of study and the equating of degrees, diplomas and certificates awarded by the different public and private institutions of Higher Education;
- (x) To set and coordinate national standards for admission of students to different institutions of Higher Education;
- (xi) To determine the equivalence of all types of academic and professional qualifications of degrees, diplomas, and certificates obtained elsewhere with those awarded by Uganda institutions of Higher Education for recognition in Uganda;
- (xii) To certify that the institution of Higher Education has adequate and accessible physical structures and staff for the courses to be offered by it;
- (xiii) To promote national interests in courses of study and professional qualifications among the different types of institutions of Higher Education;
- (xiv) To ensure that adequate facilities and opportunities for career guidance and counseling are provided by the institutions of Higher Education;
- (xv) To generally advise the government on policy and other matters relating to the different institutions of Higher Education;
- (xvi) To generally advise the Government on policy and other matters relating to institutions of Higher Education;
- (xvii) To perform any other function incidental to the objects of this Act or relating to Higher Education in Uganda or that may be conferred upon it by the Minister or any other law.

The Universities and Other Tertiary Institutions Act 2001 was amended in 2003 to provide for the establishment of Kyambogo University, and again in 2006 to provide for the establishment of Institutions that award degrees but are not Universities. The 2006 amendment further empowered the National Council for Higher Education to accredit not only institutions of higher education but also the academic professional programmes of those institutions in consultation with Professional Associations and Regulatory Bodies. It also empowered the Council to streamline academic, administrative and other relations between Makerere University, and Makerere University Business School to empower the Minister to issue directives of a policy nature to institutions of higher education, and to provide for the related matters.

Implementation Status

The Act is under implementation. A further amendment is proposed and Various Regulations are being developed.

1.3.6 Education Service Commission Act (2002)

The Education Service Act 2002 repealed the Public Service (Teachers) Act 1969, and provided for the establishment of the Education Service Commission with the following functions:

- (i) To advise the President in performing his or her functions in relation to the Education Service under article 172 of the Constitution;
- (ii) To appoint persons to hold or act in any office in the Education Service, to confirm such appointments, to exercise disciplinary control over such persons and to remove them from office;
- (iii) To review the terms and conditions of service, standing orders, training and qualification of public officers in the Education Service and matters connected with their management and welfare and make recommendation on them to Government;
- (iv) To report to Parliament annually on the performance of the functions of the Commission

- (v) To research, analyze, develop and formulate national standards for the Education Service in respect of:
 - a. Training and qualifications of officers in the public service
 - b. Recruitment and appointment procedures;
 - c. Instruments of appointment
 - d. Ethics and conduct;
 - e. Disciplinary control;
- (vi) To tender advice to the Ministry responsible for education in the process of formulating of education policy with respect to:-
 - a. Training
 - b. Management of public officers in the Education Service
 - c. Research, analysis, grading, and registration of teachers in Uganda
- (vii) To establish and maintain a record of all public officers in the Education Service
- (viii) To monitor, offer technical advice, support, and training to the District Service Commission in matters relating to Education Service;
- (ix) To hear and determine grievances from persons appointed by the Education Service Commission under powers delegated by the Commission under clause (3) of article 168 of the Constitution;
- (x) To perform such other functions as may be prescribed by this or any other law.

The Public Service (Teachers) (Education Service Commission) Regulations provide the detailed procedures in dealing with the functions of the Commission. The Act contains 37 articles.

Articles 1 to 3 provides preliminary information regarding citation, application and interpretation.

Articles 4 – 11 explain issues and their procedures to do with employment of teachers.

- Article 4. Factors to be considered by the commission.
- Article 5. Procedure to be followed when applying.
- Article 6. Responsible officer to report vacancy.
- Article 7. Vacancies to be filled after examination of course of study.
- Article 8. Recruitment outside Uganda.
- Article 9. Probationary appointments.
- Article 10. Acting appointment in statutory offices.
- Article 11. Renewal of contracts.

Articles 12-25 elaborate the discipline, disciplinary procedures and decisions of the public service. In particular:

- Article 12, disciplinary offences.
- Article 13. Interdiction.
- Article 14. Suspension on criminal conviction.
- Article 15. Report of institutions of criminal proceedings.
- Article 16. Effect of acquittal on criminal charges.
- Article 17. Decision in disciplinary proceedings to be communicated to teachers concerned
- Article 18. Application regulations 19 and 20.
- Article 19. Misconduct justifying dismissal.

- Article 20. Misconduct not justifying dismissal.
- Article 21. Retirement in public interest.
- Article 22. Procedure on criminal conviction.
- Article 23. Punishments.
- Article 24. Action against a teacher serving on contract.
- Article 25. Service of documents.

These regulations are of critical importance to all teachers and managers of education. All teacher educators and managers need to get familiar with these regulations.

Articles 26-36 concern procedures at meetings of the Education Service Commission.

Implementation Status

The Act is currently implementation. Various Regulations are being developed.

1.3.7 National Curriculum Development Center Act (2000)

The National Curriculum Development Centre was established by an Act of Parliament as a body corporate which may sue or be sued in its corporate name.

Functions of the Centre:

- (i) To investigate and evaluate the need for syllabus revision and curriculum reform at primary, secondary and tertiary levels of education, in pre-school and post-school education and in teacher education;
- (ii) To initiate new syllabuses, to revise the existing ones, to carry out curriculum reform, research, testing, and evaluation, to bring up to date and improve syllabuses for school and college courses
- (iii) To draft teaching skills, text books, teachers manuals, and examination syllabuses in collaboration with teaching institutions and examining bodies;
- (iv) To design and develop teaching aids and instructional materials;
- (v) To devise, test and evaluate examination questions and methods of examining students with other appropriate teaching and examining bodies;
- (vi) To organize and conduct in-service courses of instruction for the acquisition of knowledge and professional skill by persons intending or required to teach new courses developed at the centre;
- (vii) To organize and conduct courses in the objectives and methods of curriculum development for persons required to participate in curriculum development work;
- (viii) To hold seminars and conferences on curriculum development projects and problems;
- (ix) To collect compile, analyze and abstract statistical information on curriculum and matters related to curriculum;
- (x) To publish information, bulletins, digests, periodicals or other written material concerning curriculum and other matters related to curriculum;
- (xi) To disseminate and promote general and better knowledge and understanding of new curriculums, teaching methods and teaching aids.

Functions of the Council of NCDC

- (i) The Council shall be charged with the administration and management policy of the Centre and shall be responsible to see that the policy is carried out by the Centre
- (ii) The Executive Authority of the Council to control and manage the Centre shall subject to the general or specific directions given to the Director by the Council, be under the control and management of the Director
- (iii) The Council shall approve such curriculum development projects as may be undertaken by the Centre and give directions for carrying out such projects.

Establishment of Sub-Committees

The Council may;

- (i) Appoint sub-committees from among its members and may refer to any such sub-committee any matter for investigation and report to the Council;
- (ii) Co-opt any person on any subcommittee appointed under this section;

Subject to any directions of the Council, a subcommittee appointed under this section may regulate its own procedure and its quorum for its meetings.

Academic Steering Board and its Functions

There shall be an academic Steering Board established to carry out the following functions:

- (i) The Board shall have the functions of assisting the Director with the detailed planning and implementation of curriculum development projects, training courses and other activities of the Centre and shall supervise the work of the Centre on such projects and activities and it shall determine the guidelines and objectives of curriculum development projects undertaken at the Centre and shall determine the academic and professional content of courses developed at the Centre.
- (ii) The Board shall report from time to time to the Council on the progress of the Centre' curriculum development projects and related activities.
- (iii) The Board shall nominate, for appointment by the Council, teachers, inspectors and officers with knowledge and experience to form subject panels in specific curriculum areas.
- (iv) Where subject panels already exist at the coming into force of the Act, they may, subject to the approval of the Council, assume the functions of the subject panels appointed under sub-section (3) as defined under section 23.

Functions of Subject Panels

Subject panels appointed in accordance with section 18(3) shall be charged with the duties and responsibilities of:

- (i) Initiating, supervising and assisting with the detailed work of drafting syllabuses, writing courses, and preparing teaching materials;
- (ii) Representing the interests of the schools and providing a link between the Centre and teaching institutions;
- (iii) Assisting with the evaluation of feedback from trials conducted in schools and teaching institutions of new syllabuses and teaching materials;

- (iv) Assessing the need for in-service training and assisting with the running of in-service courses.

Implementation Status

The Act is currently under implementation.

1.3.8 Uganda National Examinations Board Act (1983)

The UNEB act was assented to on 2nd June, 1983. It established the Uganda National Examinations Board as a body corporate with perpetual succession and a common seal, and may sue or be sued in its corporate name.

Functions of the Board

- (i) to conduct primary, secondary, technical and such other examinations within Uganda as it may consider desirable in the public interest;
- (ii) to publish past examination papers;
- (iii) to award certificates or diplomas to successful candidates in such examinations;
- (iv) to invite anybody or bodies outside Uganda, as it may think fit, and to conduct jointly academic, technical and other examinations;
- (v) to award acceptable certificates or diplomas to successful candidates jointly with the invited bodies;
- (vi) to invite other bodies, as it may think fit, to conduct examinations and award acceptable certificates or diplomas;
- (vii) to advise anybody or bodies so invited under paragraph (e) upon the adaptation of the examinations necessary for the requirements of Uganda and assist any such body or bodies to conduct such examinations;
- (viii) to make arrangements for the conduct of research and development of examination systems;
- (ix) to make rules regulating the conduct of examinations and for all purposes incidental thereto.

Uganda National Examinations Board is the Hub of results for national examinations that inform the teaching and learning process. It is also the provider of results that are used to admit students into teacher training programmes. Familiarity with the Act is important for teacher education.

Implementation Status

The Act is under implementation, but there is a proposal for review.

1.3.9 The National Social security Fund (NSSF) Act 1985

The NSSF Act was established and commenced on 1st December 1985 to provide for its membership, the payment of contributions to, and the payment of benefits out of, the fund and for other purposes connected therewith.

The NSSF Act is arranged in nine (9) sections of: interpretation (1st part) Establishment and management of the fund, Part 2 – 5 eligibility, membership and registration, Part 6-10 contributions, Part 11-18 benefits, Parts 19-27 finance, Parts 28-38 administration, Parts 39-43,

the legal proceedings; parts 44-48 miscellaneous, Parts 50-53 has two schedules – 1st schedule expected employment and 2nd schedule certificate of exemption. (Details can be accessed in the National Social Security Fund Act 1985, Chapter 222)

Social security fund is a fund established to allow workers save part of their earnings by way of contributing to retirement benefits.

TIET institutions offer employment to many workers outside the Uganda Teaching Service. Such workers ought to contribute to their retirement benefits by way of subscribing to National Social Security Fund. Familiarity with the NSSF Act is therefore important.

Implementation Status

The Act is under implementation and teacher educators and managers of teacher education need to be familiar with it.

1.3.10 The Children's Statute 1996

The Children's Statute was assented on 1st April 1996. It was intended to reform and consolidate the law related to children, to provide for the care, protection and maintenance of children, to establish a family and children court (FCC) to make provisions for children charged with offences and for other connected purposes.

It is arranged in Parts as follows:

Part II deals with the rights of children in eight articles:

- Article 3 defines the age bracket of children
- Article 4 refers to the guiding principles while applying the statute
- Article 5 explains the children's right to stay with parents
- Article 6 stipulates the duties of maintaining children
- Article 7 stipulates the parents and guardians responsibilities towards children
- Article 8 warns of harmful customary practices on children
- Article 9 cautions of harmful employment of children
- Article 10 lists steps to be followed on recognition of children with disabilities

Part III deals with support for children by local authorities in three articles:

- Article 11 states the responsibility of Local Councils to safeguard children and promote reconciliation between parents and children
- Article 12 points out the duty of the community to report infringement of children's rights
- Article 13 advises on the role of Local Council Courts at village level how to deal with matters of part III of the statute and appeals

Part IV deals with the Family and Children's Court in six articles:

- Article 14 informs of the establishment of the Family and Children's Court
- Article 15 advises on the jurisdictions of the Family and Children's Court
- Article 16 defines the location of the Family and Children's Court
- Article 17 refers to the procedure in Family and Children's Court
- Article 18 cautions when a care or supervision order may be issued by the Family and

Children's Court

- Article 19 guides on the rules of the court

Part V deals with Care and Protection of children in twenty three articles:

- Article 20 guides how the Family and Children's Court may issue supervision orders and care orders
- Article 21 defines the various welfare reports that may be referred by the Family and Children's Court
- Article 22 explains the grounds for making a supervision or care order
- Articles 23 up to 27 stipulates how to initiate a supervision order, the duties of the supervisor while a supervision order is in place, duration of the supervision order and requirements as to change of address and visits
- Articles 28 up to 43 stipulate provisions for applying care orders and the various care orders that can be enforced

Part VI deals with fostering-care placements in one article:

- Article 44 lists conditions for foster-care placements.

Part VII deals with Adoption in twelve articles:

- Article 45 explains the scope of jurisdiction regarding adoption of children
- Articles 46 up to 56 narrate the prerequisites for adopting children. Details can be sought in the statute.

Part VIII explains Approved Homes where children can take sanctuary/refuge in eleven articles:

- Articles 57 up to 67 guide how to admit and take care of children in approved homes.

Part IX contains articles 68 up to which explain issues regarding parentage of children.

Part X deals with children charged with offences within articles 89 up to 106.

Part XI deals with miscellaneous issue that may arise during application of the statute.

The Children's Statute is implemented alongside other statutory documents and institutional rules and regulations. (Details to the stated articles can be accessed in the Children's Statute 1995)

Implementation Status

The Statute is under implementation, and there is need to be familiar with its contents.

1.4 Institutional Framework

The Education and Sports sector is comprised of two domains i.e the public and private domain. Currently the broad sector objectives have remained focused on expansion of access to equitable and quality education at all levels as well as enhancement of efficiency and effectiveness in service delivery. The education policies developed by Government govern both of these sub-sectors. Teacher, Tutor and Instructor Education cover the entire spectrum at all levels and contributes to the sector objectives of enhancing quality at all levels of education.

CHAPTER TWO

TEACHER/INSTRUCTOR/TUTOR EDUCATION AND TRAINING DEPARTMENT

2.0 Introduction

Teacher training is a cross-cutting function that serves the needs of all technical departments of the Ministry of Education and Sports. The Department is responsible for the training of teachers for primary schools, teachers for secondary schools, tutors for primary teachers colleges, tutors for health training institutions, instructors for technical training institutions, and lecturers for the specialized training institutions including National Teachers Colleges, Colleges of Commerce, Technical Colleges, Agricultural Colleges, etc.

2.1 Vision

Quality Teacher/Instructor/Tutor Education and Sports for all

2.2 Mission

“To provide for, support, guide, coordinate, regulate and promote quality Teacher, Tutor and Instructor Education for the production of adequate, competent and ethical teachers, tutors and instructors”.

2.3 Aims and Objectives

Aims:

- (i) to make it possible for trainees, qualified teachers and head teachers to practice teaching and management in a sheltered way so that they can emerge as confident and competent classroom teachers/tutors/instructors and school managers.
- (ii) to facilitate and develop in trainees and qualified teachers, instructors, tutors and school managers self-awareness and interpersonal skills that would help them to function better in the world of school.

- (iii) to develop in trainees, qualified teachers, instructors, tutors and school managers the powers of self-evaluation and a capacity for autonomous learning, which together would enable them to complete their training and handle their practice as efficiently as possible, as well as go on to develop themselves professionally after graduation and during their work process.

Objectives:

The specific objectives of Teacher/Instructor/Tutor Education are to:-

- (i) Make Teacher/Instructor/Tutor Education responsive to the needs of the Education Sector by ensuring that teachers, tutors and instructors are available in adequate numbers and of the right caliber and quality.
- (ii) Make the teacher/instructor/tutor preparation environment conducive to promote quality, efficiency and effectiveness.
- (iii) Develop in the teachers/instructors, tutors the attitudes and qualities needed for participation in a techno-cultural environment; ability to teach, instruct, and educate others; an awareness of the principles that govern orderly human relations within and across national boundaries; a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress; and by acquiring through training, skills relevant to the provision of an enabling learning environment for pupils/students/trainees.
- (iv) Improve on the quality and training of staff for the Teacher/Instructor/tutor Education Sub-Sector.
- (v) Strengthen the Teachers'/Instructors'/Tutors' Colleges, Teachers' Colleges staff, Primary School teachers and head-teachers, Secondary teachers and head-teachers, Technical teachers and head-teachers, Instructors and Head-Instructors, health tutors and Principals of Health Training schools, Governing Councils, School Management Committees, and Boards of Governors support systems.

2.4 Functions of the Teacher/Instructor/Tutor Education and Training Department

- (i) Formulate, implement and evaluate policies, plans, programmes and guidelines to ensure adequate supply of competent and ethical Teachers, Instructors, and Tutors in collaboration with other stakeholders.
- (ii) Render advice on all issues of Teacher/Instructor Education and Training;
- (iii) Register and license untrained teachers
- (iv) License and register private PTCs, Nursery Teachers Colleges, Tutor/Instructors' Training colleges
- (v) Render advice on the curricular, staffing, financing and equipping of teacher/instructor/tutor Education Institutions; and
- (vi) Liaise with Universities (public and private) in respect of their teacher/instructor/tutor development programmes.

2.5 Activities in Support of Sector Strategic Objectives

Teacher, Tutors and Instructor Education supports sector objectives by offering access to education, and ensuring equity, quality and relevance of education programmes

2.5.1 Offering access to Teacher/Instructor/Tutor Education

This is done by:

- (i) Facilitating the expansion of training facilities in PTCs, NTCs, Tutors/Instructors colleges through the construction and, or rehabilitation of Infrastructures.
- (ii) Facilitating the provision of utilities
- (iii) Facilitating the expansion and or construction of facilities in National Teachers' Colleges for Science and Vocational Education and adequately equip them.
- (iv) Ensuring the restructure of Teacher/Instructor Education Programmes to accommodate short courses for the development of proficiency and teacher competencies and evening classes.
- (v) Facilitating expansion of enrolment in the areas of Science, health, technical and Vocational Education

2.5.2 Ensuring equity in Teacher/Instructor/Tutor Education

This is done by facilitating the provision of special facilities for female students and students with disabilities.

2.5.3 Ensuring quality in Teacher/Instructor/Tutor Education

This is done by:

- (i) Facilitating recruitment of tutors, instructors, and Lectures with relevant, experience, knowledge and skills, those that are self-driven, committed and hardworking.
- (ii) Facilitating the provision of machinery and equipment for training.
- (iii) Facilitating the provision of transport to all Teacher/Instructor/Tutor Education Institutions for monitoring and school practice supervision.
- (iv) Participating in the review of the admission policy.
- (v) Facilitating the purchase of relevant textbooks for PTCs, NTCs, Health Tutors, and Instructors colleges.
- (vi) Ensuring and facilitating promotion in Teacher/Instructor/Tutor Education for motivational purpose.
- (vii) Ensuring appropriate training in the areas of reading, writing, numeracy and the use of Local Language as a medium of Instruction in Lower Primary and as a subject in Upper Primary.
- (viii) Facilitating the construction and stocking of the TRCs for Secondary Education and advising on their proper management.
- (ix) Participating in planning and facilitating the training of tutors and lectures in various competencies to enhance their performance.
- (x) Revitalizing and strengthening the Secondary School Teachers' Resource Centres
- (xi) Coordinating In-service training and professional support to Primary, Secondary, and BTVET School staff and managers.
- (xii) Involving master trainers and experienced professionals from the industry to participate in practical skills training

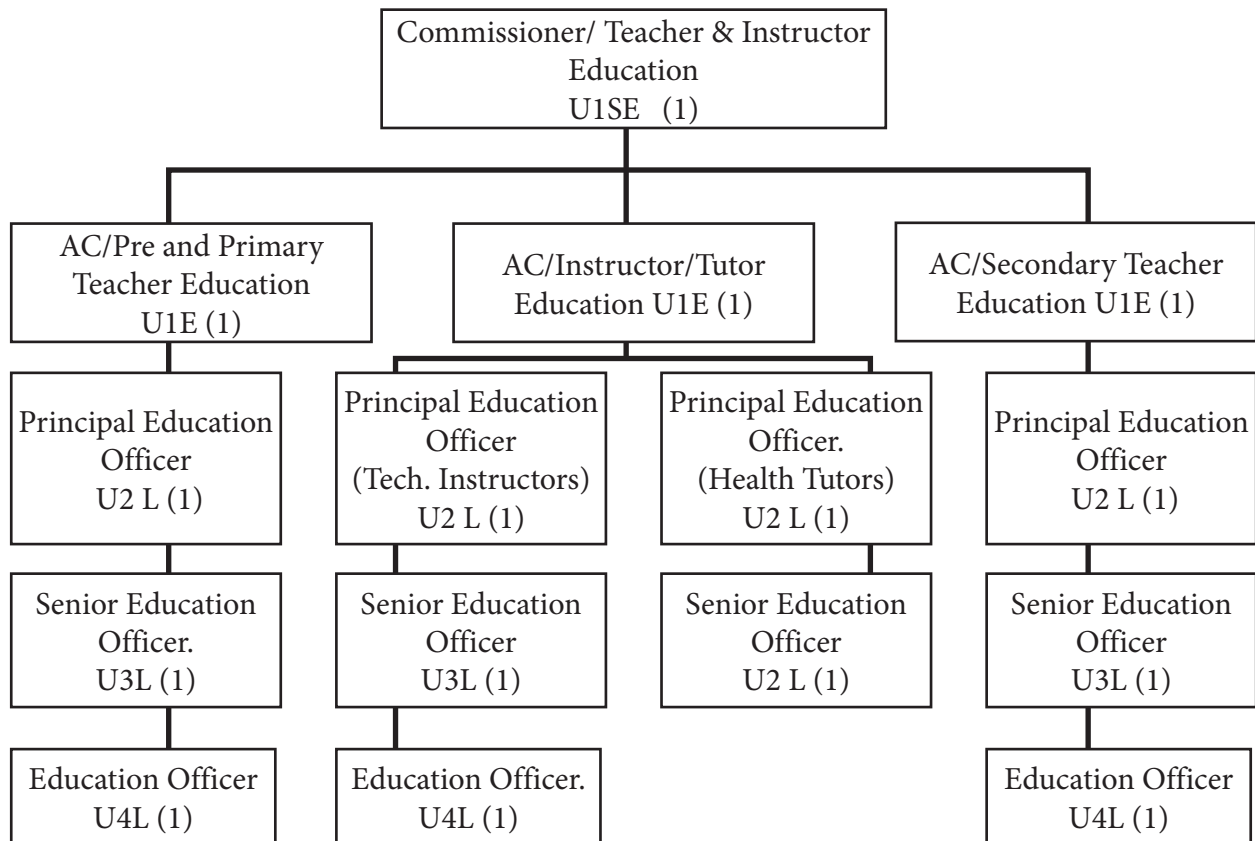
2.5.4 Ensuring relevance of Teacher/Instructor/Tutor Education Programmes

This is done by:

- (i) Advising on and supporting the review of the Teacher/Instructor Education curricular in line with those of the Primary and Secondary Education; as well as those of the BTVET institutions.
- (ii) Facilitating the provision of Games, Sports and other recreational facilities for the development and promotion of physical education and sports.
- (iii) Facilitating the provision of Agriculture implements and adequate land for practicing Agriculture for self-reliance.
- (iv) Ensuring adequate liaison with the industry in acquisition of practical skills by technical teachers, health tutors and instructors.

2.6 Structure of the Department

The Department has three divisions, namely: Pre-primary and Primary Teacher Education Division; Secondary Teacher Education Division; Instructor and Tutor Education Division



Administrative Support Staff

-Personal Secretary	U4L	1
-Stenographer Secretary	U5L	1
-Office Typist	U7U	1
-Office Attendant	U8U	1
-Driver	U8U	2

As approved by the Ministry of Public Service (2009)

2.7 Objectives of Teacher/Instructor/Tutor Education

2.7.1 Pre-primary and Primary Teacher Education Division

Objectives of Primary Teacher Education Division are:

- (i) To enable students to acquire basic knowledge and skills of how children grow, develop and learn.
- (ii) To impart knowledge and attitudes to students that would enable them to prepare children for basic education.
- (iii) To prepare and lay foundation for the next level of education.
- (iv) To stimulate awareness of the society's economic and cultural needs.
- (v) To promote positive attitudes towards work and self-reliance for guiding pupils in pre-vocational education and
- (vi) To enhance moral and ethical values in the society in which they work.

2.7.2 Secondary Teacher Education Division

Objectives of Secondary Teacher Education Division are:

- (i) To produce teachers who have mastered their teaching subjects.
- (ii) To retrain through in-service and distance education, the current stock of teachers to cope with the new curriculum in secondary schools as well as provide upgrading courses for grade III teachers.
- (iii) To equip teachers with knowledge and methods that enable them to counsel students and guide them for future education and for employment within the world of work

2.7.3 Instructor and Tutor Education and Training Division

Objectives of Tutor and Instructor Training Division are:

- (i) To produce adequate and competent instructors and tutors for BTVET institutions.
- (ii) To produce instructors and tutors who have a mastery of both theory and practical knowledge and skill in their fields of specialization.
- (iii) To retrain through in-service, the current stock of technical teachers to cope with the new demands of the type of labour force required in the world of work
- (iv) To equip instructors and tutors with knowledge and methods that enable them to counsel students and guide them for future education and for employment within the world of work

CHAPTER THREE

ESTABLISHMENT AND MANAGEMENT OF TIET INSTITUTIONS

3.0 Introduction

The liberalization of provision of Education Services in Uganda has led to establishment of many education institutions which train teachers and Instructors. Unfortunately most proprietors of such institutions in the private sector and managers of such institutions are not conversant with the policies and guidelines regarding establishment and management of Institutions.

This Chapter provides highlights on some of the existing policy guidelines on establishing and management of TIET institutions. Among the many policies and guidelines in existence that are important for any person intending to establish or manage a TIET institution are:

- Guidelines for establishing, licensing, registration, classification and operation of private schools/institutions in Uganda.
- The Basic Requirements and Minimum Standard (BRMS) for educational institutions.
- The education(Board of Governors) Regulations
- Regulations on Governing Council
- Guidelines on safety and security for educational Institutions.

3.1 Licensing and Registration of new Teacher/Tutor/Instructor Education Institutions

Licensing and registration are some of the mandatory requirements for establishing private education institutions. There are specific guidelines issued by the Ministry of Education and Sports, to be followed while establishing private institutions. The guidelines are provided in a document titled:

Guidelines for establishing, licensing, registering, classification and operation of Private schools/ Institutions in Uganda

The document is divided into seven parts.

- Part A :** Private schools/institutions as partners in national development.
- Part B:** The roles of the Ministry of Education and Sports.
- Part C:** The procedures for applying, licensing and registering a private school/institution.
- Part D:** Requirements for licensing and registering a private school/institution.
- Part E:** The documents that must be attached to the application forms for licensing or registering of a private school/institution.
- Part F:** The importance of the information on the private school/institution to the Ministry of Education and Sports.
- Part G:** Special provision in the Education (Pre-Primary, Primary and Post-Primary Act 2008), relating to private schools/institutions.

3.2 Basic Requirements and Minimum Standards (BRMS)

Basic Requirements and Minimum Standards are guidelines issued by MOES to guide on Basic infrastructure/facilities for an education institution.

Objectives of the BRMS

- To safeguard the quality of education service provision.
- To inform proprietors about the basic facilities of an education institution.
- To guide on safety measures required in an education institution.

Scope/Coverage

The guidelines on Basic Requirements and Minimum standards cover thirteen requirements to be fulfilled by educational institutions. They include:

- Over all Management.
- Structures and Facilities Provision and Management
- Staff Organization and Development.
- Teaching and Learning Process organization and Management.
- Co-curricular Activities Organization and Management.
- Students Organization and Development.
- Finance Generation and Management.
- Institution-Parents-Communication Organization and Development.
- Health, Sanitation and Environment Organization and Development.
- Discipline Management and Development.
- Time Organization and Management.
- Institution Safety and Security Organization and Management.

The reader is advised to access the details of each aspect from the original document.

Within the basic Requirements and Minimum Standards document, there is detailed information of the standards expected under each of the requirements. Education managers simply need to access the BRMS document and check out the standards to fulfil.

Implementation Status

Basic Requirements and Minimum Standards (BRMS) were first issued in 2002. They were circulated in education institutions. Unfortunately, Head teachers, Principals and institution Managers did not understand the purpose. Currently the Directorate of Education Standards (DES) is in process of reviewing the BRMS and they will be disseminated through sensitization to various stakeholders on completion.

3.3 The Education (Board of Governors) Regulations

The Education (Board of Governors) Regulations is a statutory instrument intended to guide governance of Secondary schools, Technical schools and institutes, Farm schools, and Primary Teachers Colleges.

The Education Regulations are prescribed as the third schedule within the Education Pre-Primary and Post Primary Act 2008.

Scope/ Coverage

Education (Board of Governors) regulations cover eight aspects or parts;

Part I deals with the preliminaries in two articles:

Article 1 observes how to cite the regulations

Article 2 mentions how to apply the regulations

Part II deals with the Board of Governors in eight articles:

- Article 3 guides on the composition of the Board of Governors Committee
- Article 4 cautions on restrictions regarding terms of holding an office on the Board Committee
- Article 5 advises on how to disqualify membership on the Board Committee
- Article 6 guides how to fill vacancies on the Board Committee
- Article 7 explains the terms of office of members on the Board Committee
- Article 8 advises on reimbursement of allowances to members of the Board Committee

Part III spells out the functions of the Board of Governors in two articles:

- Article 9 guides on the authority which defines functions of the Board
- Article 10 lists additional functions of the Board

Part IV highlights the procedures of conducting meetings of the Board of Governors in six articles:

- Article 11 observes situations when a Board meeting can be convened
- Article 12 talks about the procedure at meetings of the Board

- Article 13 advises on quorum at the meeting of the Board
- Article 14 mentions composition of the secretariat of the Board
- Article 15 advises on persons who can attend Board meetings other than Board members
- Article 16 mentions how to record and deal with the minutes of the Board after confirmation of the records.

Part V identifies the Committee of the Board, their functions and proceedings:

- Article 17 mentions the basic Committees of the Board and advises how to nominate any other committee
- Article 18 indicates that the functions of the Board Committee are set by the full Board
- Article 19 lists proceedings of Board Committees
- Article 20 advises of the need for Board Committees to record and forward minutes of the Committee.

Part VI lists functions of the headteachers, principals, discipline, terms and conditions of service of staff:

- Article 21 lists the major functions of headteachers and principals in education institutions
- Article 22 observes the responsibility of the Board to monitor the behaviour and performance of all staff in all schools and colleges
- Article 23 list the various sources of funds that are managed by the Board
- Article 24 Advises the Board may spend funds acquired
- Article 25 Advises the Board how to manage with excess of income over expenditure
- Article 26 Cautions the Board to engage a responsible officer at the MoES when establishing depreciation of property and equipment
- Article 27 explains how the Board applies Government grants in case of Government aided partnership schools
- Article 28 guides on powers of the Board to borrow financial resources
- Article 29 guides how to manage bank accounts of education institutions
- Article 30 advises on the need for carrying out financial auditing annually
- Article 31 cautions on temptations to collect moneys by or on behalf of the board.

Part VII explains miscellaneous issues which the Board should take care of.

They include declaration by committee members, co-option of persons to meetings of the Board, Common Seal, Service of Notices, Inspection reports and Indemnity for acts done in good faith.

N.B. Education Managers should notice that the Board of Governors regulations of 1991 were revised and included as schedule 3 in the Education Act, 2008.

3.4 Governing Councils

Governing Councils are organs which manage Tertiary education institutions such as National Teachers Colleges and Tutors Training College.

Guidelines on establishment of Governing Councils are provided for the Universities and other Tertiary Institutions Part XIII - Article 75-82

Scope/ Coverage

Part XIII specifically concerns establishment and management of Public Tertiary Institutions.

- Article 75 mentions the authority which issues mandate to the Council to establish a Public Tertiary Institution and to formulate a Development Plan for the expansion of the institution
- Article 76 stipulates the function of a public tertiary institution
- Article 77 outlines the composition of the Governing Council, terms of holding office, approval of allowances for members, recognition of office and filling vacancies
- Article 78 guides about the functions and powers of the council
- Article 79 provides guidance on council meetings
- Article 80 lists council meetings, powers and conditions of service of the committees and other persons who may be included on the committees
- Article 81 mentions requirements for Academic Board, its composition, the powers and duties of the Board
- Article 82 specifically guides on Academic Board meetings.

3.5 Security and Safety in Institutions

Safety and Security in all education institutions is paramount. Several guidelines and circulars have been issued to guide Education managers on this aspect.

Currently the following documents have been circulated in schools to guide on matters concerning safety and security in institutions

- (i) Basic Requirements and Minimum Standards indicator 12.
- (ii) Guidelines on Safety and Security of education institutions
- (iii) Circular issued by the Inspector General of Police.

Other Safety and Security regulations issued by service providers such as UMEME, Uganda National bureau of Standards and Ministry of Health should equally be upheld in TIET Institutions.

N:B School/College rules and regulations need to address aspects of Safety and Security

CHAPTER FOUR

TIET EDUCATION AND TRAINING POLICY

4.0 Introduction

Education is a tool for development and there is a functional relationship between education and development. As a country strides to develop, it requires all education systems, which are manned by trained teachers/instructors/tutors and is capable of producing the necessary manpower and appropriate technology to enhance and sustain its growth and development.

4.1 Pre-service Training Policy

Pre-service training covers all basic teacher training courses across all levels of education, i.e. Pre-primary teacher training, primary teacher training, secondary teacher training, tutor training, and instructor training. The policy guidelines related to each level are outlined below:

4.1.1 Pre-primary Teacher Education and Training Policy

- All eligible people have access to pre-primary teacher education and training.
- Students admitted to pre-primary teacher training institutions must have completed O'Level.
- All pre-primary teacher training institutions must follow the training framework developed by the Ministry of Education and Sports.
- Pre-primary teacher training will cover a period of two years.
- All pre-primary teacher education institutions must be licensed and registered with the Ministry of Education and Sports.
- Trainees who graduate from pre-primary teacher education and training institutions will be awarded certificates of completion by the awarding body and they will be registered by the Ministry of Education and Sports.

4.1.2 Primary Teacher Education and Training Policy

- Admissions to PTC is done on merit.
- Government pays for all students admitted to PTCs. When a student fails promotional examinations, he/she loses government sponsorship.
- All PTCs must follow a nationally approved curriculum
- Training covers a period of two years for pre-service and 3 years for in-service programmes (see *curriculum guidelines 5.3.1*).
- Students admitted are O'Level leavers with a minimum of 6 passes including English, Maths, and any two science subjects (see details on guidelines for admission into PTCs, 5.2.1).
- Successful trainees are awarded Grade III teacher certificates
- Awards are by Kyambogo University.

4.1.3 Secondary Teacher Education and Training Policy

- Training is done at the National Teachers Colleges and Universities.
- Students admitted are S.6 leavers with at least two principal passes in Arts subjects or at least one principal pass in science subjects and two subsidiary passes obtained at the same sitting.
- All NTCs must follow a nationally approved curriculum.
- Training takes two years.
- Trainees graduate with a Diploma in Secondary Education and are registered as Grade V teachers' by the Ministry of Education and Sports.

Universities in the country with faculties of Education admit students in Arts, Science and Vocational subjects for a Bachelors' Degree in Education. Minimum qualifications are two principal passes in any of the Arts, Science and Vocational subjects. The duration of the degree course is between three and four years.

Trainees graduate with a Bachelors' Degree in Education and are registered as graduate teachers.

4.1.4 Health Tutor Education and Training Policy

The course undertaken is called Health Tutors Diploma. The training is done at the Health Tutors College, Mulago. The Diploma accommodates Multi-disciplinary cadres of health professionals who on qualifying will be able to teach in their respective disciplines in health training institutions. The programme is two-year duration.

Entry Requirements

To qualify for admission, the candidate must satisfy the Makerere University Diploma entry requirements.

- (i) The candidate must be a Uganda Registered Nurse (URN) with additional qualification of either Uganda Registered Midwife (URM) or Uganda Registered Psychiatric Nurse, or Uganda Registered Sick Child Nurse (Pediatric) or its equivalent and must have worked for

a minimum of four years.

- (ii) Registered Comprehensive Nurse and must have worked for a minimum of four years.
- (iii) Public Health Nurse and must have worked for a minimum of four years.
- (iv) Diploma in any of the following Allied Health Professional courses;
 - a. Clinical Medicine and Community Health.
 - b. Medical Laboratory Technology.
 - c. Clinical Psychiatry.
 - d. Psychiatry Nursing.
 - e. Physiotherapy Nursing.
 - f. Physiotherapy.
 - g. Anesthesia
 - h. Clinical Orthopedic
 - i. Orthopedic Technology
 - j. Environmental Health
 - k. Pharmacy Technician
 - l. Occupational Therapy
 - m. Ear, Nose and Throat (ENT)
 - n. Radiography
 - o. Public Health Dentistry

Applicants must have worked for a minimum of 4 years.

- (v) Any body with a Degree in Medical/ Health profession with interest in teaching.
- (vi) In case of foreign students they should have the equivalent of the above.
- (vii) Only health professionals who have attained qualifications in their related fields and are
- (viii) Registered by the health professional councils are admitted for training
- (ix) Interviews are conducted for entry into the training

4.1.5 Instructor Education and Training Policy

(i) Certificate Level in Technical Teacher Education

Students admitted are those who have O'Level Certificate or an equivalent of Junior Certificate in a technical course (UJTC) plus Craft Certificate Part II in any of the following subjects:

- Motor Vehicle Mechanics (M.V.M).
- Building and Concrete Practice (B.C.P).
- Carpentry and Joinery (C.J)
- Tailoring, Cutting and Garment cutting (T.C.G)
- Agriculture
- Business Education
- Plumbing
- Fitter Mechanics Part II (FM)

- Painting and Decoration (P.D)
- Shoe Making
- Welding and Fabrication.
- Electrical Installation Part III

(ii) Diploma in Teacher and Technical/Instructor Education.

It is a two (2) Years' Course.

Requirements for Applicants

- To be nominated by their respective heads of institutions.
- A qualification in teaching (CCT/DTTE) will be an added advantage.
- Should be in-service instructors or technical teachers in vocational or technical institutes.
- Should be in good health both physically and mentally.
- Only applications approved by the selected institutions will be accepted.
- Female participation is highly encouraged.

In addition, Holders of the following qualifications will be admitted.

- An advanced Craft Certificate in TVET.
- Equivalent qualifications in a TVET field.
- Holders of Uganda Certificate of Education (UCE)/UJTC and have proven experience of at least two (2) years working in a related TVET skill industry.
- Diploma / or Degree in any specialized Technical/Vocational Course, for example, Diploma in Civil, Mechanical , Electrical, IT, etc
- Certificate in Technical Teacher Education Entry in 2nd Year.

(iii) Degree in Technical Teacher Education.

The minimum qualifications for admission to the degree programme are:

(a) At least two principal passes in Physics and Mathematics obtained at the same sitting of Advanced Level Examinations or its equivalent. For purposes of computing entry points, the advanced level subjects shall carry the following weights:

- Essential – Physics and any one of Mathematics, Applied/Pure Mathematics
- Desirable – Chemistry, Technical Drawing, Economics.
- Relevant – General Paper, Metal work.
- Others – Any other relevant subject.

(b) Ordinary Diploma and Higher Diploma from a recognized institution in any of the following;

- Mechanical Engineering, Refrigeration and Air conditioning, Welding and Fabrication, Foundry Technology or Automotive Engineering;
- Electrical Engineering
- Bachelors' degree in the Physical Sciences;

(c) Through Mature Entry Scheme with at least an Advanced Certificate from a recognized institution in any of the following; Motor vehicle technician, Agriculture Mechanics

4.1.6 Diploma Grade V – Special Needs Education (SNE)

Most teachers offering the Diploma in SNE begin as Grade III teachers. On registration, presentation of Originals of;

- Grade II or O’Level Certificate.
- Grade III Pass Slip
- Grade III Teaching Certificate
- Grade III Registration Certificate.

Verification of all the above documents together with the originals and Certified copies of the Diploma in Education Transcripts. However, they are registered according to T/SNE Year of Completion/Number, for example, T/SNE/2002/170

4.1.7 Government Policy on Core PTCs, NTC Specialization, Cost Sharing and Sponsorship in Tertiary Institutions

The circular of 14th June, 2001 by Permanent Secretary Ministry of Education and Sports stipulates;

- Additional five (5) Core primary Teachers’ Colleges (PTCs) to make a total of twenty three (23) throughout the country.
- The positions for National Teacher Colleges (NTC’s) specialization was put in place where individual NTC’s were designated as Sciences, Vocational studies and Arts and Humanities.
- With effect from 2001/2002 academic year July, abolition of cost sharing in tertiary institutions was enforced (circular No. ADM/137/298/01)
- Government sponsorship of students started in the 2001/2002 academic year. All government sponsored students will have all their tuition, living and scholastic expenses met by government. All students in Primary Teachers’ Colleges will be government sponsored. In all other tertiary institutions, government will have a percentage of students it will sponsor while others will pay for their education as private students on determined percentages. Admissions in all tertiary institutions will be carried out using the admissions policies and procedures correctly in force. More detailed administrative guidelines and criteria on how to identify students to benefit from government sponsorship in various institutions will be issued separately in due course.

4.2 In-service Teacher/Instructor/Tutor Education Policy

Government acknowledges that in-service training for teachers provide the most important avenue through which teachers, instructors/tutors in the field can be exposed to rapid change in technology and science and to innovation in curricular and teaching methods.

4.2.1 The Policy

There is a general staff development policy for all officers in the Public service. This policy also applies to the teachers, instructors/tutors in the unified teaching service.

- Teachers/ Instructors/Tutors going for further studies are released based on identified or projected needs.
- Study leave with pay will be granted only to teachers, instructors/tutors pursuing subjects which are taught in Secondary School Curriculum, Primary Teacher Education Curriculum, Secondary Teacher Education Curriculum, Primary School Curriculum and Business, Technical Vocational Education and Training Curriculum.

4.2.2 Procedures

Teachers/Instructors/Tutors who intend to go for further training will have to make a formal application through his/her head of Institution. Further these applications will be presented to the District Education Officers and Chief Administrative Officers for Primary School teachers and to the Permanent Secretary, Ministry of Education and Sports for teachers/instructors/ tutors at post primary Institutions

Once admitted teachers shall apply for study leave which will be granted after approval by the Service Commission.

4.2.3 Conditions

A teacher/instructor/tutor intending to go on study leave should have been confirmed in service.

Study leave is with pay

On completion of a long term course, teachers/instructors/tutors should be awarded salary increment in accordance with circular standing instruction No.6 of 1989. Release of teachers/instructors/tutors for further studies should be well planned so that there is no disruption of the academic programmes.

4.3 Early Childhood Development Policy

Policy Target Groups

- I. Primary targets;
 - Young children and ECD providers e.g parents and caregivers
- II. Secondary targets
 - Local communities, other education service providers and training institutions.
 - Local leaders, community based organizations etc.

Policy targets

The policy targets all children below eight years of Age; this entails three definitive categories namely:

- Birth to three years
- Three to six years and Six to eight years.

Vision

Quality ECD services for children 0 – 8 years of age.

Mission

To support, guide, regulate and promote quality and relevant ECD services for children 0 – 8 years of age.

Policy objectives

The policy objectives are to;

- Clarify the role of government in the provision of and support for ECD and indicate its commitment to the welfare of children.
- Consolidate and systematize existing programs and activities related to ECD for the maximum benefit of all children.
- Clarify the role and responsibilities of different stakeholders in the provision of children's learning and well being.
- Provide and strengthen the coordination mechanism that foster partnership, networking and linkages, in the provision of ECD services.

Rationale for the ECD Policy

The purpose of the ECD policy is to provide guidance for optimum holistic development of healthy and productive children between 0 – 8 years in Uganda, as an essential resource for national development as well as enhance partnerships that promote holistic approaches to early childhood development and effective learning/teaching processes appropriate to that age group. There are various reasons why the Education and Sports sector needed to develop a formal policy on ECD and these include the following;

- The constitution of the Republic of Uganda which guarantees the rights of children in article 34, states that a child is entitled to basic education, which is the responsibility of the state and the parents of the child.
- The convection on the rights of the child and policy instruments like the child statute (1996), Children's' Act (2004); articulate the children's rights and the need to adhere to them.
- In the Dakar Frame work of Action adopted by the World Education Forum, Uganda among other participants committed herself to goals pertaining to the child with emphasis on expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children. This policy therefore is geared towards the fulfillment of the Education For All (EFA) targets and Millennium Development Goals.
- The Uganda Vision 2015 implicitly focuses on providing specialized education and training programs for the disadvantaged, vulnerable groups and gifted children as well as improving the quality and standards of teacher training.

Specific (Policy) statements relevant to TIET**Statement 4.3; Training of Teacher/Caregivers**

Teacher Training Department of MoES will, in line with the ECD policy spearhead and coordinate

the training of Nursery teachers/Caregivers including the development of a Qualification Framework for ECD teachers and caregivers.

Under this policy, the Teacher Education Department has the obligation of;

- Developing and harmonizing existing ECD teacher training curricular.
- Streamlining the courses/programs and their duration.
- Standardizing entry requirements for trainees, certification and qualification.
- Streamlining management of the Training Institutions and criteria for Affiliation.
- Recognizing Nursery School Teachers already trained based on desired/appropriate competencies developed by NCDC/Directorate of Education Standards (EDS).
- Reinforcing primary teacher training in Primary Teacher's Colleges (PTCs) with emphasis on specialization of teachers for lower primary and ECD.

Statement 4.4; Licensing & Registration of Nursery Teacher Education Institutions (ECD Policy, Page 12);

The Ministry will provide guidance on minimum requirements for licensing and registration of these institutions. Teacher Education Department will be responsible for licensing and registering them.

Statement 4.8; Competencies in ECD (ECD Policy, Page 13)

MoES through the relevant agencies i.e NCDC, Kyambogo University (KYU) and DES shall develop desired competencies and milestones for ECD. The same agencies shall work to mainstream continuous assessment in the ECD teacher Education curriculum.

CHAPTER FIVE

REGULATIONS AND GUIDELINES

5.0 Introduction

This chapter provides a summary of the key regulations and guidelines related to teacher/instructor/tutor education policies. These include; admission, curriculum, examinations, award and graduation guidelines.

5.1 Admission Guidelines

5.1.1 Guidelines for Admission into Primary Teachers Colleges

The admission criteria for PTCs have evolved over a period of time. Up to July 1992 it required three (3) passes at O'Level including English. Between 1992 and 1999 admissions to PTCs required four (4) passes at O'level or a Grade II teacher's certificate or satisfactorily perform in a competence tests. From 2000 up to 2003, requirements for admission to PTCs were six(6) passes including English and mathematics. Later in 2004 and 2005 the six passes were supposed to include any two science subjects. Since 2006 up to date, candidates to join PTCs need to have at least six (6) passes which should include the following categories.

- (i) Agricultural principles and practices
- (ii) Biological sciences: Biology
- (iii) Physical science: Physics and Chemistry

Reasons for such criteria are:

- a. English language is a medium of instruction and examinations at PTCs
- b. Mathematics is a basis for scientific knowledge and critical reasoning
- c. Sciences is a basis for global technological advancements and practices

5.1.2 Guidelines for Admission into National Teachers Colleges

National Teachers Colleges offer pre-service programs to persons who intend to teach at secondary

school level. They also offer in-service programs to teachers at primary schools who want to upgrade from Grade III to Grade V or Diploma level.

A. Pre-Service Program for A' level Leavers.

Admission into National teachers Colleges requires a candidate to have the following;

- (i) Hold a Uganda Certificate of Education (O'level) with at least six (6) passes obtained at the same sitting or its equivalent. The passes should include English.
- (ii) Hold Uganda Advanced Certificate of Education (A' Level) with at least two (2) Principal Passes for Arts subjects and one (1) Principal pass and two (2) subsidiary passes (excluding general papers) for science subjects obtained at the same sitting

Or

Holds a relevant post O'Level Diploma/Certificate in Agriculture, Theology, Music Dance and Drama etc from recognized Institutions.

In addition to the above;

A candidate for Business Studies should have a principal pass in Economics at A'Level and one pass at O'Level in any of the following subjects; Commerce, Accounts, Typing, Office Practice and shorthand; and credit passes in English and mathematics.

A candidate for Technological Studies shall be eligible for admission if he/she has at least one (1) Principal pass at A' level in any of the following subjects; Physics, Mathematics, Woodwork, Metal Work, Technical Drawing, Chemistry, Biology, geography and Fine Art. A candidate should also have at least a pass at O'level in one of the following subjects; Mathematics, Physics, Chemistry and Fine Art.

B. In-Service Program for Grade III teachers

A candidate shall be eligible for admission to the Diploma Education Primary if he/she has;

- (i) A grade III certificate or its equivalent from a recognized institution and
- (ii) A minimum of two years teaching experience as a grade III teacher or a one years teaching experience for up graders (grade II to III).

5.1.3 Guidelines for Admission into Health Tutors College

A. Health Tutors Bachelor of Medical Education Program.

To qualify for admission onto the health Tutors Program, the candidate must be;

- (i) A Ugandan Registered Nurse (URN) with additional qualification of either Uganda Registered Midwife (URM) or Uganda Registered Psychiatric Nurse (URPN) or Uganda Registered Sick Child Nurse (URSCN) (pediatric) or its equivalent with a minimum experience of four years.
- (ii) A Registered Comprehensive Nurse (RCN) with work experience of at least a two years
- (iii) A Public Health Nurse (PHN) and must have worked for a minimum of 2 years.
- (iv) With a Diploma in any of the Allied Health Professional Courses with a minimum of two

years experience and

- (v) A Degree in Medical /Health profession with interest in teaching

In case of foreign students, they should have the equivalence of the above

B. Bachelor of Health Tutors Education Programme.

To be admitted onto the Health Tutors Education program, a person must be;

- (i) A Graduate from Nursing and Allied Health Professionals and Health Institutions.
- (ii) A Holder of Diplomas or their equivalent in any of the Nursing cadres and worked for at least a minimum of four years and
- (iii) Able to show evidence of registration with their various professional councils

5.1.4 Guidelines for Admission into Instructor Training Colleges

A candidate is eligible for admission to the instructor training programme when he/she posses a minimum of an advanced craft in technical Education or ordinary diploma in Technical Education or a certificate in Technical Teacher education or their equivalent.

Those persons holding Certificates in Technical Teacher Education (CTTE) are admitted in second year.

5.1.5 Guidelines for Admission into Bachelors of Teacher Education (BTE)

To be eligible for admission to the Bachelor of Teacher Education Degree a person should posses;

A minimum of a Diploma in Teacher Education (DTE) or a Diploma in Primary Education (DEPE/DEP) or a Diploma in Education Secondary (DES) or a Diploma in Special Needs Education (DSNE) or their equivalent from a recognized institution with a minimum experience of two years. This programme will act as a career path for the shelved Diploma in Teacher Education (DTE) programme.

5.2 Curriculum Policy Guidelines

5.2.1 Guidelines on the Curriculum for Grade III Primary Teachers' Course

The curriculum for the Primary Teachers Grade III Certificate course was designed to enable trainees to develop confidence and grasp skills for effective teaching. Teachers are expected to be resourceful persons and competent to assist communities to address educational needs. Teachers should be able to give guidance regarding the process of learning and curriculum content. The curriculum for Primary Teacher Education focuses on ensuring that the student teacher has grasped minimum learning outcomes of the following areas;

- General education which include; academic knowledge, production skills, cultural values and language competence.
- Professional education. This includes; foundations of education, school practice (practicum), specialization and community service.

The curriculum for primary Teacher Education offered as pre-service programme for two(2) years and as an in-service programme for three years(3). The pre-service programme lasts at most four (4) years. Yet, the in-service programme lasts at most seven (7) years. The two programmes cater for the general programme and specialist courses. The general programme offers seven subjects including school practice. The specialist has six compulsory subjects and one elective. Detailed guidelines on the curriculum for PTE can be sought from the office of the registrar Kyambogo University.

5.2.2 Guidelines on the Curriculum for Diploma Education Secondary (DES) and Diploma Education Primary (DEP)

A. Pre-Service Programme

The Diploma in Education Secondary programme lasts for a minimum of two (2) academic years and a maximum of four (4) academic years. It offers compulsory subjects which include; Development Studies, Foundations of Education, Education Psychology and School Practice. It also offers specialization subjects (elective subjects) which include; Single mains and Double mains. Specialization of subjects is either Arts or Science subject combinations and Vocational Studies.

B. In-Service Programme.

The Diploma in Education Primary programme lasts for a minimum of three (3) academic years and a maximum of 5 academic years. The programme offers;

- (i) General subjects i.e. Professional Education Studies (Basic Studies, Education Studies and Primary Education Studies)
- (ii) Compulsory subjects (i.e. Mathematics Education/Language Education) and
- (iii) Elective subjects (i.e. either Physical Education, Integrated Science and Agriculture Education or Social Studies, Art Education, Music Education and Religious Education).

The programme employs a Semester system and offers two supervised school practices in the second and third year respectively.

5.2.3 Guidelines on the curriculum for Health Tutors course

The programmes are run on a semester system consisting of six semesters and two recess terms. It provides for practical/clinical and field attachments and two weeks examinations. The recess term lasts for 10 weeks. It offers both the core and specialized (electives courses) courses. The two programmes are two academic years each.

5.2.4 Guidelines on the curriculum for Instructor Training course

The curriculum for instructors training focuses on Technical Teacher Education. The training programme is conducted in four semesters. The training is on day full time and evening part-time. Trainees are supposed to undergo supervised school practice.

5.2.5 Guidelines on the curriculum for Bachelor of Teacher Education programme

The programme is designed to offer a two year course with core disciplines in professional educational studies and two supervised college practices. Applicants with a background of the Diploma Education Secondary, will offer a supervised school practice in the primary schools in addition to the college practices. It will also provide students with double and single mains specializations and combinations as stipulated in its curriculum specifications.

5.3 Guidelines on Examination Policy

5.3.1 Guidelines on policies regarding examinations for Grade III primary Teachers' Certificate course.

- (i) A candidate is eligible for examinations only after being registered by Kyambogo University.
- (ii) At the end of year one, trainees are subjected to promotional examinations.
- (iii) Trainees have to satisfactorily pass the promotional examinations before proceeding to year two.
- (iv) In year two trainees are expected to offer six theory examinations at the end of the course.
- (v) Trainees are expected to conduct supervised school practice.
- (vi) All trainees are expected to successfully pass the six theory examinations and school practice with at least 40% in each examination.
- (vii) All trainees who fail promotional examinations repeat the year and loose Government sponsorship throughout the training.
- (viii) Upon repeating year one, the trainee repeats entire aspects of the course.
- (ix) A trainee in year two who fails three or less subjects is given chance to repeat examinations in the failed subjects within two consecutive years.
- (x) A trainee in year two who fails more than three subjects is given a chance to repeat all the subjects within two consecutive years and
- (xi) A trainee in year two who repeats loses Government sponsorship.

5.3.2 Guidelines on examinations for Diploma in Education Secondary (DES) and Diploma Education Primary (DEP)

A. Pre-Service Programme

The pre-service programmed, Diploma Education Secondary offers two types of comprehensive examinations; Year I and year II weighted at 50:50 ratio. All candidates sit the number of examination papers as provided for in the syllabi of the subjects they have registered for. A candidate qualifies to sit written and/practical examinations after satisfying the following conditions;

- (i) Should have attended at least three quarters (75%) of the lectures
- (ii) Should have done all the prescribed coursework including the field work and/or projects where applicable.
- (iii) Should have been awarded a certificate of due performance after fulfillment of the above two.

Success in examinations is considered when;

- (i) A final score in an examination comprises 40% of coursework and 60% written examinations.
- (ii) A candidate is considered to have successfully performed in the examinations upon scoring 50%,
- (iii) A candidate who scores more than 45% but less than 50% is granted compensation,
- (iv) Compensation is allowed only in two examination papers. Two marks are required to compensate one mark,
- (v) A candidate who fails to be compensated is required to repeat the examinations and
- (vi) A candidate who fails at least three examinations and can not be compensated is discontinued from the course.

B. In-Service Programme

The in-service programme Diploma Education Primary, offers a distance mode of delivery comprising face to face residential during holiday/recess terms.

A candidate qualifies to sit written and/practical examinations after satisfying the following conditions as with the Diploma Education Secondary;

- (i) Should have attended at least three quarters (75%) of the lectures
- (ii) Should have done all the prescribed coursework including the field work and/or projects where applicable.
- (iii) Should have been awarded a certificate of due performance after fulfillment of the above two.

Written examinations are conducted at every end of academic year. The requirements for successful performance in examinations are identical to those of pre-service programme above section 'c' to 'f'.

5.3.3 Guidelines on Examinations for Health Tutors Course

- (i) Two written examinations are administered.
- (ii) Final score in an examination comprises of coursework 30% and written examinations 70% and
- (iii) Successful performance in an examination is upon scoring 50%.

5.3.4 Guidelines on Examinations for Instructor Training Courses

The programme offers progressive assessment (Coursework) at 40%, written examinations at 60% and school practice at 100%.

5.3.5 Guidelines on Examinations for Bachelors of Teacher Education programme

The programme will offer written examinations (60%), coursework (40%) for each course examination, supervised college practice at 100% and either a written research report or project report. Candidates with a background of secondary Teacher education are expected in addition to college practice to offer a supervised Primary School based practice.

5.4 Policy Guidelines on Awards

5.4.1 Policy Guidelines on Awards for courses at PTCs

Regulations for the award of the Grade III Teachers Certificate in Uganda (revised 2005)-Kyambogo University will apply. On successful completion of the course, a candidate will be awarded the Primary Teachers Certificate

5.4.2 Policy Guidelines on Awards for courses at NTCs

Upon successful completion of the programme, a candidate shall be awarded a Diploma Education Secondary or Diploma Education Primary of Kyambogo University. The classification of the Diplomas is determined by computing the average mark of compulsory subjects of two years for pre-service and three years for In-service.

5.4.3 Policy Guidelines on Awards for courses at Health Tutors College

A candidate who successfully completes the prescribed programme is awarded the health tutors Diploma or the Bachelors of Medical Education of Makerere University without classification.

5.4.4 Policy Guidelines on Awards for courses at Instructor Training College

On successful completion of the programme, candidates are awarded a Diploma in Technical Teacher Education (DTTE). The Diploma is classified according to the Cumulative Grade Point Average (CGPA).

5.4.5 Policy guidelines on Award for Bachelor of Teacher Education Degree

A candidate will be awarded the Bachelor of Teacher Education Degree of Kyambogo University having successfully completed and fulfilled the requirement of the course programme. The candidate will have;

- (i) Completed the two year period and issued with a certificate of due performance,
- (ii) Passed all the combination theory curriculum course unit examination at 60% and coursework at 40% and
- (iii) Offered and successfully passed the practical curriculum examination of the supervised college practice with Primary School Practice for the DES based candidates.

5.5 Policy Guidelines on Graduation

5.5.1 Requirements for Graduation upon completion of courses at PTCs

The candidate must have fulfilled all the requirement of the grade III Certificate course which include;

- (i) Must have completed the two year period and issued with a certificate of attendance by the College,
- (ii) Must have passed all the six theory curriculum examination papers with at least 40% and
- (iii) Must have offered and successfully passed the practical curriculum examination of the

supervised school practice

5.5.2 Requirements for Graduation on completion of courses at NTCs

The candidate must have fulfilled all the requirements of the Diploma course which include;

- (i) Passing all the theory curriculum examination papers with at least 50% in his/her specialization and general courses
- (ii) Successfully passing the practical curriculum examination of the supervised school practice

5.5.3 Requirements for Graduation upon completion of courses at Health Tutors College

A candidate is eligible for the award of a Health Tutors Diploma or a Bachelors of Medical Education Degree of Makerere University. The candidate must submit a written research report as a fulfillment for the graduation requirements.

5.5.4 Requirements for Graduation upon completion of courses at Instructor Training Colleges

A candidate is eligible for the award of a Diploma in Technical Teacher Education when he/she obtains a minimum of 82 credit units (45 credit in year I and 37 credit units in year II). The candidate is required to submit a written research proposal as a fulfillment for the graduation requirements.

5.5.5 Requirements for Graduation upon completion of Bachelor of Teacher Education

The candidate must have fulfilled all the requirements of the Bachelor of Teacher Education two year course programme of Kyambogo University. The candidate will also be required to submit a written research report/or a written project report. Further, the candidate will have;

- (i) Passed all the theory curriculum course unit examinations at 60% and coursework at 40% in his/her specialization and general courses.
- (ii) Offered and successfully passed the practical curriculum examination of the supervised college practice with Primary School Practice for the DES based candidates.

CHAPTER SIX

HUMAN RESOURCE MANAGEMENT

6.0 Introduction

Policies on teachers' management focus on issues which concern a trained and qualified teacher employed in the Uganda Teaching Service. However, there are situations where some untrained persons do teach in schools especially in hard to reach and hard to stay areas. Such persons are employed on the assumption that they enroll on the in-service programme under Teacher Development and Management System (TDMS). There are regulations and policies regarding teacher recruitment, registration, confirmation, conduct, professionalism, professional development, reward, discipline and retirement. This chapter highlights policies and guidelines regarding Teacher Management and Professionalism.

6.1 Registration and Confirmation of teacher Professionals

“Excerpts” from The Education (Pre-primary, Primary and Post-Primary) Act 2008, Part v section 11 to 23, pages 17-24, clarify the process on registration of teachers and measures to be followed while dealing with persons who fail to fulfill this requirement. In particular, section 11 issues warning to all persons intending to teach (Sec.11 page 17)

“No person shall teach in any public or private school of any description unless he or she is registered as a teacher or licensed to teach under this Act” Sec 13 page 18 sub section (1) and (2) provides guidance on persons entitled to register

- (i) A person who completes successfully the training approved by the Ministry of Education and Sports shall be entitled, on application made to the Director of Education, to be registered as a teacher.
- (ii) An application for registration as a teacher shall be made to the Director of Education in Form B as specified in the fourth schedule of the Education Act 2008.
- (iii) Sec 14 page 18 guides on how to deal with persons who do not qualify to be registered. Further details regarding teacher registration are clearly outlined in the Act 2008.

6.2 Guidelines on Recruitment, Deployment and Confirmation

6.2.1 Recruitment on Probation

Appointment can be on probation, promotion, acting capacity/caretaker and contract.

- (i) For a teacher to be eligible for appointment on probation, he/she must have a Teaching Certificate from a recognized Teacher Education Institutions and a Certificate of Registration in the relevant Grade.
- (ii) All teachers on probation shall serve a period of two years on first appointment, commencing on the date of assumption of duty.
- (iii) All teachers on probation shall be given every possible assistance by their immediate supervisors to enable them establish themselves in the service. An appraisal report shall be submitted to the responsible officer every six months.
- (iv) During probation, a teacher may register for further training only in short term courses that are inductive in nature. Long term training courses may only be undertaken after clearance from the supervisor and employer.
- (v) Appointment on promotion is through interview according to the guidelines provided in the scheme of service.
- (vi) Appointment in acting position may be granted where for any sufficient reason, there is no teacher available to perform the functions of a teacher holding a statutory office. The responsible officer may recommend to the commission such a teacher for appointment to act in such an office and
- (vii) A teacher appointed under any of the above categories should accept the appointment in writing.

6.2.2 Deployment

- (i) Deployment is the responsibility of the Permanent Secretary, Ministry of Education and Sports for Post Primary Institutions and the respective Chief Administrative Officers for primary schools.
- (ii) Teachers may be assigned appropriate duties and stations anywhere in Uganda. Any teacher seeking transfer from one school to another shall have the transfer cleared in accordance with existing regulations and procedures.

6.2.3 Confirmation

All teaching personnel are eligible for confirmation after serving a continuous probationary period of two years and should have been appraised by their supervisors.

- (i) A teacher in Post Primary Institution shall apply in writing for confirmation into the service to the Education Service Commission through the Permanent Secretary responsible for Education at least four months before the end of the probationary period. Copies of these applications shall also be sent directly to the District Service Commission.
- (ii) A primary school teacher shall apply in writing for confirmation into the service to the Chief Administrative Officer at least four months before the end of the probationary period. Copies of these applications shall also be sent directly to the District Service Commission.
- (iii) Recommendations for confirmation for post Primary Teachers shall be made by the Heads of the Institutions and Inspectors of Schools and shall be submitted by Ministry of

Education and Sports to the Education Service Commission, as appropriate, at least three months before the end of the probationary period and

- (iv) Recommendations for confirmation for Primary School teachers or otherwise shall be made by Heads of the Institution and Inspectors of Schools and shall be submitted to the Chief Administrative and District Service Commissions as appropriate, at least three months before the end of the probationary period.

Implementation Status

The current reform regarding confirmation requires Newly Qualified Teachers at primary schools to work through the probation curriculum before they are confirmed in service (Chapter 7 section 7.6)

6.3 Guidelines on Terms, Conditions and Teachers Code of Conduct

Teaching is an activity which influences character molding. Teacher professionals, demonstrate characters which are emulated by learners. Persons who aspire to pursue a career in teaching should exhibit acceptable professionalism by way of conduct and execution of duties. This is the reason why guidelines on terms and conditions and teachers' code of conduct are put in place.

Objectives of the guidelines on terms, conditions and Teacher's Code of Conduct

The main objective of issuing guidelines on terms, conditions and teachers' code of conduct is to shape actions and behavior of Teachers and Instructors towards the teaching profession, learners, colleagues and other stakeholders (Teaching Service Commission regulations schedule 12/1996) Guidelines on terms, conditions and teacher's code of conduct explicitly spelled out conditions against which an employer could offer a job to teach (Terms, Conditions and Teachers Code of Conduct 1974).

Implementation Status

- a) *During the training of teacher professionals, trainees are exposed to practices of teaching and their attention is drawn to the responsibilities and conduct of teacher professionals.*
- b) *The Education Service Commission Regulations, 2010, schedule 1 page 22; provides the Code of Conduct for teaching personnel. The schedule consists of ten sections to guide membership to the teaching profession, professional responsibility and conduct, personal responsibility, relationship between the teacher and learner, colleagues, parents, employer and the community.*
- c) *The schedule expands in detail the role of head teachers and principal in the management of schools and colleges.*
- d) *The schedule cautions teachers and instructors on how to enforce adherence to provision in the code. (The Education Service Commission Regulations 2010, Schedule). and*
- e) *Further guidance on teacher competences and professionalism is provided by the Directorate of Education Standards (Guidelines on Teacher Competences and Professionalism, 2007)*

6.3.1 Appraisal, Rewards and Sanctions

To appraise is to assess performance. Appraisal of teaching personnel informs the process of resource management i.e. deployment, promotions and response to staff training needs. While implementing the scheme of service, a wide range of policy provisions are consulted. Similarly, there ought to be policy guidelines on appraisal, rewards and sanctions to guide decision making

during administration of the public service in the education service.

Objectives of guidelines on Appraisal, Rewards and Sanctions

The main objective of guidelines on appraisal, reward and sanctions is to provide a mechanism and yard stick of measuring performance and make informed decisions.

- (i) The education service commission can make Standing Orders to guide administration and conduct of teaching personnel. (Education Act, 2002, part iv section 29 (1) page 15)
- (ii) Decisions made by Education Service Commission are based on recommendations in the appraisal reports by head teachers, principals and district education officers.
- (iii) An inter-ministerial committee meeting passed a resolution to allow district authorities to enact Ordinances and bye-laws, where the district authorities would address issues of non monetary incentives such as educators and excellence awards (MOLG circular)
- (iv) Issues concerning discipline and how to handle disciplinary cases are well explained by the education service. (The Education Services Commission regulations 2010, part IV sections 31-39.

Further guidance on rewards, incentives and sanctions is documented elsewhere (Manual for Primary School Managers which was issued by the MoES during the SUPER Project)

6.3.2 Procedures and Conditions to be followed by Teachers proceeding on Upgrading

These procedures are supposed to guide teachers proceeding on long term teacher training courses.

A. Procedures

- (i) Primary school teachers intending to undertake long term training of nine months and above will apply to the Training Institutions through their Head teachers, District Education Officers and Chief Administrative Officers,
- (ii) Applicants from Post Primary Institutions should submit their application to the Training Institutions through the Head of Institution/Schools and the Permanent Secretary, Ministry of Education and Sports,
- (iii) Approval by the Permanent Secretary/Chief Administrative Officer shall be written two weeks from the date of receipt of the application,
- (iv) On admission to the training institution, the teacher shall apply to the Permanent Secretary or Chief Administrative Officer for Study leave,
- (v) On receipt of the teachers' application, the Permanent Secretary or Chief Administration Officer should immediately request for study leave for the teacher from the relevant commission and
- (vi) Teachers should only proceed on training after approval by the service commission.

B. Conditions

- (i) A teacher intending to go on study leave should have been confirmed in service.
- (ii) He/She should have served for a minimum of 3 years after completing the previous long course.

- (iii) Evidence of a proper hand-over will be required.
- (iv) No new teachers will be recruited outside the established staff ceiling to replace the ones going to upgrade.
- (v) The Head of Institutions/Schools will be required to indicate how the work load of the applicant will be handled in his/her absence.
- (vi) The Head teacher/Principal/Director must confirm that the person applying to the pay roll by attaching a recent copy of the pay-slip.
- (vii) Study leave for long courses will only be granted where courses are relevant to the curriculum at Primary, Secondary or Post –Secondary Institutions.
- (viii) A Head of Institution, Deputy or Teacher/Lecturer who undertakes any long term course in subjects which are not related to his/her subject specialization shall not be granted study Leave. If he/she insists and proceed to complete the course, she/he will not be registered at that level of qualification.
- (ix) Long Management Courses should be undertaken by Head of Education/Institution, Deputies or Heads of Departments at graduate level only. All teachers are required to do teaching subjects relevant to their respective sub-sectors and
- (x) Approval to proceed for short courses in non-teaching areas will be issued by the Permanent Secretary, Ministry of Education and Sports and the Chief Administrative Officers for Post-Primary and Primary teachers respectively.
- (xi) It should be noted that:
- (xii) Study Leave is with pay. Teachers should not be deleted from the payroll.
- (xiii) Attainment of Higher qualification will not automatically lead to promotion to Grade V or Graduate teacher unless a vacancy exists within the approved staff establishment ceiling of the relevant sub-sector. (Attention is drawn to Government Standing orders Chapter 1 section A-Bb(1) to (2).
- (xiv) A teacher who proceeds for future studies without being granted study leave will be assumed to have abandoned duty. Such cases shall be removed from the payroll.
- (xv) On completion of a long term course, a teacher should be awarded salary increment in accordance with circular standing instruction No.6 of 1989 and
- (xvi) Release of the teacher should be well planned so that there is no disruption of the academic programme. Chief Administrative Officers and Head of post-primary Institution should draw annual training plans.

6.3.3 Exit from Uganda Teaching Service

A teacher can leave the teaching service under any of the following circumstances:

- (a) Mandatory retirement
- (b) Medical grounds
- (c) Retirement in public interest
- (d) Death
- (e) Change/transfer of service
- (f) Abscondment

Further guidance on how to exit the teaching service can be sought from The Manual for Primary School Managers.

CHAPTER SEVEN

POLICY REFORMS

7.0 Introduction

Policy reforms are intended to improve quality of Education service provision. Reforms in the Curriculum at School level necessitated introduction of reforms in TIET institutions. This chapter highlights some of the reforms in TIET institutions.

7.1 Education Sector Strategic Plan

Education Sector Strategic Plan (ESSP) 2004-2005 is a frame work which governs all undertakings by the Ministry of Education and Sports. It succeeded the Education Strategic Investment Plan (ESIP) of 1998 -2003.

Purpose of the Education Sector Strategic Plan

- (i) To help the Ministry fulfill its mission, which is “to support, guide, co-ordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development.
- (ii) To guide all sub-sectors in their regular medium term and annual planning and budgeting exercises.
- (iii) To help the Ministry of Education and Sports as sector coordinator, negotiate with other government agencies, other actors in the education sector, and external funding agencies to define the scope and use of their investments in the education sector.
- (iv) The overall objectives of education policies are to meet the broad requirements of the Millennium Development Goals (MDGs) Education for all goals and the mission of the Ministry of Education and Sports.

Objectives which govern activities of ESSP

Three main objectives govern activities of ESSP. Each of the three objectives has sub

Objectives and each one has implications for TIET institutions.

- (i) An education system relevant to Uganda's national development goals. This objective addresses access problems and suggests solutions.
- (ii) Students achieving education goals. This objective is concerned with quality of education service provision to ensure acceptable levels of literacy and numeracy. The objective also hints on the need to equip learners with the necessary competences to enhance development and
- (iii) An effective and efficient education sector. This objective is intended to identify insufficiencies in the sector and maintain an effective and efficient education sector and institutions.

The TIET department has a direct responsibility to ensure fulfillment of the above objectives by way of producing competent personnel who implement the education policies.

7.2 Customized Performance Targets (CPTs)

Customized Performance Targets (CPTs) were organized to serve as administrative tools to enhance accountability and create measurable performance indicators for head teachers and tutors. It is envisaged that Customized Performance Targets aid School Performance Reviews and School Improvement Planning. Consequently, teachers, head teachers and tutors can contribute to improved education quality when they account for the resources invested in Education (see guidelines on Customized Performance Targets for head teachers and Deputy head teachers May2008; Customized Performance Targets pre-service and coordinating tutors, Dec 2009; Assessment guidelines for Customized Performance Targets for head teachers and deputy Headteachers, 2010 Guidelines on use and accountability of school inspection grants, 2009)

Objectives of Customized Performance Targets (CPTs)

The overall objectives of CPTs is to enhance accountability of resources, provide Measurable performance indicators to aid individual teacher and institutional performance reviews to improve quality of education.

Implementation Status

Implementation of CPTs for head teachers was initially done in twelve intensity districts where Quality Enhancement Initiative (QEI) was piloted. Currently, CPTs are supposed to be implemented by all head teachers of Government aided primary schools countrywide. Uganda National Teachers Union (UNATU) is supporting teachers and head teachers on how to implement CPTs (Report on head teachers training, Bukandura Centre, Kabulasoke 2009) Coordinating Centre Tutors together with District Education officials guide and support Head teachers to implement CPTs and conduct School Performance Reviews.

7.3 School Performance Reviews (SPR)

School Performance Reviews is a strategy to enhance effective institutional / school planning. Outreach tutors in Core Primary Teachers' Colleges are responsible to support teachers and head teachers to conduct School Performance Reviews.

Objectives of School Performance Reviews

- (i) To strengthen Reflective practice amongst staff.
- (ii) To enable institutions to identify challenges and lay appropriate strategies to overcome such challenges.
- (iii) To enhance School Improvement Planning.

Implementation Status

The Directorate of Education Standards (DES) produced guidelines on self-evaluation and assessment for primary and Secondary schools, Primary Teachers' Colleges and BTVET institutions. Out reach tutors are supposed to support head teachers to develop school work plans, conduct self-evaluation and assessment during School Performance Reviews. Similarly all TIET institutions ought to conduct self-evaluation and assessment during Institution performance Reviews.

The Directorate of Education Standards follows an inspection cycle where it monitors the progress of conducting School Performance Reviews.

7.4 Scheme of Service for Teaching Personnel

The scheme of service for teaching Personnel in the Uganda Teaching service streamlines supervisory responsibilities among the different cadres of teaching personnel. The scheme of service literally maps out the career path for the teaching personnel and contributes to the enhancement of status, morale and professionalism

Objectives of the scheme of service for teaching personnel

The main objectives of the scheme of service are:

- (i) To describe the minimum training requirements of the teaching personnel in the Uganda Education service.
- (ii) To establish standards for recruitment, training and professional growth.
- (iii) To stimulate minimum professional growth a teacher is expected to undergo during his/her active service within the education service.
- (iv) To institute clearly designed professional promotional ladders for the classroom teaching personnel that will attract, motivate and retain qualified and competent teachers in the profession and
- (v) To specify well defined job descriptions, roles, duties and responsibilities of teachers at all levels (see the scheme of service for teaching personnel in the Uganda Education Service 2008, page)

Implementation Status

The scheme of service is a human resource management tool. District Education officials in liaison with head teachers are expected to utilize the scheme of service while recommending promotions. Principals of primary teachers colleges are supposed to follow schemes of services while recommending promotions for tutors.

Heads of schools and colleges ought to assess teacher/instructors' contribution towards achieving institutional customized performance targets. Information from institution performance reviews contribute to teacher/instructor appraisal reports. Such appraisal reports inform annual appraisal reports for each teaching personnel. Its against annual performance reports that recommendations for promotion are made.

7.5 Certificate in Teacher Education Proficiency (C-TEP)

Certificate in Teacher Education Proficiency (C-TEP) is a unique need-based course that was designed as an intervention measure to bridge existing gaps in PTE practices.

The Teacher Education Proficiency course is based on the constructivist thinking where the learner is taught how to learn. The course emphasizes reflective practice to enable teacher professionals to examine their level of performance and take action to move to a higher level.

The purpose of C-TEP is to provide newly appointed Teacher Educators with the tools for continuous learning from practice. The course can also be used to retool experienced teachers crossing to teacher education sub-sector.

Specific objectives of the C-TEP course

By the end of the course, participants are expected to;

- (i) Apply Knowledge and skills to achieve the Education for All (EFA) and Millennium Development Goals(MDGs)
- (ii) Conduct reflective practice and action research as tools for lifelong learning.
- (iii) Analyse and address issues in education.
- (iv) Integrate cross-cutting issues in education practice to increase access, equity and retention for quality education.
- (v) Build personal and institutional capacity through continuous professional development
- (vi) Demonstrate proficiency in implementing education programmes.
- (vii) Select, design, adapt and utilize appropriate instructional materials.
- (viii) Develop evidence-based professional and learning portfolios by documenting work place experiences and practices.
- (ix) Select and apply appropriate generic methods and strategies that enhance learner participation and critical thinking skills.
- (x) Demonstrate positive attitudes towards the teaching profession.
- (xi) Apply appropriate pedagogical leadership skills to build their institutions into learning communities and learning organizations.

Implementation Status

The Certificate in Teacher Education Proficiency was designed for tutors in Primary Teachers College. A replica of the course has been adapted for District Education Officials and Teachers in the primary school i.e. Certificate of Proficiency in Education Leadership(C-PEL) for District Education managers and Certificate of Proficiency in Teaching(C-PT) for the teachers.

The Courses for the district Education managers and the Teachers are being piloted in Fifteen (15) districts in northern and North-eastern Uganda. On Completion of piloting, the courses will be rolled out to the rest of the Districts.

7.6 Probation Curriculum for Newly Qualified Primary School Teachers.

The probation curriculum is a modular course intended for Newly Qualified Teachers at the primary school level.

The course is designed to cover the probation period of two years and to be administered through the TDMS system. At school level, the mentor teacher guides the teachers through the modules. The District Inspectors of Schools and the CCTs monitor the progress of curriculum implementation through regular inspection.

Objectives of the probation curriculum

There are two main objectives of the probation curriculum.

- (i) To orient the Newly Qualified Teachers into the school working environment and system of education.
- (ii) To prepare the teacher for confirmation in the Uganda Teaching Service.

Scope/Coverage

The probation Curriculum covers seventeen areas;

Area 1: Orientation to school teaching and learning.

Area 2: Policies, Standing orders and regulations and other professional requirements.

Area 3: Curriculum interpretation and implementation.

Area 4: Planning for instruction

Area 5: Instructional materials and resources.

Area 6: Teaching and learning

Area 7: Classroom and behavior management

Area 8: Relationship with learners

Area 9: Local language skills

Area 10: English Language skills

Area 11: Assessment

Area 12: Diversity

Area 13: Communicating and working with others

Area 14: Cross-cutting issues

Area 15: Interventions

Area 16: Personal Development and Life skills

Area 17: Professional Development

7.7 Secondary Science and Mathematics Teachers (SESEMAT)

The Secondary Science and Mathematics Teachers Programme (SESEMAT) is an initiative under the Ministry of Education and Sports (MoES) with technical support from Government of Japan through Japan International Cooperation Agency (JICA) to enhance the teaching of Science and Mathematics in secondary schools, National teachers Colleges, Primary Teachers Colleges and Primary Schools.

The SESEMAT programme aims at improving students' performance in science and Mathematics through In-Service Education and Training (INSET)

Specific Objectives for SESEMAT

1. To promote a pedagogical paradigm shift through INSET,
2. To create an enabling classroom environment for classroom teachers and
3. To institutionalize a sustainable INSET system

Implementation Status

Implementation of the SESEMAT programme started in July, 2005. The programme follows Cascade approach, with training centers in the central, Eastern, North Eastern, North Western, Western and South Western regions. The programme has also been extended to support tutors/lectures of science and Mathematics in Primary and National Teachers Colleges.

7.8 Uganda Vocational Qualification Framework (UVQF).

Uganda Vocational Qualification Framework is a statutory provision in the Business, Technical Vocational Education and Training (BTVET) Act 2008, Part V section 20 and 21. The Framework is intended to harmonize assessment and Awards in Education and training programmes.

The Directorate of Industrial Training has direct responsibility of all activities linked to the UVQF.

Objectives of Uganda Vocational Qualification Framework (UVQF)

- (i) To define occupational Standards in the world of work,
- (ii) To define assessment standards,
- (iii) To define qualifications of learners who meet the set standards of the different studies and
- (iv) To provide guidelines for modular training

The BTVET Act 2008, Part IV section 14 stipulates functions of the Directorate of Industrial Training (DIT) as follows;

- (i) To identify the needs of the labour market for occupational competencies that falls under the Uganda Vocational Qualifications Framework,
- (ii) To regulate apprenticeship schemes,
- (iii) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF,
- (iv) To secure adequate and sustainable financing for the efficient operations of the Directorate,
- (v) To accredit training institutions or companies as UVQF assessment centers,
- (vi) To determine the fees payable under the BTVET centers,
- (vii) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications defined in the UVQF,
- (viii) To assess and award Uganda Vocational Qualifications,
- (ix) To promote on the job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading and
- (x) To prescribe the procedure for the making of the training schemes.

Occupational Competences that fall under UVQF

- (a) Brick laying and Concrete practice
- (b) Carpentry and Joinery
- (c) Motor Vehicle Mechanics
- (d) Fitter Mechanics
- (e) Tailoring Cutting garments
- (f) Shoe making
- (g) Agriculture Stage I and II
- (h) Welding and Metal Fabrication
- (i) Home Economics
- (j) Electrical Installation
- (k) Painting and Decoration
- (l) Electronics
- (m) Beautification

Managers of Vocational institutions are encouraged to familiarize with the BTVET Act 2008 and the BTVET assessment and certification regulations 2008.

Implementation Status

The various vocational training institutions produce persons of varied competences as determined by the vocational trade. Providers of the different vocational training used to offer varied awards, some of which would be contested by the employers.

CHAPTER EIGHT

CROSS CUTTING ISSUES

8.0 Introduction

There are many issues which may not necessarily be in the school curriculum but they directly or indirectly impact on the process of education. These issues cut across all the sectors and that is why they have been considered in the hand book on TIET policies. Such issues include HIV and ADS, environment conservation, Special Needs Education, Guidance and Couselling, Basic education for disadvantaged children, Physical education and Sports, Information Communication Technology, Land use and Management, Gender education, Agriculture education and Sanitation and Hygiene.

8.1 Education and Sports Sector Policy and Policy Guidelines on Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)

Human Immune-deficiency Virus and Acquired Immune Deficiency Syndrome is a scourge that results when human bodies loose immunity to disease. This scourge interrupts all social activities including education. Many teachers and learners are either infected or affected with the HIV and AIDS or affected with the effects of the scourge.

Many families are traumatized and can not cope with the psychological torture in their lives. It is against this background that the Ministry of Education and Sports developed policies and guidelines on how to deal with HIV and AIDS.

Members of the community especially those in TIET institutions ought to familiarize with policies and guidelines on HIV and AIDS. In particular managers of TIET institutions should be conversant with such policies and guidelines so as to be in a better place to offer support to the people they lead.

8.1.1 Policy Vision, Mission, Goal, and Objectives

- (i) National Policy Guidelines on HIV and AIDS

- (ii) This policy envisions an education and sports sector free of HIV and AIDS, its risks and negative impacts.
- (iii) The mission of the policy is to provide a Framework for responding to HIV and AIDS in the education and sports sector.

Policy Objectives

- (i) To raise the knowledge base of learners, students, education managers, educators and other sector employees on HIV and AIDS,
- (ii) To ensure that learners, students, education managers, educators and other sector employees access HIV and AIDS prevention, treatment, care and support services,
- (iii) To eliminate all forms of stigma and discrimination in the education and sports sector,
- (iv) Mitigate impact of HIV and AIDS, which impedes access to and provision of quality education,
- (v) To strengthen the education and sports sector capacity to effectively responding to HIV and AIDS and
- (vi) Contribute to the knowledge base on HIV and AIDS through research.

8.1.2 The Education Sector HIV and AIDS workplace policy

This policy intends to guide actors in the education sector in addressing appropriate interventions. It reinforces the national policy on HIV and AIDS and the National Framework for HIV and AIDS in Uganda. In particular, the education sector HIV and AIDS work place policy emphasizes non-discrimination, confidentiality and gender equity. Ministry of Education endeavors to ensure that prejudice or victimization does not take place against any employee on account of his / her HIV and AIDS status. This means that no person with HIV and AIDS shall be treated unfairly in regard to:

- (i) Recruitment procedures, advertising and selection criteria.
- (ii) Dismissal and forced retirement because of actual or perceived HIV and AIDS infection.
- (iii) Appointment and appointment process.
- (iv) Job classification or grading.
- (v) Job assignment.
- (vi) The working environment and facilities.
- (vii) Training and development.
- (viii) Performance evaluation systems, appointment and transfers and demotion.
- (ix) Remuneration, employment benefits, terms and conditions of employment.

The policy also aims at improving knowledge on HIV and AIDS promote positive behavior change and equip learners with life skills that reduce their vulnerability to HIV infection.

8.2 Environment Education Policy

Environmental Education is very instrumental in ensuring sustainable use of natural resources. Ensuring equitable and self reliant use of environmental resources is a key challenge facing government because majority of Ugandans interact largely with the environment through agricultural activities. The high level of urbanization also causes an environmental challenge to the government of Uganda.

Although National Environmental Management Authority has been actively involved in environmental education activities that aim at sustainable environmental management, the risk of environmental degradation remains high unless environmental education is adequately mainstreamed in all relevant development programmes. The curriculum for both primary and secondary level tackles issues of environmental management. Managers of TIET institutions should also be aware of the strategies to protect the environment.

8.3 Physical Education and Sports Policy

“A health mind in a health body” ought to be the guiding slogan. Physical education greatly improves health. ‘This’ is why Sports cannot be detached from education, hence, the Ministry of Education and Sports. A policy on physical education and sports was introduced to guide provision of physical education and sports for all in the country.

The benefits of physical education are enormous. They include;

- (i) Enhancement of self esteem and reduction of tendencies of risk behavior,
- (ii) Reduction of negative attitude to school dropout,
- (iii) Importance to pre-vocational subject,
- (iv) Enhancement of academic performance,
- (v) Provision of better understanding of speed, distance, force and fairness,
- (vi) Provision of opportunity for action instead of idleness and
- (vii) Offers focused commitment.

Policy Mission

To create a healthy, united, democratic and productive nation through physical activity and excellence in Sports.

Policy Objectives

The broad policy objectives of the National Physical Education and Sports (PE&S) policy are;

- (i) Improving planning, management and administration of physical education and sports in the country,
- (ii) Improve access to and the quality of Physical Education and Sports in the country and
- (iii) Develop a cadre of high performing national athletes on a sustainable basis.

Policy Rationale

Uganda through the years has been participating in various sporting disciplines with varied levels of achievements. To the nation, the physical Education and Sports policy finds its justification in the following;

- (i) Fostering patriotism, national pride and unity amongst the people,
- (ii) Providing an enabling environment and a basis which the government, sponsor, donors, the private sector and individuals will support development of physical Education and Sports in the country,
- (iii) Streamlining administrative and management of sports at all levels,
- (iv) Providing a basis for securing funding for physical Education and Sports and
- (v) Aiding the development of Physical Education and Sports as a profession.

Implementation Status

The process of retraining and training teachers for secondary schools in Physical Education (PE) is ongoing. Modules to support the teaching of PE are being developed and the roll out is being conducted at regional level throughout the country. Physical Education is now one of the eight compulsory subjects at lower secondary school level.

8.4 Agriculture Education Policy

According to the National Development Plan (NDP), Agriculture is identified as a key sector of the economy that ought to improve the incomes of the poor, majority of whom derive their livelihood from subsistence agriculture. The NDP is operationalised through the Plan for Modernization of Agriculture (PMA) which is already being implemented. Because of the pivotal role played by agriculture in economic development, agriculture education both formal and non formal is viewed as important in changing people's attitude towards agriculture.

The key development by the Ministry of Education and Sports in promoting agriculture education has been the development of the Agriculture Education Policy as well as the revision of the primary school curriculum with agriculture as an examinable subject. A practical approach to agriculture has been promoted in the primary teachers colleges and their cluster schools. Agricultural equipment, teaching and learning materials have been provided to facilitate agricultural education and training. However, there is need to promote in-service teacher education programmes in some agricultural colleges aimed at improving teaching and learning methodologies.

The review of the curriculum for secondary schools both "O" and "A" Level caters for agricultural education. The curriculum for Agricultural colleges was completed and is already being implemented.

In order to ensure coherence, positive impact, equity in national development and fulfillment of PEAP's Goals, agricultural education should be given priority from the national development context. Managers of TIET institutions need to encourage their learners to undertake agriculture projects which may generate income to subsidize Government grants to the institutions.

8.5 Information Communication Technology (ICT) Policy

The trend now is to practice Information Communication Technology in order to ease access, storage and retrieval of information. This is why Government put in place a Ministry of Information Communication Technology.

Managers of TIET institutions are advised to encourage teachers and students to acquire ICT skills. The benefits of such skills are enormous.

It is advisable that all managers of education institutions acquire a copy of the ICT policy and internalize its provisions.

8.6 The National Land Policy

In Uganda, land tenure is either by Government or private ownership. Private ownership can be clan land, family land, institution or organization land. Land can be held on lease or free hold.

It is important that the leadership of Government and proprietors of TIET institutions are familiar with the land policy in Uganda. Land is a property and a resource which requires proper planning

for effective use. The National Land Policy provides guidance on issues of land tenure, land administration, land investment, use and management of natural resources.

The objectives of the National Land policy are to:

- (i) Stimulate the contribution of the land sector to overall social economic development, wealth creation, and poverty reduction in Uganda.
- (ii) Harmonize and streamline the complex tenure regimes in Uganda, for equitable access to land and security of tenure;
- (iii) Clarify the complex and ambiguous constitutional and legal framework for sustainable management and stewardship of land resources
- (iv) Resolve historical injustice to achieve balanced growth and social equity;
- (v) To reform and streamline land rights administration to ensure efficient, effective, and equitable delivery of land resources;
- (vi) Ensure sustainable utilization and management of environmental, natural and cultural resources on land for national socio-economic development
- (vii) Ensure planned environmentally friendly, affordable, and orderly development of human settlements for both rural and urban areas, including infrastructure development;
- (viii) Harmonize all land related policies and law and strengthen institutional capacity at all levels of Government and cultural institutions for sustainable management of land resources

The National Land Policy and the Land Act are vital documents to guide land ownership and management. The two statutory documents are required as part of the Basic Requirements and Minimum standards of educational institutions. Managers of TIET institutions need to acquaint with the functions of e various land management organs such as Parish Land Committees, District Land Committees, The Uganda Land Commission, and Land Tribunals.

Functions of the Uganda Land Commission

- (i) Hold and manage any land in Uganda which is vested in or acquired by the Government in accordance with the Constitution
- (ii) Where applicable, hold and manage any land acquired by the Government abroad except that the commission may delegate the management of such land to Uganda's missions abroad
- (iii) Procure certificates of title for any land vested in or acquired by the government
- (iv) Perform such other functions as may be prescribed by or under the Land Act or any other enactment

Functions of the District Land Board

- (i) Hold and allocate land in the district which is not owned by any person or authority
- (ii) Facilitate the registration and transfer of interest in land
- (iii) Take over the role and exercise the powers of the lesser in the case of a lease granted by a former controlling authority
- (iv) Cause surveys, plans, maps, drawings, and estimates to be made by or through its officers or agents
- (v) Compile and maintain a list of rates of compensation payable in respect of crops, buildings of non-permanent nature, and any other thing that may be prescribed

- (vi) Review every year the list of rates of compensation referred to in section (e) above
- (vii) Deal with any matter which is incidental or connected to the other functions referred to in this section.

There are land tribunals at district and sub-county levels to arbitrate land wrangles. (Further information on land use and management can be accessed in the Land Act Caption 227).

8.7 Alternatives to Corporal Punishments

Corporal punishment refers to any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involve hitting children with the hand, or with an implement. But it can also involve, for example, kicking, shaking, or throwing children, scratching, pinching, burning, scalding, or forced ingestion. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention on the Rights of the Child.

Article 37 on the CRC requires states to ensure that no child shall be subjected to torture or other cruel, inhuman, or degrading treatment or punishment. Furthermore, the CRC states that disciplinary action in schools should be administered in a manner that respects the child's human dignity.

It is against this background that the Ministry of Education and Sports banned corporal punishment in schools and colleges and issued circulars to restrain inhuman treatment of children in schools

In 1997, Circular CE/C/23 was issued to institute a temporary ban on the use of corporal punishment in schools and colleges.

In 2001, Circular No. 6/2001 provided guidelines on handling of indiscipline in schools.

In August 2006, Circular No. 15/2006 was issued to institute a ban on corporal punishments in schools and colleges.

In order to guide the institutions on alternatives to corporal punishments, the Ministry of Education and Sports issued an introductory Handbook for promoting positive discipline in schools and colleges for quality education. This handbook stipulates alternatives to corporal punishments. (Details regarding Government position on Corporal punishment can be accessed from the circulars and the Handbook).

8.8 Gender in Education Policy

In the true African culture, women are relegated in many aspects. In order to minimize dominance by the male folks, the Ministry of Education and Sports put in place a policy on gender in education.

Policy Vision

The vision of this policy is to promote equitable quality and relevant education and sports for all boys and girls, men and women in Uganda.

Policy Purpose

The main purpose of this policy is to guide effective mainstreaming of gender through out the Education and Sports Sector.

Policy Goal

To achieve gender parity at all education levels and aim at gender equality in terms of opportunities, benefits and outcomes in the Education and Sports Sector.

Policy Objectives

The overall objective of the Gender in Education Policy is to establish mechanisms to eliminate all gender disparities in education, training and sports in relation to enrolment, retention, completion, performance, quality and learning out comes.

The specific objectives of the Gender in Education policy are to:

- (i) Equal participation for all in the education system;
- (ii) An education that provides relevant knowledge, skills and values equally to males and females;
- (iii) An education system that is gender responsive in terms of planning, budgeting, programming and Monitoring and Evaluation; and
- (iv) An education system that provides an enabling and protective environment for all persons.

For further guidance on the implementation of this policy, managers and proprietors of TIET institutions are advised to access the policy document and internalize the guiding principles.

8.9 Special Needs Education Policy

This is education which provides appropriate modification in order to meet special educational needs. It is learner centered, flex able and adjustable to individual needs and potential.

Special Needs Education (SNE)

These are educational needs which are not met by the usual provision in class. They may be consequences of under stimulation, social economical neglect or abuse, a traumatic experience, impairment or other conditions that makes it difficult for a person to follow the regular curriculum and ways of teaching.

The Ministry of Education and Sports encourages inclusive education. This is why it issued guidelines on meeting special and diverse educational needs in an inclusive school setting. The Ministry also issued guidelines for special schools which provide special education.

Further guidance on Special Needs Education can be sought from specialist resource persons at districts, depart of EARS or the department of guidance and counseling at the MoES. It is important to note that there are teachers and instructors who may need Special Needs Education and Guidance and Counselling.

8.10 Basic Education for educationally disadvantaged persons

Educationally disadvantaged persons could be people with problems socially, economically, culturally or politically disadvantaged. In an endeavor to provide basic education to all, Government put in place a policy to guide on the provision of Basic education for educationally disadvantaged children. Teacher professionals and parents ought to be familiar with this policy.

Policy Vision

Successful implementation of this policy will lead to a Uganda with a literate and informed society, with basic education opportunities for all citizens, where good governance and human resource development are sustainably enhanced, promoted and accelerated through a provision of basic education.

Policy Objectives

- (i) Initiate, strengthen and streamline all basic education programmes and services targeting educationally disadvantaged children,
- (ii) Articulate the definition of educationally disadvantaged children, highlighting their concerns, needs and aspirations for appropriate interventions, including their own involvement and participation in social, educational, economic, cultural and political aspects,
- (iii) Promote educational empowerment of the educationally disadvantaged children,
- (iv) Increase their involvement decision – making leadership and community participation for improving socio-economic status,
- (v) Provide psycho-social support and other services to educationally disadvantaged children in their particular circumstances.

Policy Rationale

Basic education for all is a constitutional right of every citizen of Uganda. Government commitment to democratize education, agreed; “to make basic education available to all citizens of Uganda irrespective of their age, sex, religion, disability, or region to which they belong.”

Policy focus issues

This policy will focus on;

- (i) Increasing the level of community participation in the provision of basic education,
- (ii) Ensuring a smooth transition from the non formal to formal programmes and follow – up of children who transfer,
- (iii) Ensuring universal access to primary education through increasing net enrolment ratios, improving attendance and making instructional time more effective,
- (iv) Quality revitalization – through the provision of basic learning materials, training of teachers/instructors, and expansion of post primary opportunities through access to relevant materials and appropriate methodology.
- (v) Equity – focusing on the elimination of disparities within the education sector with emphasis on removing gender, regional and social inequities and meeting the individual educational needs all with a view to eradicating poverty.

- (vi) Retention of pupils and teachers through improved quality of delivery and school environment as well as deployment and working conditions.

Teachers/Instructors/Facilitators

- (i) Special Needs Education (SNE) will be a Compulsory component of the PTC curriculum.
- (ii) All teachers will be sensitized on special needs/inclusive education
- (iii) More teachers will be trained/retrained in appropriate classroom methodologies and life skills, using TDMS structures.
- (iv) Training opportunities on Special Needs Education will be facilitated at Kyambogo University.
- (v) Continuous research on Special Needs Education will be facilitated at Kyambogo University.

Implementation Status

The non-formal component is what has since had prominence in this policy, even then, with resource constraints for activity facilitation. So far, training manuals and Instructor training has been conducted.

8.11 School Health Policy

School Health comprises of factors that affect the health and well-being of all learners, school staff, the community around the school including people with special needs. School health includes:

- (i) Health education and promotion including life skills education
- (ii) Water and sanitation
- (iii) Access to medical and nutrition services, sexual and reproductive health, school feeding and nutrition, counselling and guidance.
- (iv) Protective policies, sexual/drug abuse, alcohol, smoking, violence, safety in schools, physical education and sports.
- (v) Community health promotion services.

School Health Policy has been accepted by the Ministry of Education and Sports administrative structure. The draft document is yet to be passed by parliament as a law and circulated in institutions.

Managers of education institutions are urged to consider school health issues while planning institution development.

8.12 Guidance and Counselling guidelines

Guidance and Counselling is an aspect considered vital for improving education service provision. The Ministry of Education and Sports has issued several guidelines regarding Guidance and Counselling. For example, Guidelines on roles and responsibilities of stakeholders in the implementation of guidance and counselling in education institutions (2006) and National Guidelines on Guidance and Counselling for Post-primary institutions (2007)

Vision Statement

A well guided Ugandan pupil/student, able to positively face the challenges of growing up, education and career exploration and development.

Goal

The goal of the policy is to guide the provision of quality guidance, counselling and psychosocial support services in all educational institutions and school communities.

Aim and specific objectives of the policy

The policy aims to build and maintain a Guidance and Counselling service which responds to the needs of the learners as well as the practitioner. Specific objectives of this policy are to:

- (i) Govern and guide the provision of Guidance and Counselling in all educational institutions in Uganda
- (ii) Set standards and provide guidelines on the provision of guidance and counselling services in educational institutions
- (iii) Consolidate and harmonize the provision of guidance and counselling services in the education and sports sector
- (iv) Spell out the roles and responsibilities of key stakeholders in the provision of the services
- (v) Strengthen and promote coordinating mechanisms to ensure quality services are provided to the learners, and the service providers supported to be effective
- (vi) Provide a monitoring and impact evaluation framework for the policy
- (vii) Ensure standard counselling services to all pupils/students and school community, delivered in a confidential setting.

Principles underlying the policy

The policy on Guidance and Counselling embraces seven principles which concern Access, Quality, Harmonisation, Professionalism, Affirmative action, Equal Opportunity and Confidentiality.

The Policy document details benefits of the policy, target of the policy, policy action areas, principles of guidance and counselling, competencies for school counsellors or guidance personnel and the policy implementation framework.

The policy further lists the roles and responsibilities of various stakeholders regarding Guidance and Counselling of pupils/students. The policy document also hints on the importance of monitoring and evaluating Guidance and Counselling services.

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