

CHAPTER THREE CRITIQUE OF IN-SERVICE TEACHER EDUCATION IN UGANDA

A student is not above his teacher, but everyone who is fully trained will be like his teacher. Luke 6:40 (NIV)

3.1 INTRODUCTION

This chapter will be critiquing In-Service Teacher Education (INSET) provided in Uganda through distance education since 1990. However, to fully understand this, teacher education and teacher training in general will be discussed. The different approaches used to provide teacher education will also be discussed. Finally INSET as currently provided in Uganda will be examined. This is expected to provide insight into the current INSET by distance education practices and to highlight strengths and weaknesses.

The acronym INSET will be used throughout this study because, although it refers to In-Service Teacher Education and Training, it will be used here whenever In-Service Teacher Education is being discussed. Also, all the literature surveyed on In-Service Teacher Education use this same acronym (INSET). Section 3.1.1 discusses this further.

3.1.1 Distinction between Teacher Training and Teacher Education

Most training programmes for teachers are referred to as teacher training programmes as opposed to teacher education programmes and this has a lot to do with the history of the training of teachers. Initially teaching skills were '*...mastered mainly through practical experience, without any specific training*' (Korthagen 2001:1). This was meant to enable trainees acquire mainly teaching skills. Later, there were efforts to make the teacher much more knowledgeable. In other words acquisition of teaching skills alone was no longer sufficient; it was now vital for a teacher to be more rounded (Robinson and Latchem 2003a:10). Cognitive skills and a broader knowledge of other issues were now also considered important. Dove (1986:242) then says of teacher education:

...teacher education has been differentiated in terms of an emphasis on cognitive development and specialist understanding of the subjects teachers teach... an understanding of the social, economic and professional aspects of education... and knowledge of teachers' roles and responsibilities.

However, in spite of this distinction most literature uses teacher training and teacher education interchangeably and sometimes concurrently for, as Dove (1986:242) points out, '*...the fact that Teacher Education and Teacher Training are terms which can be*

interchanged with ease for many purposes reflects the lack of a hard distinction between them. Bagwandeem and Louw (1993:13) hold the same view when they say that the distinction between Teacher Education and Teacher Training is '*...not always clear*'.

In Uganda, the Education Policy Review Commission in their report (Ministry of Education 1989:97-109) and the Government White Paper (Republic of Uganda 1992:136-150) do not make a distinction between teacher education and teacher training although in both, the term teacher education is used in all the headings and sub headings. However, the Teacher Education Department ([s.a]: 6) emphasises the fact that teacher training is limited to classroom skills and techniques. The Department instead prefers that teachers be helped to become '*... the best kind of teacher...*' through teacher development. In other words, for a more rounded teacher, teacher education is vital because it implies going beyond skills and techniques to include '*... personal growth and the development of attitudes and insights*'. To the Department,

Teacher Training and teacher development, therefore, should be seen as two complementary components of a fully rounded Teacher Education. (Teacher Education Department [s.a]: 6)

Although the term **teacher education** with its emphasis on broader skills, knowledge and attitudes is preferred, in this study, the more commonly used acronym INSET will be applied.

3.2 NEED FOR TEACHER EDUCATION

3.2.1 Introduction

As already shown in the previous section, teacher education is concerned with helping teachers acquire attitudes, knowledge and skills that they need so as to carry out their duties and responsibilities as teachers. In this section therefore, the various needs that particularly in-service teacher education meets will be discussed. However, since these needs depend on the role of the teacher in the teaching and learning process, the next sub section explores this role.

3.2.2 Role of the teacher in teaching and learning

Teachers are central in the school system. Perraton *et al.* (2002:7) argue that, '*...teachers are vital. Unless we can get more teachers, and better teachers, we will not reach the target of making quality education available to all by 2015*'. Quality education is certainly impossible to achieve without teachers. So as more and more children join

schools, more teachers will be needed. The number of children needing education will continue to grow because the world population is continuing to grow. According to the UN (1999:5), '*... there are still three times as many children (30%) as older persons (10%) in the world. The population in developing countries in particular is growing fastest. In 1995 the population was 4.3 billion but by 2015, this is expected to rise to nearly 5.9 billion - an increase of nearly 37% (UNDP: 1998:177).*

So because of this tremendous growth of the population, implying a demand for education, more and better teachers will be need. Teachers are vital because they have a big role to play. The next few paragraphs will briefly discuss the role of the teacher in teaching and learning.

The traditional role of the teacher has been that of relaying knowledge and information and of communicating to learners (Boulton-Lewis et al. 2001:1, Coetzer 2001:75-76, Dreyer 1994:72, Mcloughlin and Oliver 1999:33). In the traditional classroom, the teacher did '*...all the thinking, planning, evaluating and problem solving ...everything the learners must do is mapped out for them; everything is under the teacher's control*'. On the other hand, the students in such classrooms were expected to have '*...passive roles and undertake activities that are pre-planned, organised and controlled by teachers...*' (Mcloughlin and Oliver 1999:33).

However, the teacher's role is today seen as one of nurturing children and of promoting critical thinking (Dreyer 1994:72, Fraser and Lombard 2002:92). This therefore goes beyond relaying information or 'pumping knowledge into empty brains'. It involves caring, facilitating and supporting the children in their learning. The teacher in this relationship cannot be seen as the expert or 'sage on stage' but rather as a 'guide on the side'. The teacher should therefore not view himself/herself as the know it all. Instead, teaching and learning are viewed as reciprocal activities (Boulton-Lewis et al. 2001:1, Coetzer 2001:75-76, Dreyer 1994:72, Fraser and Lombard 2002:92, Mcloughlin and Oliver 1999:33). Table 3.1 reproduced from (Coetzer 2001:75-76) summarises the differences in the two approaches to teaching and learning. Although in this Coetzer was specifically talking about changes taking place in South Africa, the table clearly summarises the issues discussed in the above paragraphs.

This paradigm shift in teaching and learning requires change in teaching methods and therefore in teacher education. For according to Iredale (1996:9) in any education

system, ‘...the lynch-pin is a well planned, coordinated, sensitive system of teacher education. Therefore teacher education cannot continue to propound methods that are teacher-centred and expect teachers to go out into the schools and carry out collaborative activities that give learners independence and opportunity to act as responsible learners. There have to be changes in teacher education as well, because ultimately, a teacher’s view of his/her role will determine how the teaching and learning are carried out.

Table 3.1: Differences Between the Traditional and New Approach to Teaching and Learning

Traditional education approach	New education approach
<ul style="list-style-type: none"> • Passive learners 	<ul style="list-style-type: none"> • Active learners
<ul style="list-style-type: none"> • Exam-driven 	<ul style="list-style-type: none"> • Learners are assessed on an on-going basis
<ul style="list-style-type: none"> • Rote learning 	<ul style="list-style-type: none"> • Critical thinking, reasoning, reflection and action
<ul style="list-style-type: none"> • Syllabus is content-based and broken down in subjects. 	<ul style="list-style-type: none"> • Integration of knowledge; learning is relevant and connected to real-life situations
<ul style="list-style-type: none"> • Textbook/worksheet-bound and teacher centred 	<ul style="list-style-type: none"> • Learner-centred; teacher is facilitator and constantly uses group and teamwork to consolidate the new approach
<ul style="list-style-type: none"> • Syllabus is seen as rigid and non-negotiable 	<ul style="list-style-type: none"> • Learning programmes are seen as guides that allow teachers to be innovative and creative
<ul style="list-style-type: none"> • Teachers are responsible for learning; motivation depends on teacher’s personality 	<ul style="list-style-type: none"> • Learners take responsibility for their learning and are motivated by constant feedback and affirmation of their sense of self-worth
<ul style="list-style-type: none"> • Emphasis is on what the teacher hopes to achieve 	<ul style="list-style-type: none"> • Emphasis is on outcomes – what the learner becomes and understand
<ul style="list-style-type: none"> • Content placed in rigid time-frames 	<ul style="list-style-type: none"> • Flexible time-frames allow learners to work at their own pace
<ul style="list-style-type: none"> • Curriculum development process not open to public comment 	<ul style="list-style-type: none"> • Comment and input from the wider community is encouraged

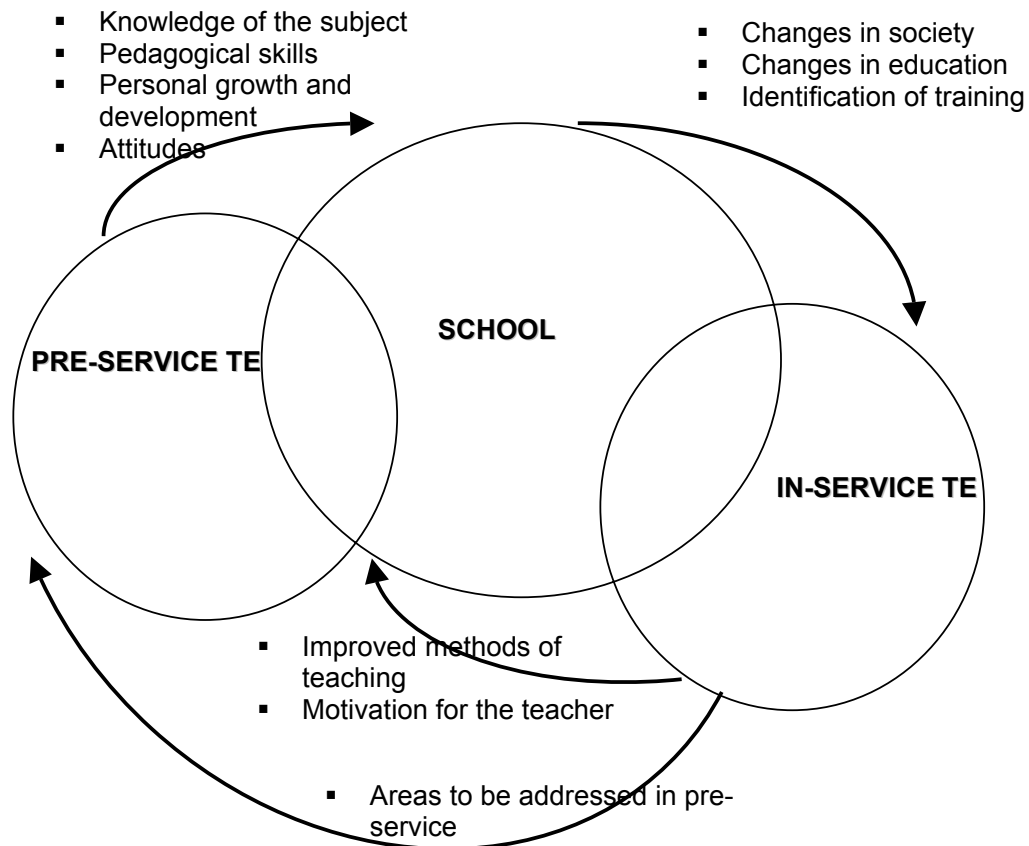
Teacher education programmes offered using distance education will also hence require the use of more collaborative methods that will help teacher trainees acquire knowledge and skills necessary for collaborative teaching and learning in schools.

3.3 APPROACHES TO TEACHER EDUCATION

3.3.1 Introduction

As already mentioned in the previous section, teacher education is concerned with helping teachers acquire attitudes, knowledge and skills that they need so as to carry out their duties and responsibilities as teachers. To help teachers do this, teacher education has by and large been provided either as before recruitment (Pre-Service) or while in the service (In-Service). Nevertheless, many authors believe that pre-service and in-service are part of the teacher education continuum which consists of 'initial training → induction and finally → in-service'. They should all therefore be carefully planned for and with their interrelatedness in mind. Figure 3.1 represents this relationship.

Figure 3.1: Relationship between Pre-Service Teacher Education, the School and In-Service Teacher Education



Also, since society, which the school serves, is always in a state of flux, education is also likely to change, so INSET should be continuous. A teacher should therefore continue to receive in-service training as long as the said teacher continues to teach or serve

schools. This way the education system will continue to address its challenges and improve.

Although this study is focusing on In-Service Education, for purposes of clarity, it is necessary to first look at both pre-service and In-service.

3.3.2 Pre-Service

Pre-service teacher education has been and continues to be offered in different ways. The programmes comprise as Dove (1986:212) says, *academic and professional components, taken consecutively, as in post graduate education courses, or concurrently, as in education degrees...* These courses therefore include among others:

- Certificate courses
- 2-3 year undergraduate Diploma courses offered after 12 – 13 years of schooling. These are common in developing countries and graduates of these programmes teach in lower secondary and in primary schools. For example, Uganda through its National Teachers Colleges offers a 2 year Diploma course for secondary school teachers
- Graduate and post graduate diplomas or certificates

A number of writers have, however, expressed a lot of dissatisfaction with pre-service teacher education. It has been said that it can only give a teacher knowledge and skills to start the career but cannot equip the teacher for life. Also, it has been said that teacher education does not relate theory and practice and in so doing fails the teachers. (Aspland and Brown 1993:7, Iredale 1996:15, Korthagen et al. 2001:10, Odaet 1985:45). It is for this reason therefore that growing emphasis is being put on In-service Teacher Education.

3.3.3 In-Service (INSET)

Whereas pre-service teacher education exclusively deals with initial teacher education, in many developing countries, in-service education deals with continuing education/professional development and initial teacher education as well. Also, like pre-service teacher education, different courses are offered using different strategies. These have also ranged from certificate courses to post-graduate courses. By its very nature, INSET also provides non-credited courses. INSET can therefore be provided through seminars, workshops, conferences, short courses, and long courses (Bagwandeen and Louw 1993:108-117, Robinson and Latchem 2003b:31).

This study is focusing on the formal award-bearing INSET for secondary school teachers in Uganda and will therefore not explore in depth all the various non-formal/non-credit INSET programmes being run in the country. But before doing so, reasons for INSET will first be explored.

a) Changes in society

Society is constantly changing and so do its needs. Schools reflect society and meet society needs and so teachers serving in these schools also need to change so as to meet these changing needs. For as Aspland and Brown (1993:6) state, '*there is little doubt of an accelerating pace of change in the needs of teachers, of schools and of the society they serve*'. It therefore becomes imperative that to enable the teachers keep up with these changes, re-training or orientation as need dictates may be necessary.

b) Ensuring professional growth

Most of the teachers that join the teaching profession eventually serve for many years (Aspland and Brown 1993:18). Initial teacher education and induction are only '*...the initial stages of a continuing process of professional education...*' and therefore not sufficient. For with time, the knowledge and skills that the teacher acquired during this period is likely to become either obsolete or old fashioned (Bagwandeem and Louw 1993:10, Iredale 1996:13).

To keep such teachers abreast of changes in the curricula, teachers' roles, methods and approaches of teaching and changes in technology requires that they be constantly updated and this can be done through In-service programmes. Curricula changes are particularly common as needs change and so reorientation or upgrading of skills is always essential (Bagwandeem and Louw 1993:1, Dove 1986:224, Iredale 1996:15). Related to this is what Garden (1998:226) calls professional development. As he says,

...clearly teachers of any subject are better fitted for their work if they have continuing professional development in the form of opportunities for refresher studies and organized interaction with fellow teachers.

This will help the teacher sharpen his/her knowledge and skills and ensure growing mastery and professionalism.

Besides all this, teachers sometimes need to gain promotion but which can only be gained if they received additional training. In-Service is therefore very instrumental in ensuring professional growth of teachers and for opening avenues for them to receive

additional training so as to gain promotion (Bagwandeen and Louw 1993:117, Hickcox and Musella 1992:159).

c) Relating theory and practice

Teacher training and education has sometimes been accused of being ineffective. Korthagen et al. (2001:xi) for instance say '*many research studies demonstrate the failure of teacher education to fundamentally influence teachers and improve education*'. According to them, students, teachers, parents, politicians, and teacher educators themselves are unhappy with teacher education.

One of the reasons put forward for this failure is the lack of relationship between theory and practice (Aspland and Brown 1993:7, Iredale 1996:15, Odaet 1985:45). In other words, what is taught in teacher training institutions is sometimes not relevant to the realities in the field. Dove (1986:223) comments on some topics covered in teacher training and education saying that institutions continue to offer some courses even when the courses are no longer useful. Where this has occurred, In-service education can be used to address the deficiencies and any other academic or professional deficiencies.

d) Need for more trained and better quality teachers

Many developing countries particularly continue to suffer lack of trained teachers and a number of untrained teachers are employed to cover the gap. Perraton *et al.* (2002:7) point out that Sub-Saharan Africa in particular needs more trained teachers because it still employs untrained and under trained teachers. This is in the midst of decreasing life expectancy as a result of AIDS, yet pupil numbers continue to grow. In relation to this, a number of these countries have also used In-service teacher education to train the untrained teachers already in the school system and to improve the quality of the under trained teachers (Rahman Al-Ahmed 1988:82).

From all this, it can therefore be concluded that INSET can be used so as to:

- Train the untrained teachers that are already in the school system
- Help teachers acquire additional qualifications
- Reorient teachers for new roles in the school system
- Deal with changes in the school curricula.

Perraton *et al.* (2002:8) while quoting Greenland (1983) provide a table with a catalogue of the purposes of INSET programmes. This is now reproduced here as Table 3.2

Table 3.2: Purposes of In-service Teacher Education programmes

Purposes	Subcategories
Initial training of unqualified teachers	programmes leading to certification short induction courses
Upgrading of teachers who already have a qualification	for subqualified teachers for qualified teachers
Preparing teachers for new roles	as headteachers to work in teachers' colleges
Training related to content of the school curriculum	for planned curriculum change refresher courses

It is evident here therefore that quality teachers are key in quality education and so the emphasis on INSET remains vital in all education systems. See figure 3.2 for this relationship. Bagwandeem (1999:62), rightly too, concludes that although objectives for providing INSET may differ,

...the common thread is that all are concerned with the upgrading and improvement of the qualifications of educators so that they become more competent in the classroom.

With this in mind, the teacher education curriculum will now be discussed.

3.4 TEACHER EDUCATION CURRICULUM

3.4.1 Introduction

Before discussing teacher education in Uganda, it is important to examine the teacher education curriculum. According to various literature on this, the teacher education curriculum is generally based on four components and these are:

- Subject matter studies
- Foundations of education studies also sometimes called educational studies
- Professional courses and
- The practicum, also often referred to as teaching practice or school practice (Ben-Peretz 1994:5991, Furlong *et al.* 2000:24, Odaet 1985:21, Perraton *et al.* 2002:8)

This curriculum is often for both pre-service and in-service formal programmes. Short courses, seminars and workshops may not cover all these components but may instead focus on identified areas of need.

The amount of time given to each of these four components and the structuring of the whole curriculum is likely to vary depending on the institution, its philosophy, and the level for which the teacher is being trained. Nevertheless, in all cases it is believed the major aims are:

... improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competencies (Perraton *et al.* 2002:8).

These courses can be taught either concurrently with the subject content or consecutively after the subject content; and according to Robinson and Latchem (2003a:11) and according to other studies they refer to (European Commission 2000:41, OECD 2001), both strategies are being used. The balance between the subject content, foundation courses, professional courses and the practicum also varies from institution to institution and as the European Commission (2000:41) as quoted by Robinson and Latchem (2003a:13), says

The study notes that the balance of time given to the teaching of subject knowledge and to pedagogy and practical training was a matter of concern to all countries in the study.

This is the same view that Moon and Robinson (2003:74) re-emphasise when they say,

The relationship among these three elements of teacher training (academic subject knowledge, professional studies or pedagogy and practice) is complex. Clearly, subject-matter knowledge, pedagogical knowledge and practice interact strongly... The relative emphasis given to them depends on the nature of the training programme and the entry levels and experience of the teacher trainees.

Therefore regardless of the proportion of time and emphasis given to these subjects, the teacher education is likely to be largely either concurrent or consecutive as already mentioned.

In the concurrent model, the students study both the subject content and the foundations of education courses. This is the model that is used at all the Primary Teachers' Colleges and National Teachers' Colleges in Uganda, while some of the programmes offered at the universities like Bachelor of Arts, Education (B.A. Education), Bachelor of Science, Education (B.Sc. Education) and Bachelor of Education (B.Ed) are also taught using the same concurrent approach.

The teaching of these courses is sometimes divided between the schools/faculty of education and the other faculties while in other universities all the courses are taught in the faculty/school of education. For example, in Makerere University, foundation of education courses are taught at the School of Education while the subject content is taught at the other faculties. At the University of Pretoria on the other hand, all the courses are taught at the Faculty of Education.

The decision of whether to teach all courses at the school/faculty of education is likely to be a debatable one and will vary from university to university.

In the consecutive model on the other hand, education students first study for either a Bachelor of Arts (B.A) or Bachelor of Science (B.Sc.) at other faculties and then return to the university and join the school/faculty of education for either a certificate or diploma in education. For example Makerere University runs a Post Graduate Diploma in Education (PGDE) for students who have completed and passed either the B.A or BSc. These students then take one year covering foundations of education courses, professional studies and doing school practice. This model is also used in a number of universities in the United Kingdom and in New Zealand (Robinson and Latchem 2003a:13)

It is not clear whether the consecutive or the concurrent approach to teacher education is better overall although Robinson and Latchem (2003a:13) conclude '*... the consecutive model offers more potential for cost savings and flexibility in meeting fluctuating demand.*'

It would therefore appear that care is needed before an institution decides whether to use the consecutive or concurrent model taking into account the level for which the teacher is being trained for, the cost of this training *vis a vis* the existing resources and capabilities.

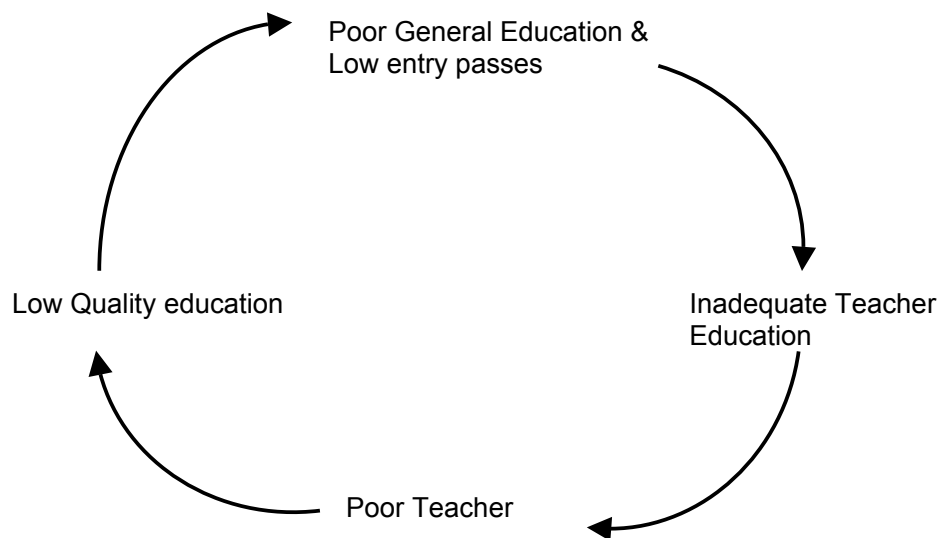
The next sub-sections 3.4.2 – 3.4.5 will now briefly discuss the different components of teacher education.

3.4.2 Subject matter studies

This component is normally meant to help teachers gain substantive knowledge and content of the subject he/she will teach. Subject matter studies is seen as a critical foundation for sound teacher education, especially since in many countries, majority of

the people joining teacher education institutions have lower passes than those joining other professions like law or medicine (Dove 1986:241, Iredale 1996:13, Robinson and Latchem 2003a:4). Dove also adds that this is what is responsible for the vicious cycle of low quality education especially in the developing countries. That is to say that trainees join the institutions with low general education and low entry passes are given sometimes inadequate teacher education and so turn out as poor teachers who will then go and teach and reinforce poor quality education in schools (see figure 3.2). And yet, ‘...effective teachers are those with high levels of cognitive ability, higher educational levels and teacher training’ (Dove 1986:241).

Figure 3.2: Vicious Cycle of Poor Quality Education



The solution seems therefore to be either high educational levels for initial teacher education entry, strong subject matter coverage in teacher education programmes and/or In-service teacher education that helps teachers make up for deficiencies. However, other writers have debated the efficacy of majoring in academic subjects because this ...*does not necessarily guarantee that teachers will have the kind of subject matter knowledge they need for teaching* (Kennedy 1991:14 as quoted by Ben-Peretz 1994:5992). An emphasis on subject content in the college without adequate guidance on **how** to deliver it and how to motivate learners to engage with the subject may not necessarily produce a ‘good teacher.’ For as (Robinson and Latchem 2003a:10) say,

Subject knowledge is essential and influences what and how teachers choose to teach, but by itself it is insufficient for effective teaching and learning. To be effective, a teacher needs a combination of knowledge and skills...

Nevertheless, most teacher education programmes will have subject matter content as one of the components of the curriculum. The specific subjects of study will vary from institution to institution and will depend on the level for which the teacher is being trained and the school curriculum in the country. These may include among others Mathematics, Physics, Biology, History, Geography, Languages, Chemistry, Music and Art and Crafts (Odaet 1985:23). Also, as already discussed in 3.4.1, the model used for the teaching of these subjects will vary depending on the model being used at the training institution.

To plan for the needs of the different subjects covered, distance education programmes run for the training of teachers should therefore be planned taking into specific reference the needs and demands of the different subjects offered. For example, music, physics and biology would need a lot of practical work and this would have to be structured into the activities of the programme.

3.4.3 Foundations of Education/Education Studies

There has been a lot of debate and dispute about what really constitutes Foundations of Education. However, a number of teacher education programmes include courses like: History, Sociology and Philosophy of Education; and may also include education policy and contemporary issues (Ben-Peretz 1994:5992). Unfortunately, these courses have sometimes been taught as independent courses with little or no integration (Ben-Peretz 1994:5992, Dove 1986:250, Furlong *et al.* 2000:33) with the result that, as Dove says, *'teacher training curricula are often justifiably criticized as being rag-bags of ill-assorted and unintegrated precepts and theories'*.

These courses are included in the curriculum because they provide a theoretical background to the teaching career, for character building of the teachers and for creating general awareness of various issues impacting classroom teaching (Ben-Peretz 1994:5992, Dove 1986:249, Odaet 1985:26).

3.4.4 Professional Studies

Since teaching is considered as a profession, the professional courses are said to be core in the provision of specific professional skills. These courses are meant to help the teacher acquire the tools of the trade - to help prepare the teacher for classroom and school activities and responsibilities. So these courses include methods, curriculum and psychology courses (Ben-Peretz 1994:5992, Dove 1986:248, Furlong *et al.* 2000:34,

Odaet 1985:26). Through these courses, trainees establish links between the subject matter learnt and the classroom situation.

3.4.5 The Practicum

The practicum also sometimes called either School Practice or Teaching Practice is considered as the most important component of the entire teacher training curriculum. Quoting Tisher (1990:75), Ben-Peretz (1994:5993) says, a lot of importance is attached to the practicum because it was found to be

... an extremely important, practical, satisfying component of pre-service education! The trainees say they gain a lot from it; that it is the most realistic aspect of their courses, helped reduce their anxiety about teaching, fosters their practical teaching skills.

The interest in the practicum is largely because it serves many purposes, some of which are already mentioned above by Tisher. Other reasons for this are that the practicum:

- Offers school experience (Ben-Peretz 1994:5993)
- Helps trainees gain competence, build up confidence and develop habits of self evaluation (Dove 1986:251)
- Gives the trainers and trainees opportunity to focus on actual practical work '*...specialized teaching activities, thus counteracting one of the criticisms of teacher education programs...* (Ben-Peretz 1994:5993).

Different institutions and governments have provided the practicum in different ways and the amount of time devoted to it also varies. Sometimes it is offered as a series of block periods or a few days each week, while trainees continue attending college/university (Dove 1986:251). But either way, the aim is to offer trainees opportunity to have a school experience that will prepare them for classroom and school activities after qualification.

The practicum is certainly an important component because of its close links to reality in the school setting. It is for this very reason that the United Kingdom has moved more towards School Based Teacher Training. In school based teacher education, schools are central to the training process and trainees are expected to spend more time in schools with the entire experience focusing on the teachers' and schools' needs and on integrating theory and practice. School based teacher education also requires greater

collaboration between the colleges/University of London and schools (Furlong *et al.* 2000:2).

However, in spite of all the interest and importance of the practicum, it has been criticized for sometimes being too poorly conceived and organized with students having insufficient contact with their trainers and supervisors (Dove 1986: 252). This may be much more true in developing countries where there are often financial difficulties with regard to the placement and monitoring of the teacher trainees. In fact in a study Odaet (1985:35) carried out in Ugandan teacher training institutions, most of the respondents complained of inadequate funds and teaching resources during the teaching practice.

In distance education programmes also, it has been difficult to provide for this because of the demands of providing for classroom practice (Perraton and Creed 2001:35). The plans, preparations, and all the logistics of providing for school practice make it extremely challenging in distance education, demanding therefore a lot more care in its implementation. Also, according to Fraser (April 1992:126), the UNISA model had challenges is the provision of teaching practice because of the *'...unrealistic separation or divorce between teacher trainer and trainee during teaching practice...'* and also because *'...many lecturers left the teaching profession many years ago and could be "out of touch" with the problems and realities of the trade'*.

Providing for teaching practice is certainly vital but unfortunately presents real problems to distance educators.

Regardless of whether the consecutive or concurrent model of teacher education is adopted, the ultimate purpose of including the different courses i.e. subject matter, foundations of education, professional studies and the practicum is so as to equip teachers with the competencies that they need so as to carry out their duties as teachers.

3.4.6 Criticisms of the Teacher Education curriculum

Although there seems to be agreement about the major components of the curriculum of formal teacher education programmes, a number of criticisms have been raised. Some writers have claimed that the curriculum:

- Is too theoretical with little or no integration between theory and practice (Odaet 1985:45, Dove 1986:244)

- Is often overloaded because in the words of Dove (1986:244, 249) '*some topics persist because they are hallowed by tradition even though their usefulness has passed*' and also '*sometimes trainees are introduced to theories with conflicting implications for teaching*'.
- Is overloaded as a result of having too many courses to be covered in too short a time.
- Has the practicum as a major component but that, this is sometimes poorly conceived and organised (Dove 1986:244)

See figure 3.2 for the vicious cycle of poor quality education.

To deal with all these criticisms thereby making teacher education more effective:

- There ought to be more deliberate effort at integrating theory and practice. The knowledge and skills teachers acquire during the training should promote more reflection, relating what is learnt in college/university to classroom work. This can be achieved through the methodology of training.
- The teacher education curriculum needs to be presented as a '*coherent and integrated package*' (Dove 1986:250). Disjointed courses on the entire programme however well intentioned are likely to confuse rather than equip the teacher.
- There ought also to be a closer working relationship between the training institutions and schools especially with regard to the practicum. It is in the schools where the 'nitty gritty' of teaching are daily experienced and this should be fed into the training process.
- The teacher education given should relate to the roles that the teachers will be expected to carry out on completion of their training. In this way, the entire teaching/learning process will be counted as relevant.

All these issues are critical and teacher education programmes being offered through distance education need to bear these in mind in their design and implementation

3.5 TEACHER EDUCATION IN UGANDA

3.5.1 History of Teacher Education in Uganda

Teacher education in Uganda is almost as old as school education in the country although initially the emphasis was on teacher training. It was first introduced at Makerere College [now Makerere University] in 1925 with a three-year training programme for intermediate schoolteachers and by 1927, this programme was drawing

participants from Uganda, Kenya, Tanzania and Zanzibar (Ocitti 2000:13). In 1944, the colonial government became more involved in teacher education and

...the Government became responsible for the professional preparation of teachers of elementary and middle schools, while Makerere through its Education Department, was to concentrate on professional education of secondary school teachers. (Ocitti 2000:13)

Makerere's mandate grew when in 1948 its Education Department became the Institute of Education and it was now also charged with *'in-service professional development of teachers'* though all this time, Makerere run only undergraduate programmes. However in 1954, a Post Graduate Diploma in Education was introduced and in 1963 the Bachelor of Education. The Bachelor of Arts and Bachelor of Science with Concurrent Diploma in Education later replaced the latter. This development was a result of heavy criticism that the degree was too *'professional in content and rather weak in the" teaching subjects"'* (Ocitti 2000:41). Today Makerere runs Bachelor of Arts and Bachelor of Science with Education degrees and a number of postgraduate programmes.

The post-independence government was keen to promote education in the country so a number of secondary schools were opened and as a result, there was a massive increase in secondary school education and Makerere was not able to produce enough teachers. A decision was therefore taken to transfer the Diploma programme to the then Government Teacher Training College Kyambogo. Kyambogo started in 1948 at Nyakasura and only moved to Kyambogo in 1954, became a National Teachers' College (NTC) in 1964 and admitted its first Diploma students in 1965 (Adupa, 1998:63). Today Uganda has 10 National Teachers' Colleges producing a total of nearly 10,000 teachers each year. These teachers are meant to teach in the lower Secondary School classes but where there is lack of teachers, they have been known to teach even 'A' level classes (Republic of Uganda May 2001:34).

Perhaps it should also be mentioned that, it is no longer only government institutions that are engaged in the training of teachers in the country. Private Universities are also doing the same - training Diploma, Graduate and Post-graduate teachers.

The next sub section will now focus on the history of INSET in Uganda.

3.5.2 History of In-Service Education in Uganda

According to Odaet (1985:65) while referring to Ravensdale (1966) says *'the term "In-Service Training" as applied to teachers in Uganda came into prominence only since the publication of the Uganda Education Commission of 1963'*. The purpose of In-service education then was *'...that of providing background studies for teachers to make their teaching of certain subjects more effective through the deepening of the teachers' own knowledge'* (Odaet 1985:65).

However, prior to independence In-service education was not well planned but was instead haphazardly organised often times a result of individual headteachers and individuals' efforts. This was with the exception of a few courses like the course ran by Makerere from 1953 for purposes of upgrading 'Vernacular' teachers. After independence, there were drives to change the school syllabi and as a result a number of courses were ran to introduce teachers to the new syllabi (Odaet 1985:67). According to Trevaskis (1969) as quoted by Odaet (1985:68), the major aims of In-service courses then were,

- Upgrade teachers
- Acquaint teachers with the new syllabi,
- Provide deeper content knowledge on subjects taught
- Introduce teachers to new methods of teaching the new courses launched in Mathematics and Science

In the troubled Idi Amin years, in-service activities shrank tremendously only to be revived in the 1980s. During this period the main in-service activities involved the upgrading of Grade II teachers to Grade III, and various workshops and seminars for tutors of National Teachers' Colleges.

The period from 1990s has perhaps seen the greatest increase in in-service activities. However, as the Teacher Education Department, (Teacher Education Department [s.a]:16) says, *the majority of our teachers are involved in In-Service Education and Training for higher qualifications and yet some of those higher qualifications are not relevant to the classroom'*; but suffice it to say that some of these courses are:

- Training of untrained primary school teachers by distance education
- Training of Headteachers by distance education

- Upgrading of Grade III teachers to Diploma level using a sandwich programme where the teachers report to the colleges during school holidays and during the term continue with their teaching loads
- Upgrading of Diploma teachers to degree level by distance education
- Specific subject seminars, workshops and conferences

The Ministry of Education is hoping to have more organised and supervised In-Service Teacher Education and in its Teacher Development and Management Plan (Teacher Education Department, [s.a]:16) proposes among other things that:

- Training needs be identified
- Teachers to be trained be identified
- Teachers proceed to attend only those courses that are relevant to the teaching profession. Those teachers who choose to study 'irrelevant' courses will be obliged to resign!

With these efforts, perhaps In-service teacher education will gradually become more organised and well planned.

This history of teacher education in Uganda certainly shows that there are various categories and avenues for the training of teachers in Uganda. The different categories of teachers trained in the country will be briefly described in section 3.5.4 but the mission and objectives of teacher education will first be presented.

3.5.3 Mission and objectives of Teacher Education in Uganda

Although this study is focusing on INSET, it is important to outline the mission and general objectives of teacher education and the objectives of teacher education for secondary school teachers; because any INSET provided should be with this mission and objectives in mind.

a) *Mission of Teacher Education*

The Ministry of Education and Sports Executive Summary (Ministry of Education and Sports [s.a]:66) outlines the mission of teacher education in Uganda as, *to provide for, support, guide, coordinate, regulate and promote quality Teacher Education for the production of competent and ethical teachers.*

b) Objectives of Teacher Education

According to the Government White Paper on Education, (Republic of Uganda 1992:137-138) the following should be the objectives of teacher education in the country:

- i) To broaden the student teacher's own academic knowledge and to deepen his/her knowledge of the teaching subjects as well as his/her understanding of the developmental 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 instil 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 counselling as part of their duties; and
- vi) to prepare teachers adequately for efficiency in educational administration, management, evaluation and measurement

A close look at these objectives reveals that Teacher Education in Uganda is expected to train teachers with the needs of the child at the centre of all its activities. It also indicates interest in the training of an 'all round teacher' through the covering of a whole cross section of issues including:

- Teachers' knowledge of the teaching subject
- Initiative and creativity amongst the teachers
- The teacher's character
- The teacher's administrative and management roles
- Patriotism in teachers

However due to lack of evaluative studies of teacher education programmes in the country, it is not clear how far each of these objectives is being deliberately attended to in the various teacher education programmes and it is also not certain if this so, how far these are being achieved. Unfortunately this is beyond the scope of this study but is definitely an area for further study.

This particular study is focusing on the INSET for secondary school teachers in Uganda so the next sub-section gives the objectives of teacher education for secondary school teachers which should be the objectives of INSET for secondary school teachers.

c) Objectives of secondary Teacher Education

The same Government White Paper on Education, (Republic of Uganda 1992:146-147) also states the objectives of secondary teacher education in the country:

- i) To produce new teachers for teaching in the proposed two types of secondary schools (Comprehensive and Vocational);
- ii) 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
- iii) to produce qualified and specialised teachers for language, practical and vocational subjects;
- iv) to produce teachers who have mastery of their teaching subjects;
- v) to retrain through in-service and distance education, the current stock of teachers to cope with the new curricula in secondary schools.

It is gratifying to note that the government of Uganda recognises the place and importance of INSET and so found it fit to include in the White Paper INSET and distance education for retraining of secondary school teachers. However before outlining some of the INSET initiatives in the country, the next section briefly explains the different teachers in the teaching service.

3.5.4 Categories of teachers

The categories of teachers in the country arise out of the different avenues for training and the classes that the teachers are expected to teach.

a) Grade II teachers

Grade II teachers were those who had completed primary school or Junior Secondary School and trained for three years. However the Grade II Teachers' Certificate has been phased out although according to 2002 School Census there were 48 teachers with this qualification teaching in secondary schools (Republic of Uganda 2002:119). It is not clear however whether these teachers are holding this Grade II Teachers' Certificate as the highest qualification.

b) Grade III teachers

These are teachers who teach in the primary schools although with the growing number of pre-primary schools some of these teachers may be found teaching in the pre-primary. There are two routes to acquiring the Grade III Teachers' Certificate and this is direct entry into the Primary Teachers' Colleges (PTCs) after 12 years of schooling and in-service training for those wishing to upgrade from Grade II to Grade III. Uganda has a

total of 64 PTCs all of which are government owned (Ministry of Education and Sports 1999:5).

Majority of the Grade III teachers are those trained for two years in the PTCs. The minimum entry requirement is an 'O' level Certificate with 6 passes including in Mathematics and English Language. However with the increased number of children completing school education, more colleges are admitting those who have completed 'A' level (14 years of schooling). Nevertheless, regardless of whether a candidate joins the PTC with 'O' or 'A' level, they all take two years in training.

c) Grade IV teachers

This grade has also been phased out however it is not clear whether the school system still has teachers with this as the highest qualification although in 2002, the secondary school system had 100 teachers with this qualification. (Republic of Uganda 2002:119). Grade IV teachers were those who had upgraded from Grade III and were specifically trained by the then Institute of Education, Makerere University to teach in the Primary Teachers' Colleges.

d) Grade V teachers

These are diploma holders and they constitute the majority of the teachers in the secondary schools in the country for as the Republic of Uganda (May 2001:24) in the study that was carried out to examine teacher utilisation in secondary schools, concludes *'most of the districts registered more than average proportion of teachers who possess a diploma in education (68%)'*. Grade V teachers include primary school teachers, secondary school teachers and teacher trainers.

Like the Grade III teachers, there are two avenues to gaining this qualification. The first avenue is by direct entry into the 10 National Teachers' Colleges (NTCs) after passing 'A' level and thereafter training for two years. This category of teachers is expected to teach in the lower secondary school levels – that is teaching only Senior 1 – 3 classes (See figure 1.1 for structure of school education). The reality however is that, many diploma teachers are also teaching higher classes including 'A' level and according to the Republic of Uganda (May 2001:34) *'the deployment of Diploma holders to teach in Advanced level classes is not only inappropriate but could also be a reflection of shortage of qualified teachers in the schools affected'*.

The other avenue for gaining the diploma in education is by upgrading from Grade III Teachers' Certificate. Both the National Teachers' Colleges and some universities are offering this training. Students taking this option can choose to take the Diploma in Education (Secondary) so as to cross to teach in Secondary Schools, the Diploma in Primary Education for those continuing to teach in primary and the more specialised Diploma in Teacher Education for tutors of the PTCs.

e) Graduate teachers

These are degree holders and also include postgraduate degree holders. Initially, only Makerere University produced graduate teachers. However, nearly all the 14 universities in the country are now training graduate teachers.

As a result the degrees are also now varied but include:

- Bachelor of Arts or Bachelor of Science with Concurrent Diploma in Education (B.A./Conc Dip. Ed or B.Sc./Conc. Dip. Ed). This was a three-year full time programme that was previously run by Makerere University but which was phased out.
- Bachelor of Arts with Education or Bachelor of Science with Education (B.A. Educ. Or B.Sc. Educ.) This is also a three-year programme.
- Bachelor of Arts or Bachelor of Science and a Post Graduate Diploma in Education (B.A, PGDE or BSc, PGDE). These are teachers who after the bachelors' degree then rejoin a university for a one-year full time Post Graduate Diploma in Education.
- Bachelor of Education (B.Ed). This is being offered either as a two-year full time programme or as a three/four year distance education programme.
- Masters programmes.

The different teacher training institutions and the enrolment figures are given in table 3.3 while figure 3.4 illustrates the different training routes in relation to the rest of the education system.

Table 3.3: Various Institutions Training Teachers in Uganda

Institution	Status	No. of institutions	Programme	Enrolment (1999 figures)
Primary Teachers' Colleges	Government	64	Grade III Teachers' Certificate	21,472
National Teachers' Colleges	Government	10	Diploma in Education (Secondary)	11,130
			Diploma in Primary Education	
			Diploma in Teacher Education	
Universities	Government and Private	14	B.A. Conc Dip. Educ.	Not available
			B.Sc. Conc Dip. Educ.	
			B.A Education	
			B.Sc. Education	
			B.Ed.	
			PGDE	
Various Masters and Doctorate Programmes				

Source: 1999 enrolment figures from Ministry of Education and Sports 1999:5.

Trained schoolteachers in Uganda's school system are therefore of varied qualifications while at the same time, there are still many in the teaching force without any training at all. However, the exact numbers of each category is not very clear but the different teachers in the secondary school system as of 2002 are given in table 3.4 and the percentages given in figure 3.3.

Table 3.4: Teachers in Secondary Schools by Qualification and Gender- 2002

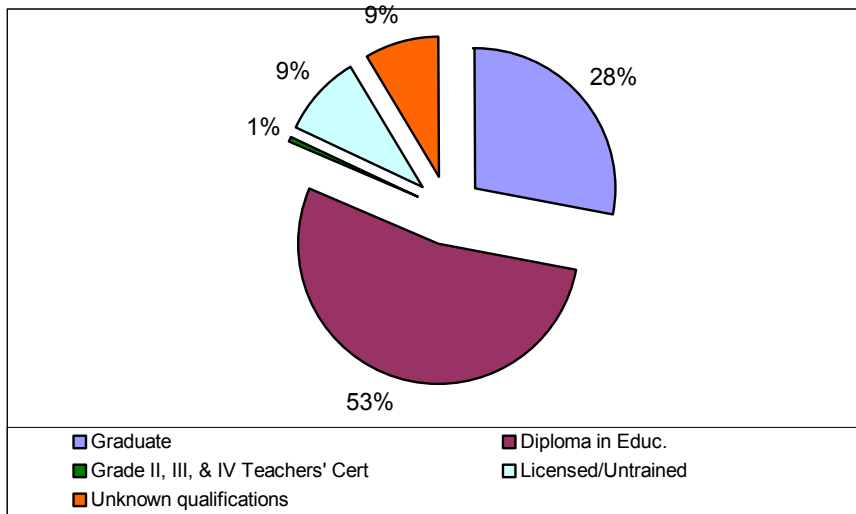
Qualification	Gender		Total	% of Total
	Male	Female		
Graduate	7,938	2,462	10,400	27.94
Diploma in Educ.	15,632	4,222	19,854	53.33
Grade IV	82	18	100	0.27
Grade III	85	11	96	0.26
Grade II	43	5	48	0.13
Licensed/Untrained	3,121	391	3,512	9.43
Unknown qualifications	2,666	551	3,217	8.64
TOTAL	29,567 (79.42%)	7,660 (20.58%)	37,227	100

Source: Figures from Republic of Uganda 2002:119

According to these figures, it is particularly disturbing to note that there are teachers who by nature of their qualifications, if these are their highest qualifications, should not be teaching in the secondary schools and these include 100 Grade IV, 96 Grade III and 48

Grade II teachers. There is however the possibility that these teachers hold these qualifications but in addition have higher qualifications.

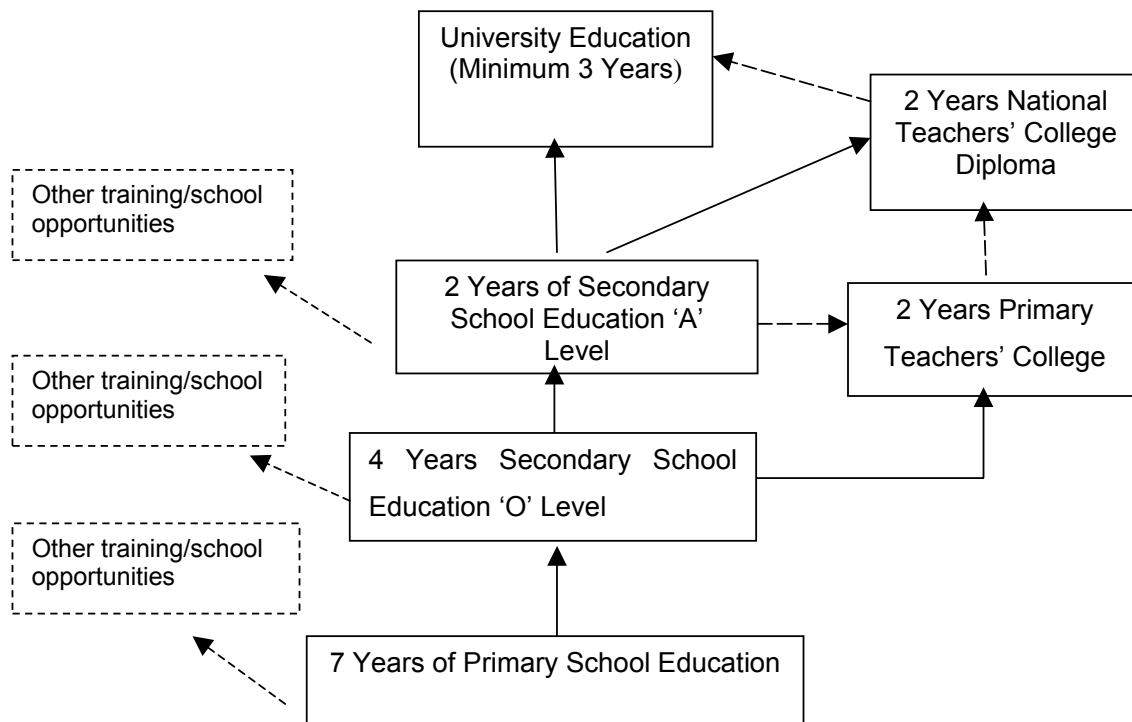
Figure 3.3: Teachers in Secondary School by Qualification – 2002



Source: Figures from Republic of Uganda 2002:119

The different training routes as discussed earlier can therefore be diagrammatically represented as given in figure 3.4.

Figure 3.4: Structure of the Education system Showing Teacher Training Routes



3.6 DISTANCE EDUCATION TEACHER EDUCATION PROGRAMMES IN UGANDA

As discussed in the earlier chapters, there is still great need for more teachers for the school system in Uganda; however, the current teacher training schemes are not adequate to train all the new entrants and at the same time train the untrained and upgrade the under-trained. As Odaet (1988:687) says, one of the major problems facing the education system in Uganda is *"the shortage of qualified teachers and the increasing number of unqualified teachers."* Distance Education has therefore been seen as a viable alternative of supplementing the efforts of the full-time teacher training colleges.

The government White Paper on Education also particularly acknowledges the role that distance and open learning can play in this. So the Ministry of Education and Sports has recommended the use of distance and open learning methodologies for the training and retraining of teachers. The White Paper on Education recommends,

From 1992/93 onwards crash programmes for training and re-training teachers will be mounted. Increased enrolment and training of teachers will be undertaken ... through the in-service system, training on the job and long distance. (Republic of Uganda 1992:4)

To implement these recommendations, Uganda moved on to start distance education projects in teacher training. In January 1992, Mubende and Kiboga districts launched the Mubende Integrated Teacher Education Project (MITEP) so as to train their untrained primary school teachers. The success of this project led to the launching of the Northern Integrated Teacher Education Project (NITEP) with the aim of training the untrained primary school teachers in the northern region of the country. This project has also wound up but the former Institute of Teacher Education, Kyambogo (ITEK) now Kyambogo University, is now running it as a national programme. The same applies to the Teacher Development and Management System (TDMS) that was also launched as a pilot project, this time for the training of Headteachers. TDMS wound up as a project and the programme is now also being run by Kyambogo University as a national programme (Aguti 1996:13-14, Aguti 2000:260)

Apart from these efforts at using distance education for the training of teachers, Makerere University the oldest university in the country also launched an External Degree Programme (EDP) in 1991. Under this programme, three undergraduate degree programmes are currently being run: Bachelor of Commerce (B.Com) Bachelor of

Science (BSc) and Bachelor of Education (B.Ed). The B.Ed programme is meant to upgrade diploma teachers to Bachelors level.

There is growing interest in the private universities also in distance and open learning. Uganda Martyrs' University has, for instance, launched three diploma programmes that are being offered by distance education with a total of 500 students enrolled for Diploma in Advanced Education Management, Diploma in Democracy and Development Studies and Diploma in Banking Management (Uganda Martyrs' University 2003). Mukono University, another private university, has also launched a Bachelor of Education (B.Ed) programme.

The declaration of Universal Primary Education (UPE) has created additional challenges to education in the country with regard to teacher supply and demand. Primary school enrolments have more than doubled, creating more need for trained teachers. Also as these children join secondary school and create a huge bulge, there will be need for more secondary school teachers as well. Already, according the Commissioner for Secondary Schools Yusuf Nsubuga, *'the Government is short of 710,000 secondary school teachers'* (The New Vision 5th May 2003). The national teacher/pupil ratio at secondary school is 1:18 which is actually very good (Republic of Uganda 2002:116). However this masks the need for teachers in specific subjects especially English Language, Mathematics and other Science subjects.

It is therefore clear that Uganda has keen interest in the use of distance and open learning for the education of its citizens and for meeting its need for more and better-qualified teachers. It has already used distance and open learning for training, retraining and upgrading its teachers and so the next sections will now discuss each of these programmes.

3.6.1 Mubende Integrated Teacher Education Project (MITEP)

As mentioned earlier in Chapter 1 section 1.1 the government declaration of UPE was in part a response to what the White Paper on Education had presented. However prior to the launching of UPE, some districts in Uganda were fore sighted and saw the need to train their untrained and under trained teachers. The first districts to do this were Mubende and Kiboga Districts that had up to 80% untrained teachers. An In-service distance education project Mubende Integrated Teacher Education Project (MITEP) was launched in the two districts in January 1992 and run till April 1995 with funds from the Overseas Development Agency (ODA), Action Aid United Kingdom (AAUK), the

Government of Uganda and the Local District Administrations of Kiboga and Mubende. The project was then run by the districts in collaboration with the Primary Teachers' Colleges with the following aims:

- i) to improve the quality of primary education in Mubende District by providing practical access to high quality education and training of untrained primary school teachers;
- ii) to test the feasibility and evaluate the cost effectiveness of the MITEP teacher training methodology, in order to assess its worth as a model for replication throughout Uganda.
(Robinson and Murphy October 1996:15)

This project was launched with 900 students who were selected using results of a placement test that every short listed applicant did (Robinson and Murphy October 1996:17). These students had to sit the placement test because they did not have the minimum entry requirements for entry into a Grade III Teachers' Certificate Course. The placement test was therefore supposed to establish entry abilities of the candidates and to provide equivalent passes.

The course was run using a study package that included:

- Written study materials
- Residential sessions; and
- Student support services.

These study materials were developed based on the Grade III revised Primary Teachers' College syllabus for the same subjects as those offered in the PTCs which were:

- Foundations of Education
- English
- Mathematics
- Science
- Social Studies
- Teaching Practice

At the end of the study programme, the students of this project were then assessed in the same way as the residential Primary Teachers' College students.

Achievements of MITEP

Overall, it can be said that MITEP was successful although it faced some problems. The following are some of these achievements:

a) Training of Teachers

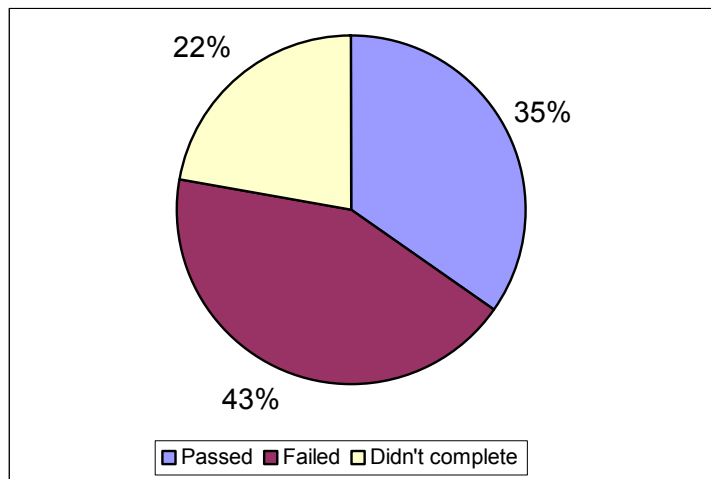
Although MITEP set out to train 900 teachers and actually proceeded to recruit that number, not all the 900 completed and/or passed the final examinations. Only 306

(35.4%) completed and passed all the examinations and therefore attained the Grade III Teachers Certificate, 384 (42.7%) failed the examinations while 197 (21.9%) did not complete the course (Robinson and Murphy October 1996:17). Figure 3.5 illustrates these completion rates. Although the pass rate was only about 35%, it can be said that at the end of the project, MITEP had helped 306 previously untrained teachers receive training and gain certification.

Depending on only examination pass rates to evaluate the success of a programme is not adequate but it is difficult to assess this project using other measures due to lack of data.

Nevertheless, it can be argued that since no learning is really totally futile, of those who failed the examinations, some learning must have taken place and so perhaps they emerged better teachers than they were before. For, as Robinson and Murphy (October 1996:21) found out, *'even where teachers did not succeed, benefits were frequently claimed (improved lesson planning and schemes of work, better classroom organisation, more use of locally made visual aids, and increased knowledge of subjects and teaching methods)'*.

Figure 3.5: MITEP Completion Figures 1992-1994



b) Increased Interest in Distance Education

MITEP became the precursor to similar distance education projects in other districts and eventually nationally. The lessons learnt from this project were utilized in the launching of the Rakai Integrated Teacher Education Project (RITEP) based in Rakai District and

later the Northern Integrated Teacher Education Project (NITEP) that was based in the North and East of the country (Aguti 2000: 259, Robinson and Murphy October 1996:22).

It is particularly important to note that the government-funded NITEP began by utilising materials that were developed for MITEP - an indicator of government's increased interest and support for distance education. In a small but significant way, MITEP helped in this regard.

3.6.2 The Northern Integrated Teacher Education Project (NITEP)

The Northern Integrated Teacher Education Project (NITEP) was started in April 1994 as part of the Northern Uganda Reconstruction Programme (NURP). From 1986 to date, some parts of the North and East of Uganda have been ravaged by war and civil strife that has destroyed social services and all other sectors leaving the districts paralysed (Aguti 2000:259, Wrightson 1998:13). Government therefore set up NURP in a bid to help those affected districts. Education was one of those services that needed reconstruction.

The objectives of NITEP were:

- i) To improve the quality and performance of 3,040 untrained school teachers on the Northern Districts in a two year period.
- ii) To increase the number of trained and qualified primary school teachers in the Northern Region by about 17 per cent in the four-year implementation period.
- iii) In four years, to have tested the viability and cost-effectiveness of an innovative teacher training methodology so as to evaluate its worth as a model for replication on a nationwide scale (Wrightson 1998:16)

To achieve these objectives, NITEP used a study package that was in many ways similar to that used by MITEP. This included:

- Printed study materials
- Audio cassettes. This was limited and did not cover all the subjects of study. The only subjects that had the audio component were Professional Studies, Music and Mathematics (Wrightson 1998:24)
- Student study group meetings mainly through the study centres and the Coordinating Centres.
- Residential sessions
- Tutor visits and support

Achievements of NITEP

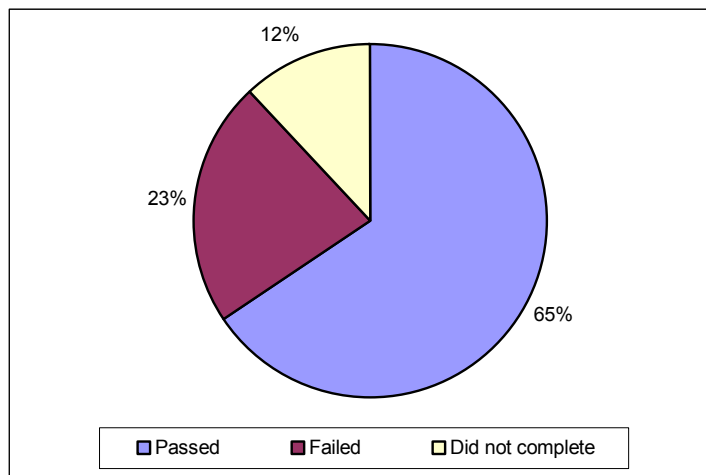
This sub section will briefly outline some of the achievements of NITEP.

a) Training of Teachers

At the beginning of the project, it had specifically been stated that NITEP intended to train a total of 3,040 teachers, thereby increasing the number of teachers in the region by 17%. 3,128 students enrolled for the training programme but of these, 2,755 sat for the Grade III Teachers' Certificate Examinations. Of these, 1,763 passed the examinations after the first sitting and a further 288 after the second sitting giving a total of 2,051 (66%) (Wrightson 1998:55).

So by the end of 1998 NITEP had succeeded in training and passing 2,051 teachers; a commendable achievement considering the conditions under which NITEP was run in a war ravaged and troubled region. See figure 3.6 for the completion rates.

Figure 3.6: NITEP Completion Figures



When compared with MITEP, NITEP achieved a higher examination pass rate in spite of these tough conditions and I believe this was because of:

- The intensive follow up of students through student group meetings and the participation of the Coordinating Centre Tutors.
- Close involvement of the Ministry of Education in the overall supervision of the programme, unlike MITEP that only relied on the districts.

Figure 3.7 gives a comparative view of the completion and pass rates of MITEP and NITEP.

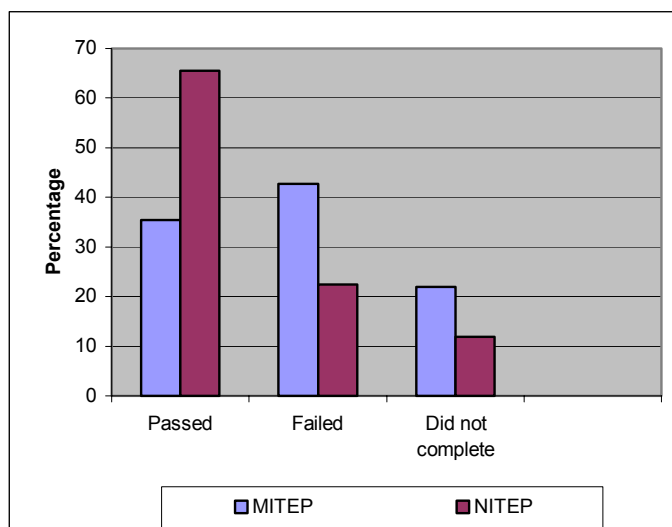
b) Distance Education 'experts'

One of the major components of NITEP was the training of student support staff. This was meant to ensure that NITEP had trained staff offering student support to its students. Besides, some of the staff of NITEP eventually registered for the University of London Diploma in Distance Education as a result of their involvement with NITEP. It could also be said that NITEP perhaps more than even MITEP helped boost national interest and appreciation of distance education.

c) Implementation Structure

The service delivery model that was used by NITEP involving Ministry of Education and Sports, Institute of Teacher Education, Kyambogo (ITEK), Primary Teachers' Colleges and Primary Schools has become the basis for the national implementation phase. Under the Primary Teacher Development and Management Plan, Coordinating Centres are expected to play a very pivotal role in the training and monitoring of trainees. This is a NITEP legacy.

Figure 3.7: MITEP & NITEP Completion and Pass Rates



3.6.3 Teacher Development and Management System (TDMS)

Teacher Development and Management System (TDMS) was developed as part of the overall Primary Education and Teacher Development Project (PETDP). Funding for this component came from various sources including, Government, IDA, USAID, (in its initial stages) and The Royal Netherlands Government, Irish Aid at the later stages. TDMS

activities were initially meant to cover only 10 districts but this eventually spread to all the districts of the country.

The overall aim of TDMS was to improve teaching and learning in primary schools by developing a teacher education system that *'integrated pre- and in-service training approaches'*. The specific objectives of TDMS were:

- 'to develop and streamline TE curricula...'
- 'to develop materials... to foster the implementation of the new curricula'
- to conduct training of teacher educators...'
- to set up a TE framework based on a network of core primary teachers colleges(PTCs) and associated coordination centres (CCs) and outreach primary schools (OSs);'
- to use the core PTC-based network to conduct pre-service and in-service training of primary school teacher and headteachers (Odaet and Higwira 1994, Makau April 2001:4).

To achieve these various objectives, a number of different training programmes were run by TDMS. These included:

- In-service training programme for the untrained primary school teachers
- The Headteachers' Management Training Course
- Outreach Tutor Training Programme

TDMS run these programmes through a Central and District Management Framework that involved:

- Ministry of Education and Sports officials at the Headquarters,
- Principals, Deputy Principals and Tutors of Primary Teachers Colleges,
- Institute of Teacher Education Kyambogo
- District Education Officers

The study package for the various programmes was very much similar to that used by NITEP and as mentioned earlier, the concept of decentralised management of the programmes and provision of student support was a NITEP legacy.

Achievements of TDMS

a) Training of Education Staff

TDMS has been able to train different categories of education staff ranging from Principals of PTCs to Community Mobilisers. Table 3.5 gives a summary of total numbers trained under the different categories.

Table 3.5: Education Staff Trained Under TDMS

Staff Category	Numbers Trained
Untrained Teachers Upgrading to Grade III	8,685
Headteachers	7,414
Principals of Core PTCs	18
Deputy Principals in Core PTCs	36
Heads of programmes based in Core PTCs	54
Coordination Centre Tutors	539
Volunteer Community Mobilisers	13,000

Source: Adapted from Makau (2001:9,10)

However, it should be pointed out that in spite of these achievements, with the launching of UPE, the needs and pressures far outstrip this. The launching of UPE meant a further recruitment of untrained teachers and TDMS did not have the capacity to absorb all these numbers (Makau April 2001:13). But the addition of more than 8,000 trained teachers to the primary school system is something that the country would never have achieved using the full time residential training through the PTCs. It is, however, difficult at this point to work out completion rates for each category because admission figures are not available.

b) Development of Teacher Education Curricula and materials

For each of the programmes that were run, TDMS developed study materials. Both the distance education students and the internal students are using these materials. Also, TDMS introduced in the country courses that were not there before. For example, prior to TDMS, there was no training programme for headteachers in the country. The Outreach Tutor Training programme is also a new addition in the country. TDMS has therefore in this respect helped enrich Teacher Education programmes in the country.

c) Involvement of a Cross Section of Education Staff

As mentioned earlier, to run the TDMS programmes, a cross section of education staff from the Ministry of Education and Sports, Teachers' Colleges and from the districts were all involved. Bringing together all these persons was a major achievement. Albeit it did create some other managerial problems but this is a good beginning of integration of staff and services; an important element that is still missing in the Uganda education system.

Overall, it can be said that TDMS achieved most of its objectives and the fact that now there are plans to institutionalise its activities is testimony that the government of Uganda has confidence in distance education for the training of school teachers, particularly in the light of Universal Primary Education (UPE). Apart from the growing interest and confidence in distance education, I believe TDMS has been hugely successful because of:

- External funding support that the scheme had and was as a result able to produce all the study materials required, hold a variety of workshops, and promptly and adequately pay staff involved in the programme.
- Involvement of the Ministry of Education and Sports, which in many ways, is a reflection of the political will to implement this scheme.
- The network of Primary Teachers' Colleges was utilised for the provision of student support.

3.6.4 Diploma In Primary Education (External) (DEPE)

The External Diploma in Primary Education was launched in April 1999 at the then Institute of Teacher Education (ITEK), now Kyambogo University. This programme was launched so as to upgrade Grade III teachers to Diploma level using distance education; and the students enrolling for this Diploma are expected to take a minimum of three years and a maximum of five years.

The general aims of the programme are:

- Increase intake in Primary Education up-grading courses to meet urgent national needs of the teachers in Primary school.
- Provide opportunity to eligible and interested teachers who can not pursue full-time courses in the colleges/institutions or Universities
- Develop a more flexible mode of education that caters for a variety of needs, changing circumstances and learning requirements of the teachers.
- To develop manpower for Universal Primary Education.
(Kvambooo University Records)

To achieve these aims, the programme is run using a study package that includes print based study modules especially developed in a distance education mode, compulsory residential sessions and student group meetings.

Achievements of the Diploma in Primary Education

Although this programme is only in its third year of running, there have already been some achievements. As mentioned earlier in Section 3.5.4b, to teach in the primary schools in Uganda, a teacher needs a minimum of a Grade III certificate. Therefore up-grading teachers to the Diploma level does not add any new teachers to the teaching force. It however enables teachers to up-grade to a higher qualification. For this reason it cannot therefore be said that this Diploma programme solves the need for more trained teachers to cope with UPE but since through this programme the teachers attain higher qualifications, it can be assumed that they gain deeper knowledge and skills in their subjects and responsibilities. Also, more and more districts are recruiting only those teachers that have a minimum of a Diploma in Education for headship positions. In this regard, this Diploma programme should help increase the number of teachers that can rise to this level.

Since it's launching in April 1999, there have been two intakes already. The first intake was of 800 students, while the second was of 1800 students. Unfortunately it is not clear how many precisely of these students are continuing with the programme. Apart from training more teachers, the study materials being produced on this programme are being used by other teachers as well on similar but full time programmes. In so doing, this programme should help strengthen the Diploma in Education Programmes in the country.

Perhaps one last thing that needs to be pointed out here is that, this programme is working in close cooperation and collaboration with core Primary Teachers Colleges that are implementing the TDMS programmes.

3.6.5 Makerere University External Degree Programme (EDP)

Makerere first run correspondence courses in 1965 when it ran a pilot course "Good Letter Writing". However, the first teacher education programme was the Teacher Training Course to upgrade Grade I teachers. Makerere then run other correspondence courses, but by 1980 correspondence activities had deteriorated gravely as a result of the devastating after effects of Idi Amin's rule (Aguti 1996:4).

With the hope of reviving the distance education programmes at the University, a plan to start External Degrees was included in the 1980 – 1986 University Plan. However, it was only in 1991 that the External Degree Programme (EDP) was finally launched with

two degree programmes: Bachelor of Commerce (B.Com) and Bachelor of Education (B.Ed) (Aguti 1996:4, 2000:265).

a) Objectives of the EDP

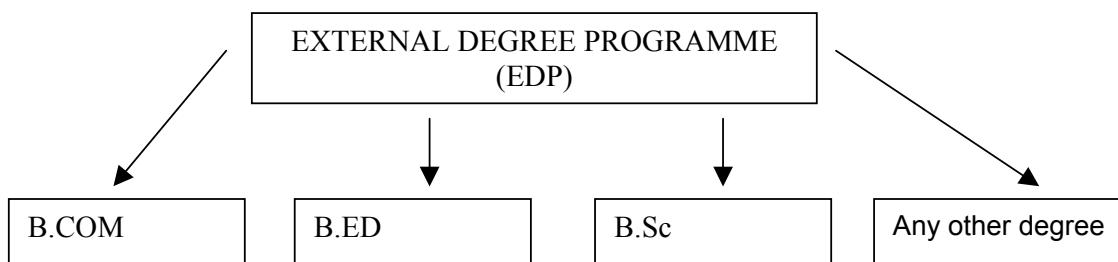
The EDP was launched with the following objectives:

- a) to introduce degree courses by distance education and so increase university intake in some fields of higher education which meet urgent national needs;
- b) produce good quality course materials which would also be used by the internal students and other people in the near future;
- c) strengthen the university's distance education organisation on the basis of enrolment and practice
- d) develop Makerere University's capability to offer a good distance education service, which will meet national, community and individual needs at undergraduate and postgraduate levels.

CCE (1990:19)

Under the EDP scheme, the Department of Distance Education can in collaboration with any other Department run any degree as a distance education programme. The B.Ed (External) is therefore being run as one of these degrees and it is being run in collaboration with the School of Education.

Figure 3.8: External Degree Programme (EDP) and the Different Degrees



b) Aims of B.Ed (External)

The B.Ed was launched with the overall aim of preparing *'the students for adequate professional competence in facilitating learning and to give the students in-depth knowledge of teaching subjects selected for specialization'* (CCE 1990:22).

c) Entry Requirements

Since the B.Ed (External) is meant to upgrade serving teachers, the minimum requirements are:

- ‘... a grade V Diploma in Education or its equivalent from a recognised institution’ and
- ‘A minimum of two years post Diploma experience’
- Also as part of the general University regulations, only those with First Class or Second Class Diplomas are admitted. Teachers with Third Class Diplomas are in addition required to sit and pass the Makerere University Mature Age Entrance Examination. (Aguti 1996:5, Department of Distance Education 2000:4).
- ... certain subjects have special requirements and conditions. Candidates will only be allowed to include in their choice, subjects they had studied and passed’ (CCE1990: 21).

Initially, the B.Ed admitted mainly secondary school teachers and the subject options available then favoured them, however, over the years, the subjects offered have grown to include subjects meant for primary school teachers, teacher educators and education administrators and managers.

d) Curriculum

The curriculum for the B.Ed (External) programme reflects a traditional teacher education curriculum because it has three major components: Foundations of Education Studies, Subject matter Studies and Professional Studies. It is not clear why the B.Ed programme is following this approach to subject division but it could be because this has been the ‘tradition’ at School of Education. Each of these includes various courses as follows:

Foundations of Education

- History of Education,
- Sociology of Education,
- Philosophy of Education,
- Economics of Education, and
- Comparative Education

Professional Studies

- Educational Psychology,
- Curriculum Studies, and
- Subject Methods

Subject Matter

Each B.Ed (External) student is expected to choose two subjects from different categories of subjects on offer. The B.Ed (External) started with subjects not requiring laboratories and specialised equipment and facilities since the Department and the Institute Centres do not have the facilities to support such subjects. Also the subjects on offer depend on the subjects being taught in the secondary schools. The different subjects offered therefore include:

- **Arts and Social Sciences:** African Languages (e.g. Kiswahili, Luganda); Foreign Languages (e.g. English); Geography; History; Social Studies; Religious Studies; and Economics
- **Sciences:** Mathematics; Geography; and Economics
- **Especially combined subjects:** Literature in English, and English Language Studies
- **Vocational Studies:** Art and Craft; Business Education

The Practicum

The B.Ed (External) programme does not include the Practicum although the proposal for the launch of the EDP did include '*supervised Teaching Practice*' (CCE 1990:22). It is not very clear when the decision to cut out the practicum was made; but possibly this was because it was assumed that, since these are already trained teachers the training programme would focus on raising their subject matter competence and professional growth would be achieved without necessarily having supervised teaching practice. This may also be because running the practicum demands a lot of logistics, planning and management, something that I fear the Department may not have the capacity to undertake.

Besides helping the B.Ed (External) students acquire in-depth knowledge in their subjects, the programme is also meant to help the students develop and improve their professional competence. Lack of the practicum may therefore be a shortfall in the programme. How can the students be helped improve this professional competence if they are not given opportunity to put to practice what they will have learnt? Assuming that they are practising teachers is no guarantee that they are putting to practice what they learn.

The full spectrum of the major components of B.Ed (External) programme is also presented as table 3.6

Table 3.6: Bachelor of Education (External) of Makerere University

Programme	Bachelor of Education (External)
Administration and Management	Run by Department of Distance Education, IACE in collaboration with the School of Education
Cost	Tuition fees: Sh. 400,000= each academic year. Paid in two instalments – first semester Sh.250,000=, 2 nd Semester Sh.150,000=
1\$ = 2000Ug Shillings June 2003 rates	Other fees: Sh.50,000= registration for 1 st Semester; Sh. 12,000= for 2 nd Semester; Sh.60,000= for examinations each academic year; Sh.4,000= for new identity card; sh.1,500 for renewal of identity card
	Other costs: Upkeep during face-to-face sessions and during examination periods; Transport to and from venues for face to face; purchase of relevant textbooks and photocopying of other literature.
Study Package	Print study materials: Includes especially produced materials often referred to as 'Study Units'; handouts; relevant textbooks, photocopies of extracts
	Audio Cassettes: In some courses - not available for all courses
	Face to face sessions: Two centrally organised sessions each semester; especially arranged sessions at the study centres
	Student study groups: Organised by students in their localities and sometimes they involve a tutor
	Assignments: Various assignments are set in each course for both study purposes and for assessment
	Self-directed learning: As distance learners, students are expected to be largely self-driven and to study most of the time on their own
Entry Requirements	At least a Second class Diploma in Education or Its equivalent from a recognised institution or Has passed the mature Age Entry Examinations of Makerere University
Duration	Minimum of six semesters Maximum of 12 semesters Similar internal programme offered by Kyambogo University (formerly ITEK) 4 semesters
Objectives	Enable those working at Secondary, Primary and Teachers' College to upgrade the subject matter of the subjects they are teaching through acquisition of content and professional knowledge, skills, values, and attitudes to teach/practise those disciplines that will be offered
	Provide opportunity for students on the programme who are occupying administrative posts in their work places to upgrade in and acquire competencies, skills, and administrative knowledge relevant to their work
	Enable students to develop an evaluative mind in modern theories of development through the study of Development Studies
	Enable students to acquire and sharpen skills of Research and Report writing

Target Group	Primary School Teachers
	Secondary School Teachers
	Tutors of Primary Teachers' Colleges
	Administrators at various education institutions and offices
	Any other adults with the relevant minimum academic qualifications
Core courses	Foundations of Education: Comparative Education, Sociology of Education, Education Administration, Economics of Education, and Philosophy of Education
	Educational Psychology: Human Learning, Human Growth and Development, Guidance and Counselling, Measurement and Evaluation
	Curriculum Studies: Curriculum Studies, General Methods of Teaching, and Educational Technology
	Development Studies: Issues in Development, Science and Technology, Health and Development, Industrialisation in Developing Countries, Political Economy of Education
	Research Methods and Research Project
Elective Courses	These subjects should be selected from any of the following areas of specialisations. Each student shall take two subjects
	Arts and Social Sciences: African Languages (e.g. Kiswahili, Luganda); Foreign Languages (e.g. English); Geography; History; Social Studies; Religious Studies; and Economics
	Sciences: Mathematics; Geography; and Economics
	Especially combined subjects: Literature in English, and English Language Studies
	Vocational Studies: Art and Craft; Business Education
Pass Mark	50% In each course in each semester
Assessment	Continuous Assessment (coursework and tests) 40% of final examination mark
	Written examinations 60% of final examination mark
Award and Classification of Degree	Honours First Class: 4.40 - 5.0 Grade point, 80% - 100%
	Honours Second Class Upper Division: 3.60 - 4.39 Grade point, 70% - 79%
	Honours Second Class Lower Division: 2.80 - 3.59 Grade point, 60% - 69%
	Pass 2.0 - 2.79 Grade point, 50% - 59%

Source: Department of Distance Education (2000:3-6)

f) Achievements of the B.Ed (External)

Since its launch in 1991, the B.Ed has achieved a lot. There has not been any overall evaluation of the programme; however, from the different evaluations and from the Department's reports and records, it can be surmised that a lot has been achieved.

These will now be discussed in relation to the objectives of the EDP.

Increased University Intake

The Department of Distance Education has helped boost the University intake numbers through its EDP. With its total population of nearly 7,000 students, which is 30% of the overall University student population, the Department of Distance Education has the largest student population. Prior to the launching of the B.Ed (External), Makerere University did not have any student for this degree except for students who were studying at the Institute of Teacher Education Kyambogo (ITEK) and registered for this Makerere degree. Even then only about 300 students were admitted each year. Since 1999, the B.Ed External has admitted more than 1,500 students each year and between 1991 and 2000 a total of 974 teachers have completed and graduated with Bachelor of Education; 1954 have completed and are yet to graduate while nearly 2,600 are continuing with the programme. See table 3.7 and figure 3.9 for the numbers admitted and those completing since 1991.

Table 3.7: B.Ed (External) Student Enrolment and Completion Figures 1991 - 2002

Year	Admitted	Registered	%	Did Not Register	%	Continuing	%	% Drop out
1991/92	198	148	75	50	25	*72	47	63.6
1993/94	178	132	74	46	26	*87	66	51.1
1994/95	120	89	74	31	26	*64	72	44.2
1995/96	233	132	57	101	43	*107	95	44.9
1996/97	600	450	75	150	25	*410	91	48.0
1997/98	360	300	83	60	17	*234	78	51.9
1998/99	980	693	70.7	287	29	**599	75	38.9
1999/00	2,500	1,640	65.6	860	34.4	**1355	90	45.8
2000/01	1,646	1,200	72.9	446	27.0	1051	63.9	36.1
2001/02	1300	900	69.2	400	30.8	809	62.2	37.8
2002/2003	1200	***830	69.2	370	30.8	***830		
TOTALS	9,315	6,514		2,801		5,618	60.3	39.7

* Those who have already graduated

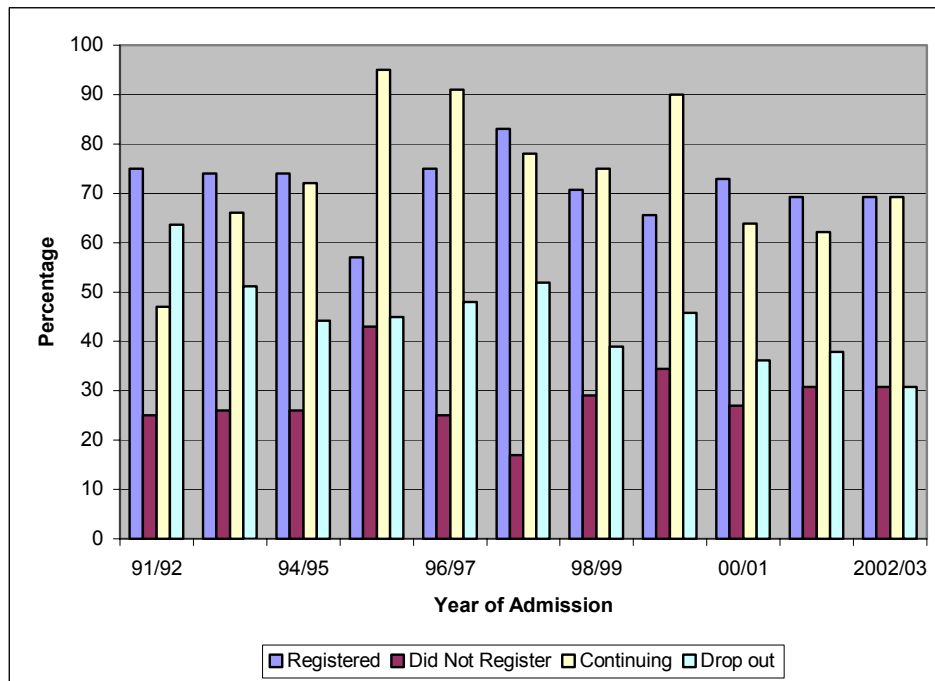
** Those who have completed but not yet graduated

***Those who picked up admission letters

It is clear that the B.Ed has helped to increase student enrolment at Makerere and to upgrade a number of teachers. However, there have been no tracer studies carried out

to establish the impact of this training on the teachers' performance and its impact on the school system. This is an area that requires urgent attention.

Figure 3.9: B.Ed (External) Student Enrolment and Completion Figures 1991 - 2003



Developing High Quality Materials

The EDP uses a study package that includes:

- Written materials including, handouts, textbooks, reference materials and especially produced modules;
- Student study group meetings;
- Face-to-face sessions;
- Audio cassettes and radio; and
- Other student support services.

Written materials were supposed to be the core medium of instruction in this programme. However, the rate of development of the study materials has been extremely slow. A lot of study units have been written but only a few have been published. According to Bbuye (2000:120) only 9 titles have been published and 40 other titles are at different stages of production. There are two major reasons for this slow production of study materials:

- Inadequate funding. The B.Ed (External) relies entirely on fees paid by students which is far inadequate for all the programme costs. As a result of this pressure, the

Department has allocated only 30% of its budget to study materials development and this is too little for the bulk of materials that need to be produced.

- Some course writers have been very slow in writing even after they have been trained. So manuscripts are not being produced as fast they are needed.

Inadequate study materials therefore seems to be a major handicap of this programme for as it is pointed out,

Unfortunately, the EDP still relies heavily on face-to-face sessions as the major form of support. This is partly because of lack of sufficient study materials which should really be the core of the study package (Department of Distance Education 2001:1).

Suffice it however, to say that whatever materials have been produced are being used by both the external and internal students of the university. In so doing, the programme has helped address the problem of lack of reading material in the university.

Another related development has been that some of the lecturers who have been trained in the development of distance education materials have gone further and written and produced other books using the skills acquired in these training sessions.

Contributed Towards Improving the University's Finances

The B.Ed (External) is one of the privately sponsored programmes of the University. In other words, each of the students on this programme pay fees which includes tuition fee of 400,000 Uganda Shillings (US\$ 200) each academic year. The programme is then run from funds so generated. 57% of the fees paid by the students is remitted to the Department for the running of the programme while 43% is retained by the University for various services and activities. For example in the academic year 2002/2003, from a total of nearly 2,500 students on the B.Ed (External) programme, the University earned 1 billion Uganda Shillings (US\$ 500,000 – June 2003 dollar rates). From this income, the B.Ed (External) programme alone contributes nearly 430 million Uganda Shillings (US\$215,000) towards various University services and activities from the funds retained. Unfortunately, this policy 'robs' the programme of the very much-needed funds and as already pointed out, the programme has been unable to develop all the required study materials and provide a well coordinated support system.

Nevertheless, it can be said that the programme has helped boost the University's income.

Strengthened University's Capacity to Run Distance Education Programmes

After the correspondence courses of the 1960s collapsed, the university lost its capacity to run distance education programmes. However, since the launching of the EDP, the University capacity has grown stronger as evidenced by:

- Establishment of the Department of Distance Education in 1992
- Increase in the number of staff in the Department of Distance Education with some of them undertaking various studies in the field of Distance Education
- The Department was allocated an entire block for office space at the main University campus
- The study centres up country are being renovated and the face-to-face sessions and other programme activities are being decentralised.
- As part of the University's growing confidence in its ability to run distance education programmes, a Bachelor of Science (External) was launched in 2002.

The launching of the EDP has certainly helped rejuvenate distance education activities at Makerere University.

As discussed in the above sub sections, Uganda has run some teacher education programmes for various levels and with differing achievements. Table 3.8 gives a summary of these different programmes. However, in spite of these achievements, the programmes are still impeded by a variety of challenges that is the subject of the next section but a few lessons can be drawn from these programmes; lessons that any provider of distance education programmes in the country would need to bear in mind.

These major lessons are:

- Preparation of study materials and the distribution of the same is central. MITEP, NITEP, and TDMS all seem to have been better prepared to launch their programmes because of prompt production of study materials. Makerere University, on the other hand, is still having problems providing all its required study materials
- A network of well managed and coordinated student support services is critical in promoting retention of students and could lead to better performance as reflected in NITEP and TDMS compared with MITEP.
- Institutions in Uganda seem to have problems establishing and maintaining their own study centres throughout the country; therefore, collaboration between institutions and departments for sharing of facilities and staff appears an effective strategy. However, for this to work well, roles and responsibilities should be clearly spelt out so as to minimise confusion and conflict.

Table 3.8: Summary of Distance Education Teacher Education Programmes run in Uganda from 1990 - 2003

Programme	Institution	Target Group	Study Package	Assessment	Major Achievements	Award
MITEP	Mubende & Kiboga Districts in collaboration with PTCs	Untrained P.S. teachers in the district	<ul style="list-style-type: none"> - Print study materials - Face-to-face sessions - Student group meetings 	<ul style="list-style-type: none"> - Grade III Teachers' national Examinations - Teaching Practice 	<ul style="list-style-type: none"> - 306 completed and passed the course - Created national interest in DE 	Grade III Teachers' Certificate
NITEP	MOES as part of NURP in collaboration with ITEK & PTCs	Untrained P.S. teachers in Northern Uganda	<ul style="list-style-type: none"> - Print study materials - Audio cassettes - Face-to-face sessions - Student group meetings - Tutorial visits 	<ul style="list-style-type: none"> - Grade III Teachers' national Examinations - Teaching Practice 	<ul style="list-style-type: none"> - 2051 completed and passed the course - Training of student support staff - Development of study materials - Increased national interest in DE 	Grade III Teachers' Certificate
TDMS	MOES in collaboration with ITEK, Districts & PTCs	<ul style="list-style-type: none"> - Untrained P.S. teachers - Headteachers - Tutors in PTCs - Committee members of Parents' Teachers' Associations (PTAs) 	<ul style="list-style-type: none"> - Print study materials - Audio cassettes - Face-to-face sessions - Student group meetings - Tutorial visits 	<ul style="list-style-type: none"> - Grade III Teachers' national Examinations - Teaching Practice - Headteachers' examination 	<ul style="list-style-type: none"> - 8,685 completed and passed the Grade III Teachers' Certificate Examinations - 7,522 headteachers and deputies - 539 coordinating Centre Tutors - 13,000 Volunteer community mobilisers - Development of study materials - Increased national interest in DE - Promoted collaboration between various education offices and institutions 	<ul style="list-style-type: none"> - Grade III Teachers' Certificate - Headteachers' Certificate - Attendance Certificate

DEPE	Kyambogo University	Grade III Teachers	<ul style="list-style-type: none"> - Print study materials - Compulsory face-to-face sessions - Student group meetings 	<ul style="list-style-type: none"> - Examinations - Assignments/tests 	<ul style="list-style-type: none"> - Recruited 1,800 teachers - Development of study materials - Collaboration with PTCs 	Diploma in Primary Education
B.Ed (EXT)	Makerere University	Grade V primary & secondary school teachers	<ul style="list-style-type: none"> - Print study materials - Audio cassettes - Face-to-face sessions - Student group meetings - Assignments 	<ul style="list-style-type: none"> - Examinations - Assignments/tests 	<ul style="list-style-type: none"> - 974 completed and passed the course - 1,954 have completed and yet to graduate - 2,600 continuing with the programme - Study materials development - Strengthened MUK capacity to run DE programmes - Created national interest in DE 	B.ED
B.Sc (EXT)	Makerere University	Holders of relevant Diploma or its equivalent	<ul style="list-style-type: none"> - Print study materials - Audio cassettes - Face-to-face sessions - Student group meetings - Assignments 	<ul style="list-style-type: none"> - Examinations - Assignments/tests 	<ul style="list-style-type: none"> - Admitted 75 students 	B.Sc

3.6.6 Challenges facing Distance Education Programmes in Uganda

a) *Sustainability*

Nearly all the programmes discussed here, with the exception of the External Degree Programme and the Diploma in Primary Education, have had a heavy reliance on External funding. Although this helped start and run the programmes to the end of their project lives, it raises the question of sustainability. For as Makau (April 2001:21) says,

The TDMS project illustrates the need for Uganda to proactively consider long-term sustainability of social development initiatives. External funds constituted the highest proportion of the resources invested in the project (e.g. over $\frac{3}{4}$ of Phases I-III...) Uganda needs to consider how dependence on external funding could be reduced.

Even the other programmes continue to be plagued by inadequate funding. This seems to be the case with the Makerere University EDP that has failed to produce all the required study materials due to inadequate funding since it relies entirely on student fees (Aguti 2000:276). Distance education can be cheaper but only in the long run. There must always be heavy investment initially. The question then is 'How willing are government and institutions providing distance education to invest in these programmes? Therefore as Uganda struggles to meet the enormous UPE and UPE bulge demands, the question of sustainability of the distance education teacher education programmes needs to be critically given attention.

b) *Quality*

Quality is of paramount importance in education and is also a concern of a number of institutions offering distance education programmes including those providing teacher education programmes (Tait 1997:2). The concerns are with regard to quality in:

- the programmes being offered;
- the candidates being recruited in the teacher training institutions;
- the services being provided in the distance education programmes;
- outputs of the distance education programmes; and
- education system as a whole

The issue of quality is still an unresolved one in Teacher Education. True, through these programmes a number of trained teachers have been added to the system; however, the enormous increase in primary school enrolments and the growing numbers of secondary schools in the country far outstrip these efforts. A lot more therefore needs to be done; otherwise the schools will continue to be filled by untrained teachers and this could adversely affect the quality of school education.

Also, whereas distance education is growing in the country there are still fears that the products are 'not as good' as those trained through the full time residential programmes. Unfortunately, no tracer studies have been carried out to establish the impact of these different programmes on the school system. Some of the reasons for these fears is because of low entry passes for those joining these programmes, the low pass rates and high dropout rates.

Distance education has been used to address inequalities, thereby giving its clients a second chance at education (De Wolf 1994:1558, Holmberg 1995b:13, Rumble 1992:19). This seems to have been the case with all the teacher education programmes that have been discussed in sections 3.6.1 – 3.6.5. Unfortunately, because majority of those joining these programmes had low entry passes, it has reinforced the perception that distance education is for failures.

In addition, distance education has been accused of having high dropout rates and low pass rates in spite of high initial enrolments (Fraser April 1992:122, Holmberg 2001:73, Keegan and Rumble 1982:228, Paul 1990:79, Perraton 2000:12). In the teacher education programmes that have been run in Uganda using distance education, dropout rates are unacceptably high and pass rates low. B.Ed (External) for example has an average dropout rate of 40% and with only minimal Upper Second Class Degree passes.

The onus therefore is on the providers of distance education to ensure that the systems put in place facilitate quality teacher training, otherwise distance education will continue to be viewed as an inferior alternative, good enough for failures and one that only produces mediocre graduates.

c) Relating to Policy on Recruitment

Government employs majority of teachers in Uganda and so their salaries are dependant on what the government policy is. For example, traditionally, primary school teachers were holders of a Grade III teachers certificate and so their salary was set at that level. However, with the opportunities for upgrading, it is becoming increasingly difficult for government to accommodate all the upgraded teachers in the salary budget. This is particularly the case for primary school teachers who upgrade to either diploma or graduate level.

Many of these teachers have upgraded but have had problems being registered and salary adjusted to the new level achieved. This is demoralising and is likely to affect the enrolments in some of these distance education programmes. For example, a circular from the Ministry of Education and Sports states in part, '*attainment of higher qualifications will not automatically lead to promotion to Grade V or Graduate teacher...*' (Lubanga 28th May 2002:3).

This challenge of increased wage bill is a scenario similar to that being experienced by South Africa for as NEPI (1992:31) says,

It follows that any significant increase in the number of qualified teachers, and in the number of teachers who have upgraded their qualifications, will increase the education budget proportionally.

d) Integrating Information Communication Technologies in the Programmes

All the distance education programmes in Uganda discussed in this chapter relied- and for those still running continue to rely - on print materials and have not integrated other technologies. The challenge therefore is for distance education programmes in Uganda to begin to explore possibilities of integrating ICTs in their programmes. This is critical especially because of the widespread use of ICTs in various other sectors of society. Teachers trained in Uganda need to be knowledgeable in these ICTs if they are to have any competitive edge in the world of education today.

Also, in Uganda, a new syllabus on Computer Science has been developed for primary schools and for this syllabus to be effectively run the teachers involved must have knowledge and experience in computers. The other opportunities being created are the

different projects being run involving use of ICTs. For example, a total of 32 secondary schools are participating in the World Links for Development (WorLD) and so teachers in these and other schools certainly need exposure and skills to fully exploit the ICTS being provided. (Refer to section of 2.7.3 for more on WorLD). One way of achieving this is by integrating ICTs in the teachers training.

In addition, access to ICTs is also still poor and so designing programmes that heavily utilise technologies may be hampered by poor access to the same. The question of access by institutions, staff and students is therefore a critical one.

3.7 SUMMARY

This chapter was a critique of In-Service Teacher Education (INSET) provided in Uganda through distance education since 1990. Teacher education and teacher training in general were discussed and this included a discussion of the different approaches used to provide teacher education and the criticisms that have been levelled at teacher education. Finally INSET in general and INSET by distance education in particular as currently provided in Uganda was examined. A summary of each of these programmes was given including their achievements. The different programmes that have been discussed in this section do indicate that Uganda has attempted to use distance education for the training of school teachers and this has in many ways helped Uganda increase the number of trained teachers particularly for the primary section and to upgrade a number of secondary school teachers. However, as already indicated, there have been a number of challenges and in the face of increasing school enrolments, there is continued need for more and better teachers.

The next chapters will focus on exploring all these issues further as reflected by the research findings.