


The Republic of Uganda

MINISTRY OF EDUCATION AND SPORTS

# THE NATIONAL TEACHER POLICY

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MINISTRY OF EDUCATION AND SPORTS

# THE NATIONAL TEACHER POLICY

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# *Foreword*

Education is a basic human right. The goal of education is to provide Quality Education and Training policies to all Ugandans. Government has therefore continued to put in place measures to address equitable access to affordable, quality and relevant education in line with international, regional and national policies as well as legal commitments. The provision of quality education is a firm foundation for achieving the middle income status as explained in the National Development Plan (NDP) II and Vision 2040. However, the quality of education largely depends on the quality of teachers and this remains a challenge.

The Teacher Initiative for Sub-Saharan Africa (TISSA) study of 2013 identified several challenges that affect the quality of education in Uganda. These include; under-professionalization of the teaching profession, inadequate quality assurance and standards; shortage of science teachers and low entry academic requirements into the teaching profession among others. Accordingly, the TISSA study recommended the development of a comprehensive National Teacher Policy to address quality of education issues. In that regard, Government has adopted this recommendation.

The aim of the National Teacher Policy (NTP) is to professionalize the teaching profession to levels comparable with other professions like medical, engineering, legal, and accounting among others. This policy provides a comprehensive framework for the development and management of the teaching profession to improve teaching and learning in the entire education system.

Therefore, I call upon all stakeholders to support the successful implementation of this policy to strengthen the teaching profession and to enable Uganda reposition herself as a regional hub and centre of academic excellence in education.

For God and My Country.

HON. JANET KATAAHA MUSEVENI
**FIRST LADY AND MINISTER FOR EDUCATION AND SPORTS**

# Acronyms

| | | |
|---|---|---|
| BTVET | - | Business and Technical Vocational Education and Training |
| CBET | - | Competence-based Education and Training |
| CCT | - | Coordinating Centre Tutors |
| CPD | - | Continuing Professional Development |
| DEP | - | Diploma in Education - Primary |
| DES | - | Diploma in Education - Secondary |
| DTE | - | Diploma in Teacher Education |
| DTTE | - | Diploma in Technical Teacher/Instruction Education |
| DVTI | - | Diploma in Vocational Training Instruction |
| DEPE | - | Diploma in Education, Primary, External |
| ECED | - | Early Childhood Education and Development |
| EFA | - | Education for All |
| EMIS | - | Educational Management and Information System |
| EPPAD | - | Education Planning and Policy Analysis Department |
| ESC | - | Education Service Commission |
| ESSP | - | Education Sector Strategic Plan |
| FENU | - | Forum for Education NGOs in Uganda |
| GER | - | Gross Enrolment Rate |
| GIR | - | Gross Intake Rate |
| HTC | - | Health Tutors College |
| ICT | - | Information and Communication Technology |
| INSET | - | In-service Education and Training |
| ITC | - | Instructor Training College |
| ITE | - | Instructor Tutor Education |
| MoES | - | Ministry of Education and Sports |
| MoFPED | - | Ministry of Finance Planning and Economic Development |
| MoGLSD | - | Ministry of Gender, Labour and Social Development |
| MoPS | - | Ministry of Public Service |
| NAPE | - | National Assessment of Progress in Education |
| NASPTSU | - | National Survey on Primary Teacher Satisfaction in Uganda |

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| NDP | - | National Development Plan |
| NITEP | - | Northern Integrated Teacher Education Programme |
| NGO | - | Non-Governmental Organization |
| NTC | - | National Teachers' College |
| PTC | - | Primary Teacher College |
| PTR | - | Pupil-Teacher Ratio |
| PRESET | - | Pre-service Education and Training |
| SACMEQ | - | Southern and Eastern Africa Consortium for Monitoring Educational Quality |
| SDGs | - | Sustainable Development Goals |
| SNE | - | Special Needs Education |
| SSA | - | Sub-Saharan Africa |
| TIET | - | Teacher Instructor Education and Training Department of MoES |
| TISSA | - | Teacher Initiative in Sub-Saharan Africa |
| TRC | - | Teacher Resource Centre |
| UNESCO | - | United Nations Educational, Scientific & Cultural Organization |
| UPE | - | Universal Primary Education |
| USE | - | Universal Secondary Education |
| UNATCOM | - | Uganda National Commission for UNESCO |
| UNATU | - | Uganda National Teachers Union |
| UNDP | - | United Nations Development Programme |

# *Glossary of Key Terms*

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| **Accreditation** | Approval by an organization that somebody or something has achieved the set standard |
| **Act** | A written law enacted by Parliament, to enforce the implementation of a policy |
| **Assessment** | Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. |
| **Certification** | A formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupation. |
| **Circular** | Instructions or information issued by an organization |
| **Duty** | A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK). |
| **Guidelines** | Documents that are used to interpret a policy and /or a programme and act as a guide at implementation level. Policy guidelines are often used to advise how one should comply with the policy and have no force of law. |
| **In-service** | Training given to an already recruited teacher to improve on his/her knowledge and skills; also called continuous professional development |
| **Initial Teacher Training** | Is the professional preparation of teachers in teacher training institutions and refers to the process and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in classroom, school and wider community. |
| **Internship** | A structured work experience related to a student's major and/or career goal; in this case teaching in schools, colleges, other educational establishments and contexts for academic achievement. |
| **Occupational Profile** | An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently. These define what a person is supposed to do, which becomes the reference points for developing the modular curricula and assessment standards. |
| **Policy** | A deliberate plan of action to guide decisions and achieve rational outcomes. It may also be defined as an explicit or implicit single decision or group of decisions which may be set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions. |
| **Professional Development** | A series of activities designed to extend and develop trainee's learning, and provide evidence of meeting the standards. |
| **Probation** | A six months period during which a teacher is mentored and supervised before formal registration |
| **Professional Mentor** | The school member of staff with overall responsibility for all trainee teachers in the establishment. Formal Education and non-school placements do not usually have professional mentors. |

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| **Qualification** | A formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence |
| **Regulations** | A form of laws which define the application and enforcement of legislation. Policy regulations are made under the authority of an act called an enabling Act. |
| **Reward** | Something given in appreciation for worthy behaviour |
| **Sanctions** | Penalties or other means of enforcement used to provide incentives for obedience with the law or with the law rules and regulations |
| **Standard** | Is the definition of knowledge items and skills in a specific field that should be held in order to be considered competent |
| **Statute** | A formal written enactment of a legislative authority that governs a state, city, or county. Typically, statutes command or prohibit something or declare policy |
| **Task** | Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point, can be observed and measured. *(see also: Duty)* |
| **Teacher** | A person who has successfully completed a course of training approved by the Ministry responsible for Education and has been entered on the register of teachers. Or a person licensed to teach by the Ministry of Education and Sports. |
| **Validation** | To prove that something is useful and of acceptable standard |

# 1.0 Introduction

**1.1** The achievement of quality education for all (EFA) goals is anchored on a broad vision to facilitate holistic approaches to reorganizing educational content, and to build national capacity in the key competencies required of all learners in the knowledge-based societies of the 21st century.

**1.2** One of the prerequisites for achieving quality education as a tool for human capital development is the availability of competent and effective teachers. Teachers are therefore at the heart of providing quality education to learners. Teachers facilitate learning and the acquisition of both practical and academic competencies relative to the students' potential. Investing in teachers will ensure that learners acquire the needed skills, knowledge and values to contribute to national development. Evidence from best education systems around the world reveals that the most important factor in determining how well children learn is the quality of teachers. The best systems draw their teachers from among the best graduates and train them rigorously and effectively, focusing on best classroom practices.

**1.3** The 1992 Government White Paper on Education recognizes the importance that must be attached to the quality of teachers and notes the key leadership role and service which teachers play in implementing education policies and programmes. These include; skillfully imparting knowledge to learners to help them develop both the desire and ability to learn; encouraging the development of learners' personality and guiding them to form positive and acceptable social values; promoting the spirit of collective responsibility of the school and the teaching profession; and bridging the gap between educational institutions and the community to ensure fruitful interaction between the two and proper fulfillment of the schools and colleges' obligations to communities. Also, teachers help in Interpreting and implementing the broad aims and objectives of education, Instilling in learners the desire to learn and develop ability to acquire knowledge and desirable skills to help participate effectively in public life and national development and exemplify basic moral values and ethics of the teaching profession and promotion of the collective responsibility spirit which educational institutions owe to the public.

**1.4** To improve the quality of education and teachers, the 1992 Government White Paper on Education recommended professionalization of the teaching profession. Equally, the 2013 Teacher Initiative for Sub-Saharan Africa (TISSA) study and the 2016 Education Sub-Sector Review recommended the development of a National Teacher Policy (NTP).This background forms the basis for the development of this policy.

# 2.0 Policy and Legal Framework

**2.1** Government has a comprehensive and ambitious set of education policies. These policies aim at ensuring basic education for all, and efforts are being made to reach the most vulnerable people. In discharging this responsibility, the State must begin by evolving an educational policy which expresses, or makes room for the expression of, the social and economic requirements of the new age. Education must give scope for the attainment of national objectives based on the participation and enthusiasm of the people as a whole. After new policies have been formulated and new administrative arrangements agreed upon, it is necessary to embed these policies and arrangements in legislation, in order that changes may be brought about by orderly processes and the system of education made to conform to the new requirements placed upon it.

**2.2** The 1992 Government White Paper on Education notes that well-trained teachers have a key role to play in; forging effective links between the school and the community, positively influencing national development programmes and in preparing the human resource essential for national development.

**2.3** The second National Development Plan (NDPII) 2015/16-2020 highlights three key objectives for the education sector namely; (i) achieving equitable access to relevant and quality education and training, (ii) ensuring delivery of relevant and quality education and training, and (iii) enhancing the efficiency and effectiveness of Education and Sports service delivery at all levels. It also emphasises the Teachers' important role in *instructing*, *nurturing* and *developing* the skills to develop competent human resource that can effectively exploit the available opportunities and resources for national development.

**2.4** The Uganda Vision 2040 provides a policy framework for national development and articulates long term aspirations to be achieved. It highlights the country's development challenges as largely associated with the low competitiveness of its human resource among others. It also articulates the country's desire to have access to affordable quality education services, a healthy, literate and well informed society which are a result of a competent and effective teaching cadre. The National teacher policy supports the realisation of this aspiration.

**2.5** The Universal Declaration of Human Rights (UDHR) of 1948 considers education as a human right under Article 26. This is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education, 1960; the Convention on the Rights of the Child, (1989, in force 1990), the International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 and the UN Convention on the Rights of Persons with Disabilities (2006 in force in 2008) . Also, the Sustainable Development Goal (SDG) 4 aims to "ensure inclusive and equitable quality education and to promote life-long learning opportunities for all." Therefore, the National Teacher Policy is a guide to the achievement of teacher related targets of the SDG4 and complements other education related goals noted in the above instruments.

**2.6** Additionally, the National Teacher Policy conforms to the intergovernmental Paris recommendation adopted in 1966 by UNESCO and the International Labour Organisation (ILO) regarding the status of teachers. The recommendation sets forth the: rights and responsibilities of teachers; international standards for teacher preparation; further education; recruitment; employment; teaching and learning conditions. Since its adoption, the Recommendation is considered as an important set of guidelines to promote teachers' status in the interest of quality education.

**2.7** Uganda overall has a good legal framework protecting the right to education. It is guaranteed in the constitution, and Uganda is a party to the most important regional and international conventions protecting the right to education.

**2.8** The 1995 Constitution of the Republic of Uganda, Article 30 provides for the right to education. The operationalisation of this right is supported by the: Education (Pre-Primary, Primary and Post Primary) Act (2008); Business Technical Vocational Education and Training (BTVET) Act (2008); Universities and Other Tertiary Institutions Act (2001 as amended); Uganda National Examination Board (UNEB) Act (1983); National Curriculum Development Centre (NCDC) Act (2000); Education Service Act (2002); Uganda National Commission for United Nations Educational, Scientific, Cultural Organization (UNATCOM-UNESCO) Act, 2014; Higher Education Students' Financing Board (HESFB) Act (2014); Employment Act, 2007; Local Government Act 1997; National Council for Higher Education Act; Teachers Code of Conduct Cap 290; Public Service (Teachers) Act-Statutory Instrument 290-1; Refugee Act, 2006 and the Public Private Partnership Act, 2015 among others.

**2.8** The purpose of the law as a formal embodiment of educational policies is to: (a) subject government's judgments on questions of educational policy to scrutiny; (b) define and to limit the powers, rights and duties of those participating in the educational process, particularly government. In the case of private individuals, voluntary bodies, or subordinate organs of government, the penalties for stepping beyond the assigned limits may be built into the law itself, but where the transgressor is government, redress is normally only possible in parliament, or in the courts; in parliament, by the refusal of financial appropriations; and in the courts, by ordinary civil process under the Government Proceedings Act and (c) enable public funds to be used for educational purposes and to lay down the conditions for such use.

# 3.0 Problem Statement

**3.1** The delivery of quality education to all by government generally depends on many factors. These factors include but are not limited to the quality of:

(a) curriculum (educational content);

(b) teaching and assessment (educational processes);

(c) learning environments (educational infrastructures);

(d) continuous professional development (to take care of the dynamic realities); and

(e) effective teacher management. Also, research shows that teachers are the single most important school-related factor affecting student learning outcomes—more than anything else. In other words, the quality of education is to a large extent correlated and dependent on the quality of teachers.

**3.2** To date, at least 347,219 teachers are employed in public and private schools (EMIS, 2015). Government directly employs 266,290 teachers as follows: 184,275 in primary schools; 67,168 in secondary schools; 13,870 in tertiary institutions; 750 in Primary Teachers Colleges (PTCs) and 227 in National Teachers Colleges (NTCs). The private sector directly employs 80,929 teachers as follows: 16,741 in Early Childhood Development (ECD) Centres; 62,779 in primary schools; 31,841 in secondary schools; 1120 in post secondary schools and 289 teachers in the non formal sub-sector. Teachers support the delivery of quality education under Universal Primary Education (UPE) and Universal Secondary Education (USE) among others. But, the educational achievements of learners is unacceptably poor (UNESCO [2013]; the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) [2014]; National Assessment of Progress in Education (NAPE) [2015] and UWEZO [2016]).

**3.3** The problems of: teacher absenteeism; ineffective teaching; qualifications and standards; institutional leadership; ethical behavior; teacher regulation; professional development persist in the teaching profession. This is attributed mainly to the under professionalization of the teaching profession among others. Accordingly, the National teacher policy provides a framework for professionalising and standardising the teaching profession in order to improve the development and management of teachers in the education sector.

# 4.0 Policy Rationale

**4.1** Teachers are vital because of their impact on student learning. Research shows that raising teacher quality leads to substantial gains in school performance. However, there are many important aspects of teacher quality that are not captured by indicators such as qualifications, experience and tests of academic ability. The teacher characteristics that are harder to measure, but which can be vital to student learning need to be more prominent in teacher preparation and employment. Teachers' importance is reflected in the size of the teacher workforce. Teaching is the largest single formal employer of graduate labour.

**4.2** Government also firmly believes that learning is not confined to the achievement of academic goals alone and can and should be promoted in a range of contexts both within and without of the classroom. This is encapsulated in the 6 Cs namely: Curiosity; Concentration; Creativity; Confidence; Collaboration; and Competence which are the qualities that government seeks to impart in learners.

**4.3** Teacher policy concerns have increased in recent years due to the profound economic and social changes underway and the imperatives for education to provide the foundations for lifelong learning. Government has been engaged in key curriculum reforms, and has placed stronger emphasis on gender equality within schools, incorporation of Information and Communication Technology (ICT), and integration of students with special needs in the education system. Such developments require re-examination of the role of teachers, their preparation and work.

**4.4** Understanding the operations of the teacher labour market is generally vital. Key aspects include the factors shaping teacher demand and supply, the responsiveness of teachers to incentives, the trade-offs government face in defining the number of teachers needed and teacher deployment to schools.

**4.5** The teacher policy is intended to promote a common understanding amongst all education stakeholders of what constitutes good, effective teaching practice to support educational goals. While, the context within which learning takes place varies, the policy acknowledges that there are principles of teaching and learning which have universal application. The teacher policy should be read in conjunction with other educational policies in order to ensure that all teaching and learning meets the needs of all pupils. Teachers should consider barriers to involvement arising from additional learning needs, language, disability, gender, belief and how these can be overcome. This will apply to social needs, as well as learning and teaching needs.

**4.6** This policy is intended to promote consistent outstanding standards in learning and teaching. It recognises that what happens in classrooms is fundamental in helping learners acquire the skills and habits of mind to be successful learners not only at school but throughout their lives generally. This is in line with UNESCO's four pillars of education namely:

(i) learning to know: to provide the cognitive tools required to better comprehend the world

and its complexities, and to provide an appropriate and adequate foundation for future learning;

(ii) learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society;

(iii) learning to be: to provide self analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round 'complete person'; and

(iv) learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

**4.7** The benefits of this policy include but are not limited to:

(a) Promotion and retention of highly motivated, professional and ethically upright teaching force in Uganda.

(b) More effective management for better teacher productivity, discipline, retention and motivation.

(c) More competent teachers that can effectively deliver quality learning outcomes and leadership at all levels of the education cycle.

(d) Standardization of the management, development and practices of teachers.

(e) Cross cutting issues streamlined into all aspects of teacher training, management and practice at all levels.

# 5.0 Policy Direction

**5.1** The NTP is designed to professionalize teachers, develop standards and improve the development, management and utilization of teachers in Uganda for the required improvements in the quality of learning.

**5.2** The Policy Vision is to: transform the teaching profession and learning environment for a skilled and globally competitive human resource.

**5.3** The Policy Mission is to: produce quality, motivated, accountable and adaptable teachers that are responsive to education development needs.

**5.4** The aim of the NTP is to provide a framework to professionalize and standardize the teaching profession and enhance the development and management of teachers. It is to provide strategies to enhance professionalism; develop and enforce standards; and streamline the professional development and management of teachers.

**5.5** The specific objectives of the Policy are to:

(a) streamline teacher management for better productivity, discipline, retention and motivation.

(b) strengthen pre-service and in-service teacher training so as to enhance competences to effectively deliver quality learning outcomes and leadership at all levels of the education cycle.

(c) standardize teacher development, qualifications and practice across all levels of education.

(d) streamline the integration of cross cutting issues into all aspects of teacher training, management and practice at all levels.

**5.6** The key policy priorities are:

(a) Establishment of the National Teachers' Council by an Act of Parliament to professionalize the teaching profession. The Council will be responsible for registration, licensing, accreditation of teachers and implementation of the Motivation framework and the reviewed Scheme of Service.

(b) Establishment of the Uganda National Institute of Teacher Education to provide leadership in Continuous Professional Development (CPD) and the training of tutors. The institute will implement the Initial Teacher Training and CPD frameworks.

(c) Development and implementation of standards for teaching, institutional leadership and a Teacher Qualification Framework that can be harmonized with the regional frameworks.

(d) Mainstream cross-cutting issues into teacher training, management and utilization and teacher practices by particularly taking advantage of the policies in other ministries.

**5.7** The implementation of this policy is guided by the following principles:

**(a) Professionalism:** This is defined as the knowledge, skills, and practices that teachers must have in order to be effective educators. A system for accreditation, discipline and exit of teachers; induction and mentoring programmes; incentives and sanction framework and teacher collaboration will be put in place.

**(b) Effectiveness:** Effective teachers are those who achieve the goals set for them by government. Effective teachers possess the knowledge and skills needed to attain the goals.

**(c) Accountability:** Specific measures and criteria will be put in place to determine whether or not teachers have met the desired goals or targets by stakeholders.

**(d) Innovation and Creativity:** Specific measures and criteria will be put in place to support innovation and creativity. Innovative Teaching involves creating new knowledge and apply different and new methods of teaching for better outcomes will be supported. Creativity is imaginative activity designed to produce outcomes that are both original and of value.

**(e) Efficiency:** Efficiency is the ability to get things done in an organized manner through lesson plans, staying on target, keeping control of the class among others. It also hints at a bit of consistency which is crucial for a teacher. An efficient teacher should be able to perform their job with a minimum of effort and expenditure of resources.

**5.8** The policy targets all teachers involved in providing education to the following groups:

(a) Teachers of Early Childhood Development programmes;

(b) Teachers in primary Education level;

(c) Teachers in Secondary Education Level;

(d) Teachers in business, technical and vocational institutions; and

(e) Teachers in other tertiary institutions.

It also targets other stakeholders such as parents, education providers, education managers and agencies, the private sector, CSOs, development partners, teacher unions and associations.

# 6.0 Policy Actions, Strategies and Outcomes

**6.1** The National Teacher Policy will focus on four key policy actions namely; Standards and Qualification, training, management and cross cutting issues. Under each thematic policy action, the key implementation strategies and expected outcomes are outlined.

**6.2** The National Teacher Policy will put in place the Minimum professional standards and qualifications for the teaching profession. The standards to be developed and implemented will define the minimum level of practice expected of trainees, teachers and school leaders. This will be achieved through the following strategies:

a) Development and implementation of a Teacher Qualifications Framework

b) Implementation of the developed competency profiles of teachers, teacher educators and school/institutions leaders.

c) Subjecting all teachers in tertiary institutions to basic pedagogical / andragogical training before being certified to teach in these institutions.

d) Development and implementation of standards for teaching and leadership in educational institutions.

e) Establishment of a National Teachers' Council by an Act of Parliament to regulate the teaching profession within the country. This applies to teachers in government and private schools and institutions.

f) Strengthening the monitoring, support supervision and inspection functions in the different institutions with a mandate over teacher management.

g) Development and implementation of a clear framework for assessing teachers and other players in the education sector.

These strategies will lead to improved management, uniformity and standardisation of the teaching profession.

**6.3** The National Teacher Policy will put in place the Minimum standards and qualifications for teacher training. This policy action will focus on the calibre of students enrolled in teacher training Institutions and their subsequent deployment in both private and public schools. This will be achieved through the following strategies:

a) Pre entry assessment of prospective teachers will be undertaken by Teacher Training Institutions in liaison with ESC/DSC/MoES/DES.

b) Harmonization of the curricula and the minimum training duration and pedagogical requirements for teacher training.

c) Every Teacher Training institution will have a Demonstration school for practicum teaching.

d) Designing, implementing programmes for the up skilling of teachers and tutors to Bachelor's degree and Master's degree qualifications.

e) Establishing the National Institute of Teacher Education (UNITE) to strengthen the quality of Teacher education.

f) Development and implementation of an Induction and Probation Framework for teachers and school or institutional leaders.

g) Development and implementation of a continuous professional development Framework for teachers in-service.

h) Development and implementation of a Framework for Adult Learning teachers.

i) Re-establishing the Institute of Special Needs focusing on research and demonstration of best practices to teachers.

This will lead to harmonized and improved teacher training that is both responsive to the labour market demands but also highly professional to deliver quality education.

**6.4** The National Teacher Policy will put in place the Minimum standards and qualifications for teacher managers. Effective teacher management will be achieved through the following strategies:

a) Harmonization and standardisation of the nomenclature used in teacher training and education.

b) Strengthening Teacher Management and Development information at local and national levels of the education system.

c) Strengthening teacher recruitment in both private and government institutions by developing and implementing harmonized teacher recruitment guidelines.

d) Strengthening of school leadership and governance in order to increase teacher productivity and enhance school improvements.

e) Reviewing and implementing the Teachers' Scheme of Service.

f) Development and implementation of a Teachers' Motivation Framework

g) Strengthening the implementation of the teachers' code of conduct and other regulations governing the teaching profession.

Effective teacher management practices will lead to improved management of the teaching profession leading to better teacher productivity, retention and motivation.

**6.5** The National Teacher Policy will put in place measures to support the integration of cross cutting issues that impact on the education sector including ICT, gender, education in emergencies, HIV/AIDS, environment and human rights. This will be achieved through the following strategies:

(a) Mainstreaming ICT, gender, HIV/AIDS, environment and human rights into teacher development, teacher management and teaching practices.
(b) Developing effective ICT systems to handle teacher records, information and data as a way of streamlining and promoting efficiency in teacher planning and management.

(c) Incorporating ICT, gender, HIV/AIDS, environment and human rights into teacher development, deployment and teacher management practices.

(d) Undertaking pre-service and in-service CPD training for teachers on gender responsiveness, use of ICT, HIV/AIDS into teacher development and management practices.

These strategies will lead to the achievement of gender parity in teacher education and to promote gender responsive pedagogy, working environment and management of teacher affairs and improved access to information for teachers resulting not only in better learning outcomes but also lifelong learner habits.

# 7.0 Implementation Framework

## 7.1 Coordination role of the Ministry of Education and Sports

Ministry of Education and Sports has the primary responsibility and accountability for the successful implementation of the policy. The Ministry will coordinate and collaborate with the various stakeholders for successful implementation of the policy using a sector wide approach, including actors in: the private sector; civil society; development partners; academia; and research institutions. The Ministry will:

a) Plan, budget and implement programmes that will promote the development of teachers according to the policy provisions.

b) Supervise, monitor and evaluate the implementation of the policy.

c) Establish and coordinate networks, partnerships and collaboration with all education stakeholders.

d) Popularize and disseminate the policy among education stakeholders.

e) Undertake relevant policy research on teacher development programmes.

f) Disseminate the implementation strategies for the National Teacher Policy.

## 7.2.0 Roles and Responsibilities of the Various Stakeholders

The key stakeholders include: Education Service Commission and District Service Commissions; the National Curriculum Development Centre (NCDC); the Directorate of Education Standards; Universities and Other Tertiary Institutions; Education Development Partners; Ministry of Finance Planning and Economic Development (MoFPED); Ministry of Public Service(MoPS); Ministry of Gender, Labour and Social Development(MoGLSD); Governing Councils, School Management Committees and Boards of Governors; Head teachers and Principals; District education authorities (DEOs, DISs); National Teachers Council; Private Sector; Examination bodies and other stakeholders.

## 7.2.1 Education Service Commission and District Service Commission will:

a) Recruit teachers and tutors for educational institutions at all levels certified by the National Teacher's Council.

b) To appoint persons to hold or act in any office in the Education Service, including confirmationof appointments, disciplinary control over those persons and to remove them from office.

c) To establish and maintain a record of all teachers in the Education Service.

d) Grant timely study leave to personnel in the Education Service following complete submissionsmade by the responsible officer.

### 7.2.2 National Curriculum Development Centre will:

a) Review the curriculum of teacher training institutions in line with other curricula for pre-primary, primary and secondary schools.

b) Prepare Teacher and student teaching and learning guides.

c) Orient teachers on new curricula or training/teaching guides.

### 7.2.3 Directorate of Education Standards will:

a) Review the teacher standards to ensure production of quality teachers.

b) Set standards for teacher training institutions.

c) Carry out support supervision of teachers and general school inspection.

### 7.2.4 Universities and Other Tertiary Institutions will:

Undertake academic research on teacher aspects to address the challenges or gaps in the implementation of the policy.

### 7.2.5 Education Development Partners will:

a) Assist in the mobilization of financial resources to ensure implementation of the policy provisions.

b) Provide technical assistance during the implementation of the policy.

c) Support drafting and reviewing of the policy.

### 7.2.6 Ministry of Finance Planning and Economic Development (MoFPED) will:

Mobilize financial resources to adequately increase allocation to the Ministry of Education and Sports to support implementation of the policy

### 7.2.7 Ministry of Public Service will:

a) Approve the structure and staff establishment of the education institutions at all levels to support the implementation of the policy.

b) Support the operationalisation of the teachers' scheme of service.

### 7.2.8 Ministry of Gender, Labour and Social Development will:

a) Work in collaboration with the MoES to promote skills development and labour productivity while promoting gender equity in both educational and non-educational settings.

b) Ensure Adult and Community education initiatives in the Policy are implemented jointly with the MoES

### 7.2.9 Governing Councils, School Management Committees and Boards of Governors will:

a) Approve performance agreements before signing and after signing work with school leadership to translate the agreement into school work plan.

b) Monitor and supervise conduct of internal school evaluations by the school leadership as suggested in the Policy.

c) Collaborate with school leadership to evaluate teachers' performance and make recommendations to the LG education office.

d) Support school leadership to organize school based teacher professional development activities as a follow up on internal school evaluations and recommendations in staff appraisal reports.

### 7.2.10 Head teachers and Principals

a) Maintain an up to date school staffing list clear of any ghost teachers.

b) Deploy teachers posted to the school as guided by staffing priorities.

c) Track staff issues related to study leave, sick leave, official leave and due retirement.

d) Declare existing staffing gaps in institutions to the supervising authorities.

e) Liaising with the LG education office and DSCs to plan staffing.

f) Checking gender imbalances in staffing.

g) Furnishing the LG education office with quarterly reports on staffing levels and individual teacher performance.

h) Regularly appraise staff and use such information to judge performance of the institution.

### 7.2.11 District education authorities (DEOs, DISs)

a) Maintain a Local Government (LG) staffing list which should be crosschecked with the LG teachers register.

b) Compile staffing gaps and declare vacancies.

c) Use staff appraisal reports to identify teacher training needs.

d) Use teacher evaluation forms for identification and recognition of exemplary performing teachers. Similarly, non performing teachers should be noted for appropriate actions.

e) Monitor and supervise internal school evaluations to identify good practices and recognition of model schools.

### 7.2.12 National Teachers Council

The National Teachers Council will:

a) Act as an agent authorized to accredit Teacher Education.

b) Manage the professional development of teachers.

c) Collaborate with school managers and Teachers Unions to improve teachers' work environment.

d) Evaluate the performance educational institutions to identify those deserving recognition.

e) Coordinate the process of evaluating teachers' performance.

f) Present exemplary teachers by subject, department, school, sub County, County, District, and region and at national level for recognition.

g) Take disciplinary action on all teachers in both public and private institutions in corroboration with the Education Service Commission (ESC) and District Service Commissions (DSCs).

h) Advise Government on matters related to the Teacher Policy.

### 7.2.13 National Institute of Teacher Education

a) There will be a National Institute of Teacher Education.

b) The National Institute of Teacher Education will work with National Teachers Council to implement the Continuous Professional Development framework for all teachers.

### 7.2.14 Private Sector

Partner with government in education in line with the Public-Private Partnership Act, 2015 among others.

### 7.2.15 Examination bodies

The Examination bodies will conduct and manage assessment and related research that is in tandem with the policy objectives.

### 7.2.16 Other stakeholders

1. ***Teachers and their Representatives*** like Uganda National Teachers Union (UNATU), Teacher /Teaching Regulatory Bodies like the Head Teachers Associations and Teacher Related Associations. Their main roles and responsibilities will be to provide forum for profession-led policy development/input, advocacy, sensitization, negotiation concerning the teachers; represent teacher concerns / needs, and participate in the drafting and validating processes.

2. ***Scholars, Researchers, Think Tanks*** (policy and research institutes) - Provide expertise, input and evidence to inform policy options and could be possible members of the task force.

3. ***Parents and their Representatives*** (Parent-Teacher Associations (PTAs) and Learners and their Representatives (Student Representative Councils) will represent the needs / concerns of the learners and parents / local communities, and also act as a link to school communities.

4. ***Directorate of Industrial Training*** - to provide leadership role in the development, implementation, monitoring and evaluation of the policy objectives in the Technical and Vocational Education and Training (TVET) sub sector.

# 8.0 Monitoring, Evaluation and Review of the Policy

**8.1** The policy actions, strategies and implementation process will be monitored and evaluated on a regular basis using the existing monitoring and evaluation frameworks and the SWAP processes and structures.

**8.2** Through the Education Management Information System (EMIS) and Teacher Management Information System (TMIS) systems, the sector will ensure collection, analysis and dissemination of data on teachers to determine progress on implementation of the policy. Data collection and management will be through already established periodic surveys, censuses in the sector programmes and other methods as will be determined to be appropriate.

**8.3** The policy actions and strategies will be evaluated periodically using the institutional monitoring and evaluation frameworks to establish impact, gaps, emerging issues and implementation challenges.

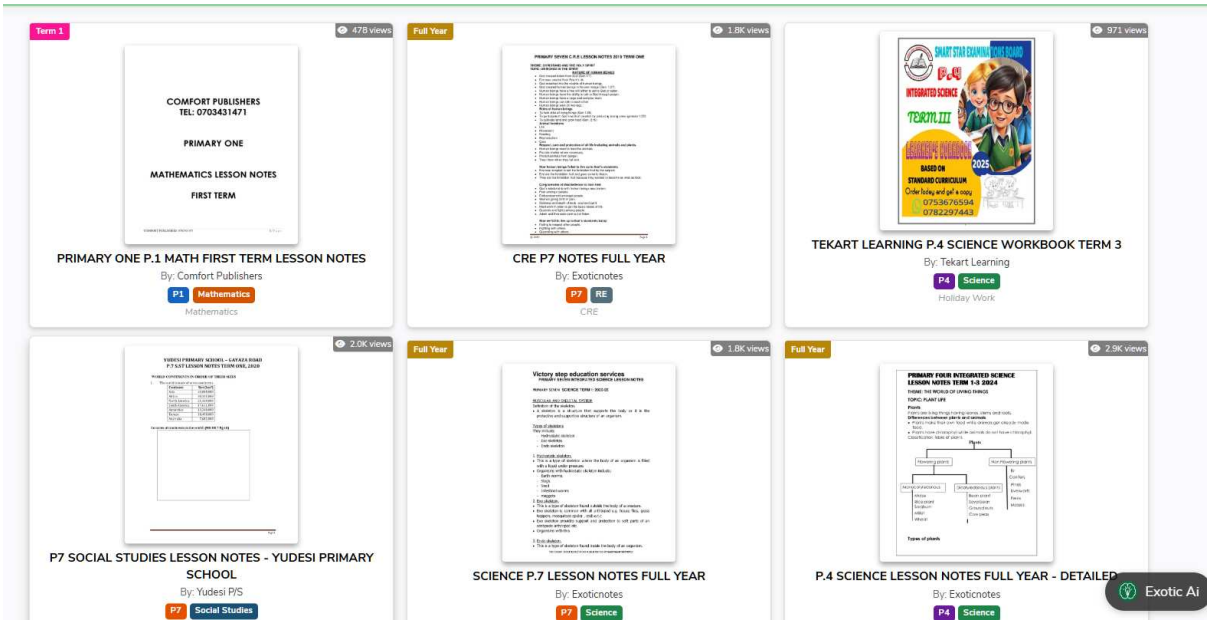
**8.4** The policy will be reviewed periodically as and when the need for such review arises. For avoidance of doubt, the Teacher Policy review will be sanctioned by the Cabinet through the Minister responsible for Education.

# 9.0 Financing

**9.1** Government will finance the implementation of the policy in partnership with Development Partners. The financing of the policy actions and strategies will be in line with the Medium Term Expenditure Framework (MTEF) of the Ministry. The costs of implementing this policy are reflected in the detailed costed plan.

**9.2** In addition, the development partners and the private sector as key stakeholders will play a significant role in contributing resources towards the implementation of this policy.

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