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### Uganda: A Response to Teacher Supply

Uganda's primary education system was devastated by political unrest in the 1970s and 1980s. While schools continued to function, teachers were in short supply and about 56 percent of the primary teachers were untrained. When the political situation became more stable, a number of upgrading courses at-a-distance helped upgrade the qualifications of teachers in the classroom. For example, the Mubende Integrated Teacher Education Program (MITEP) aimed to upgrade teachers' qualifications in the Mubende district of Uganda and used 22 printed self-instructional booklets, tutor-marked assignments, five residential courses each of about two weeks' duration, group meetings every two weeks, and teaching supervision. Nine hundred teachers enrolled and about 700 completed the course three years later. Other districts had similar courses. In 1994, the government established the Teacher Development and Management System (TDMS) comprising a network of 18 core primary teachers' colleges each supporting about 20 Coordinating Centers, staffed by tutors, and each Coordinating Center in turn responsible for about 20–25 schools. This national system is used for a wide variety of purposes: management training and support to head teachers, district education officials, school community organs, pre-service training for teachers, in-service upgrading for practicing teachers through vocational courses and distance education, and ongoing in-service training to bring new methods, texts, and learning materials to teachers in school. The upgrading course builds on the work of MITEP and uses the outreach tutors to support Coordinating Center tutors who in turn support and supervise the underqualified teachers and the teachers' colleges to provide residential courses. About 10,000 teachers have been upgraded since 1996. The Universal Primary Education (UPE) UPE policy has led to a massive expansion of pupil numbers and a consequent deterioration in the pupil-to-teacher ratio. The supply of qualified teachers is not meeting the demand. Currently, there are plans to post about 20,000 secondary-school educated unqualified teachers to schools to reduce the ratio. The TDMS model is now being utilized to provide further upgrading.