

A Study on Continuous Professional Development System of Primary Teachers in Uganda

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I. Summary

The aim of my fieldwork was to clarify the significance and challenges of the Continuous Professional Development System of Primary Teachers in Uganda. Its primary teacher education consists of three trainings as follow: 1) pre-service trainings for trainee teachers; 2) in-service training which offer programs for certified teachers to upgrade their certificates and 3) workshops which are not related to their qualifications, but provide them with a number of opportunities to join. The latter two are called the Continuous Professional Development (CPD) because these trainings give certified teachers continuous vocational guidance through their careers.

The pre-service training is offered by the Primary Teachers Colleges (PTCs). There are two types of courses. One is a 2-year full-time course; another is a 3-year program for part-time trainees. The latter is held during school holidays, so that teachers who are not adequately qualified can study and acquire appropriate teaching certificates. The in-service courses are three-year programs offered by some universities and National Teachers Colleges. Those who enroll this training are mainly certified teachers. A variety of workshops are also parts of CPD. Some workshops are sponsored by the District Education Offices; others are events of NGOs. Trainers called Coordinating Center Tutors, or CCTs, play important roles in these primary teacher trainings. They are responsible for supervising teachers at school. They are staffs of Core PTCs, which are specially designed to deal with both pre-service training and CPD. CCTs have their districts with a certain number of primary schools where they regularly visit and supervise. Apart from their daily visits, they sometimes conduct workshops for teachers. Through their outreach activities involving workshops, CCTs play an important role in primary teachers' CPD in Uganda.

To clarify the stakeholders' perceptions towards CPD, I conducted interviews with teachers, CCTs, trainers of PTCs and education officers through this fieldwork. Teachers' voices indicated that they are satisfied with the system of CPD and keen to receive more trainings. However, the interviews with teacher trainers revealed that they find it difficult to conduct more CPD activities due to the lack of funds as well as human resources. Some teachers and trainers suggested that voluntary CPD activities should be encouraged. If primary school teachers initiate their unique CPD at school, the issues regarding the promotion of CPD can be solved.

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I. 要旨

本研究の目的は、ウガンダにおける初等教員の継続的職能開発制度の意義と課題を明らかにすることである。同国での初等教員にかかわる教師教育は次の3つから成り立っている。1つは、教員としての最低限の資格を与えるものであり、教員養成 (Pre-service) と呼ばれる。2つ目は、すでに学校に勤務している教員に対し、より上位の教員資格を与える (上進) もので、上進現職研修 (In-service) と呼ばれる。3つ目は、教員資格に関係しない現職教員研修であり、単にワークショップ (Workshop) と呼ばれる。この研修は、多くの機関により行われ、教員もこうしたワークショップに参加する機会を持っている。これら研修のうち、上進現職研修とワークショップは現職教員に継続的に研修を受ける機会を与えるものであり、継続的職能開発 (CPD: Continuous Professional Development) と呼ばれている。

教員養成は初等教員養成学校 (PTC: Primary Teachers College) にて行われ、2種類のコースが存在する。1つ目が2年間の全日制のコースであり、もう1つが3年間のパートタイムのコースである。このパートタイムのコースは適正な資格がないまま学校で教壇に立っている、いわば無資格の教員が教員資格を取得できるように、学校の長期休業中に行われるものである。上進現職研修は主に大学と中等教員養成学校 (National Teachers College) により行われる。これは3年間のコースが存在し、主に、上位の教員資格の取得を希望する現職教員が受講する。ワークショップは様々な種類のもが行われ、地方の教育委員会によって行われるものもあれば、NGOによって行われるものもある。しかし、現職教員への研修において特に重要な役割を担っているのは、調整センター指導員 (CCT: Coordinating Centre Tutor) である。CCTは初等学校を巡回型の教員指導員であり、その主な業務は、初等学校を巡回し、学校で校長を含む教員の指導を行うことである。CCTは、PTCの中でも、教員養成とCPDの両方を担当する中核PTC (Core PTC) に所属し、それぞれのCCTは複数の初等学校を含む担当地区を持っている。CCTは上記の通り、日常的に初等学校を訪れて、教員の指導に当たっているが、学期ごとに担当地区の教員を集めてのワークショップも行っている。こうした巡回指導とワークショップを通じて、CCTはウガンダにおける初等教員のCPDに関して重要な役割を担っている。

インタビューより、ウガンダの初等教員はCPDに対し肯定的な意見を持っていることが明らかになった。また一方で、より多くの研修を必要だと考えていることも明らかになった。しかし、教員指導者のインタビューからは、資金の不足と人員不足によりこれ以上のCPDを行うことは困難であるという意見が挙げられた。この課題に対し、何人かの教員や教員指導者からは、学校ベースでのCPDがもっと行われるべきであるという提案が聞かれた。また、初等教員の研修に対する認識からは、教員が研修に対して受け身の姿勢を持っていることが感じられ、学校の課題を自分たちの工夫で解決していこうという意識は見えなかった。もし、初等教員が自分自身で学校ベースでの研修により自ら学ぶ姿勢を強めることができれば、資金や人員の不足といった多くのCPDを取り巻く課題を解決することができると思われる。

II. Research Activity

1. Introduction

Since the implementation of the Universal Primary Education (UPE) in Uganda in 1997, the enrollment of primary students has drastically improved. Despite this, Sawamura³ argues that pupils' learning performance has been worsening. This means that, while the implementation of UPE has significantly addressed issues regarding access to education in quantity, its efforts have a limitation in improving the quality of education. There are many factors influencing it; among other things, roles played by teachers are critical. From this point of view, the Ugandan government launched the Teacher Management and Development System in 1994. Its objective is to improve the quality of education by reconstructing both pre-service and in-service training schemes.

The current relevant studies focus on the in-service training as part of its Continuous Professional Development, or CPD, which plays a key role in improving the quality of education. Some issues regarding a lack of teachers' motivation to learn as well as their low interest in training are often discussed. However, as Sakakibara⁴ points out, this type of problem is not only ascribed to teachers, but also to the implementing bodies of CPD. For example, many studies on Japanese cases indicate that training courses for teachers have nothing to do with their wills, and unwanted training as such tends to discourage them from it.

The aim of my field research was to clarify the significance and challenges of in-service training in Uganda by exploring the perceptions of teachers and its implementing bodies: District Education Offices, Kyambogo University, Primary Teachers Colleges (PTCs) and Coordinating Center Tutors (CCTs). The acquisition of an adequate teaching certificate is necessary to be a primary school teacher in Uganda.² The minimum requirement to become a primary teacher is to obtain a license called Grade III certificate issued by PTCs. By enrolling its 2-year full-time or 3-year part-time courses, trainee teachers can acquire this license. The 3-year part time program is designed mainly for uncertified teachers to get Grade III. In fact, due to the serious shortage of teachers, those without teachers' certificates work at school.

There are two ways in which certified teachers receive continuous vocational training. One is a scheme which offers them training programs to upgrade their certificates. Another is to attend various workshops held by external organizations, including the District Education Offices and NGOs. The CCT system of Uganda is very unique and pivotal in CPD. Their main activities are to visit primary schools and mentor teachers, including head teachers. PTCs are in charge of the entire primary teacher education involving CPD, and 23 of them are designated as Core PTCs, which are CCTs' bases. All activities of them are supervised by Kyambogo University.

This field trip to Uganda involved semi-structured interviews. The interviewees are 27 primary teachers (including 2 head teachers and 2 deputy head teachers), 3 CCTs, 2 deputy principals of Core PTCs, 16 teacher trainees, 1 university lecturer and 1 school inspector. To clarify the activities of CCTs, the observation of them was also conducted for half a day.

2. Study Area

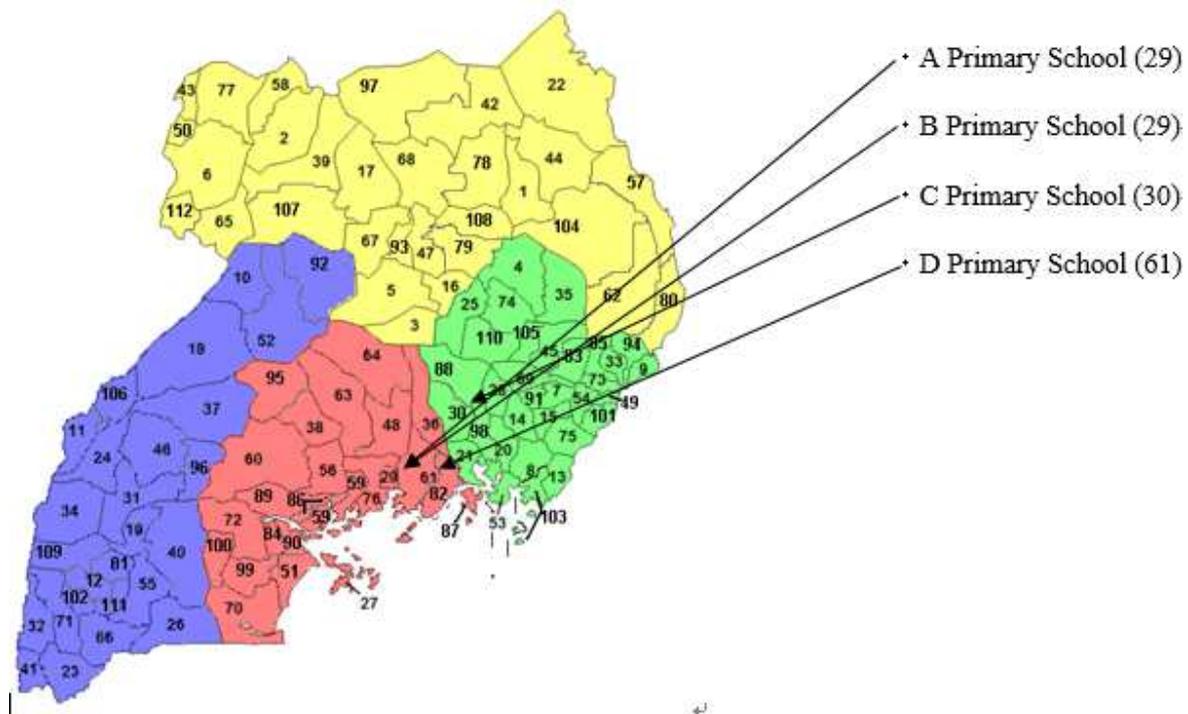
The planned interviews were carried out at 4 primary schools (two in the capital city; the others in other areas), 4 primary teachers' colleges, 1 university, and 1 District Education Office.

I visited Primary School A and B in the center of the capital, Kampala city (29 in Figure 1). Primary School C is in Kamuli district, a rural area far from Kampala (30 in Figure 1). Primary School D is also a rural school in Mukono district near Kampala (61 in Figure 1).

I visited 4 Primary Teachers' Colleges. 3 of them are located in central region, and the other is located in eastern region.

District Education Office H is in a district near Kampala.

Figure 1 Districts of Uganda



Source) Ministry of Local Government Uganda

<http://www.gou.go.ug/content/local-governments> (see on 15/Dec/2016)

3. Methodology

This field survey employed a qualitative approach. I interviewed with 27 stakeholders, including primary teachers, head teachers, deputy head teachers, CCTs, deputy principals of Core PTCs, teacher trainees, university lecturer and school inspector. The question items were semi-structured. A visit to Primary School A involved interviews with 6 teachers, a head teacher and deputy head teacher. I talked with 5 teachers, 7 teachers (including a head teacher), and 7 teachers (including a deputy head teacher) at School B, C and D. The interviewed trainers were 1 deputy principal in PTC E, 1 deputy principal, 3 CCTs and 2 trainees in PTC F, and 1 CCT in PTC G. I met 14 trainees to talk in PTC H, and 12 of them were teachers working at primary schools without adequate qualification. An interview held at District Education Office H was with 1 school inspector, and I talked with 1 lecturer in a university.

Table 1 shows the categories and number of interviewees of this study.

Table 1 The Number of Informants

Teachers	Primary School					Teacher Trainers	Primary Teachers' College (PTC)				Teacher Trainee	PTC		
	A	B	C	D	Total		Deputy Principal (Outreach)	GCT	Non-Qualified Teacher	Other trainees		F	H	Total
	E	F	G	Total										
Head Teacher	1	0	1	0	2	1	1	0	2	0	12	12		
Deputy Head Teacher	1	0	0	1	2	0	3	1	4	2	2	4		
Teacher	6	5	6	6	23									
Total	8	5	7	7	27	Total	1	4	1	6	Total	2	14	16

Education Officer	District Education Office	
		Total
School Inspector	1	1
Total	1	1

University Lecturer	University	
		Total
Lecturer	1	1
Total	1	1

Source) Author

The interview included the four main questions below:

- 1 What are the challenges of primary school in Uganda?
- 2 What is the significance of primary teacher trainings in Uganda?
- 3 What do primary teachers learn from the teacher trainings?
- 4 What are the challenges of the system of the teacher trainings?

In addition, I attempted to understand the system of primary teacher education by reviewing the relevant policy papers. Through the fieldwork the documents listed below were collected at bookstores in Kampala and provided by its CCT and lecturer of Kyambogo University:

1. Teachers Code of Conducts (1996) [Education Service Commission], (available at a book store in Kampala)
2. The National Primary Curriculum for Uganda (All grades, subjects) [National Curriculum Development Centre], (available at book stores in Kampala)
3. Government White Paper on The Education Policy Review Commission Report [Republic of Uganda], (available at a book store in Kampala)
4. Tutor Training Series Module Five Management for the Outreach Tutor [Ministry of Education and Sports], (offered by a lecturer of Kyambogo University)
5. Coordinating Center Action Plan for September 2016 , (offered by a CCT)
6. Teacher Monitoring Tool [Ministry of Education and Sports], (offered by a CCT)

4. Research Findings

(1) Challenges of Schools

Ugandan primary schools have faced several challenges. Through the observations of the schools and pupils, I realized that apparently, the facilities are not enough. Due to the shortage of classrooms, more than 100 pupils use one room and the only one teacher has to handle them. In Primary School A, its limited capacity prevented 125 pupils of Grade 4 from being divided into several classes.

Figure 2 Empty classroom



Source) Author

Moreover, some schools were lacking classroom furniture, like chairs and desks. Figure 2 is a picture of a classroom without furniture. This empty space was used by students of the seventh grade. When I visited there, the students already left after the final examination. Chairs and desks seem to have been used in other classrooms.

Table 2 demonstrates how teachers, head teachers, deputy head teachers and trainers think of the challenges of the primary schools.

Table 2 Challenges of Primary Schools

Teachers	Head Teachers, Deputy Head Teachers	Trainers
Lack of school facilities for pupils (classroom, fences...)	Lack of school facilities for pupils (classroom, fences...)	Lack of school facilities for pupils (classroom, fences...)
Pupils don't have school materials (book, pen...)	Lack of parents' cooperation	Teachers' bad welfare (salary, accomodation...)
Large size of class (the number of pupils in a class)	Pupils' dropout	Large size of class (the number of pupils in a class)
Lack of parents' cooperation	Pupils don't have school materials (book, pen...)	Lack of parents' cooperation
Pupils' bad welafare (school lunch...)	Pupils' bad welafare (school lunch...)	Lack of teachers
Pupils' bad behavior (violence, break rules...)	Pupils' bad behavior (violence, break rules...)	Location (very rural area)
Pupils' poverty	Lack of teachers	

Source) Author

Some teachers recognized poor school facilities for pupils, like classrooms, desks and chairs as one of the challenges. In their view, difficulties that pupils are likely to experience at school are in terms of the

lack of books, pens and every other material for studying. One teacher of School D referred to the challenges regarding the school lives of students as follow:

“(Some pupils) come from poor families. Some of them lack scholastic materials. Late coming, absenteeism, so which relate to poor performance.” (Parenthesis is added by the researcher)

Meanwhile, none of trainers mentioned any difficulties experienced by pupils. This implies that they basically pay attention to teachers rather than pupils.

(2) Significance of Teacher Trainings

Table 3 shows the significance as well as benefits of the teacher trainings which teachers and trainers perceive.

Table 3 Significance of Teacher Trainings

Teachers	Head Teachers, Deputy Head Teachers	Trainers
To get skills, knowledge	To get skills, knowledge	To get skills, knowledge
To refresh teachers	To refresh teachers	To interact with others
To help teachers		To shape a nation
To stimulate teachers		
To interact with others		
To gain teachers good relationship with pupils		
To boost pupils' performance		
To help school		

Source) Author

Many teachers (18 out of 23 surveyed teachers, 2 out of 2 head teachers and 1 out of 2 deputy head teachers) recognized the trainings as opportunities to get more skills as well as knowledge in teaching. For example, a teacher of School D said,

“I think it is very important things, because it helps us to widen our, us, to get more techniques skills and so many things have been upgrade.”

Her comments indicate that teachers think that attempts to broaden their views and obtain more skills are necessary for teachers. In addition, this teacher told about the skills like this,

“We have to keep on adding, adding.”

Some teachers referred to that one of the benefits from a set of training courses is it allows teachers to update their knowledge in teaching. The fact that the workshops are often called “refresher courses” seems to represent their attitudes towards the trainings.

(3) Contents of Trainings

Table 4 demonstrates what teachers learn from the teacher trainings including workshops.

Table 4 Contents of teacher trainings

Teachers	Head Teachers, Deputy Head Teachers	Trainers
About lessons and subjects	About new curriculum	About lessons and subjects
About special needs education	About lessons and subjects	Weakness reported by CCT report
About new curriculum	Teachers’ ethics	School administration
How to handle pupils	How to administrate school	How to make lesson plans and schemes
How to prevent pupils’ dropout	How to teach in local language	Teachers’ ethics
How to mobilize parents	Teacher parent relationship	Reading and writing
How to assess pupils		Review of national exam
How to teach in local language		

Source) Author

While interviewees’ answers reveal the variety of contents of the teacher trainings, there are some remarkable responses from certain schools. For example, teachers of School A pointed out the trainings regarding special needs education. It has something to do with the unique circumstances of this school, which accepts some pupils in need of special attention. The teachers have made a number of the attempts to look after them, leaning from local education offices and NGOs. Meanwhile, teachers of School C and D commonly referred to training programs for the reduction of dropouts. Most teachers of School C in a rural area are concerned with delinquent students as well as parents’ indifference to education. In fact, the mostly half of the teachers of this school have been participating in the trainings on how to prevent pupils from the risk of dropout. One of the teacher said that he had joined the workshops “to bring back children in schools”.

Actually teachers have opportunities to join the external workshops, but there are some factors constraining their attendance. The workshops usually take place outside of school, and this makes them incur transportation cost. If they want to join the workshops held during the semester, they are forced to cancel their classes. Some teachers said that they shared the contents of external workshops within school, but workshops voluntarily organized by teachers are not necessarily popular. For example, one School A teacher mentioned:

“Within the schools. Sometimes out, with by some organization [...], we are having those workshops opening hard in some by UNICEF [...]”

In a view held by this teacher, the workshops are things offered by external rather than internal facilitators. Meanwhile, some primary schools have voluntarily organized their workshops. For example, in School B teachers have organized their own workshops regarding mathematics and science. According to their comments, this type of voluntary workshop is not regularly held.

My interview revealed that School A and B have workshops relevant to their challenges. These are mainly organized by NGOs, and positively accepted by the teachers. However, no workshop and internal discussion to cope with their particular interests as well as challenges is organized by themselves. In other words, workshops as part of CPD allow them to passively learn, but do not include their active involvement in developing their skills and competence.

(4) Challenges of Teacher Trainings

As their voices above indicate, teachers are positive about acquisition of knowledge as well as improvement of their skills and keen to get involved in teacher trainings. Table 5 shows how they recognized challenges of these opportunities for continuous learning.

Table 5 Challenges of Teacher Trainings

Teachers	Head Teachers, Deputy Head Teachers	Trainers
Not enough opportunities	Not enough opportunities	Time schedule (intervene school schedule)
Lack of allowance (for teachers)	Suggestion is ignored	Lack of funding (for facilities, transportation)
Time schedule (intervene school schedule)	Not practical	Lack of allowance (for teachers)
Cannot join because of family issues	Lack of funding (for facilities, transportation)	Lack of skills of facilitators
Lack of funding (for facilities, transportation)	Lack of internal workshops	Not practical
Lack of internal workshops	Location (far from school)	
Contents are limited (only one subject or area)		
Lack of skills of facilitators		
Teachers' low motivation		

Source) Author

Most teachers said that upgrading their knowledge and skills necessitates training programs and are significant, but they think that opportunities to do so are not necessarily enough.

According to teacher trainers, one of the problems of the teacher trainings is associated with an insufficient fund to develop teaching materials and infrastructures, including buildings as such. Also, there is a time constraint to learn. Since the teacher trainings are usually held on weekdays of schools terms, teachers need to cancel their classes to join the trainings. This restrains them from having more opportunities to receive trainings.

The surveyed teachers mostly agree with the importance of the teacher trainings, but the interview revealed that they still have some complaints about the training programs. Apparently, their criticism of the lack of funding for the trainings does not necessarily matter; rather, their attitude does. In trainers' view,

some teachers do not have enough abilities to teach. Many teachers showed positive attitudes towards the contents of the teacher trainings, but they seem to be satisfied with receiving these services passively. In fact, Table 6 demonstrates their implicit assumption that skills as well as knowledge in teaching are given by the trainings, rather than acquired through their own efforts.

Table 6 How teachers can get skills

Teachers	Head Teachers, Deputy Head Teachers	Trainers
Through trainings	Through Trainings	Through trainings
From other teachers	From other teachers	
From other resource people outside	From other resource people outside	
From other schools		
Through teaching experience		
Through research		
From documents (books, newspapers...)		
From pupils		

Source) Author

Many teachers think that teaching skills are offered by the trainings. Some teachers answered to my question as if a teaching ability were given by their colleagues and people outside of the school. Table 6 clearly shows that the teachers associate acquisition of teaching skills and knowledge with the attendance of the teacher trainings. Only a few teachers said that they need to acquire a set of skills necessary for teaching through their own experiences as well as self-learning. An account of a teacher trainer below is critical, suggesting that the teacher trainings should not be understood as programs to give teachers vocational abilities and expertise, but mechanisms to promote their individual, subjective efforts to learn:

“They can get the skills through training, that what I was, they need to be supported by training, trainings, having trainings and practical trainings.”

Actually, many teachers used the terms “new knowledge” and “new skills.” This implies that they recognize everything acquired through the trainings as “new.” In their view, skills are not things obtained through an attempt of developing an ability, but like items and services they can receive without being active.

5. Discussion

As mentioned above, it is conventionally believed that the challenges of teacher trainings are attributed to low motivation as well as commitment of teachers. My field trip to Uganda indicated that they are rather keen to be involved in CPD.

One of the challenges uncovered by this study is relevant to a limited fund to set up an adequate environment for training. Generally, classrooms are not sufficient in both number and quality. Sometimes, pupils have to sit down on the floor. One of the schools I visited had a temporary building with the roof only, I saw that the pupils were taught under a big tree (see figure 3).

Figure 3 Lesson under a tree



Source) Author

The poverty of pupils' families tends to cause dropout, which is widely recognized as a difficulty in schooling. Some pupils do not have notebooks and pens. Many pupils do not eat lunch at school because their parents cannot afford to pay for meals. Some teachers told me that many pupils drop out of schools, and they are trying to bring them back to school.

These challenges make teachers feel the necessity of teacher trainings. In general, they seem to be satisfied with the teacher trainings. As previously mentioned, Primary School A and C have their own training programs related to their unique challenges regarding special needs education.

Remarkably, most teachers think that more opportunity for training is necessary. Their responses to my questions indicate that they attend the teacher trainings once or twice per term on average. Meanwhile, the interviews with teacher trainers reveal that the number of training staffs is not necessarily enough to cope with all things to do. A number of roles played by CCTs are essential for operating the trainings, but the shortage of these trainers as such is one of the biggest challenge of CPD.²

Time and financial constraints are likely to make the training programs undesirable for teachers. The workshops are usually held far from their bases, but there is no support for transportation. Travel time for participating in the workshops is also a matter, and a lack of substitute teachers makes it difficult for them to join the workshops held during school hours and terms. The workshops are often held on holidays. This prevents teachers with children from joining this type of CPD.

One of the interviewed deputy head teachers suggested as follows:

“The challenges is that a sometimes they are held far from schools, for us it is OK, because maybe we are near [...], but some schools which are very far they find it difficult to transport teachers there.

² A CCT of a PTC is expected to visit and support averagely 100 primary schools. The schools show a geographical difference in number. They are centralized in urban regions; a CCT in a central region works for a district with over 500 schools. By contrast, a CCT in a rural, eastern region is responsible for approximately 70 schools to visit in his/her area.

[...] they should they brought to schools inside, it should be internal workshops more internal workshops than external workshops.”

If teachers organize their own workshops, this enables them to solve these difficulties and discuss about specific issues which they have experienced at school. Therefore, an internal workshop should be highlighted as a more practical means to exercise CPD, and there needs to be a system to encourage them to set up and implement it in a voluntary manner.

This research was not designed to explore how often school-based workshops are hoped to be held, and what contents they are expected to include. Teachers’ demands for CPD at school would be revealed by clarifying these questions.

6. Conclusion

The CCT system of Uganda faces a number of challenges, but primary school teachers have a positive view of its teacher trainings. Most of the issues seem to be rooted in the fact that the trainings are systematically given to teachers from outside, rather than created by them. In fact, those who plan and facilitate workshops are CCTs, District Education Officers, and NGOs. Teachers just go to attend the planned workshops, receiving some “new knowledge” and “new skills.” As discussed in Chapter 4, teachers are less active in finding distinctive solutions to problems which their school uniquely experiences. The lack of funding and shortage of facilitators are apparently the biggest challenges in implementing the trainings, but these could be solved by organizing a workshop at school.

In short, the promotion of CPD internally held at school is likely to be key to improving the primary teacher training system in Uganda. In an interview, a District Education Officer told me his attempt to encourage teachers to set up an internal workshop. One of the interviewed CCTs also mentioned that he always urges them to link topics of workshops with things necessary for them. For teachers, acquisition of “new knowledge” and “new skills” is necessary for handling school activities, but they are hoped to take a more voluntary, subjective approach to solving the challenges in CPD.

Finally, I want to cite one head teacher’s remarks about CPD:

“A teacher, first case teachers themselves should be a student. He should be willing to learn from the student, so that is the student also learn from the... Be interactive as they learn from you, should also learn from there.”

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III. Reflection to the GLTP in Africa

The reason why I joined this program is that I used to work as a volunteer teacher in Uganda about 10 years ago. In that experience, I felt many challenges around schools, but in those days, I could not find the reason and ways of improving the conditions. After that period, I had worked as a teacher in Japan for about 7 and a half years, and I felt that I may be able to consider understanding the challenges of schools in Uganda and to find out something.

The things I felt most from my experiences is that the most important factor is a person. Talking of schools, it is teachers who affect schools most, so I have thought that the quality of education is heavily based on the quality of teachers. In Uganda as well as Japan, teachers have opportunities to receive continuous professional development. However, considering poor situation of primary education in Uganda, can it be said that the system works well? I wanted to clarify this question, and explore some ways of improvement. Therefore, I joined this program to investigate the real conditions of primary schools in Uganda, and to collect the real perceptions of stakeholders.

Through these visits, I interviewed 51 people (in addition to these above, I interviewed other 16 students of PTC and 1 lecturer of university). The challenge I felt most in my fieldwork is that it was difficult to find out informants. First, I had to find schools to visit, and next, I had to negotiate to interview. However, all of them were very kind to accept my interview in a busy time, so I really appreciate their cooperation.

Through this research, I could find out many challenges of primary schools in Uganda, and I still feel that the key is the people. In the future, I hope to work in an international development organization and to be involved to improve education not only in Uganda but also in other countries in Africa.

This program offered me very precious experiences. Through this program, I could feel the real situation of Ugandan education. We can feel the real situation only when we spend the time in the field. In addition to this, this program offers the opportunity to take a support from local researchers. This support must be the best support in studying in the field. I can ensure that this program offers the participants the great opportunity to experience the real field.