Quality Assurance; Understanding the Need, Boundaries and Linkages in the Education Sector

Eric Gitta

Education Officer, Private Schools and Institutions Department, Ministry of Education and Sports, Uganda
Legacy Towers, Kyaddondo Road, Wandegeya, Uganda

Abstract: *This book provides a simplified version to the practice of Quality Assurance within our Education institutions. Education and training providers are at the base of the education and training system in that they are the organisations that actually engage in teaching and learning and deal directly with learners, the 'clients' and the community, whom the education and training system is meant to serve. It is, therefore, of critical importance that Education providers develop Quality Management Systems (QMS), and that they receive the necessary support in order to operate within the set government policies, guidelines and regulations, and comply with circulars from Ministry of Education and sports. This book addresses the general issues related to Quality Assurance planning, management and sustainability for school administrators; the paradigms in quality management and quality assurance; the elements that would constitute a Quality Assurance System approach; and finally quality templates in our schools. The main aim of this book is to provide a build up of ideas and practical guidelines for the establishment of Quality Assurance Systems for Education providers. These guidelines are given to enable movement towards the development of Quality Assurance Systems in our schools. This includes the explanation of criteria for accountability, prestige and status, elaborating on the core criteria that Education providers will need to be able to satisfy. Finally, this book recognizes that in terms of the implementation of Quality Assurance Systems, a developmental approach is most appropriate. This book is very useful to school administrators, members of Boards of Governors/ School Management Committees, head teachers, teachers Old students of schools (alumnae) and current students.*

Acronyms and Abbreviations

AAHL	-	African Associates of Human Resource Leaders
BE	-	Basic Education
BOG	-	Board of Governors
DEO	–	District Education officer
DEI	–	Directorate of Ethics and Integrity
DES	-	Directorate of Education Standards
EO	-	Education Officer
EUA	–	European Universities Association
ENQ A	-	European Network for Quality Assurance
ICT	–	Information and Computer Technology
IDEA	-	International Development Evaluation Association
MDA's	-	Ministries, Departments and Agencies
MoES	–	Ministry of Education and Sports
MEO	-	Municipal Education Officer
MING	–	Ministry of Information and National Guidance
M&S	-	Monitoring and Supervision
NCDC	-	National Curriculum Development Centre
NCHE	-	National Council for Higher Education
NCQA	–	National Committee for Quality Assurance
PAs	–	Professional Associations
PDCA	–	Plan, Do, Check and Action
PSF	–	Private Sector Foundation
OECD		Organization of Economic Cooperation and Development
QA	-	Quality Assurance Officer
QAA	–	Quality Assurance Agency for Higher Education
QMS	-	Quality Management System
SESEMAT		Secondary Science and Mathematics Teachers Association
SMC	-	School Management Committee
SQAD- F		Southern Africa Quality Assurance Development Forum
UJCC	–	Uganda joint Christian Association
UNCT	-	Uganda National Council for Science and Technology
UNESCO-		United Nations Education Scientific and Cultural Organization

Chapter One

1. Definitions in Quality Assurance

In any discussion about quality assurance in education, it is clearly important to start by defining the terms and phrases that will be used. The following definitions are the commonly accepted ones and should be a useful point of reference for remainder.

2. Quality its self means

Goodness or worth of something (Judy, 1998)
Fitness for purpose' – Juran (2000)
Meeting and exceeding customer expectations (Neema, 1999)
Conformance to requirements' – Crosby (1996)

The terms "quality assurance" and "quality control" are often used interchangeably to refer to ways of ensuring the quality of a service or product. The terms, however, have different meanings. There are also other terms related to quality such as;

a) **Quality Assurance:** The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.
b) **Quality Control:** Quality control refers to the verification procedures (both formal and informal) used by institutions in order to monitor quality and standards to a satisfactory standard and as intended.
c) **Quality Enhancement:** Is the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision.
d) **Quality Assessment:** This is the process of external evaluation undertaken by an external body of the quality of educational provisions in institutions, in particular the quality of the student experience.
e) **Quality Audit:** Is the process of examining institutional procedures for assuring quality and standards and whether the arrangements are implemented effectively and achieve stated objectives. The underlying purpose of Continuation Audit is "to establish the extent to which institutions are discharging effectively their responsibilities for the standards of awards granted in their name and for the quality of education provided to enable students to attain standards."
f) **Standards:** This describes levels of attainment against which performance may be measured. Attainment of a standard usually implies a measure of fitness for a defined purpose.
g) **An indicator** is a sign that provides evidence that a certain condition exists or certain results have not been achieved. E.g. customer dissatisfaction, decline in performance.
h) **Quality Culture:** The creation of a high level of internal institutional quality assessment mechanisms and the ongoing implementation of the results. Quality Culture can be seen as the ability of the institution, program, etc to develop quality assurance implicitly in the day to day work of the institution and marks a move away from periodic assessment to ingrained quality assurance.

i) **Accreditation**: Is the result of a review of an education program or institution following certain quality standards agreed on beforehand. It's a kind of recognition that a program or institution fulfils certain standards.

3. The Topic of Quality Assurance (QA)

Quality Assurance has always been of utmost importance, originally, in business but now also in education and other public services sectors. Quality remains the most important attribute that creates value about the product/service for the receiver. Wiggins (1993) explains that it is also the means by which business/service providers differentiate themselves from their competitors. Since businesses are leaders in quality assurance, non-business organizations such as educational institutions can benefit from the important lessons learnt by business.

The origins and methods applied by businesses in maintaining high quality products/services and how these can be transferred to educational institutions is our major concern (Wiggins, 1993). It should be envisaged that *adaptation* of the most successful and relevant strategies would help educational institutions in creating higher standards of quality in education. Sharing the results and methods of QA practices will also help alleviate some of the problems such as poor performance, falling student numbers, poor public opinions, funding and recognition of activities, courses and qualifications (Boele, 2007).

Relative terms such as "better", "superior", "acceptable" are applied to judge quality. However, quality is a universally acknowledged factor in successful business. Winning companies are those that meet quality standards and for whom customer services is an obsession in every single market in which they operate.

There is a need to understand the different philosophy which predominates Quality Assurance in the business sphere and that in the public services. Within the industrial/business setting the philosophy over the past 50 years has focused on the training of employees to prevent problems, strengthening organisational systems, and continually improving performance. While within public service areas such as health and education the philosophy has been based on taking a watchdog approach, relying on government controls, professional credentials, internal audits, and, more recently, external inspections to maintain standards, weed out poor performers, and solve problems (Crosby, 1996).

The concept of quality assurance is not a new one, but the range of the terminology and methodologies which are now used to define, develop and apply it, are relatively recent (Nickel, 2007). There are a great number of different perceptions of what is meant by quality in higher education. Varying definitions have been suggested, but it has not been possible to reach consensus. Newton (2000) tells us that the most widely accepted criterion of quality in education is probably "fitness for purpose". Consensus about this does not solve the problem of what is meant by quality in education: it just carries the discussion one step further to the question "what is the purpose of higher education, right from Pre-primary, Primary, Post Primary and Post Secondary Education?

The increasing demands for good quality education by students and society imply that Educational Institutions now face similar pressures that the business sector has been facing for decades. These implications often become even more serious for Education Institutions who lack the finance and infrastructure resources and have recognition issues, as well as facing stronger competition from local, distance and international education institutions (Asifiwe, 2010). Education institutions in Uganda should fully embrace people-based management systems, be committed to the perennial imperative of change, and strive to involve all for a qualitative achievement of the organisation's objectives (Neema, 1999). Some of the lessons to be learnt from industry are as follows:

a) Make the desire for quality an overarching principle in every operation (creating a quality culture)
b) Be knowledgeable about the needs of students and academics (the actors involved in the service)
c) Creating desirability for the Educational Institutions through meeting social and economical trends while maintaining high level of academics integrating and superior quality.

Organisations that provide quality and value in the provision of their educational services are likely to grow and prosper. Such organisations gain benefits like stronger student and staff loyalty, lower vulnerability to economic changes, ability to command funding and more autonomy from the state in policy development (Newton, 2000). Some educational institutions currently experience problems in retaining both academic/teaching staff and dealing with growing student needs. Some of the reasons for this may be that staff and students perceive that other institutions are offering more valuable education in terms of quality (recognition, career development, student support etc). It thus, becomes imperative for Education Institutions to ensure that their services are in demand. Various strategies to make education affordable and valuable for students need to be applied on the national level in order to support the social role of the Education Institutions, the growth in Quality Assurance methodologies and the implementation of the results of Quality Assurance both institutional and socially (Harvey, 2006).

4. Defining Quality Assurance in Education

Quality is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. It should take the form of internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, which are vital for enhancing quality.

- **According to UNESCO**, Quality assurance is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.
- **In education**, quality assurance refers to the ongoing activities/actions/processes taken to ensure that the agreed standards and procedures adhered to and that delivered products (graduates) and services (teaching, learning, research, consultation, etc) meets the performance requirement (Crosby, 1996).

- **Another educational** definition is that of an ongoing process ensuring the delivery of agreed standards. These agreed standards should ensure that every educational institution where quality is assured has the potential to achieve a high quality of content and results.

Independent national bodies should be established and comparative standards of quality, recognised at international level, should be defined. Due attention should be paid to the specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process. Quality also requires that education should be characterised by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances (Juran, 1994). Morgan and Murgatroyd (1994:5) explicate that: Quality Management is total in the sense that it must involve everyone in the organisation, and that this total management approach is about both a system and a culture which impinges on all the internal details of working in an organisation, i.e. all the internal process. Total Quality is total in three senses: it covers every process, every job, and every person (Neema, 1999)

4.1 Principles of Quality Assurance in Education

Aristotle stated in his Book VIII of Politics that 'this education and these studies exist for their own sake'. In this context quality assurance should exist alongside and support the ideal of 'fitness for purpose of education' where the purpose is the development of society and education of the individual. Again, there are the two approaches that can be taken to quality assurance, which can define the methods and type of Quality Assurance processes that education institutions can combine:

1) The intrinsic qualities of education refer to the basic values and ideals, which form the very heart of what education is: the unfettered search for truth and the disinterested pursuit of knowledge. It focuses on the knowledge creating processes and student learning. Even though most academics today will agree that quality in education is more than this, intrinsic quality represents the core of academic quality. The academic community can be seen as guardians of intrinsic quality.
2) The extrinsic qualities refer to the capacities of education institutions to respond to the changing needs of the society with whom they interact. Extrinsic quality concerns the demands that society directs towards education. These demands change in tandem with social changes, which occur over time. It could be argued to what extent extrinsic quality should be determined by economic demands or the state (government) demands – both of which form pillars of society.

This therefore leads to a wider range of issues such as:

a) The purpose of education?
b) The ways in which educational institutions serve society and who decides this?

c) The complex processes of teaching and learning and their evaluation?
d) The development of appropriate knowledge, skills, competencies among staff to enable them to enhance their performance as teachers.

4.2 Expectation of quality in Education

a) From Public/ society- contribution to knowledge society i.e. when people have confidence in schools activities, programs and management, morale and financial support to the institution
b) From Labor Market – satisfaction with graduates i.e. feedback from labour market, cooperation with the labor market
c) From graduates – successful achieving personal career/goals i.e. when schools get feedback from graduates through free expressions, good feedback from labour market.
d) In general - Quality culture i.e. as a result of quality assurance system/ program set by the school/ institution

4.3 Maintaining Quality Assurance

Figure 1: Quality Assurance Process.
Source: http://www.wikipedia.org

Identifying a problem. First, think through the key facts about the problem, and gather any relevant information. Often the act of collecting the information is the first step towards resolving the issue. Be honest with yourself. Boele (2007) confirms that omitting important facts or amending the facts can make the problem worse. The kinds of questions you might need to ask yourself are:

a) What are the details of the employment agreement?
b) What are the days and hours of work?
c) What is the job description?
d) What type of business is involved?
e) When and how did the problem arise?
f) Does the problem involve one employee or a group of employees?
g) What actions have you taken already?
h) Have you talked to the person or people involved about the problem?

Sometimes it's worth running through the problem with a friend or colleague to see what questions they have about your story (Boele, 2007). Often the underlying cause of a problem is not obvious.

For example, an employee who is performing poorly may have:

a. Inadequate training
b. Poor equipment
c. Lack of confidence in seeking assistance from a supervisor
d. Misunderstandings about entitlements such as sick or holiday pay
e. Health and safety issues, such as concern about long hours.

Equally, an employer concerned about performance may be influenced by factors such as:

i. Absenteeism
ii. Poor time keeping

Whether you are an employer or employee, it is worth spending some time at this stage trying to identify the underlying cause in order to see how the problem might be resolved.

Indentifying indicators. An indicator is a sign that shows that a certain condition exists or certain results have not been achieved (Crosby, 1996). It is something that helps you understand where you are, which way you are going and how far you are from where you want to be. A good indicator alerts you to a problem before it gets too bad and helps you recognize what needs to be done to fix the problem.

Prepare criteria/ set your own guidelines that will help you reach at program specifications. When **comparing results** it is important for a school to look inward against historical trends and outward against competitive trends. When comparing standards it is important to make sure that the standards are understood and reachable by those who are held accountable.

Any school should have a history of trends so that there is a basis for the analysis. Asifiwe (2010) stressed that it is also important to conduct competitive research to determine who others in the market are performing in the same processes. If the performance measurement is for a new undertaking by the school, then management should conduct research in order to determine what the education standard may be for the process. If this is a new technology or research area, then results should be compared with financial objectives or quality standards instituted by the school.

Analyzing the assessment. Quantitative analysis of assessment data is one of the most powerful methods of using information to improve teaching and learning for students, both individually and collectively. It is essential that educators are able to accurately read and interpret data, so that they know where students are in their learning, and are able to best set goals and plan for optimum teaching and learning (Conrad and Gupta, 2007). Remember, test scores should not be used in isolation to calculate the achievement level of a student. Any test is a snapshot, and the results should be considered along with a range of other evidence.

Harvey (2006) maintains that it is a valuable exercise to have students analyze their tests, and graph their results over time, so that they can learn from them. This record of progress over time also provides strong motivation for students to set goals in their learning.

Take measures to improve. We have to admit that the education measures established in the past are not necessarily sufficient in term of the execution of the PDCA cycle （Plan-Do-Check-Action) that is the procedure to clarify objectives, verify results objectively and take action against visualized problems to improve measures (Darling-Hammond, 2006). In order to improve our measures in the future, it is necessary to assess the outcome resulting from the implementation of previous measures. Based on this review, this Plan intends to make education measures more efficient and effective by introducing the PDCA cycle into respective measures.

The process remains continuous from identifying the problem to taking measures to improve. School administrators should not rest at managing this process to avoid failure of the quality assurance system.

Chapter Two

5. Quality Assurance Education Frame Work

Brennan and Shah (2000), explained that Quality Assurance Education frame work has five central components, and these are;
a. Governance through the schools' administrators and academic boards
b. Effective management by strategic performance objectives and indicators
c. Critical self review involving analysis and measurement
d. Identification of achievements and strengths
e. The development of plans for improvement and implementation

The quality assurance model indicates that the continuous cycle of reviews engaged academic/teaching and general staff, support and recognition for achievement. The initial step in evaluating quality outcomes is to compare these to the original specification to see if a relationship is observed between goals, processes and outcomes (Brennan and shah, 2000).

Quality Assurance Model
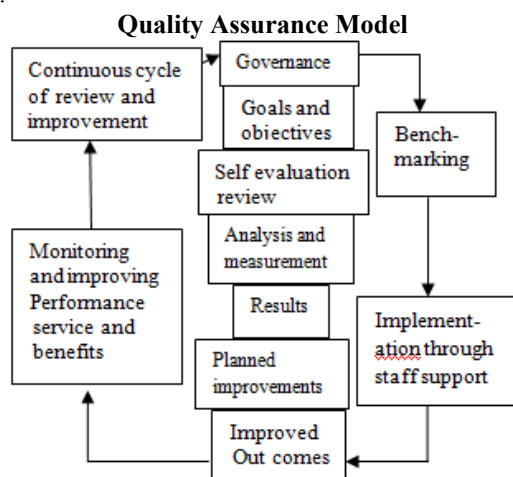
Figure 2: Quality Assurance model. Source: Brennan, J. and Shah, T. (2000)

Overall goal of quality assurance is to enhance the efficiency and effectiveness of activities of schools and institutions

6. Objectives of Quality Assurance

They are 2,
a. Quality Control/ Accountability- This assess whether minimum standards are in place.
b. Quality improvement – Identify development processes such as strength and weaknesses of schools/institutions and their academic provision

6.1 Why need independence in quality assurance?
● To provide objectivity – meaning fair in giving judgment

6.2 Key result areas for any Quality Assurance Officer
a. Provision of technical support and implement decisions of the schools quality assurance department/ committee in line with the school policies
b. Develop and implement the academic division annual work plans in line with the quality assurance policies of the school/ institution
c. Implement and evaluate the effectiveness and impact of teaching and learning in line with the quality assurance policies of the school
d. Overseeing and reviewing the programs and policies that promotes quality and academic excellence in the school/ institution.

Chapter Three

7. Doing quality

The Japanese are credited with initially developing the philosophy and methodology of continuous improvement with the aim of achieving product excellence. These approach thy called kaizen which translates as 'making things better' (Juran, 1994). It is founded on the principle of the total involvement of the whole workforce – that is to say everyone, from the top down. To succeed, the enthusiastic support of the senior management is essential. One of the key elements is the quality circle, a small group of 6 – 9 workers, which engages in problem solving of issues related to their work.

The idea – 'if you want to improve something, ask the people who do it' – seems pretty simple and straight forward. Nevertheless, it is an anathema to top-down management systems of the sort which developed post-Taylor. Another key principle is to take small steps. It is proposed that consolidated small steps achieve more than attempting to change in leaps and bounds. Of course, senior managers have to listen to what the quality circles suggest: another characteristic not common to Western managers, at the time. In education, it is not different (Juran, 1994).

The quality tools originally developed to support kaizen are aimed at identifying and solving problems and improving processes. The most commonly used are:

The PDSA cycle: This is the basic methodology of continuous improvement:

Plan = a change or a test aimed at improvement; **Do** = carry out the change or the test (preferably on a small scale); **Study** = what did we learn? What went wrong? **Act** = adopt the change, or abandon it, or run the cycle again (Deming, 1993).
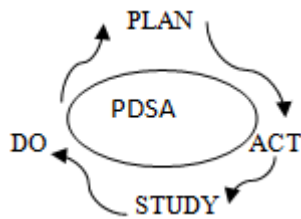
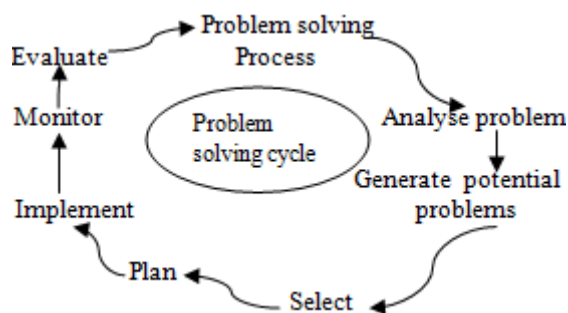The Problem solving cycle is a version of PDSA specifically focused on problem solving:

Figure 3: PDSA Cycle. Source: Boele, E. B, 2007

Benchmarking: This requires researching 'best practice' in the field of activities an organisation is involved in. There is a useful overview of its use in Education. The aim is to identify specific activities where improvement is perceived as necessary (Boele, 2007). Usually, it is external, which is likely to lead to the best results, especially where innovation is sought, though it can be internal, where some part of the organisation is outperforming the others. It can be an effective, though costly and time-consuming, contribution to quality improvement.

Brainstorming: An effective and enjoyable method of getting a huge number of ideas related to a given issue from a small number of people in a short space of time. Nickel (2007) further explains that it is a' feel free' meeting, which has some important rules: e.g. no one should be criticised; anything goes, no matter how outlandish. Brainstorming sessions are not without structure: there must always be a leader; all ideas should be written down on a flipchart; time must be apportioned to brainstorming the issue and to reflect on and evaluate the ideas generated.

7.1 What is the significance of Quality Assurance?

a. Quality Assurance is a condition that leads to the achievement of transparency. It will ensure the quality of the *academic* (teaching, curriculum etc) and *structural* (buildings, computers etc) improvement of subjects/courses and it will allow an objective review of their quality (Wiggins, 1993).
b. To broaden the academic standards to National and International level
c. Recognition of qualifications Nationally and Internationally
d. To manage competition

e. Customer satisfaction
f. Maintaining standards
g. Accountability – every organization/ department/ institution is answerable to stake holders in terms of finances, reporting and work.
h. Improving employee morale, satisfaction and motivation
i. Credibility, prestige (respect that results from good reputation, achievements and success), and status (position from others).
j. Image and visibility – attracting better stake holder's support, increase donor funding and support, getting 1st class students from far and near.

7.2 Most common forms of Quality Assurance in Education

a. Use of external examiners
b. Self Evaluation – *it empowers teachers to take charge of the quality of their performance without pressures from external review*
c. Identifying own strength and weaknesses
d. Reviewing procedures that teachers use to provide quality education
e. Academic Audits
f. Feedback and development

7.3 Quality Assurance system should include:
a. Desire for Quality as an overarching principle in every operation (A culture of individual belief in quality)
b. Definition of the responsibilities of bodies and institutions involved.
c. Evaluation of programs, including internal and external assessment, participation of students and publication of results.
d. A system of accreditation, certification and comparable procedures
e. Internal participation, collaboration and networking
f. Increased effort to enhance quality of activities
g. Approval, Monitoring and periodic review of programs and awards
h. Public information - - publishing up to date, impartial and objective information both qualitative and quantitative about programs and awards offered
i. Accountability and transparency
j. Time and effort management
k. Decision making body representatives on board
l. Developing proposals for resource mobilization
m. Regional collaboration in quality assurance.
The system also includes;
n. Implementing decisions of Quality Assurance committees as well as brainstorming
o. Field Visits
p. Effective use of available resources
q. Continuous worldwide consultation concentrating mainly on what quality should be.

7.4 Evidence of Quality Assurance in Education
a. Computerizing of activities i.e. online teaching, online registration of students, power point presentations in some schools, etc.
b. Rising performance standards against other institutions in the region/Grading of schools and institutions to determine their performance

13

c. The need to advance in bringing about modernization and competitiveness
d. Sufficient autonomy of school Administrators like head teachers.
e. Better governance and accountability
f. Knowing the importance of quality assurance as a powerful drive for change
g. Publication of results and research papers, achievements, successes and strengths
h. Certification of documents

7.5 What gets measured in Quality Assurance in Education

a. Income perceived from donations/ stakeholders (indirect measure)
b. Scrutiny of curriculum content (direct measure)
c. Scrutiny of examination questions and answers (direct measure)
d. Scrutiny of duties handled or assigned (direct measure)
e. Scrutiny of teaching methods (direct measure) i.e. if certain elements are missing in mathematics in an engineering course, then the standards of graduates cannot be adequate.
f. Quality of teaching and learning (direct measure)

7.6 Some of the existing arrangements for safeguarding quality in education institutions

a. Setting up the quality assurance committee/ department and making it independent
b. Use of external examiners i.e., research, scripts of some students being given to external examiners.
c. Use of external evaluators for the development or evaluation of programs and organization units
d. Ensuring independence of school administrators to run school activities with their own decisions.
e. Evaluation of teachers by students
f. Gathering internal and external feedback
g. Participating in international networks or bench marking projects undertaken by these networks
h. Role of professional bodies and associations in accrediting professional courses and subjects such as Medicine, Law, Accounting, Economics, Mathematics, Geography Associations etc.
i. Capacity Building i.e. SESEMAT, UNCST(Uganda National Council for science and Technology), NCDC (National Curriculum Development Centre).
j. Making adjustments in the subjects/courses provided in schools, Universities and colleges to reduce duplication
k. Readiness to invest time and effort to improve one's performance where need for improvement is identified.
l. Efforts in maintaining smartness in and outside the school
m. Willingness to expose ones weaknesses
n. Trust in the benefit of the evaluation
o. Frequency of the Quality Assurance Cycle
p. Institutional leadership to orchestrate far –reaching and difficult changes
q. Gathering resources to support the change and incentivize corresponding initiatives.
r. Publication of results characteristics and performance of education institutions.

s. Setting up the school's academic committee
t. Encouragement of innovation and good teaching through the committee for schools teaching and staff development.
u. Rising the pass park mark from i.e. 50 to 60 or setting pass mark range in schools and colleges
v. Change in the design and printing of school documents i.e. Reports, Circulars, Receipts, Transcripts etc
w. Visiting faculties, schools by school administrators, stake holders, management teams and members from MOES, NCDC, NCHE, DES, DEO/ Municipal Education Officers.
x. Increasing on the number of full time teachers/ lecturers and their working hours.

8. Standardize

If you don't care about how well you are doing or about what impact you are having, why bother to do it at all?

Describe levels of attainment against which performance may be measured. Attainment of a standard usually implies a measure of fitness for a defined purpose (Conrad and Gupta (2007). Apart from their normative purpose, standards can be functionalized in various ways:

1. Easing manageability**:** This function is among the most visible ones, as it aims at verifying whether quality goals have been achieved. It provides orientation and establishes a basis for action routines. In this regard, the compliance with standards is considered to allow conclusions about the quality of an institution, its activities, processes and outcomes which are assessed against the standards.
2. Permitting comparability and assessments: Standards can be used for comparative purposes as well as for assessments within various contexts (e.g. providing evidence whether certain quality goals have been met or presenting a basis for accreditation procedures). In order to make such comparisons/assessments possible, standards should be defined quite clearly and allow easy verification whether they have been met.
3. Meeting accountability demands: Schools that want to claim (and prove) that they conform to the requirements for high-quality education, research and administration, can support such claims (and' provide evidence') by formulating and implementing quality standards, thus making their quality efforts visible to the outside.

Standards fulfilling such an accountability function ensure transparency and;
4. Demonstrate what is being done in order to legitimate public trust (and financial support).

9. Monitor

Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project, organization and school. It is based on targets set and activities planned during the planning phases of work. Harvey (2006) stresses that monitoring helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables you to determine whether the resources you have available are sufficient and are being well used, whether the capacity you have is sufficient and appropriate, and whether you are doing what you planned to do.

Although the term "monitoring and evaluation" tends to get run together as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organizational activities, related but not identical (UNESCO, 2012).

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it. It can be *formative* (taking place during the life of a project or organization, with the intention of improving the strategy or way of functioning of the project or organization). It can also be *summative* (drawing learning's from a completed project or an organization that is no longer functioning). Someone once described this as the difference between a check-up and an autopsy!

What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by focusing on:
- Efficiency - tells you that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on.
- Effectiveness - is a measure of the extent to which a development programmes or project achieves the specific objectives it set. If, for example, we set out to improve the qualifications of all the high school teachers in a particular area, did we succeed?
- Impact - tells you whether or not what you did made a difference to the problem situation you were trying to address. In other words, was your strategy useful? Did ensuring that teachers were better qualified improve the pass rate in the final year of school? Before you decide to get bigger, or to replicate the project elsewhere, you need to be sure that what you are doing makes sense in terms of the impact you want to achieve.

9.1 How can monitoring and evaluation improve Quality in Education?

Monitoring and evaluation enable you to check the "bottom line" of development work: Not "are we making a profit?" but "are we making a difference?" Through monitoring and evaluation, you can:

- Review progress;
- Identify problems in planning and/or implementation;
- Make adjustments so that you are more likely to "make a difference".

In many organizations, "monitoring and evaluation" is something that that is seen as a donor requirement rather than a management tool. Donors are certainly entitled to know whether their money is being properly spent, and whether it is being well spent (Darling-Hammond, 2006). But the primary (most important) use of monitoring and evaluation should be for the organization, project and school itself to see how it is doing against objectives, whether it is having an impact, whether it is working efficiently, and to learn how to do it better.

Plans are essential but they are not set in concrete (totally fixed). If they are not working, or if the circumstances change, then plans need to change too. Monitoring and evaluation are both tools which help a school know when plans are not working, and when circumstances have changed. They give management the information it needs to make decisions about the school or organization, about changes that are necessary in strategy or plans.

Through this, the constants remain the pillars of the strategic framework: the problem analysis, the vision, and the values of the school. Everything else is negotiable. Getting something wrong is not a crime. Failing to learn from past mistakes because you are not monitoring and evaluating is. Monitoring and evaluation enable you to assess the quality and impact of your work, against your action plans and your strategic plan (Wiggins, 1993). In order for monitoring and evaluation to be really valuable, you need to have planned well.

The effect of monitoring and evaluation can be seen in the following cycle. *Note that you will monitor and adjust several times before you are ready to evaluate and re-plan.*
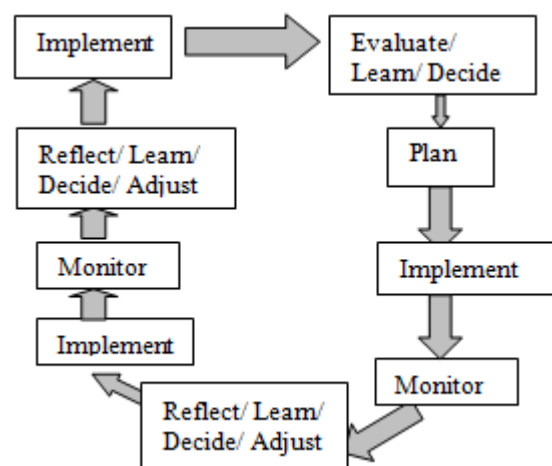
Figure 4: Simple Monitoring and Evaluation Cycle that head teachers can easily adopt.
Source: Darling-Hammond, 1986

It is important to recognize that monitoring and evaluation are not magic wands that can be waved to make problems disappear, or to cure them, or to miraculously make changes without a lot of hard work being put in by the project or

organization. In themselves, they are not a solution, but they are valuable tools. Monitoring and evaluation can:

a) Help you identify problems and their causes;
b) Suggest possible solutions to problems;
c) Raise questions about assumptions and strategy;
d) Push you to reflect on where you are going and how you are getting there;
e) Provide you with information and insight;
f) Encourage you to act on the information and insight;
g) Increase the likelihood that you will make a positive development difference.

10. Analyze

Whether you are looking at monitoring or evaluation, at some point you are going to find yourself with a large amount of information and you will have to decide how to make sense of it or to analyze it. If you are using an external evaluation team, it will be up to this team to do the analysis, but, sometimes in evaluation, and certainly in monitoring, you, the school have to do the analysis.

Analysis is the process of turning the detailed information into an understanding of patterns, trends, interpretations (Wiggins, 1993). The starting point for analysis in a project or organizational context is quite often very unscientific. It is your intuitive understanding of the key themes that come out of the information gathering process. Once you have the key themes, it becomes possible to work through the information, structuring and organizing it. The next step is to write up your analysis of the findings as a basis for reaching conclusions, and making recommendations.
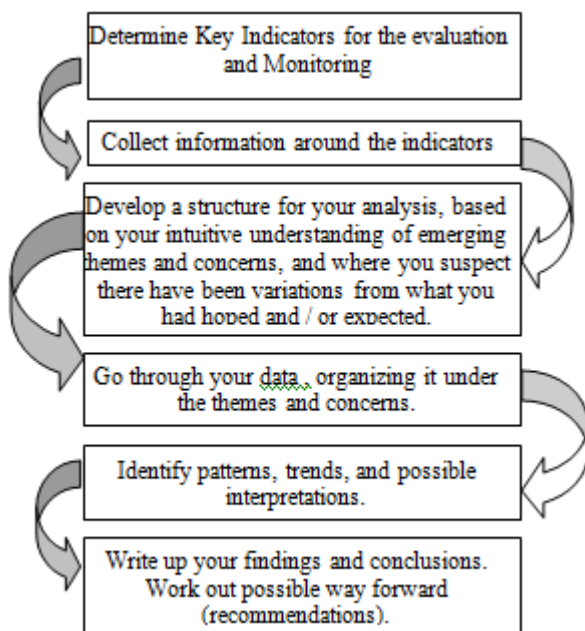So, your process looks something like this:

Figure 5: Simple Analysis for Administrators. Source: Humphrey, 2007

11. Report

Whether you are monitoring or evaluating, at some point, or points, there will be a reporting process. This reporting process follows the stage of analyzing information. You will report to different stakeholders in different ways, sometimes in written form, sometimes verbally and, increasingly, making use of tools such as PowerPoint presentations, slides and videos.

Below is a table, suggesting different reporting mechanisms that might be appropriate for different stakeholders and at different times in project cycles. For writing tips, go to the toolkit on effective writing for organizations.

Table 1: Reporting Mechanisms for school Administrators.

Target group	Stage of project cycle	Appropriate format
Board	Interim, based on monitoring analysis	Written report
	Evaluation	Written report, with an Executive Summary, and verbal presentation from the evaluation team.
Management Team	Interim, based on monitoring analysis	Written report, discussed at management team meeting.
	Evaluation	Written report, presented verbally by the evaluation team.
Staff	Interim, based on monitoring	Written and verbal presentation at departmental and team levels.
	Evaluation	Written report presented verbally by evaluation team and followed by in-depth discussion of relevant recommendations at departmental and team levels.
Beneficiaries	Interim, but only at significant points, and evaluation	Verbal presentation, backed up by summarized document, using appropriate tables, charts, visuals and audio-visuals. This is particularly important if the organization or project is contemplating a major change that will impact on beneficiaries.
Donors	Interim, based on monitoring	Summarized in a written report.
	Evaluation	Full written report with executive summary or a special version, focused on donor concerns and interests.
Wider development community	Evaluation	Journal articles, seminars, conferences, websites.

Verify or verification may refer to:

Verification and validation, in quality management systems, it is the act of reviewing, inspecting or testing, in order to establish and document that a product, service or system meets regulatory or technical standards (Wikipedia, 2004). Verification as a quality assurance tool utilized by schools and institutions is to ensure that discrepancies are discovered, conflicting information is identified and removed and the results are consistent. After the verification process all necessary corrections will be made and submitted to the top administrators to ensure that quick assistance is provided or the next process is approved.

12. Track

In Education, tracking may be referred to as streaming or phasing in certain schools. It is separating pupils by academic ability into groups for all subject or certain classes and curriculum within a school (Oakes, 1987). In a tracking system, the entire school population is assigned to classes according to whether the students' overall achievement is above average, normal, or below average. Students attend academic classes only with students whose overall academic achievement is the same as their own.

Tracking was once popular in English-speaking countries, but is less used now. Strong tracking systems formed the basis of the Tripartite System in England and Wales until the 1970s, and in Northern Ireland until 2009. Germany uses a strongly tracked system (Mickelson, 2003) In Germany, students' achievements in their last of generally four years of primary school determine the type of secondary school they will be permitted to attend, and therefore the type of education they will receive. Weak tracking systems have been used in American schools. In this approach, local schools assign students to classrooms according to their overall achievement, so that a given classroom is primarily composed of students with high, average, or low academic achievement.

Proponents of tracking say that tracking has several important strengths. A major advantage of tracking is that it allows teachers to better direct lessons toward the specific ability level of the students in each class. Karen and Sadker (2006) states that while tracking for regular instruction makes no real difference in scholastic achievement for low and average ability students, it does produce substantial gains for gifted students in tracks specially designed for the gifted and talented. Tracking meets the need for highly gifted students to be with their intellectual peers in order to be appropriately challenged and to view their own abilities more realistically (Slavin 1990). Tracking has been refined to lean more towards a subject by subject basis rather that a person by person basis. This means that students could be in classes with their peers, as to Math vs. English. Maybe a student is at a higher level in math and in a class with advanced math students, but they may be in a lower English level and are grouped with peers at their level in English.

Another positive aspect of tracking is that since it separates students by ability, students' work is only compared to that of similar-ability peers, preventing a possible lowering of their self-esteem that could result from comparisons with the work of higher ability students, or inflating the egos of the high-ability students when compared to low-ability, same-age students (Oakes, 1985). Since high self-esteem is correlated with high academic achievement, tracking should, theoretically, promote academic success. However, the awareness by the student of being placed into a low track might lower self-esteem and vice-versa.

Supporters of tracking also note that it allows for higher achievement of high-ability students. Kulik and Kulik (1992) found that high-ability students in tracked classes achieved more highly than similar-ability students in non-tracked classes. Similarly, Rogers (1991) recommends that gifted and talented students spend the majority of their school day with ability peers.

Both of these studies suggest that tracking is beneficial to high-track students. Tracking can also encourage low-ability students to participate in class since tracking separates them from intimidation of the high-ability students. Rogers classifies tracking as one of ten types of grouping. High ability groups are often assigned special work that is more advanced than that of the other students in the class. For gifted children, such advanced work contributes to their social and emotional well-being.

Despite the positive aspects of tracking, some scholars have noted limitations of the system. Tracking often does not work as effectively as it should because of the composition of the tracks. Davis 1986 believes that in practice, tracks are generally not as homogeneous as they could be (although they are more homogenous than a non-tracking system, which randomly assigns students to classrooms), so some of the potential benefits can't be fully exploited. Even when tracks initially are nearly homogeneous in students' academic abilities, heterogeneity can develop over time, since students learn at different rates. Some systems reevaluate all students periodically to keep students of comparable ability together as they progress.

Scholars have also found that curricula often vary widely among tracks, as might be expected. While the enrichment and/or acceleration of curricula is considered to be a major benefit to gifted and talented students. lessons taught in low-track classes often lack the engagement and comprehensiveness of the high-track lessons, reflecting their more remedial nature. This can put low-track students at a disadvantage for college acceptance because they often do not gain the knowledge and skills of the upper-track students, presuming they could and would if not taught under a tracked system. Oakes (1985) found that in high-track classes, teachers often used course materials and taught concepts which required extensive critical-thinking skills, whereas teachers in low-track classes tended to draw heavily from workbooks and rarely assign work that required critical thinking.

Tracking can also result in a stigmatization of low-track students. In some cases, this stigmatization is thought to have a negative impact on students' academic performance and to influence students' attitudes. In one study, it was found that, among low-achieving students, students in tracked classes were more likely than students in non-tracked classes to believe that "their fate was out of their hands."

13. Audit

Audit in quality assurance refers to systematic and independent examination to determine whether activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and suitable to achieve the objectives (Crosby, 1996).

The education institution involved in an audit process collects the audit material from its own Quality Assurance system. The purpose being to provide the audit group with

sufficient information and evidence to assess the comprehensiveness, performance, effectiveness as well as transparency of the quality assurance system (Crosby, 1996). The school must compile the audit material to allow the auditors to get a picture of the school in general, the quality assurance system, its links to the operative steering system, as well as evidence of the quality assurance system performance.

The audits focus on the procedures and processes which the schools use to steer and develop the quality of its education and other activities. The main premise for the audits of the quality assurance systems is the autonomy of the schools and institutions, comprising the principles of openness and the recognition and identification of the schools social responsibility. The most important aim of the audits is to support the quality assurance system development of the schools to meet the quality assurance principles, thereby promoting the competitiveness of the education institutions in the global education market.

The aim of the audit of each school/ institution is:

1) To establish the qualitative objectives set by the school for its own activities;
2) To evaluate what procedures and processes the school uses to maintain and develop the quality of its education and other activities;
3) To evaluate whether the school/ institution's quality assurance works as intended, whether the quality assurance system produces useful and relevant information for the improvement of its operations and whether it brings about effective, improvement measures.

The objective of the audits is to collect and disseminate best quality assurance practices and promote their adoption within the schools. Crosby, 1996 gives another aim of the audit processes and public reporting on the school system is to activate the debate on quality issues, as well as the interaction between the schools and their stakeholders.

Auditing targets;

1) Definition of the objectives, functions, actors and responsibilities of the schools quality assurance system as well as the respective documentation
2) The comprehensiveness and effectiveness of the quality assurance procedures and structures related to the schools basic mission.
   a) Qualifications attainment/ degree education
   b) Research and Development
   c) Interaction with and impact on society as well as regional development co-operation
   d) Support services (such as library and information services, career and recruitment services, and international services)
   e) Staff recruitment and development
3) Interface between the quality assurance system and the management and steering of operations
4) Participation of staff, students and external stakeholders in quality assurance
5) Relevance of, and access to, the information generated by the quality assurance system
   a) within the school

b) from the perspective of the external stakeholders of the school
6) Monitoring, evaluation and continuous improvement of the QA system
7) The Quality Assurance system as a whole.

14. Train

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching (Wikipedia, 2013). Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content. The need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life.

Training encompasses three main activities: training, education, and development. Where;

1) Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.
2) Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs
3) Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Wikipedia, 2013 gives Talent Development as an new concept today is the process of changing an organization, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organization. Rogers (1991) notes that the name may well be a term in search of a meaning, like so much in management, and suggests that it be thought of as selective attention paid to the top 10% of employees, either by potential or performance. While maintaining quality services within an institution or school, talent management is an element that opens up good working relationships, good services and good results. Every school administrator should think of indirectly and directly motivating employees so as to get good results out of them

Learning is, or should be, the main reason why a school monitors its work or does an evaluation. By learning what works and what does not, what you are doing right and what you are doing wrong, you, as school management, are empowered to act in an informed and constructive way. This is part of a cycle of **action reflection**. (See the diagram in the section on how/why do monitoring and evaluation?)

The purpose of learning is to make changes where necessary, and to identify and build on strengths where they exist. Learning also helps you to understand, to make conscious, assumptions you have. So, for example, perhaps you assumed that children at more affluent schools would have benefited less from your intervention than those from less affluent schools. Your monitoring data might show you that this assumption was wrong (UNESCO, 2012). Once you realize this, you will probably view your interactions with these schools differently.

Being in a constant mode of action-reflection-action also helps to make you less complacent. Sometimes, when schools feel them "have got it right", they settle back and do things the same way, without questioning whether they are still getting it right (Gamoran, 1992). They forget that situations change, that the needs of project beneficiaries may change, and that strategies need to be reconsidered and revised.

Schools/Institutions that don't learn stagnate. The process of rigorous monitoring and evaluation forces schools/institutions to keep learning - and growing.

The success of the whole process is dependent on the ability of those with management responsibilities to make decisions and take action. The steps involved in the whole process are:

a) Plan properly – know what you are trying to achieve and how you intend to achieve it
b) Implement
c) Monitor and evaluate.
d) Analyse the information you get from monitoring and evaluation and work out what it is telling you.
e) Look at the potential consequences to your plans of what you have learned from the analysis of your monitoring and evaluation data.
f) Draw up a list of options for action.
g) Get consensus on what you should do and a mandate to take action.
h) Share adjustments and plans with the rest of the organisation and, if necessary, your donors and beneficiaries.
i) Implement.
j) Monitor and evaluate.

The key steps for effective decision making are:

a) As a management team, understand the implications of what you have learned.
b) Work out what needs to be done and have clear motivations for why it needs to be done.
c) Generate options for how to do it.
d) Look at the options critically in terms of which are likely to be the most effective.
e) Agree as a management team.
f) Get organisational/school's consensus on what needs to be done and how it needs to be done.
g) Get a mandate (usually from a Board, but possibly also from beneficiaries) to do it.
h) Do it.
i) However expect resistance from some members.

14.1 How can a school administrator deal with resistance?

Not everyone will be pleased about any changes in plans you decide or need to be made. People often resist change. Some of the reasons for this include:

1) People are comfortable with things the way they are – they don't want to be pushed out of their comfort zones.
2) People worry that any changes will lessen their levels of productivity – they feel judged by what they do and how much they do, and don't want to take the time out necessary to change plans or ways of doing things.
3) People don't like to rush into change – how do we know that something different will be better? They spend so long thinking about it that it is too late for useful changes to be made.
4) People don't have a "big picture". They know what they are doing and they can see it is working, so they can't see any reason to change anything at all.
5) People don't have a long term commitment to the school or the organization – they see it as a stepping stone on their career path. They don't want change because it will delay the items they want to be able to tick off on their curriculum vitaes.
6) People feel they can't cope – they have to keep doing what they are doing but also work at bringing about change. It's all too much.

14.2 How can you help people accept changes?

1) Make the reasons why change is needed very clear – take people through the findings and conclusions of the monitoring and evaluation processes, involve them in decision-making.
2) Help people see the whole picture – beyond their little bit to the overall impact on the problem analyzed.
3) Focus on the key issues – we have to do something about this!
4) Recognize anger, fear, and resistance. Listen to people; give them the opportunity to express frustration and other emotions.
5) Find common ground – things that they also want to see changed.
6) Encourage a feeling that change is exciting, that it frees people from doing things that are not working so they can try new things that are likely to work, that it releases productive energy.
7) Emphasize the importance of everyone being committed to making it work.
8) Create conditions for regular interaction – anything from a seminar to graffiti on a notice board - to discuss what is happening and how it is going.
9) Pace change so that people can deal with it.

(Thanks to *Olive Publications, Ideas for a Change Part 4*, June 1999, for the ideas used in this sub-section.)

14.3 The power of measuring results

If you do not measure results, you cannot tell success from failure.
If you cannot see success, you cannot reward it.
If you cannot reward success, you are probably rewarding failure.
If you cannot see success, you cannot learn from it.
If you cannot recognize failure, you cannot correct it.
If you don't care about how well you are doing or about what impact you are having,
why bother to do it at all?
If you can demonstrate results, you can win public support.

Chapter Four

15. Main challenges of implementing quality assurance in Education

a. Costs and funding constraints
b. Staffing or shortage of qualified personnel
c. In adequate resources i.e. classrooms. Laboratories, library with books, chalk, working offices, working places and technical papers.
d. Failure to adapt to changes and new developments i.e. E- learning, up to date circulars from MoES, NCDC, UNEB, NCHE, DES, Police, Higher institutions etc.
e. High enrollment of students
f. Lack of autonomy of Quality assurance department/ team – no independence in doing work
g. Strain on the academic/teaching staff as they have to support their own quality system as well as the external quality assurance processes or own duties.
h. Nonpayment of teachers
i. Under staffing
j. Poor time management
k. Overloading staff i.e. – one person is head teacher, is deputy, is Dos, is Bursar, Is teacher, Is warden, etc
l. Quality Audit
m. Family attachment in schools, a mentality that most proprietors use and think in managing their businesses/schools.

Quality Assurance audit – Refers to systematic and independent examination to determine whether activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and suitable to achieve the objectives (Crosby, 1996).

In **quality audit**, we look at –

1. Objectives
2. Approach
3. Deployment
4. Results
5. Improvements

Table 2: Maintaining Quality Assurance

	Inputs		Output
a	Curriculum content	a	Graduates
b	Finances	b	Quality research
c	Student selectivity (admission)	c	Publication
d	Student staff ratio	d	Impressive/convincing results
e	Contact hours		
f	Monitoring and support supervision		
g	Schools resources and equipments		

15.1 Evaluating/ measuring the quality of teaching, subjects, courses and programs

a. Stake holders views, benchmarking and audit reviews
b. Students feedback (satisfaction with subjects, teachers and support services
c. Students engagements emerging as an important measure of quality

d. Need for an emphasis on what the students is actually doing i.e. extent to which they are emerging in activities likely to bring high quality.

15.2 Student Engagement in quality Assurance in Education

a. Focus on group discussions with students and students bodies
b. Workshops and other small group meeting
c. Carrying out National student's satisfaction survey and linked with special grants to institutes.
d. Teacher's promotion pay is directly linked with student's feedback. This is done in some institutions/schools
e. Several programs are funded by students Unions and thus old students have great stake in governance of institutions.
f. Students unions submit separate self study portfolio to national assurance agency at the time of assessment.
g. Evaluation of teachers by students
h. Student evaluation on course/subject delivery
i. Students representation on subject/course boards
j. Encouraging students councils for active participation in all academic decision making
k. Personalized interview with personalized program of study
l. Direct contact with programs director/coordinator at the beginning
m. Students representation on committee and service review panels
n. Post conference publication on student participation in quality enhancement
o. Promote use of ICT, publications and websites for promoting student participation in Quality assurance. (Important lessons may be learnt from global practices)

15.3 Consulting staff and students helps to voice out their concerns and expectations to realize the extent of their responsibility in exercising activities and innovative problem word of mouth solving. Students can act as consultants and quality inspectors to schools and institutions and a reporter to others (Wiggins, 1993);

a. They can evaluate good and poor teaching mechanisms of teachers.
b. Can offer suggestions and communicate with other potential and existing students about the service of the school, institution or university.
c. Can communicate to others students even when they don't know each other.
d. Directly ask for information inform of advice
e. Giving unsolicited advice, expertise and complaints
f. Similarly to staff, students can be active advocate, promoters or defenders of programs, teaching and learning. However negative word of mouth could be experienced.

16. Conclusion

While Education is not a magic pill to solving the problems of the world, it is a ladder that can be used to climb out of poverty, exclusion, ignorance, oppression and war (Kakooza, 2008). The World has had great expectations and the services towards modifying Education and the way

teachers and students approach the educational process. Most of the Education process in developing countries like Uganda, is still managed the traditional and informal way that leaves teachers and children not copying to the developed world, never the less still behind towards Education developments.

Let school Administrators and teachers be prepared and be part of the 21st century but a need for change is one of the big problems for our people, their families, schools and communities. For example, in the past years, today and for tomorrow, when you come to a class you still see the teacher at the board and the children sitting passively listening. This has made schools boring to the extent that student's interests and needs are led down, teachers teaching methods are never developed from year to year and the schools become a force of education other than a motivation of education. The end result we see are school related problems.

The world is Global, Education its self is changing. We admire an environment where children can get most of the knowledge themselves; they don't depend on teacher the way they are today. Have a clean attractive classroom environment, get lunch at school, cooperate with others at school, understand the meaning of education, rejoice and praise education and be developers of knowledge. I know that our children don't have the experience and skills to take this knowledge and do something creative with it and it is this that we need to transform education in our communities basing on the communication revolution we are experiencing in the world today.

Countries in the developed world have modified Education. It is my humble request then, for our children in the communities of the developing countries especially Africa to be part of a global World and have a benefit of Education that does not change from Country to Country. Limiting the purpose of education to getting a job is an insult to the significance of human lives. Our purpose is to make meaningful contributions to all that we are part of. Education helps with many things, but most importantly, it empowers an individual to think, question and see beyond the obvious. We are born with a natural tendency to question, however over time we turn compliant, and slowly begin to accept all the way it is, no longer questioning. Education must satiate the question, but never put out the fire. Focusing on quality breeds quality output.

There is now days a growing pressure on private enterprises to be ecologically and socially accountable. As we have already noted, education organizations have a multiplicity of stakeholders frequently with conflicting interests, not only to society for its future wellbeing and prosperity through the education of its children, teenagers and students but also to subject disciplines, other academics and professional bodies.

Quality cannot only be measured by quantitative parameters such as student/staff ratios, capacity of lecture rooms, laboratories, libraries, to mention just a few, other qualitative measures such as academic and pedagogical competence of teaching staff, capacity to meet social demands and needs, ethical and moral aspects, degree of students' satisfaction, contribution to cultural and civic

development, working and employment conditions of staff and academic mobility, should also be considered.

To ensure quality, education Institutions need to make strategic alliances with industrial stakeholders for cooperation in the provision of part time and cooperative/in-company education, and closer linkages with the world of work. Secondary, there is need for fundamental restructuring of the ways in which teaching and learning objectives are delivered, in light of increased numbers, including regular curriculum review and ICT usage. Thirdly, ensure adequate funding for provision and maintenance of infrastructure, and human resources for innovative management and education delivery. Emphasise the process of transformation of the products (teaching and learning) and quality of outcomes rather than focusing principally on entry standards.

According to the coordinator for secondary science and mathematics education, John Agaba (MOES), this policy is aimed at improving the curriculum and the quality of education. ''*It is quality curriculum and quality implementers that guarantee quality outcomes of an education system''* The more we undertake quality assurance without having taken care of these pre – conditions, the more we run the risk of letting it degenerate into a mere lip service, into a comfortable method for bureaucratic consciences to be soothed and for politicians to say that they paid attention to quality without meaning it.

Appendix 1

17. Inspiring Observations

1. Sometimes success is defined in terms of making progress towards strategic goals, but often success is simply the repeated, periodic achievement of some level of operational goal (Crosby, 1996).
2. Education is a major factor to create and develop a person's knowledge, skills, ideas, behavior and merit. Any society and country should provide good, complete and well-balanced education covering all aspects, for the youth so that the society and country will have qualified citizens. They will be able to sustain the county's prosperity and to develop the country progressively……'' His Majesty Bhumibo Adulydej of Thailand.
3. Since the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys of happiness and rewards of human existence…'' Prof. Mahmood Mamdani.
4. Dear School Administrators and Teachers

To forget is a crime
To be Lazy is a great crime
To neglect work and offer excuses is the greatest crime
The secret of efficiency is action without delay
Punctuality and politeness are your respect
Speed and Accuracy are the enemies of inefficiency
Inefficiency deters Quality
(Huisman, Rebora and Turri, 2007).

5. ''If a doctor makes a mistake, his mistake ends up in a grave and the society will with time forget about it.''
''If a lawyer makes a mistake, his mistake ends up in prison and soon the society accepts that fact.''
''If a teacher makes a mistake, his mistake ends up in the society. For the rest of days/ years, the society will see, experience, live with and suffer from that mistake.''

(Patricia Okiria – Principal Legal Officer,
Directorate of Ethics and Integrity,
Office of the President – Uganda)

6. Competent and committed human capital can only be provided if and only they were produced by teachers.

7. What makes a teacher special is that he or she gave you/ learners Quality Education.

References

[1] Asifiwe C. G. R. (2010) Quality Assurance in Education. University of Oslo. Unpublished M.Phil Higher Education Dissertation, pp.33 – 102.

[2] AEC Quality Assurance and Accreditation Working Group, 2007, Quality assurance and accreditation in higher music education: characteristics, criteria and procedures (Utrecht, AEC Publications), pp. 72 - 78

[3] Augusti, G., 2006, 'Trans-national recognition and accreditation of engineering educational programmes in Europe: perspectives in a global framework', European Journal of Engineering Education, 31(3), pp. 249-260.

[4] Augusti, G., Freeston, I., Heitmann, G., Martin, R.P., 2007, 'Accreditation of Engineering Programmes as a tool to assure Academic Quality and relevance for the job market', presented at the 2nd European Quality Assurance Forum, Rome, 15-17 November 2007. Accessed on 10 February 2008 at http://www.enaee.eu/

[5] Boele, E. B., 2007, Handbook on Internal Quality Assurance for Conservatoires (Utrecht, AEC Publications), pp. 91 - 133

[6] Brennan, J. and Shah, T. (2000), Managing Quality in Higher Education. An International Perspective on Institutional Evaluation and Change. (Buckingham, OECD, SRHE and Open University Press), pp 48 to 99

[7] Conrad, C. F. and Gupta, D. M., 2007, 'Teaching-for-Learning (TFL): A Model for Faculty to Advance Student Learning'. Innovative Higher Education, 32, 2, pp. 153-165.

[8] Crosby N. (1996). *Quality is still free: Making Quality Certain in Uncertain Times*. McGraw-Hill. ISBN 0-07-014532-6, pp.98

[9] Darling-Hammond, L., 1986, 'Teacher Evaluation in the Organizational Context: A Review of the Literature', in House, pp 214 - 219

[10] Darling-Hammond, L., 2006, 'Assessing Teacher Education: The Usefulness of Multiple Measures for assessing Program Outcomes', Journal of Teacher Education, 57, 2, pp. 120-138.

[11] Davis, D. G. (1986). "A pilot study to assess equality in selected curricular offerings across three diverse schools in a large urban school district: A search for methodology.". *Paper presented at the annual meeting of the American Educational Research Association, San Francisco*

[12] ENQA 2007, Standards and Guidelines for Quality Assurance in the European Higher Education Area (Helsinki,

[13] ESIB – the National Unions of Students in Europe: www.esib.org

[14] European Commission – Education and Culture DG: http://europa.eu.int/comm/education/index_n.html

[15] EUA - European University Association: www.unige.ch/eua

[16] ENIC-NARIC Networks: http://www.enic-naric.net/ ENQA - European Network for Quality assurance in Higher Education: www.enqa.net

[17] Gamoran, Adam (1992). "Is Ability Grouping Equitable?". *Educational Leadership* 50 (2).

[18] Hallinan, Maureen (1994). "Tracking: From Theory to Practice". *Sociology of Education* (Sociology of Education, Vol. 67, No. 2) 67 (2): 79–84. doi:10.2307/2112697. JSTOR 2112697.

[19] Haney, J. E. (1978). The Effects of the Brown Decision of Black Educators. The Journal of Negro Education, 47(1), 88–95.

[20] Harvey, L., 2006, 'Understanding quality', in Purser, L. (Ed.), EUA Bologna Handbook: Making Bologna work, (Brussels, EUA and Berlin, Raabe). http://www.bologna-handbook.com/

[21] Harvey, L. & Stensaker, B., 2007, 'Quality culture: understandings, boundaries and linkages'. Paper presented at the 29th EAIR FORUM, Innsbruck, Austria, 26-29 August.

[22] Huisman, J., Rebora G., Turri. M., 2007, 'The effects of quality assurance in universities: empirical evidence from three case studies', in EUA Bologna Handbook: Making Bologna Work (Brussels, EUA and Berlin, Raabe), pp. 18 - 98

[23] Humphrey, O. A. (2007), Quality Assurance in Education, pp. 22 – 69.

[24] Hutchings, P., 1996, 'The Peer Review of Teaching: Progress, Issues and Prospects', in Innovative Higher Education, 20, 4, pp. 221-234.

[25] INQAAHE - International Network for Quality Assurance Agencies in Higher Education: www.inqaahe.nl/

[26] Judy. A (1998) Oxford Dictionary, Oxford University Press, United Kingdom.

[27] Juran S. (1994). *Completeness: Quality for the 21st Century*. Plume. ISBN 0-452-27024-, pp.13 - 106

[28] Kakooza J. (2008). In efficiency in Ugandan Schools Today. New Vision Tuesday, 9th September, 2008). (http://newvision.co.ug/D/8/14/648776.

[29] Kulik, James A.; Chen-Lin C. Kulik (1992). "Meta-analytic findings on grouping programs". *Gifted Children Quarterly* 36 (2): 73–77. doi:10.1177/001698629203600204.

[30] Linn, R. L., Baker, E. L., Dunbar, S. B., 1991), 'Complex, performance-based assessment: Expectations and validation criteria', Educational Researcher, 20(8).

[31] Mickelson, R. A. (2003). "The Academic Consequences of Desegregation and Segregation: Evidence from the Charlotte-Mecklenburg Schools". *North Carolina Law Review* 81: 1514–1562.

[32] Musisi F. (2005) (Is Forma Education Still relevant in Uganda today? Daily monitor Monday 19th 2005, pp. 18 NCQA – National Committee for Quality Assurance (USA): www.nsqa.org

[33] Neema. P. A (1999). Total Quality Management on the government of Uganda Martyrs University. Un published Text, Makerere University.

[34] Newton. J. (2000) 'Feeding the Beast or Improving Quality?: academics' perceptions of quality assurance and quality monitoring', Quality in Higher Education, 6(2), pp. 153–63.

[35] Nickel, S., 2007, 'The challenge of implementing institutional quality management systems in German higher education institutions: a case study series', paper to be presented at the 2nd European Quality Assurance Forum, Rome, Italy, 15-17 November 2007.

[36] Oakes, Jeannie (1985). "Distribution of Knowledge". *Keeping Track: How Schools Structure Inequality* (Yale University Press), pp. 62 - 68

[37] Oakes, J. (1987). Tracking in Secondary Schools: A Contextual Perspective. Educational Psychologist, 22(2), 129–153.

[38] OECD – Organisation of Economic Cooperation and Development: www.oecd.org

[39] QAA – Quality Assurance Agency for Higher Education (UK): www.qaa.ac.uk

[40] Rogers, Karen B, Ph.D., *The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner*, (The National Research Center on the Gifted and Talented, 1991) p. x.

[41] Slavin, Robert E. (1990). "Achievement Effects of Ability Grouping in Secondary Schools: A Best-Evidence Synthesis". *Review of Educational Research* 60 (3): 471–499.

[42] UNESCO – Education Department: www.unesco.org/education/

[43] Wiggins, G. P. (1993). Assessing student performance: Exploring the purpose and limits of testing. (San Francisco, Jossey-Bass), pp.103 – 140.

Augustine's College Wakiso for 'O' level, Buloba High School Mityana road for 'A' level, and then joined Makerere University Kampala where he graduated with a Bachelor of Arts with Education taking Economics and History (school of Education), Masters of Science in Human Resource Management in Education (EAIHESD), Post Graduate certificate in Monitoring and Evaluation (Institute of Statistics and Applied Economics), Certificate in Administrative law (Faculty of Law), and Certificate in Entrepreneurship Development (MUBS). He is a member of African Associates of Human Resource Leaders (AAHL), a Member of Southern Africa Quality Assurance Development Forum (SQADF) and a member of International Development Evaluation Association (IDEA).

Author Profile

Eric Gitta started his carrier as a teacher, teaching Commerce, Economics and History within Kampala and Wakiso district secondary schools. He has worked as a Program Quality and Learning officer at Cristek Graphics Industry in Jinja, Uganda, and also worked as a Human Resources Officer (Training and Development) at currently Uganda Youth Skills Development Project Mengo Rubaga for two years. He is working with Ministry of Education and Sports, Department of Private Schools and Institutions as an Education Officer. Eric Giita studied from Kasubi Church of Uganda primary school for primary education, St.