

## FACILITY OF THE REGIONAL TEACHERS' INITIATIVE FOR AFRICA

### TERMS OF REFERENCE EXPERTISE FOR DIGITAL TRANSFORMATION OF TEACHER TRAINING: INITIAL STUDY AND STRATEGIC ROADMAP

**- Uganda -**  
**Expertise type : International Consultant**

#### SUMMARY TABLE

Corresponding Country Action Plan (CAP) technical area	Pre-service training / Distance learning tools & contents
Corresponding CAP main action and activity	<u>Main action</u> : Capacity building for blended delivery and competency-based pre-service training for teachers <u>Activity</u> : perform an initial study to digitalizing pre-service teacher training in Uganda
Impacted CAP indicator	<ul style="list-style-type: none"> <li>- teacher training curriculum reviewed and revised (ESP)</li> <li>- # of teacher educators &amp; other technical trained</li> </ul>
Impacted Facility indicator	<p><u>Outcome 2.1</u> # of target countries having new or reviewed initial or continuous professional development programmes to integrate innovative pedagogical practices and practical components</p> <p><u>Output 2.1.1</u> # of initial and continuous teacher training programmes developed or reviewed by the Action that integrate innovative pedagogical practices and practical components</p> <p><u>Output 2.2.1</u> # of training programs, materials and delivery platforms tailored to different skills levels and profiles in the four priority thematic areas (pedagogy, digital, green, gender)</p>
Intended period of implementation	January 2025 – February 2025
Total expected number of days	35 days
Expected key deliverables	<ul style="list-style-type: none"> <li>- Feasibility study report</li> <li>- A roadmap for digitalizing pre-service training in Uganda</li> </ul>
National implementing partner (Unit in charge of interaction with the experts)	Uganda National Institute for Teacher Education (UNITE) Communication and Information Management (CIM)

## 1. PRESENTATION OF THE FACILITY

The **Regional Teachers Initiative for Africa (RTIA)**, a programme funded by the EU/EC via the Education section (G3) of DG INTPA aims **to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.**

The RTIA will especially seek to achieve the following outcomes over the next 6 years:

1. Improve the governance, management, attractiveness, and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. Enhance the quality, relevance, and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration.

Within RTIA, **the Facility** will support teacher policy and improve teacher education and professional development systems by i) providing capacity building at country level through technical assistance, ii) promoting innovation and scaling of effective teaching solutions; iii) increasing the production and use of data and evidence, and iv) promoting the use of regional frameworks, evidence-based practices, and joint learning at regional level.

The Facility will reach the above-mentioned objectives through 3 types of instruments or “windows”: i) a first window to deliver technical assistance on teacher governance and teacher education and professional development based on the demand from eligible partner countries, ii) a second window on testing and scaling effective programs for teacher education and professional development in the thematic areas of digital skills, gender, green skills, and pedagogical skills, including in the context of refugees and displaced population, iii) a research window (third) to create new evidence and support the integration of evidence in the policy making process and in the design of teacher education and professional development programs.

In addition to these windows the Facility’s knowledge management and communication activities will further contribute to the sharing of knowledge, evidence, and best practices related to the overall Initiative outcomes.

The Facility is funded by the European Union and co-implemented by the Partnership formed by three-member state agencies: Expertise France for France, Enabel, VVOB and APEFE for Belgium, EDUFI for Finland. Expertise France has been designated the Coordinating Agency for this Partnership. With the Facility governance scheme serving as the Initiative’s governance scheme, it is expected that the Partnership will work closely with UNESCO and AUC, in charge of the other 2 components of the EU Initiative.

The first phase of the Facility (as well as the Initiative) is scheduled from February 2024 to January 2027 (36 months) with a total budget of 46.000.000 EUR.

Call for expert falls within the scope of window 1 on delivering Technical Assistance (TA) to support countries on specific thematic areas related to teacher policy and governance, as well as teacher education and professional development.

## 2. CONTEXT

### 2.1 EDUCATION SECTOR IN UGANDA

The Education and Sports Sector Plan (ESSP) 2020/21 - 2024/25 is fully aligned with the NDP III Strategic Direction, and is informed by the Ugandan Vision 2040, the SDG Agenda 2030, the Continental Education Strategy for Africa (CESA), the NRM Manifesto (2016-2021), and the Government White Paper on Education (1992). The ESSP is also designed to contribute to achieving Uganda’s international commitments enshrined in the UN-SDGs, specifically, SDG4 and in the Continental Education Strategy for Africa (CESA) 2016-2025. The Vision 2040 aims to reach a national literacy rate of 95% by 2040 compared with the baseline of 73% in 2010. The ESSP takes up the same finding as the analysis of the education and sport sector (2019). It highlights the weaknesses in teacher development and management, considered to be the main cause of

unsatisfactory pupil/student performance and system inefficiencies in all sub-sectors of the education system. The main challenges are in teacher training, recruitment, deployment, motivation and capacity. Teacher deployment tends not to be aligned with the actual needs of schools, resulting in strong disparities among regions, and between rural and urban areas. Weak school leadership and supervision, combined with poor working conditions, contribute to weak motivation and teacher absenteeism. Lastly, the low capacity of teachers is attributed to weaknesses in both the pre-service and in-service teacher training.

As outlined in the **National Teacher Policy**, approved in 2018, it is a priority to professionalize the teaching profession to level comparable to other professions like medical, engineering, legal, and accounting among others. This policy provides a comprehensive framework for the development and management of the teaching profession to improve teaching and learning in the entire education system. The Policy intends to a) streamline teacher management for better productivity, discipline, retention, and motivation, (b) strengthen pre-service and in-service teacher training to enhance competences to effectively deliver quality learning outcomes and leadership at all levels of the education cycle, (c) standardize teacher development, qualifications, and practice across all levels of education, and (d) streamline the integration of cross cutting issues into all aspects of teacher training, management, and practice at all levels.

Following the COVID period that led to two full years of school closure in Uganda, MoEs is giving priority to digitalizing education and developing the teachers' and children digital skills. Digital strategy documents have been developed (the **Digital Agenda Strategy** together with the Digital transformation Roadmap 2023-2028).

The support to the digitalization of the pre-service teacher training contributes to the operationalisation of the digital strategy, one of its objectives being to establish/expand online repositories or platforms where educators and learners can access digital learning resources. The action will nurture the related indicator: "train 55% of all teachers, tutors, instructors and lecturers in ICT skills by 2025 taking into consideration the gender parity" and "develop digital learning materials and operationalize Digital Repository" from the Programme Implementation Action Plan.

**Complementarity** with existing policies and processes is one of the core principles of the Facility, so all partners were consulted to avoid overlapping and identify synergies. The proposed programme is built in complementarity with other partners' support on in-service training and digital literacy training for teachers. Other programs with a focus on teachers training and digital skills are being implemented by several international partners. ENABEL, VVOB, UNICEF, UNESCO and the World Bank/GPE are supporting the MoES in improving teacher competencies through Continuous Professional Development programmes (CPD) and a competence-based approach. ENABEL has a long-term involvement in the education sector in Uganda, particularly in teacher training and digital skills development (digital hub in one training center, CPD framework, digital skills training...). Enabel is currently preparing a needs assessment on ICT infrastructure and teachers' digital skills as part of an EU-funded programme. Unesco is also planning to mobilize a consultant to explore similar areas. The World Bank is planning a study to look at the policy landscape for digital teacher training and assess the capacity of existing entity to deliver digital trainings. Overall, in this area, there is still a need for developing a structured and harmonized approach to address key challenges such as the lack of a unified MoE platform for training content and resources, and the lack of clear implementation guidelines.

In particular, the present technical assistance programme on pre-service training will be complemented by the intervention led by Enabel which will focus on scaling in-service training and digital skills under the window 2 of the Facility.

## 2.2 CAP CONTEXT – ARTICULATION WITH PREVIOUS WORK

Upon request of the Ugandan Ministry of Education and Sport (MoES), the Facility of the RTIA is looking for an international expert to support the professionalization of teacher.

Received in May 2024, the country request was the starting point of technical discussions that resulted in the definition of an agreed programme of technical assistance called *Country Action Plan* (CAP) to be delivered to Uganda by the Facility.

The CAP was co-developed between the Facility International Team and the national partner (MoES), in consultation with other national and international partners developed on the foundations of the national education sector plan (ESP) and teacher policy. The CAP covers 3 technical areas of expertise, including pre-service training, Distance learning tools & contents and policy framework. The related work package aims to enhance Capacity building for blended delivery and competency-based pre-service training for teachers from preschool to secondary education.

### 3. MAIN OBJECTIVES

The overall programme of the CAP is mainly focused on supporting the MoES in the actual implementation of the Teacher Policy (TP), both policy, institutional, and operational level through the implementation of the new TP orientations regarding pre-service training / distance learning tools and contents.

The general objective of this assignment is to enhance the Capacity building for blended delivery and competency-based pre-service training for teachers.

The specific objectives of the assignment are to perform an initial study to:

- take stock of lessons learned in previous experiences to develop and deliver digital teacher training contents considering gender parity
- map existing Teachers Training (TT) programmes and contents,
- define technical options to digitalize the TT curriculum (pedagogical & ICT infrastructure),
- develop a long-term vision and a roadmap for digitalizing pre-service teacher education (from preschool to secondary education)

### 4. METHODOLOGY & GENERAL APPROACH

The indicative methodology is as follows but not limited to - the consultant is expected to propose a more in-depth methodology in its application.

In implementing this consultancy, the selected consultant will be able to carry out:

- **Preliminary Research and Preparation**
  - o **Conduct a thorough review of existing literature, reports, and case studies** on digital teacher training content development and delivery
  - o a **rapid desk review** of the main policy documents of the Ugandan education system (sector strategy, teacher policy, etc.).
  - o **Compile and analyze data on previous experiences in similar contexts** to identify key lessons learned
  - o **Prepare a detailed plan for field visits** and stakeholder engagements
- a **scoping meeting** will be held with the country partner, Ugandan MoES and the Facility, which will be the subject of a short note outlining the work to be carried out, including the methodology and an updated timetable considering workshops and the distribution between remote work and in-country missions
- **Field Visits and Stakeholder Engagement**
  - o Conduct site visits to various teacher training institutions to map existing Teacher Training (TT) programmes and contents.
  - o Engage with stakeholders including Ministry of Education officials, teachers, trainers, and other relevant parties through interviews, focus groups, and surveys to gather insights and feedback.
  - o Document current pedagogical and ICT infrastructure in place for teacher training.
- **Data Analysis and Technical Options Development**
  - o Analyze the data collected from literature review and field visits to identify gaps and opportunities in the existing TT curriculum.
  - o Develop and propose technical options for digitalizing the TT curriculum, focusing on both pedagogical approaches and ICT infrastructure requirements.

- Draft an initial outline of the long-term vision and roadmap for digitalizing pre-service teacher education.
- **Workshops and Validation**
  - Organize and conduct workshops with key stakeholders from the Ministry of Education to present initial findings, technical options, and the proposed roadmap.
  - Facilitate discussions and gather feedback to refine the proposed solutions and ensure alignment with national education goals and policies
- **Reporting and Final Recommendations**
  - Compile a comprehensive report detailing the methodology, findings, technical options, and recommendations for the Ministry of Education
  - Present the final report to the Ministry of Education and other relevant stakeholders
  - Provide guidance on the next steps and potential implementation strategies.

A **participatory approach** will be necessary to ensure that (1) the products developed address to the real needs of the partner - relevance (2) the perspectives of all stakeholders are taken into account - consistency (3) the administrations concerned take ownership of the project, which will enhance the sustainability and effectiveness of the technical assistance.

#### 4.1 STAKEHOLDERS

During the assignment a close collaboration is expected with the Ministry of Education and Sport and especially the Department of Teacher Education and Training Development which submitted the request. Given the nature of the order which concerns the digitalization of the pre-service teacher training, it will be essential to work closely with the Communication and Information Management Unit. In the purpose of a participatory approach, various actors should be met and involved at different stages of the study. Below is a non-exhaustive list of the relevant stakeholders:

**Stakeholders to be involved in information gathering:**

Basic Education Department (BED)

Direction of Human Resources in the MoES

Communication and Information Management Unit (CIM)

TVET Trainers Training Research and Innovation (TTTRI)

Preschool Department

Teacher Training Centers/University

National Teacher Council

Any institution from another country in the sub-region that has institutionalized the integration of an internship programme in initial teacher training.

**Stakeholders to be involved in the elaboration of deliverables:**

Uganda National Institute for Teacher Education (UNITE)

Communication and Information Management Unit (CIM)

**Stakeholders who will benefit (directly or indirectly) from Technical Assistance:**

Ministry of Education and Sports (MoES) and Ministry of Finance

The consultant will also have to meet, at a minimum the GLPE coordination agency and Enable to ensure synergy of action

#### 4.2 MAIN DELIVERABLES

The specific deliverables under this consultancy are the following:

1. **Deliverable #1: inception report** - a detailed methodology note including an outline of the work to be carried out (no longer than 4 pages)
2. **Deliverable #2: Feasibility study report** that includes at least the following components:

- An inventory of lessons learned in previous experiences to develop and deliver digital teacher training contents, including an analysis of gender issues
- A map existing Teachers Training (TT) programmes and contents,
- technical options to digitalize the TT curriculum (pedagogical & ICT infrastructure),

**3. Deliverable #3: roadmap for digitalizing pre-service training in Uganda**

**4. Deliverable #4: final report**

**Each deliverable will be validated by the MoES and the Facility. The PowerPoint presentation and slides developed to facilitate workshops must be sent with deliverables.**

## **5. TERMS OF IMPLEMENTATION**

### **5.1 ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE**

The service may include time spent working remotely on the design and formalization of certain deliverables as well as in-country mission days (up to 20 days).

The proposed calendar for the assignment is as follows:

<b>Deliverable</b>	<b>Estimated # of days</b>	<b>Planned Completion date</b>
#1: Inception report	4	30 January 2025
#2: Feasibility study report	22	3 March 2025
#3: roadmap for digitalizing pre-service training in Uganda	7	12 March 2025
#4 : Final report	2	14 March 2025

**Consultancy should not exceed 35 working days.**

### **5.2 ROLES AND RESPONSABILITIES**

**The Ministry of Education and Sport – under the leadership of the Teacher Education Training and Development department.**

The Ministry will be responsible for:

- Providing the documentation
- Facilitating the meeting with the relevant stakeholders
- Organizing the workshop and providing workspace
- Comment on and approve deliverables

#### **The Facility of the RTIA**

The Facility will be responsible for:

- Contracting and facilitating the onboarding of the consultant by providing all documents and resources available
- Monitoring the Consultant's work from start to finish
- Act as the main resource person for the Consultant
- Ensure quality control of deliverables in collaboration with the Ministry's focal point for this consultation
- Share deliverables with key stakeholders and contribute to internal and external Knowledge Management
- Collect feedback and comments from stakeholders Acknowledge the validation of the deliverables by all parts
- Evaluate the overall performance of the Consultant for this mandate.

### **The Consultant**

The Consultant shall have full responsibility for:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines formulated at the mission scoping meeting, in accordance with the agreed timetable
- Notify the Regional Teachers' Facility immediately of any difficulties in implementing the assignment
- The consultant must ensure that the stakeholders are consulted throughout the assignment
- Behave with the highest levels of personal integrity and commitment to the required standards of conduct

## **6. EXPERT PROFILE**

The International Consultant must have the following Academic qualifications, Work experiences and Technical Knowledge and Skills.

### **Academic Qualification:**

- A Master's degree or higher in Educational Technology, Information and Communication Technology (ICT), or a related field
- Professional certifications in digital education or teacher training (preferred)

### **General Work Experience:**

- At least 10 years of professional experience in the field of education, with a focus on teacher training and development in particular with ICT
- Proven track record of conducting educational research and consultancy for government or international organizations

### **Specific Work Experience:**

- Experience in developing and delivering digital teacher training contents and programs.
- Demonstrated expertise in mapping and assessing Teacher Training (TT) programmes and contents
- Involvement in projects that required defining technical options for digitalizing educational curricula and distance learning modalities.
- Experience in formulating long-term visions and roadmaps for educational initiatives, specifically in the area of digitalizing pre-service teacher education.

### **Language Proficiency:**

- Proficiency in English (both written and spoken)
- Knowledge of French (advantageous but not required)

### **Interpersonal and Soft Skills:**

- Strong analytical and problem-solving skills
- Excellent communication and presentation abilities
- Ability to work collaboratively with stakeholders from various backgrounds, including government officials, educators, and technical experts
- High adaptability and flexibility in dynamic environments

### **Additional Assets:**

- Previous experience working in Uganda or similar contexts within the East African region
- Familiarity with the education system and policies of Uganda
- Demonstrated ability to conduct workshops and facilitate stakeholder engagements
- Technological savviness, particularly in using digital tools and platforms for educational purposes
- Knowledge of gender equality and relevant policy frameworks, including legislation on equal opportunities between men and women

## **7. HOW TO APPLY & SELECTION PROCESS**

To be considered your application must include the following:



- The reference of our offer: 2024/RUISASRFDTOT/12334
  - your **CV** (following [Europass template](#))
  - a **technical note** explaining the assignment, detailing the methodology used and a description of the implementation (10 pages maximum). It must be written in English, and should be presented in A4 format, Times New Roman 12 font, 1.5 line spacing and sent in Word format.
  - If possible, please attach a **sample of previous works** (1 to 3 pieces) that you might have performed and that are similar to the above assignment. In each case, you should specify your role (main author, major contributions, minor contributions, etc.)
  - you must hold a valid passport throughout the length of your assignment
  - you must be willing to travel to Sub-Saharan African countries
- Please note that the Facility applies its own daily rate in accordance with the current compensation grid. In this respect, fees will be calculated on the basis of the candidate's status and experience.
- Please click on the following link to apply: [https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-12334---1---rtia-w1-uga-3-initial-study-and-strategic-roadmap-for-digital-transformation-of-teacher-training---en\\_US](https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-12334---1---rtia-w1-uga-3-initial-study-and-strategic-roadmap-for-digital-transformation-of-teacher-training---en_US)

**Deadline for applications: 2025 January 12th, 23:59 PM Paris time (UTC+1)**

The evaluation of the tenders received will be based in particular on the following criteria: (i) the candidate's diploma (ii), the candidate's experience in carrying out assignments that are relevant or similar to those specified in this call for applications, (iii) the candidate's understanding of the expectations of the assignment and the proposed intervention methodology.

*"At Facility of the RTIA we value all experts as unique individuals, and we welcome the variety of experiences they bring to the Facility. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. If you feel that you have been discriminated against, please let the Facility team know as soon as possible. Every complaint will be appropriately investigated"*