

**FACILITY FROM THE REGIONAL TEACHERS
INITIATIVE FOR AFRICA**

Terms of reference

For the recruitment of one

National Consultant

For the

**Development of National Guidelines and
Standards, for School Placement and Teacher
Induction**

In

Uganda

1. SUMMARY TABLE

Corresponding CAP technical area	1. Pre-service training / Training programme development
Corresponding CAP main action and activity	1.1.2. & 1.1.3. To strengthen School Placement and to design a Teacher Induction Framework — as a professional transition phase for newly qualified teachers — through clear guidelines and standards, grounded in the feasibility study and roadmap
Impacted CAP indicator	Guidelines and standards for school practices and induction for newly qualified teachers are available (former indicator: Internship programme is designed, tested and available)
Impacted Facility indicator	Outcome 2.1 # of target countries having new or reviewed initial or continuous professional development programmes to integrate innovative pedagogical practices and practical components Output 2.1.1 # of initial and continuous teacher training programmes developed or reviewed by the Action that integrate innovative pedagogical practices and practical components
Intended period of implementation	August-September 2026
Total expected number of days	55 days divided among the two experts as follows: - 27,5 days for the international consultant - 27,5 days for the national consultant
Key deliverables	National School Placement Guidelines and Standards National Teacher Induction Framework and Guidelines Implementation Monitoring Tool (annex to the Framework)
National implementing partner	MoES (Ministry of Education and Sports) TETD (Teacher Education Training and Development Department)

2. THE REGIONAL TEACHER INITIATIVE FOR AFRICA

The Regional Teacher Initiative for Africa (RTIA), a programme funded by the EU 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, 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 from the Regional Teachers Initiative for Africa (The Facility) will reach the above-mentioned objectives through 3 types of instruments or “windows”: i) a window to deliver technical assistance on teacher governance and teacher education and professional development based on the demand from eligible partner countries, ii) a 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 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 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 UAC, in charge of the other 2 components of the EU Initiative.

The duration of the action is scheduled from 01.02.2024 to 31.01.2030 with a budget of 92 000 000 €.

3. GENERAL CONTEXT IN THE COUNTRY

3.1. THE NATIONAL TEACHER POLICY (NTP) AND ITS STRATEGIC OBJECTIVES

In 2018, the Government of Uganda approved the National Teacher Policy (NTP) to professionalize the teaching force, establish rigorous standards, and enhance the development, management, and utilization of teachers. The policy intends to (a) streamline teacher Management for better productivity, discipline, retention, and motivation, (b) strengthen teacher training by enhancing both pre-service and in-service training to ensure teachers possess the competencies required for quality learning outcomes and leadership, (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.

3.2. KEY POLICY REFORMS AND IMPLEMENTATION STATUS

Uganda is currently implementing several landmark reforms emerging from the NTP. Applicants should note the following institutional and structural changes:







- A future National Teacher Council (NTC) is envisaged as the professional regulatory body. While the NTC is the ultimate goal for teacher registration and licensing, the legislative process (NTC Bill) was cleared and the Bill assented by the president on 21st May, 2026; therefore, current activities must align with existing Ministry structures (TETD) while remaining "NTC-ready."
- Establishment of the Uganda National Institute for Teacher Education (UNITE) - officially created in July 2024 - tasked with coordinating teacher education standards and programmes across all levels;
- Admission criteria to initial teacher training has changed from Uganda Certificate of Education to Uganda (secondary 4) followed by 2 years of pre-service training, to an advanced Certificate of Education (secondary 6), followed by 3 years of pre-service training (Bachelor degree in education);
- Introduction of a one-year mandatory Teacher Induction Programme for newly qualified teachers (Bachelor graduates), replacing the former internship model. Induction is a professional transition phase distinct from initial training, aimed at reducing early attrition and improving teaching quality from the first year of service.
- Development and implementation of a teacher qualifications framework and standards for teaching and institutional leadership (Note: framework approved in 2016 needs revision and update);
- Integration of cross-cutting issues like ICT, gender and environment into teacher training and management;
- Development of a Teacher Information Management System (TMIS). Currently, the most active module on TMIS is the teacher registration module which enables all qualified teachers to register online and should be later linked to other education information systems (such as EMIS, the Teacher Effectiveness and Learner Achievement, HRM, E-learning portals, etc.).

3.3. DIGITALIZATION AND THE PEDAGOGICAL SHIFT

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, and the Digital transformation Roadmap 2023-2028). Some actions in this direction are already being implemented with the support of partners, and in particular Enabel, UNICEF, UNESCO and the World Bank. There is a need for developing a structured 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. Overall, there is a general sense that teachers lack the basic pedagogical skills to use ICT in their classrooms and in their lesson preparation, but there is still a need for better clarity on the way forward.

3.4. THE UGANDAN COUNTRY ACTION PLAN WITH THE RTIA

The activity covered by these Terms of Reference is part of the *pre-service training* technical domain and corresponds to CAP Activities 1.1.2 and 1.1.3 (highlighted in red).

UGANDA'S COUNTRY ACTION PLAN	
TECHNICAL AREA 1. PRE-SERVICE TRAINING - TRAINING PROGRAMME DEVELOPMENT	
Action 1.1. Support for the design and implementation of the 12-month practical internship programme	
 Activity 1.1.1 To conceptualize the teacher internship programme: perform a feasibility study, compare technical alternatives, identify international relevant experiences, and develop a roadmap to implement the internship programme	 Feasibility study report
 Activity 1.1.2. To strengthen school practice by designing clear guidelines and standards to support its effective implementation	 Design of guideline for school practice and induction
 Activity 1.1.3. To support the initial implementation of the induction programme (coaching and quality assurance) — addressed in this ToR through the production of an Implementation Monitoring Tool (D2c) Implementation Monitoring Tool for the initial roll-out of SP and Induction guidelines	 Design of Implementation Monitoring Tool for the initial roll-out of SP and Induction guidelines

4. ARTICULATION WITH PREVIOUS ACTIVITY 1.1.1

This task follows on from CAP Activity 1.1.1, which aimed to conduct a feasibility study (first key deliverable, available since July 2025) and to design a roadmap for the induction program and school placement (second key deliverable, available since August 2025).

From the feasibility study, several key conclusions were identified in the feasibility study: (i) shifting towards an “induction programme” instead of an “internship programme”, (ii) advocating for a model based on mentoring, supervision and continuing professional development, and (iii) strengthening school practice.

The feasibility study’s first key conclusion is that a traditional internship is insufficient. It recommends replacing it with a 12-month Teacher Induction Programme (TIP). Unlike an internship, which is often seen as part of initial training, induction is defined as a professional transition phase for graduates (Bachelor’s degree holders) who are already in post or awaiting permanent appointment. Its objective would be to support newly qualified teachers in order to reduce the dropout rate and improve the quality of teaching from the very first year.

Second, the study advocates a model based on three interdependent pillars:

1. Mentoring: each newly qualified teacher must be paired with an experienced teacher within the school (school-based mentor).
2. Supervision: regular monitoring by the headteacher and tutors from training institutions (TTIs and UNITE).
3. Continuing Professional Development (CPD): training sessions focused on classroom management and practical teaching methods throughout the year.

Third, the study concludes that placements during the bachelor’s degree must also be strengthened. It provides with several recommendation for strengthening it, such as the standardization of school placement across all TTIs, the development of standard school practices guidelines, based on the School Placement standards, the development of a system mentor development strategy, etc.

The second key deliverable – the roadmap – emerged from the feasibility study to conceptualise and examine options for an Induction year for newly qualified teachers, which is included in the NTP, as well as to examine the strengthening of School Placement, critical to effective initial teacher preparation. The goal was to identify the most feasible and effective strategies for supporting student teachers and newly

qualified teachers in their transition to becoming competent professionals, in line with the vision of the NTP.

In its part about School Placement, the roadmap emphasizes the critical role of practical classroom experience in developing teaching competence and professional identity, to bridge the gap between theory and practice. The roadmap advocates for a "360-degree experience" where student teachers engage not only in classroom instruction but also in school management and community outreach. The strategic objectives of this roadmap include translating research findings into actionable priorities and establishing a phased, five-year operational plan that aligns with national resources. To ensure sustainability, the roadmap integrates Monitoring, Evaluation, and Learning (MEAL) frameworks to track progress and allow for adaptive management. Implementation responsibilities are distributed across various national and local bodies, with the Teacher Education and Training Department (TETD) providing overall coordination. Ultimately, these reforms aim to professionalize the teaching force and improve learner outcomes by ensuring that every newly qualified teacher is well-prepared and deeply rooted in their school community. This plan is organized into ten specific action areas, each with identified lead partners, clear timelines, and measurable success indicators. Key recommendations include adopting standardized nomenclature, extending the duration of placements to ensure students experience a full academic cycle, establishing a robust system for selecting and training school-based mentors and establishing School Practices Guidelines, which is the object of these Terms of Reference.

5. MAIN OBJECTIVES

The general objective of this assignment is to support UNITE and MoES/TETD in developing comprehensive, coherent, and implementable National Guidelines and Standards for both School Placement and Teacher Induction in Uganda, grounded in the findings and recommendations of the feasibility study and roadmap (CAP Activity 1.1.1, 2025).

The assignment pursues three specific objectives:

1. To develop National **School Placement Guidelines** and Standards, standardising School Placement practices across all TTIs in Uganda with respect to duration, mentoring, supervision, assessment, and quality assurance.
2. To develop a National **Teacher Induction Framework** and Guidelines, establishing the operational conditions for mandatory induction of newly qualified teachers, including probation linkage, mentor system, CPD integration, stakeholder roles, assessment, and TMIS/NTC registration.
3. To produce an **Implementation Monitoring Tool** enabling MoES/TETD to track the initial roll-out of the guidelines against key indicators, in response to Activity 1.1.3 of the Country Action Plan.

Both guidelines documents must be grounded in the feasibility study and roadmap (Activity 1.1.1) and realistic within Uganda's current institutional capacities.

6. DELIVERABLES

Both experts are jointly responsible for the deliverables. The expected deliverables from this task are:

EXPECTED DELIVERABLES	
Title	Objectives and characteristics
<u>Deliverable 1</u> : Inception report	To describe of the tasks being conducted, drawing from relevant documentation; To state the purpose and scope of the task To discuss the overall approach, potential risks and limitations; To determine the methodology

EXPECTED DELIVERABLES	
Title	Objectives and characteristics
	<p>To provide a workplan and discuss logistics</p> <p><i>This document shall be concise.</i></p>
<u>Deliverable 2</u> : National School Placement Guidelines and Standards	<p>To formulate clear guidelines</p> <p>To identify who is involved in the implementation of the guidelines, when and how</p> <p>To explain why the guidelines were identified, why each one is relevant</p>
<u>Deliverable 3</u> : National Teacher Induction Framework and Guidelines	<p>To identify potential risks and limitations and propose mitigation measures; to specify tools required as annexes</p> <p>To develop National School Placement Guidelines and Standards, standardising SP practices across all TTIs in Uganda with respect to duration, mentoring, supervision, assessment, and quality assurance.</p> <p>To Develop a National Teacher Induction Framework and Guidelines, establishing the operational conditions for mandatory induction of newly qualified teachers, including probation linkage, mentor system, CPD integration, stakeholder roles, assessment.</p> <p><i>Both documents must be grounded in the feasibility study and roadmap (Activity 1.1.1) and realistic within Uganda's current institutional capacities.</i></p>
<u>Deliverable 4</u> : Implementation Monitoring Tool (that is annexed to the National Teacher Induction Framework and Guidelines)	<p>To provide MoES/TETD with a standalone, ready-to-use Implementation Monitoring Tool in response to Activity 1.1.3 of the CAP.</p> <p>To cover the following areas: (i) key implementation milestones for the first 6 months post-validation; (ii) a tracking grid with one verifiable indicator per key dimension (duration, mentoring, assessment, TMIS/NTC registration, CPD); (iii) early warning signals and escalation pathway to TETD, DEOs and the Facility.</p> <p><i>This document will be annexed to the National Teacher Induction Framework and Guidelines. This document shall not exceed 3 pages.</i></p>
<u>Deliverable 5</u> : Final report	<p>To provide with insights on the process that was conducted</p> <p>To identify potential measures that could take over from this stage</p> <p><i>This document shall be concise.</i></p>

7. METHODOLOGY AND STAKEHOLDERS

7.1. METHODOLOGY

The Applicant is expected to propose a more in-depth methodology in its application.

The indicative methodology is as follows but not limited to:

1. A desk review of key policy and institutional documents, including the National Teachers Policy, the Education and Sports Sector Strategic Plan, Continuing Professional Development Framework, the feasibility study and the roadmap elaborated with RTIA's support, and relevant international literature on school placement and induction in Sub-Saharan Africa.
2. A scoping meeting with the Facility, MoES/TETD, UNITE and key partners, leading to the Inception Report including the methodology and an updated timetable taking into account workshops and the distribution between remote work and in-country missions
3. Key informant interviews and focus group discussions with stakeholders at national, district and school levels. The national consultant leads district and school-level consultations; the international consultant leads national and institutional consultations.
4. A comparative review of school placement and induction programmes in at least two Sub-Saharan African countries (priority: Ghana, Kenya, Tanzania), identifying transferable design features relevant to Uganda.
5. Iterative drafting of School Placement Guidelines and Standards- National Teacher Induction Framework and Guidelines, including all annex tools, with review cycles involving MoES/TETD

6. A Validation session co-organised by MoES/TETD with the financial support of the Facility, bringing together approximately 20 key national stakeholders, and leading to the finalisation of deliverables.

Throughout all steps, the methodology and deliverables must explicitly address gender and inclusion dimensions, ensuring equitable access to mentoring and induction support for women teachers, teachers in remote areas, and teachers with disabilities.

7.2. STAKEHOLDERS

During the assignment, a close collaboration is expected with the MoES and especially the TETD. 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 (LEIT)
- TVET Trainers Training Research and Innovation (TTTRI)
- Pre-school Section
- Teacher Training Faculties/Institutions/University
- 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)
- Teacher Training Institutions (TTI)
- Teacher Education and Training Development (TETD)
- Ministry of Finance, Planning and Economic Development

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

- Ministry of Education and Sports (MoES)
- Teacher candidates (from Early Childhood Education programmes to secondary Education Level), Trainer educators

The consultant will also have to meet, at a minimum the GLPE coordination agency and the European Union Delegation (EUD).

8. SUBMISSION OF DELIVERABLES

The Expert will have to use the Facility's template for the deliverables. The process of submission is the following:

1. The expert submit a first version of the deliverable to the Facility from the RTIA;
2. The RTIA review it. If the Facility from the RTIA has comments, it sends the deliverable back to the Expert. If the Facility from the RTIA has no comments, it sends the deliverable to the MoES.
3. The MoES review it. If the MoES has comments, it sends the deliverable back to the Expert. If the MoES has no comments, the deliverable can be considered validated.

The MoES review may involve the organization of a workshop. Such organization would then be a matter between the MoES and the Facility from RTIA, not the Experts'. However in such case the Experts will be expected to lead the workshop.

9. EXPERTS' PROFILES

The task will be conducted by two experts, one national (*i.e.* Ugandan) and international (*i.e.* with relevant and broad experience in several countries).

The Applicant can (but is not expected to) suggest with who the Applicant can be paired with. Then, both need to apply, in order to be eligible.

PROFILE REQUIREMENTS	
NATIONAL CONSULTANT	
Academic qualification	At least a Master's degree (or equivalent) in Education or Social Sciences
General work experience	At least 10 years of professional experience in the field of education (teaching, research, training, planning, evaluation, policy dialogue) in Uganda
Specific work experience	At least 3 years of direct experience within Uganda's teacher education system, with demonstrated knowledge of its key institutions and their mandates (MoES/TETD, district education structures such as DEOs and inspectors).
Language proficiency	An advanced proficiency in English (C1-C2 according to CEFR scale or level III according to the UN Language Framework) is an added advantage
Interpersonal and soft skills	Ability to work effectively in a diverse and multi-cultural team to achieve goals Excellent analytical and summarizing skills and the ability to lead workshops or seminars
Additional asset	Experience in developing national guidelines or standards for school placement or teacher induction (as lead author or major contributor) Professional experience with international partners Professional experience outside of Uganda Proficiency in Swahili or in a recognized or indigenous language in Uganda Knowledge of gender equality and relevant policy frameworks, including legislation on equal opportunities between men and women at European and African level

10. ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE

In the application, the Applicant is expected to detail a timeline.

The total workload is 55 days, equally divided between both experts. If the international expert's residency is located outside Uganda, the number of days in Uganda is estimated at 19. Hereunder is an estimated timeline:

TIMELINE				
Deliverables and tasks	International Expert	National Expert	M1	M2
<u>Inception report</u>				
Desk review			X	
Inception meeting	6 days (4 days in Uganda)	6 days	X	
Submission and validation of D1			X	
<u>Guidelines, Framework, and Monitoring Tool</u>				
Key interviews and FGD				X
Comparative analysis (SSA)				X
Iterative drafting of SP Guidelines / Induction Framework and Guidelines including all annex tools	20 days (15 days in Uganda)	20 days		X
Review cycles MoES/TETD				X

Validation workshop (~20 participants)			X
Final report			
Submission of the deliverable	1,5 days	1,5 days	X

Though estimated here and detailed in the Applicant's technical offer, the timeline will be subject to changes during the implementation of the activity.

11. HOW TO APPLY & SELECTION PROCESS

Please submit your personal application here ([insert link](#)).

Though the application is to be submitted personally, please note that the contract will be signed between Expertise France and a Company (either of the single-person company or an umbrella company). Before signing the contract, the company will have to show provide Expertise France legal documents, such as but not limited to, a proof a registration and tax and social security certificates.

In your application, please attach:

- The CV (following [Europass template](#))
- A technical offer (of 10 pages maximum, without the annex)
- If possible, one to three samples of previous works that are similar to the above assignment, for which you should specify your role (main author, major contributions, minor contributions, etc.)

The selection is based on the CV and technical offer. The RTIA reserves the right to reject applications that do not include a CV or a technical proposal.

At the Facility from 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 RTIA team know as soon as possible. Every complaint will be appropriately investigated.