
Consultancy Terms of Reference

Assessment of In-service Teachers' Skills and Competencies in the use of ICTs for Teaching and Learning, Development and Moderation of an Online Course for Teachers

1.0. INTRODUCTION

1.1 Background

The government of Uganda has made several strides in making the ICT sector a priority in its economic and social development strategies by being one of the clusters expected to accelerate growth and reduce poverty. Through this ambition, a favorable environment has been established that has led to the development of investment opportunities in the ICT sector as well as strengthen the use of ICTs in teaching and learning.

The government has also embarked on ambitious projects to scale up access to the use of ICT in schools as well as ensure that teachers' skills are upgraded in the use of ICTs for teaching and learning. The success of these interventions is also reported in the 14th edition of the annual performance report of the Ministry of Education and Sport for the year 2016/2017¹ which indicated a focus on the; (i) provision of online learning solutions to 872 secondary schools; (ii) strengthening the implementation of ICT in teaching and learning in 103 secondary schools; (iii) Upgrading of 550 teachers in the use of ICTs in education, and (iv) implementation of the first phase of the Teacher Information Management System in 11 regions.

The UNESCO-China Funds-in-Trust Project focusing on "*Enhancing Teacher Education for Bridging the Education Quality Gap in Africa*" was also established in 2014 in a complementarity role to contribute to the Capacity Development of teachers in key Teacher Training Institutions in Uganda. The project led to an enhancement of institutional capacity through the provision of ICT Infrastructure, Improvement of teacher educators' competency

¹ <http://www.education.go.ug/files/downloads/ESSAPR%20%202016-17.pdf>

in use of ICT as a pedagogical tool for quality teaching and learning of literacy, numeracy and science in three teacher training institutions. The project also led to a strengthened network and partnership amongst the institutions to enhance school-based continuous professional development as well as improved monitoring and evaluation of the teaching and learning process through the use of ICTs.

However, the advent of Covid19 disrupted education in an unprecedented way, with, at its height, some 191 countries closing their schools, affecting 1.5 billion students and over 63 million primary and secondary teachers worldwide. Uganda has also experienced a lot of disruption in its education system where over 15 million learners enrolled in the education system in Uganda were sent home in March 2020. School closures put affected the gains that have been made by the education sector especially affecting the poorest and most marginalized children and youth. Governments have had to act rapidly to meet the challenge to continue providing quality education in this new environment, where face-to-face pedagogy is no longer possible and where teachers lack skills related to ICT, distance education and education in emergencies. Many teachers and teacher educators' world over have also found themselves working online and remotely because of the COVID19 crisis even though a big number lack the required skills in the delivery of ICTs for teaching and learning.

The UNESCO – Teachers Task Force in its call to action, recommends providing adequate professional support and training to teachers to ensure that **that** learning continues. Through the UNESCO Capacity Development for Education Project (CapED) for Uganda which seeks to “*Strengthen national capacities in Uganda to plan and manage the teaching profession*”, and in collaboration with UNESCO’s Institute for Capacity Development in Africa, based in Addis Ababa, Ethiopia, is undertaking an assessment of In-service Teachers’ Skills and Competencies in the use of ICTs for Teaching and Learning, whose results will lead to the development and moderation of an Online Course for Teachers.

1.2 Purpose of the Assignment

The strengthening of skills and competencies in-service teachers in the use of ICTs for Teaching and Learning aims at promoting and improving the quality and diversity of ICT use towards the achievement of learning outcomes amidst the critical challenges that teachers and learners are facing with the Covid19 Pandemic. The assignment will also assess teachers’ preparation and preparedness to utilize alternative teaching methods that can be contextualized amidst the Covid19 pandemic.

1.3. Objective of the Assignment

The objective of this survey is to assess ICT competency levels of targeted teachers in order to design appropriate capacity building interventions in line with the National Education Sector Contingency and response plan for Covid19 in Uganda. The results will lead to the development and moderation of an Online Course for Teachers and eventually strengthen the competencies of selected teacher trainers from Teacher Training Institutions and

teachers in the use of ICTs for Teaching and learning as well develop lessons for broadcast media, radio and TV for curriculum-based learning during the COVID-19 epidemics.

1.4 Target groups

This assignment targets all in-service teachers in Uganda and is to be undertaken in collaboration with the Ministry of Education and Sports - Teacher Instruction Education and Training Department, The Ministry of Education and Sports – Communication and Information Department, Teacher Training Institutions, the Teachers Unions and Education Development Partners in Uganda.

1.5. Scope of Work

A consulting firm or teacher training institution is sought to work in collaboration with the UNESCO Kampala Project Office will be responsible for the following tasks:

Task 1: Undertaking and assessment of In-service Teachers' Skills and Competencies in the use of ICTs for Teaching and Learning. Key tasks will include:

- Developing an online tool to assess ICT competency levels of targeted teachers and also document the various ICT tools that are being utilised by teachers for teaching and learning as well as distance education;
- Conducting in-depth online interviews with selected teachers and the MOES officials that will complement the findings for the online study;
- Examining existing relevant literature, research, evaluations, and innovations on the use of ICTs for teaching and learning, to generate priorities to inform the development of a contextualised module for teachers in the use of ICTs for teaching and learning including the use of TV and Radio; and
- Identify any other support that might be needed by teachers to consolidate skills acquired for teaching and learning

Task 2: Development and moderation of an Online Course for in-service Teachers to strengthen the use of ICTs for Teaching and learning. Key tasks will include

- Develop a tailor made course for teachers to strengthen their competencies in the use of ICTs for Teaching and learning;
- Facilitate at least 5 online workshops to build the capacities of 50 teacher trainers from 03 Teacher Training Institutions and 300 teachers (*50% from primary schools: 50% from secondary schools*) to strengthen their competencies in the use of ICTs for Teaching and learning. Their selection will be guided by the Ministry of Education and Sports – TIET Department and teacher training colleges;
- Build the capacity of 300 in-service (*50% from primary schools: 50% from secondary schools*) in the use of TV and Radio, the use of the Teacher Educator E-Learning System (TEELS) and e-assessment methods and strategies

Task 3: Document the key successes and upcoming practices. Key tasks will include;

- Develop a simple tool to document best practices on teachers’ experiences in the use of ICTs for teaching and learning;
- Document and disseminate best practices for the upcoming best practices

1.6 Expected deliverables at the end of the assignment

The following validated deliverables will be expected:

- **A report on the assessment of In-service Teachers’ Skills and Competencies** in the use of ICTs for Teaching and Learning.
- **An Online Course developed for Teachers and teacher educators in the use of ICTs** for Teaching and learning including the use of TV and Radio for teaching and learning.
- **The Capacity of 350 Teacher educators and in service teachers** strengthened in the use of ICTs for Teaching and learning.
- **Workshop reports** on the validation of the key findings of the regional scanning of DCP needs
- **A report on the key successes** of the intervention documented and disseminated.

1.7 Key technical skills

- At least 8 years of solid working knowledge or research experience in the area of ICTs for Education, Research, Instruction and Course Design;
- Master’s Degree in ICTs, Education Planning and Management or a related field;
- Proven experience in working with the education sectors in Uganda with demonstrated results;
- Experience in developing indicators, data collection tools, M&E plans and results frameworks for education;
- Excellent writing, facilitation, and organizational skills, specifically within the UN system, the African Union and other regional economic commissions;
- Excellent command of the English language;
- Deadline driven with a focus on results; and
- Advanced use of MS Office skills, specifically in MS Word and PowerPoint and other ICT based communication tools

1.8 Proposed Time frame and tentative work plan

The duration of the consultancy will be 3 months as follows:

	Time Frame	Proposed Activities
Background Preparations and Undertaking of the teachers assessment of In-	1 month	<ul style="list-style-type: none"> • Planning for the assessment • Identification of local company and stakeholder to work with • Development of the online tool

service Teachers' Skills and Competencies in the use of ICTs for Teaching and Learning		<ul style="list-style-type: none"> • Undertaking online stakeholder consultation meetings and interview • Preparation of the report • Development and pretesting of the online course
Moderation of the Online Course developed for Teachers and teacher educators in the use of ICTs for Teaching and learning including the use of TV and Radio for teaching and learning	1 month	<ul style="list-style-type: none"> • Selection and enrollment of teachers in collaboration with the Ministry of Education and Sports – TIET Department and teacher training colleges • Facilitating at least 5 online workshops to build the capacities of 50 teacher trainers from 03 Teacher Training Institutions and 300 teachers (<i>50% from primary schools: 50% from secondary schools</i>) to strengthen their competencies in the use of ICTs for Teaching and learning.
Development and Submission of a report on best practices	1 month	<ul style="list-style-type: none"> • Production of draft report • Presentation of key findings to stakeholder • Dissemination of key findings

2 Procedures and deadline for submitting concept papers and institutional Profiles

Those wishing to be considered for this consultancy should submit their concept papers, Institutional profiles and CVs info@iicba.unesco.org to and copy v.kisaakye@unesco.org. All documents should have been submitted by 1st July 2020.