
Consultancy Terms of Reference

Facilitation of a Technical Workshop for Teacher Education and Ministry Education Staff on strengthening quality assurance programs in selected Teacher Education institutions across all levels in Uganda.

1.0. INTRODUCTION

1.1 Background

The 2014 Teacher Initiative for Sub Saharan Africa (TISSA) study identified two problems on teacher concerns; quality and quantity of teachers. Several strides have been made towards addressing the issues of teacher quality in Uganda including the development of a harmonized pre-service teacher training framework and a framework for continuous professional development. Quality teacher education requires a good understanding of the principal factors including: the tutors, trainees, the learning environment and infrastructure, the teacher education curriculum, teaching and learning pedagogies used and teaching - learning materials as well as other factors.

In 2018, UNESCO/IICBA supported a situational analysis of teacher education in Uganda which not only resulted into the development of a framework for quality assurance in Teacher education, but also made several useful recommendations geared towards improving the quality of teacher education and training programmes in Uganda. A key recommendation was the establishment or strengthening of quality assurance procedures and structures, and improvements in capacity building, support supervision and monitoring in every institution.

A partnership between UNESCO IICBA, Teacher Instructor Education and Training (TIET), Makerere University's Department of Science, technical and Vocational education (DSTVE), Muni University, the National Council for Higher Education (NCHE), Kyambogo University (KyU), ENABEL Uganda, National Commission for UNESCO, Uganda National Council for Science and Technology (UNCST), and the Directorate of Education Standards (DES) has resulted in the development of a generic Quality Assurance Toolkit, which will be piloted and refined further. DSTVE Makerere University and Muni University are the lead institutions for the delivery of the pilot phase of this training. The model suggested is to cascade training into clustered teacher training institutions in the country and for the lead partners to

continue to upgrade, mentor, support and monitor the training and implementation of quality assurance mechanisms.

1.2 Purpose of the Assignment

In view of piloting the implementation of the newly developed quality assurance framework, a technical workshop will be held for mentors previously trained from selected TTIs and the MOES to acquire knowledge, skills and attitudes needed to support the colleges in quality assurance for Teacher education programs. The training will be conducted by experts in Quality assurance, the national council for higher education, MOES, Muni University and Makerere University.

1.3. Objective of the technical workshop

The objective of the workshop will be to:

- Provide a platform for creating a common understanding of what the newly developed quality assurance framework is all about and its implementation modalities;
- Identify entry points and opportunities in selected teacher training institutions for piloting the newly developed quality assurance framework; and
- Develop a clear road map for piloting the quality assurance framework for teacher education in selected teacher training institutions in Uganda.

1.4 Target groups for the technical workshop

The Institutions to participate in this meeting will include representatives from the Uganda National Council for Higher Education (UNCST), the MOES-USEP, Uganda National Council for Science and Technology (UNCST), Teacher Instructor Education and Training (TIET), the National Council for Higher Education (NCHE), Kyambogo University (KyU), ENABEL Uganda, National Commission for UNESCO, and the Directorate of Education Standards (DES).

1.5. Scope of Work

A consulting firm or consultant sought to facilitate this workshop will work in collaboration with the UNESCO Kampala Project Office and will be responsible for the following tasks:

Task 1: Provide a platform for creating a common understanding of what the newly developed quality assurance framework is all about and its implementation modalities:

- Review the key concepts and terms for establishing a QA system, QA practices and mechanisms utilized to strengthen a quality assurance unit in a teacher education institution;
- Lead a discussion on key strategies of how to inculcate a culture of internal quality assurance within each teacher education institution developed and to coordinate periodic internal audits and Quality Assurance reviews by institutional management committee; and
- Make a presentation on the newly developed quality assurance framework for teacher education and its accompanying toolkit;

Task 2: Identify entry points and opportunities in selected teacher training institutions for piloting the newly developed quality assurance framework; and

- Make a presentation on the recommendations from the QA framework regarding the institutionalization of the QA framework in teacher education;
- Lead a discuss on the entry points and opportunities in selected teacher training institutions for piloting the newly developed quality assurance framework; and
- Administer a self- assessment tool or an onsite self-diagnostic process using the quality assurance tool kits in order to identify areas for QA strengthening

Task 3: Develop a clear road map for piloting the quality assurance framework for teacher education in selected teacher training institutions in Uganda.

- Guide participants into the selection of pilot sites to undertake the pilot of the QA in TE system. The pilot phase will be led by the MOES- TIET department in collaboration with Makerere University College of Education and another public University. The Colleges of education in these universities will support one NTC and two PTC;
- Develop a cost and clear road map for piloting the quality assurance framework for teacher education in selected teacher training institutions in Uganda;
- Document and prepare a workshop report

1.6. Expected deliverables at the end of the assignment

The following validated deliverables will be expected:

- Capacities enhanced to understand the newly developed quality assurance framework is all about and its implementation modalities;
- Entry points and opportunities identified for piloting the newly developed quality assurance framework in selected teacher training institutions;
- A Workshop report with a clear road map for piloting the quality assurance framework for teacher education in selected teacher training institutions in Uganda

1.7. Time frame

The assignment will be completed in 5 working days. The assignment will commence on 14th December 2020 and ending 18th December 2020. The consultant/consulting agency will be hired during this period and the schedule below sets out the expected deliverables and indicative dates;

Task	Key deliverable submitted for approval	Indicative days
• Development of an inception report for the assignment	• Inception report	1 day
• Hold the technical workshop	• Facilitating a two days' workshop	2 days
• Prepare and submit a workshop report	• A workshop report with a clear road map for piloting the quality assurance framework for teacher	2 days

Task	Key deliverable submitted for approval	Indicative days
	education in selected teacher training institutions in Uganda	

1.8. Key technical skills

The candidate is expected to have the following qualifications and skills;

- a) Advanced academic degree in a related field (preferably education, development, public health education).
- b) Extensive professional knowledge and at least 10 years' experience in the field of teacher training, familiarity with Uganda's education system is an added advantage.
- c) Demonstrated experience in regional review of evidence, literature reviews, stakeholder consultations, analysis and synthesis of findings; excellent writing and communication skills.
- d) Prior experience with UNESCO programs within the CapED programme as well as the African Union Agenda 2063 and CESA 2016-2025 and global educational agenda including would be an asset.

1.9. 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 7th December 2020.