



Ministry of Education and Sports

## **TERMS OF REFERENCE FOR CONSULTANCY SERVICES TO DEVELOP A TEACHER EDUCATION CURRICULUM FRAMEWORK/BLUE PRINT FOR UGANDA**

### **1.0 INTRODUCTION**

According to the TISSA report (2013) teachers play a central role in education system being at the frontline in the transmission of knowledge. This explains why so much emphasis is given to academic and professional qualifications. Teachers should receive adequate academic and professional qualifications to ensure they adequately masters' subjects' syllabus and be prepared to handle a class and individual students. Central to this issue is the ability of the training apparatus to effectively equip future teachers and those currently in class with the required professional skills and competencies to allow them to teach effectively.

Contextually, teachers are the single most crucial ingredient to any sustainable, credible and quality education and training system in Uganda. The Government White Paper (GWP) on Education of 1992 affirmed the central role of teachers in Uganda's education system by asserting the observation by the Education Policy Review Commission of 1987 which had earlier noted that; **"....no education system can be better than the quality of its teachers, nor can a country be better than the quality of its education."** This demonstrates the prominence of effective and professional teacher management in consolidating and revamping the education and training system to ably address the country's development challenges. Uganda was one of the first countries in Africa and the whole world at large to embrace and incorporate the 2030 UN Sustainable Development Goals in the National Planning Framework. The ESSP 2017-2020 was subsequently formulated in cognizance of the Government's International Policy Commitments.

### **2.0 BACKGROUND**

The 1992 Government White Paper on Education identified major gaps in teacher development, management and practices which continued to affect the quality of learning outcomes. It recommended major reforms in the teacher sub-sector including its professionalization. Also, the National Development Plan II 2015/16-2019/2020 emphasizes professionalization of the Teaching profession. Further, the comprehensive study on Teacher Issues in Sub-Saharan Africa (TISSA, 2013) not only confirmed this need but also identified the major challenges facing Ugandan teachers to be under-professionalization, lack of adequate standards and quality assurance mechanisms, and the challenges of teacher development, management and utilization. It recommended the development of a comprehensive national teacher policy (NTP) as one of the key interventions to address teacher issues.

Teacher education in Uganda is a mandate of different institutions and actors. In general, there are five categories of teachers/tutors in Uganda. First, there are pre-primary/nursery school teachers who are produced by both public and private institutions. There are those teachers who teach in primary schools (Grade III), Secondary (Grade V), Secondary (degree holders) and tertiary (Instructors and technical education teachers and Health Tutors). Needless to say, the lecturers of teacher education in Universities also need to be considered as part of the broader teacher educators. Primary School teachers are trained from the Primary Teachers' Colleges (PTCs) and these are awarded a Grade III Certificate in Education which is the basic requirement to teach in primary schools.

While the Education sub-sector has been undergoing reforms and whereas there is a need to review the curriculum to align it with the recent policy changes and global developments, such cannot be effectively made without assessing the extent to the implementation has been a success or a failure. Cabinet through the Ministry on 1<sup>st</sup> April 2019 passed National Teacher Policy on 1<sup>st</sup> April 2019 in order to streamline and sustainably address teacher related challenges. The Policy provides a framework for streamlining, coordinating and mainstreaming interventions aimed at professionalizing the teaching profession.

Some of the critical aspects for effective roll out and implementation of the various provisions of the Policy include the: establishment of the National Teacher Council; establishment of a National Institute of Teacher Education; and mainstreaming of cross-cutting issues into teacher training, management and utilization and teacher practices among others. These are intended to guide and coordinate the undertakings of the various critical interventions for purposes of professionalizing the teaching profession in Uganda.

Considering the above issues: implementation of the National Teacher Policy and the need to assess the performance and implementation success, failures and lessons learnt, it has been noted that there is need for evaluation of the PTE curriculum., The Ministry of Education and Sports through Teacher Instructors Education and Education Training (TIET) together with Kyambogo University and with support from Luigi Giussani Institute Commissioned a consultancy team to undertake a comprehensive performance assessment evaluation of teacher education in Uganda. The study was intended to inform the effective planning, sequencing, implementation, monitoring and evaluation of the TE curriculum Policy intervention accordingly in Uganda. This study has been concluded and a final report is available for guidance in the development of Teacher Education Curricula framework development. The study recommended a review of TE curriculum in Uganda. However in abide to avoid repeating the previous mistakes it is very important that a framework be put in place for everyone who wants to do the business of teacher education training. The comprehensive framework or blue print will help MoES to ensure harmonization and coherence of the NTP reform efforts and the recommendation was made. The Ministry and its partners now seek for a consultancy firm to lead in the process of developing the teacher education curriculum framework or blue print in consultations with the technical team in of MoES.

### **3.0 DESCRIPTION OF ASSIGNMENT**

#### **3.1. PURPOSE OF THE ASSIGNMENT**

The overall purpose of this consultancy is to develop a national teacher Education curricula framework or blue print for Uganda that will guide the development of TE curriculum for different programs.

#### **3.2. SPECIFIC OBJECTIVES OF THE ASSIGNMENT**

The specific objectives of the assignment are to:

- a) Undertake a comprehensive document review of existing policies, reports and documents on Teacher Education curriculum in Uganda.
- b) Undertake a best practice review of Teacher Education curricula frameworks in selected countries to ascertain the trends towards coherence in TE curriculum

- c) Coordinate teams of Teacher Education specialists for different teacher education levels in developing a national curriculum blue print for teaching in Uganda.
- d) Compare the NCHE-accredited Teacher Education curriculum for both public and private Universities in Uganda and develop a common visa-vis the previous one
- e) Identify lessons, best practices to guide the detailed development of TE curriculum content by different institutions at different levels in Uganda
- f) Develop a comprehensive Teacher Education curriculum development framework or blue print
- g) Develop a costed roadmap for the development of Teacher Education curriculum for different levels.

### **3.3SCOPE**

This assignment will involve undertaking of comprehensive review of all relevant policies, laws, strategic plans, frameworks, guidelines, standards and any other literature deemed critical to facilitate a deeper and thorough development of a national framework for Teacher Education curriculum development in Uganda.

The consultancy firm is required to tap into the team's professional knowledge, experience and expertise to generate appropriate recommendations on how the Teacher education curriculum and pedagogical approaches can be reformed to meet the demands of the teacher of the 21<sup>st</sup> century.

### **3.4METHODODOLOGY**

While the client expects a team-based consultative methodology in undertaking the assignment, the consulting firm will be expected to come up with a detailed methodology of how to execute the assignment in the technical proposal. This could be refined within the inception report after client consultation and input.

### **3.5 Duration of the Assignment**

The assignment will be undertaken within a total duration of four (04) months through two phases:

The first phase will include the development of the draft teacher education curriculum framework or blue print and will end on 31<sup>st</sup> December 2020.

The second phase which will commence in 2021 will include holding a series of validation workshops and developing a costed implementation plan and roadmap.

S/N	Activity	Timeframe
<b>Phase 1 – 9<sup>th</sup> -31<sup>st</sup> December 2020</b>		
1	Inception report	2 days after contract signing
2	Draft teacher education curriculum framework or blue print	15 working days months after the contract signing
<b>Phase II – 15<sup>th</sup> January - 31<sup>st</sup> March 2021</b>		
3	Host at least 3 validation workshops for the curriculum framework as requested by MOES	1 month after the contract signing
4	Development of a costed roadmap and implementation workplan	1 month after the contract signing

### 3.6 Client’s Input

In execution of the assignment, MoES together with relevant stakeholders will work with the Consultancy to get the necessary documents for review. MoES will issue official introduction letter to the Consultancy firm and the specialized team during the study. The ministry will also help in stakeholder contact and communication. The Ministry and the partners will also be responsible for managing the validation workshop through organizing the venue, inviting and facilitating the participants to attend any validation workshops.

### 3.7 Deliverables of the Study

The consultancy is expected to present the following deliverables;

#### Phase 1 – 9<sup>th</sup> -31<sup>st</sup> December 2020 - Deliverables

- a) An Inception Report with a detailed roadmap of activities and appropriate methodology
- b) A draft Teacher education curriculum framework

#### Phase II – 15<sup>th</sup> January - 31<sup>st</sup> March 2021 – Deliverables

- c) An inception report
- d) Validation Workshop Reports
- e) Improved and validated Teacher Education curriculum framework

- f) Costed Roadmap and implementation plan
- g) The final assignment report

#### **4 KEY TEAM REQUIREMENTS/SPECIFICATIONS**

The required consultancy team shall be in possession of the relevant qualifications and experience in the following:

- (a) The Team Leader should be a holder of a PhD in any relevant teacher education area of study. He or she should have led teams in the development of at least two national teacher education frameworks or curriculum for Uganda
- (b) Experts with Proven experience in teacher education in Uganda.
- (c) The staff team should comprise of members with the requisite skills in statistical analysis, data analysis and management, economics, and a curriculum development/design specialist among others.
- (d) The firm should demonstrate experience in managing assignments for the education sector in Uganda.
- (e) Excellent report writing and presentation skills will be considered a key quality for the team.

#### **5 MANAGEMENT AND OPERATIONS**

Under the overall supervision of the Commissioner TIET in liaison with other key stakeholders, with support from UNESCO, the consultant shall:

- a) Report on all key milestones of the assignment to the Permanent Secretary, through the Commissioner TIET.
- b) The Consultancy while executing this assignment will be technically supervised by the C/TIET.

The Client and the Consultancy will discuss after contract signing to work out detailed modalities on how to organize and facilitate the consultative meetings, other related activities and bench marking initiatives over the course of undertaking this assignment.

#### **6. PAYMENT SCHEDULE**

Payments to the Consultant/Firm will be in installments and pegged to the deliverables (described in 3.7 above) as follows:

S/N	Activity	Percentage Payment
<b>Phase 1 – 9<sup>th</sup> -31<sup>st</sup> December 2020</b>		
1	Inception report	35%
2	Draft teacher education curriculum framework or blue print	65%
<b>Phase II – 15<sup>th</sup> January - 31<sup>st</sup> March 2021</b>		
3	Inception report	35%
4	At least three validation workshops Reports	35%
5	A costed roadmap and implementation work plan	30%

## **7. APPLICATION PROCESS**

Interested firms shall submit a technical and financial proposal comprising the following documents.

- (1) Technical and Financial proposal.
- (2) Financial proposal the will indicate details of the main cost items and the total cost of the consultancy.

## **8. Proposal submission.**

The deadline for submission of technical proposal will be on **7<sup>th</sup> December 2020**. The proposals should be submitted in two sealed separate envelopes for technical and financial proposals and in an outer envelope clearly marked ‘Technical and Financial Proposal for Consultancy service to develop a national teacher education curriculum framework for Uganda’. Those wishing to be considered for this consultancy should submit their concept papers, Institutional profiles and CVs [info.iicba@unesco.org](mailto:info.iicba@unesco.org) to and copy [v.kisaakye@unesco.org](mailto:v.kisaakye@unesco.org).