1. **Summary**

UNESCO is seeking the services of a consultant or team of consultants to lead the process of carrying out a situational analysis on quality assurance mechanisms for teacher training programs in Uganda and the extent of their relevance towards the national education goals, priorities and targets. The enhancement of quality teaching in teacher training programs has become an issue of importance as the landscape of higher education has been facing continuous changes. This consultancy also intends to examine the key factors that are impacting on the quality of teacher education programs in Uganda.

2. **Background**

UNESCO’s Capacity Development for Education (CapED) programme aims at translating global advocacy on Education into concrete action. Uganda is a beneficiary of the project with the goal of strengthening the national capacities in addressing teacher issues. The Teacher Initiative for Sub Saharan Africa (TISSA) study identified two problems on teacher concerns; quality and quantity of teachers. The first issue in addressing teacher quality include: teacher development and professionalization (pre-service, in-service, and continuous professional development) and; quality assurance and standards (teacher performance standards, teacher evaluation appraisal performance and school assessment). The second issue is in addressing quantity of teachers in terms of: teacher management (licensing, registration, code of conduct, terms and conditions of teachers, recruitment and deployment) and; teacher utilization (teacher projection in view of access, efficiency and effectiveness). Several strides have been made towards (1) Strengthening of a teacher management information system (TMIS) and strengthening of EMIS; (2) Harmonization of teacher training programmes and development of a Continuous Professional Development framework; (3) Updating and consolidating the various teacher issue documents into one comprehensive teacher policy document; and (4) Setting up of a social dialogue platform for the discussion of teacher’s status and welfare. The implementation of these components requires renewed efforts and attention to ascertain the extent to which teacher education programs are delivered within the set quality standards and are relevant, credible and accessible.

**Quality assurance in Education**

Quality education is said to be the right of every citizen, not a privilege that may be granted or withheld by who is in-charge to provide it. For quality education to be achieved, it is important to know that the principal factors must be in place, these include: the teachers, the learning environment and infrastructure, the teacher education curriculum, teaching and learning methodology/pedagogies used teaching - learning materials and the student teachers’ behaviour, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning.

The phenomenon of assuring quality is quality assurance. “Quality assurance is an all-embracing term referring to an ongoing, continuous process of evaluating, assessing, guaranteeing, maintaining and
improving the quality of a higher education system, institutions or programmes” (Vlasceanu, et al 2004). There are two types of quality assurance: internal and external. Internal quality assurance ensures an institution’s or a programme’s policies and mechanisms in place for making sure that it is meeting its own objectives and standards. External quality assurance refers to the actions of an external body different from the institution, which assesses its operation or that of its programmes in order to determine whether it is meeting the agreed or the predetermined standards.

Quality assurance exists at three levels: the institutional level, the programme and course level. In all cases, it has to address issues imposed on them by the respective stakeholders. Quality assurance covers a variety of practices among which three mechanisms can be distinguished.

In the context of SDGs, Education is seen as a tool for nation building and sustainable development. Teachers are the drivers of education in all spheres of life, be it capacity building, training and retraining programme, all manners of learning, teachers take the front stage. SDG4 specifically on 4.c stated that “By 2030, substantially increase the supply of quality teachers, including through international cooperation for teacher training in developing countries. The agenda recognizes and emphasizes on quality teachers as one of the main targets; for achieving quality, inclusive lifelong learning.” Therefore, it is very important to take teachers’ education and breeding of teacher very important in terms of quality assurance.

Given that the education of teachers is not only responsible for the improvement of school education but also for preparing well qualified teacher who are professionally competent committed, resourceful, confidence and reproductive to meet the demand of the society. UNESCO has therefore launched a situational analysis to ascertain the extent to which teacher education institutions are implementing quality assurance measures in order to meet this goal.

3. Purpose of the International Consultancy

The overall purpose of this consultancy is to generate evidence on the extent to which the teacher education system in Uganda is implementing initiatives to assuring quality in teacher education program. This situational analysis aims to provide an opportunity to re-think prevailing ideas and interventions that are currently being utilized to assure quality with a view of producing recommendations that for conventional interventions geared towards improving the quality of teacher education and training programs in Uganda.

4. Scope of the Consultancy

Uganda has five national teacher training colleges, 40 universities and 54 Primary Teacher Training colleges (PTCs), 45 of which are Government aided and 9 private. This situational analysis will target at least six universities (specifically the Colleges/Schools of Education) and three National Teacher Training Colleges. No PTCs will part of the situational analysis given that their quality assurance systems are regulated by Kyambogo University. The selection of institutions to participate in the situational analysis will take into consideration the regional diversity, the institutional founding bodies; whether government aided or not and nature of programs or teachers targeted.

5. Expected tasks for the Consultant

Specifically, the consultant or a team of consultants will be required to examine the following:

- Undertake the review of the existing Policy and procedures for quality assurance that spell out the quality and standards of the education programmes and awards;
• Examine the extent to which the recruitment of teaching staff and student teachers is applied consistently in line with the required criteria, regulations and procedures;

• Examine the extent to which the delivery of the existing teacher education courses and pedagogic practices are relevant, credible and consistent with the set quality standards and guidelines;

• Take stock of the various learning resources, ICT systems and student support mechanisms available at the institutions to ensure adequate and appropriate learning for each programme teacher education program offered.

• Document the key factors impacting on the implementation of the current quality assurance mechanisms at institutional levels (finance, human resources etc.) and identify strategies to improve its implementation;

• Develop a generic strategy for teacher education programs towards the continuous enhancement of quality, that clarifies the different roles and responsibilities of the student teachers and other stakeholders;

• Present the key findings and the generic strategy in a stakeholder consultative meeting for validation.

6. Key Deliverables:
The key deliverables for this assignment will include the following:

• A situational analysis report on the quality assurance mechanisms for teacher training programs in Uganda;

• A generic strategy for teacher education programs towards the continuous enhancement of quality, that clarifies the different roles and responsibilities of the student teachers and other stakeholders;

• A workshop report for the validation meeting and workshop facilitation;

• Final situational analysis report with recommendations.

7. Timelines:
This exercise should be completed in no more than 45 working days commencing from April 9 to May 31, 2018. The consultant/consulting agency will be hired during this period and the schedule below sets out the expected deliverables and indicative dates:

<table>
<thead>
<tr>
<th>Task</th>
<th>Key deliverable submitted for approval</th>
<th>Indicative days</th>
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<tbody>
<tr>
<td>Development of inception report</td>
<td>Inception report</td>
<td>3 days</td>
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<td>for the assignment</td>
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<tr>
<td>Development of the situational</td>
<td>Review of policy documents and other literature; including the 2030 Education agenda ESG4 target on</td>
<td>15 days</td>
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<td>analysis report on the quality</td>
<td>teachers; Assessment of QA measures (How) observation (qualitative or quantitative, interview)</td>
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<td>assurance mechanisms for teacher</td>
<td>Development of first draft situational analysis report</td>
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<td>training programs in Uganda;</td>
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<td>Task</td>
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<td>• Review and validate the situational analysis report with the external expert Consultant and TIET for further improvement and practice</td>
<td>• Review and validation meeting&lt;br&gt;• 3 days the consultants will meet the external expert and discuss on the report improvement&lt;br&gt;• 1 day validation with TIET</td>
<td>4 days</td>
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<tr>
<td>• Development of a generic strategy for teacher education programs towards the continuous enhancement of quality</td>
<td>• Review recommendations from situation analysis and validation workshop&lt;br&gt;• Development of the generic framework</td>
<td>15 days</td>
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<tr>
<td>• Facilitate a one day stakeholders meeting to validate QA strategy</td>
<td>• Validate the strategy for QA&lt;br&gt;• Experts meet</td>
<td>4 days</td>
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<td>• Make the necessary adjustments on the on the situational analysis report based on the validation workshop and feedback from UNESCO, external consultant, IICBA and TIET</td>
<td>• Final report and strategy developed</td>
<td>4 days</td>
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<tr>
<td>Total number of Working Days</td>
<td></td>
<td>45 days</td>
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8. **Profile of the International Consultant:**

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

- Advanced academic degree in a related field (preferably education, development, public health education).
- 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.
- Demonstrated experience in regional review of evidence, literature reviews, stake-holder consultations, analysis and synthesis of findings; excellent writing and communication skills.

Prior experience with UNESCO, IICBA 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.

9. **Reporting:**

The contract will be managed by the UNESCO Project Office in Kampala and UNESCO IICBA. Technical support will be provided by UNESCO IICBA and TIET Department in close collaboration with the UNESCO Regional Team in Nairobi.

10. **Expression of Interest:**

Interested consultants may submit a cover letter and CV together with a brief proposal on the methodology and approach for the assignment to the UNESCO Project Office focal person: v.kisaakye@unesco.org, and IICBA: info.iicba@unesco.org.