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 is 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 partner 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 scaling up QA in teacher training institutions in Uganda, the pilot study will provide lessons that will inform the domestication of the QA toolkit in all teacher training institutions in the country. The pilot study will be conducted by experts in Quality assurance, Kyambogo University, Makerere University, UNESCO, NCHE, MOES through the Teacher Instructor Education and Training (TIET), the National Council for Higher Education (NCHE), Uganda National Commission for UNESCO (UNATCOM), the Directorate of Education Standards (DES) with DSTVE, Makerere University taking the lead.

1.3. Objective of the pilot study

The objectives of the pilot study will be:
1. To conduct a baseline and Endline survey on QA practices in selected teacher training institutions
2. To pilot the QA toolkit in selected teacher training institutions and document lessons to guide scaling up.
3. To build the capacity of QA committees and sub committees in the pilot teacher training institutions carry out internal QA.
4. To identify opportunities and threats of QA systems in pilot teacher training institutions.

1.4 Target groups for pilot study

The Institutions to participate in this pilot study are NTC, Mubende, Kibuli PTC and Arua PTC.

1.5 Scope of Work

A consulting firm or consultant sought to do the pilot study will work in collaboration with the UNESCO Kampala Project Office and will be responsible for the following tasks:
Task 1:

1) Hold planning meetings and stakeholder orientation meetings
The team will meet to plan for rolling out activities and to review progress. Also, will be meeting all stakeholders to orient them on the planned pilot and also get their buy in.

2) Pilot QA data collection tools:
This will be done in one of the teacher training institutions that will not take part in the pilot so as assess the validity and reliability of the instruments

3) Collect Baseline data:
The baseline survey will establish the existing quality assurance practices in the selected teacher training institutions and the extent to which quality assurance is implemented. It will identify the existing gaps that need to be addressed by the pilot.

Task 2: Establish, Orient and strengthen QA systems, practices mechanism
This will entail establishment or strengthening and orienting of quality assurance unit/committees/subcommittees to oversee quality assurance issues that will coordinate periodic internal audits and Quality Assurance reviews undertaken by institutional management as well as undertaking benchmark visits to see and adapt best practices of assuring quality from other institutions of higher education. This activity will also entail the established Quality assurance committees undertaking an onsite
self-diagnostic process using the quality assurance toolkits in order to identify areas for QA strengthening. This will then be followed by development of customized institutional guidelines and policies needed to strengthen the QA system in line with the national teacher policy and the guidelines from the national council for higher education.

Task 3: Carryout onsite support visits and workshops of the Quality Assurance Subcommittees and general college committees in the teacher training institutions:
The project envisions supporting QA Unit to undertake periodic audits, report and use data generated for improvement. In addition to that the committees will be supported to establish quality assurance communities of practice through training on use of online platforms e.g. WhatsApp group, SLACK account, website etc so that they can share best practices. Also, success stories will be picked and documented along the project life through onsite visits as well as video, imagery and text submissions made on online support platforms/website for the selected teacher training institutions.

Task 4: Carryout endline assessment
This will be held to establish the extent to which the piloted quality assurance framework has inculcated a culture of internal quality assurance in the pilot sites and assess the possibility of sustainability of the culture.

Task 5: Hold a dissemination workshop
This will be held to brief all stakeholders about the outcomes of the pilot and prepare for nation-wide roll out of the quality assurance framework in teacher training institutions in the country.

1.6. Expected deliverables at the end of the assignment
The following validated deliverables will be expected:
1. QA toolkit piloted and best practices of assuring quality in teacher training institutions identified and documented.
2. The Capacity of QA committees and sub committees in the pilot teacher training institutions improved to support quality assurance in teacher education.
3. Onsite self-diagnostic systems and processes to inculcate the culture of internal quality assurance established.
4. QA system, practices and mechanisms established to strengthen quality assurance unit to oversee quality assurance issues and coordinate periodic internal audits.

1.7. Time frame
The assignment will be completed in 5 working months. The assignment will commence on 15th of April 2021 and ending 31st of August, 2021. The consultant/consulting agency will be hired during this period and the schedule below sets out the expected deliverables and indicative dates;

1.8. Key technical skills
The technical skills for consultants required for this activity include the following:
   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 to info.iicba@unesco.org to and copy v.kisaakye@unesco.org. All documents should have been submitted by 2nd of April, 2021.