UNESCO-China Funds-in-Trust Project on
“Enhancing Teacher Education for Bridging the Education Quality Gap in Africa”

Enhancing Teacher Education for Bridging the Education Quality
Gap in Africa: Capacity Development of key Teacher Training Institutions in Uganda

Call for proposal

Development of an ICT-based Assessment Framework for M & E and a road map for implementing ICT teacher training initiatives in Uganda.

Background and Context

Uganda Vision 2040 provides development paths and strategies to operationalize Uganda’s Vision statement which is “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years” as approved by Cabinet in 2007. It aims at transforming Uganda from a predominantly peasant and low income country to a competitive upper middle income country.

The Vision 2040 is conceptualized around strengthening the fundamentals of the economy to harness the abundant opportunities around the country. The identified opportunities among many includes ICTs in business and Education. Achieving the transformational goal will thus depend on the country’s capacity to strengthen also ICTs and human resources.

Uganda developed its ICT national policy in 2003 and the policy framework recognizes that Uganda would need to embrace the goal of “lifelong education for all.” Objective 2 of the policy addresses literacy improvement and human resource capacity-building with strategies that include the integration of ICT into mainstream educational curricula as well as other literacy programs to provide for equitable access for all students, developing and managing ICT centers of excellence to provide basic and advanced ICT training, setting up mechanisms that promote collaboration between industry and training institutions to build appropriate human resources capacity and promoting the twinning of training institutions in Uganda to enhance skills transfer.
This national policy is now in place and a draft ICT policy in education is being finalized. The Ministry of Education and Sports is taking steps to co-ordinate ICT development in Education and has allocated resources to support implementation of this ICT national strategy.

As it adopts ICT in education, Uganda faces the same challenges as most developing economies – poorly developed ICT infrastructure, high bandwidth costs, an unreliable supply of electricity, and a general lack of resources to meet a broad spectrum of needs. Furthermore, most teachers are not familiar with ICT and ICT usage and they cannot integrate ICT into the curriculums.

The integration of ICT in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented. However, ICT as a teaching aid is more complicated in that it demands more specific skills from the teachers. Moreover, teachers are faced with some challenges and barriers like shortage of class time and time needed to learn using ICT; this prevents teachers to employ ICT in the classroom or develop supporting materials through ICT.

The UNESCO-China Funds-in-Trust Project on the challenge of sufficient capacities for teachers to use ICT. The project “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa” puts emphasis on capacity development of 3 key Teacher Training Institutions in Uganda. The project’s key outputs include: Institutional capacity development on ICT infrastructure, human resources (Teachers and managers of the Institutions), networking and partnerships to support school-based continuous professional development then Management, Monitoring, Reporting and Evaluation of the project. It is expected that Effective Monitoring and Evaluation mechanisms shall be developed and operationalized.

Rationale

In view of the scattered interventions in ICT in Education and interventions in providing infrastructure and human resource development, a mapping of ongoing initiatives and a meaningful framework is needed to monitor ICT in Education projects in Uganda. The current terms of reference are for the mapping of these initiatives and the establishment of a monitoring and evaluation framework to evaluate and monitor interventions related to infrastructure and human resource development in Uganda.

Objectives

The major objective of this exercise is to develop an M&E framework for Teacher Training Initiatives in ICT by:

a. Establishing the ongoing ICT Initiatives in Teacher Instructor Education and Training Institutions (TIET) in Uganda; (Listing the name of the institution, key stakeholders &
target groups involved, type of ICT initiative, showing the mode of delivery of the ICT initiatives)
b. Assessing the impact so far exhibited in the participating TIET institutions
c. Showing how the existing initiatives can be harmonised to come up with a comprehensive initiative which can easily be replicated, assessed, monitored and evaluated.
d. Describing existing M&E frameworks in place to monitor ongoing initiative and its efforts to measure:
   • Implementation of institutional and national ICT policies;
   • Pedagogical integration in teaching and learning processes (teacher and learner sides)
   • Curricula (both teachers training and students);
   • Available technologies, software and connectivity;
   • Teacher training in using ICT
e. Developing a unified measurement tool for Teacher Training Initiatives in ICT in Uganda, specifying:
   • Data collection tools or instruments;
   • Data analysis framework;
f. Giving appropriate recommendations for effective and sustainable initiatives for ICT initiatives in TIET Institutions and general road map for implementing ICT in TIET institutions in Uganda.

Methodology

The objectives will be obtained through a consultative process that will engage all stakeholders supporting the Ministry of Education and Sports (MoES) and Teacher Training Institutions.

Expected outputs

By the end of this exercise, the following will be achieved:

1. Ongoing ICT Initiatives in Teacher Instructor Education and Training Institutions (TIET) in Uganda established and impact assessed.

2. A recommendation to a comprehensive initiative which can easily be replicated, assessed, monitored and evaluated.

3. An initial baseline of M&E initiatives for Teacher Training Initiatives in ICT, based on existing projects established;

4. Existing technical gaps to effectively monitor and Teacher Training Initiatives in ICT identified;
5. An M&E framework for Teacher Training Initiatives in ICT taking existing baseline and gaps into account developed;

6. A Roadmap for implementing ICT initiatives in teacher training institutions.

Proposal

The proposal should include the following elements:

- A concept note
- A work plan, with timeframe
- A detailed budget
- CVs of experts who will carry out the task

Please send the proposal to Mr. Jaco du Toit (j.dutoit@unesco.org) and copy Ms. Aurora Cheung (a.cheung@unesco.org) by 19 August 2016, Nairobi time, 5pm.