INCEPTION REPORT

FOR

FOR CONSULTANCY SERVICES TO DEVELOP CURRICULUM, COURSE MODULES AND TRAINING MATERIALS FOR TRAINING OF TEACHERS ON HOW TO INTEGRATE ICT IN TEACHING AND LEARNING OF ALL SUBJECTS IN UGANDA

SUBMITTED TO

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PREAMBLE

In line with the terms of reference and all relevant confidentiality and non-disclosure agreements, Eight Tech Consults is pleased to submit this inception report for the assignment titled: Development of National Educator ICT in Education Curriculum and Courses with Materials and Activities for Integrating ICT into Teaching and Learning and Orienting Learners to the Use of ICT for Learning. This report presents our understanding of the assignment, the refined methodology, the proposed work plan, and a detailed implementation strategy. It serves as a foundational document for guiding the execution of the consultancy and will act as a service-level agreement upon approval by the Contract Management Committee of UNESCO and MoES.

Submitted by

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DEFINITION AND DOCUMENT INFORMATION

The enclosed material has been specifically prepared for UNESCO and the Ministry of Education and Sports (MoES) in line with the contractual obligations under the UNESCO-KFIT "ICT Transforming Education in Africa" initiative. This document is intended solely for use by the designated personnel within UNESCO, MoES, and affiliated institutions. It **MAY NOT** be disclosed, reproduced, or transmitted in any manner to unauthorized parties without prior written consent from Eight Tech Consults Ltd.

Preparation

Action	Name	Date
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Approval

Person in charge (Name)	Title	Signature	Date
Titus Obali	Associate National Project Officer - KFIT III Project UNESCO Antenna Office		

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LIST OF ACRONYMS

Acronym	Full Meaning
CFT	Competency Framework for Teachers
CV	Curriculum Vitae
DigiComp	Digital Competence Framework (European Commission)
ICT	Information and Communication Technology
KyU	Kyambogo University
MoES	Ministry of Education and Sports
NTVQF	National Technical and Vocational Qualifications Framework
ToR	Terms of Reference
ToT	Training of Trainers
UICT	Uganda Institute of Information and Communications Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNITE	Uganda National Institute for Teacher Education

1.0 BACKGROUND

In April 2024, UNESCO and the Ministry of Education and Sports (MoES) conducted a national needs assessment that revealed major challenges hindering digital transformation in Uganda's education sector, particularly the inability of teachers to integrate ICT into teaching, limited pedagogical depth in pre-service training and the absence of structured national-level ICT training for in-service teachers. The new lower secondary curriculum emphasizes ICT as a transversal skill essential for developing learners' critical thinking, problem-solving, and communication abilities, yet many teachers lack the skills and resources to implement these methodologies effectively. The assessment also highlighted misalignment between teacher training curricula and the expectations of producing ICT-proficient educators. In response, UNESCO and MoES developed the Uganda ICT Competency Framework for Teachers (ICT CFT) in May 2025, aligned with the Digital Agenda Strategy and DigiComp 2.2 and now seek to develop a harmonized national educator ICT curriculum and course modules complete with materials and activities to build teacher capacity for integrating ICT into pedagogy and orient learners to use ICT for learning.

And so, this curriculum is intended to build the capacity of both pre-service and in-service teachers to effectively integrate ICT into pedagogy, across all subjects and education levels. The consultancy will support the digital transformation agenda of Uganda's education sector by producing a harmonized national curriculum aligned with the Uganda ICT Competency Framework for Teachers (ICT CFT) and compatible with international frameworks such as the UNESCO ICT CFT and DigComp.

1.1 Understanding of the Assignment

The assignment requires a thorough review of existing ICT-related teacher training curricula particularly at UNITE campuses and the development of structured, competency-based course modules, learning materials and practical activities that reflect both technical and pedagogical dimensions of ICT integration. In addition, the consultant is expected to facilitate stakeholder workshops, ensure quality assurance and prepare final versions of the curriculum and training content ready for national adoption. Ultimately, this initiative is envisioned to empower teachers and learners to effectively use ICT in support of Uganda's new lower secondary curriculum, enhance 21st-century skills acquisition and support sustainable, inclusive digital education.

1.2 Understanding of Objectives

We understand that the main objective is;

"To develop the capacity of teacher educators and teachers to integrate ICT in teaching and learning of all subjects and enable learners to acquire the requisite knowledge to use ICT for learning."

To achieve this, the consultant will design a harmonized national ICT in Education curriculum and develop comprehensive training courses and materials aimed at equipping both pre-service and in-service teachers with the skills to integrate ICT meaningfully into their instructional practices. This will enhance learner engagement and support acquisition of 21st-century skills.

We understand that the specific objectives of the assignment are;

i) To review ICT in Education curricula being used at pre-service education training colleges (UNITE Campuses) and harmonize a national curriculum.

ii) To develop a Uganda ICT CFT course modules and materials for use in both pre- and in-service teacher training.

iii) To ensure quality assurance, final revision and approval of the curriculum, course modules and materials.

1.3 Scope of Work

a) Reviewing existing ICT-related teacher training curricula, especially at UNITE campuses.

b) Designing and Developing structured curriculum, course modules, learning materials, and practical activities.

c) Facilitating stakeholder workshop and validation session.

d) Ensuring quality assurance and preparing final versions of all materials for national adoption.

e) Support dissemination: Activities including as training of trainers (ToTs), pilot testing, and monitoring and evaluation among others when call upon to do so. It should be noted that some of these activities may come up after the expiry of the contract period, this therefore, requires long term commitment of the consultant to support.

1.4 Tasks and Deliverables

Tasks	Activities	Expected Deliverables
Assignment Planning	• Prepare Inception report • Develop Data collections tools • Participate in the Inception meeting	Approved Inception report Meeting minutes
A detailed review of the existing ICT teacher training curriculum at the UNITE campuses and harmonizing a national curriculum.	• Desk review in regard to the existing curriculum • Bench making with countries like Korea, China, Finland, Estonia, Senegal, Zimbabwe, Ghana, Rwanda etc • Carry out Stakeholder consultations in the 6 UNITE campuses and KIIs from the various ministries e.g; MoES, NCDC, • Report writing	Assessment and benchmarking report
Developing the guidelines: Developing the training course modules, contents and training materials with practical activities.	Development of the Curriculum Development of the Training materials	A draft reviewed and harmonized National ICT in Education curriculum, course modules and materials for educators and teachers.
Technical stakeholders' workshop: The consulting firm shall lead a workshop of technical stakeholders for the curriculum and content development.	Prepare of the ppts to be used for the validation works Organise the team of experts to facilitate the workshop	Workshop report
Prepare Final curriculum and course materials	Address comments raised from the validation workshop	Final approved curriculum, course modules and materials.

1.5 Comments on the Terms of Reference /Contract

The Terms of Reference align well with our experience and expertise, and the we are confident in delivering the required deliverables. However, the following comments are noted on the ToRs :

i. The contract stipulates that the contractor shall undertake the assignment to develop curriculum, course modules and training materials for training of teachers on how to integrate ICT in teaching and learning of all subjects in Uganda and have it index on the national e-platform of the Ministry of Education and Sports.

***Comment**: It is important to note that the contractor does not have direct access or administrative privileges to upload content to this platform. Therefore, the contractor will **deliver all materials in standardized, index-ready formats** that are compatible with the MoES system for seamless integration by authorized personnel. **The materials will be provided in the following formats: PDF** – for printable and static reference versions, **DOCX** – for editable text-based resources and **XLSX** – for structured data like lesson schedules or evaluation matrices*

These formats ensure that the content is technically ready for indexing and can be uploaded by MoES administrators without additional conversion or restructuring.

ii. The consultant acknowledges that pilot testing will be confined to the design phase. We recommend conducting the pilot with 10% of the target sample size.

iii. Additionally, if any of these activities are scheduled for longer surations and tasks beyond the above, the consultant is open to continued engagement under a mutually agreed extension framework or separate agreement to ensure sustained support and project continuity.

2.0 APPROACH AND METHODOLOGY

2.1 Approach

The consultancy proposes to use a methodical and participatory approach during the execution of the assignment. This will help to ensure that the consultancy develops a fully harmonized, quality assured, nationally accepted National Educator ICT curriculum and Training Courses with supporting training materials. These will effectively build teacher competencies to integrate ICT in Uganda's education system, directly supporting the country's education digital transformation goals.

a) Integrated, Participatory and Evidence-Based Approach

This approach will involve the following steps;

Collaborative Curriculum Co-Design: The consultancy will adopt a participatory model, engaging MoES, UNESCO, teacher training institutions (UNITE campuses), and other stakeholders from inception to final approval. The process will start with a **review of existing ICT in Education curricula** and the recently developed Uganda ICT Competency Framework for Teachers (ICT CFT).

Through technical consultations, focus groups with teacher educators, and validation workshops, the curriculum structure will be co-created to ensure national ownership, alignment to the NTVQF, and consistency with the Digital Agenda Strategy.

Figure 1: Integrated, Participatory, and Evidence-Based Approach.

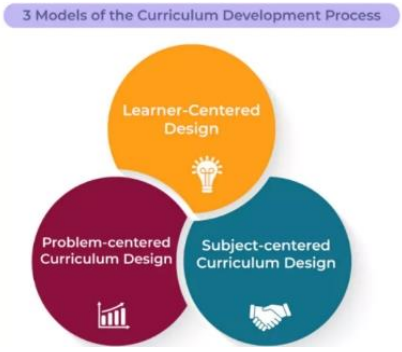
Evidence Integration and Benchmarking: Development will be informed by both **national context and global standards**, including UNESCO's ICT CFT, DigiComp 2.2, and best practices from similar countries. The team will conduct a rapid evidence review of international ICT in Education training models, assess current gaps identified in the 2024 needs assessment, and integrate lessons learned into course design. Tools such as curriculum mapping matrices and comparative benchmarking tables will ensure alignment across competencies, modules, and assessment strategies.

Pedagogical and Practical Relevance: All course modules will incorporate **practical, activity-based learning** to enable educators to not only understand ICT concepts but also integrate them into classroom teaching. The approach will embed blended and hybrid learning strategies leveraging tools such as Moodle, Google Classroom, and interactive simulations to cater for both pre-service and in-service contexts. Active learning techniques, peer collaboration, and project-based tasks will be core features, ensuring teachers can immediately apply their skills in real classroom settings.

Inclusivity and Sustainability: Special attention will be given to **inclusive pedagogy**, ensuring training materials and activities address the needs of women, persons with disabilities, and educators in rural or under-resourced settings. Training will include orientation for educators on guiding learners in safe, ethical, and productive use of ICT for learning. Sustainability will be built in through training-of-trainers (ToT) models, capacity building of local institutions, and the development of reusable digital and print resources.

Models of Curriculum Development

Figure 2 :Models of curriculum development



a) **Learner-Centered Design** – Prioritizing teacher educators' and teachers' needs, starting from their baseline ICT competence and preferred learning modalities, and providing flexible pathways for skill progression. Modules will be designed for self-paced, blended, and peer-supported learning.

b) **Subject-Centered Design** – Structuring the curriculum around core ICT integration domains, such as digital pedagogy, content creation tools, online safety, assessment with ICT, and learner orientation for ICT use. Each module will have clear outcomes, activities, and assessment criteria aligned with the NTVQF and international ICT-in-education standards.

c) **Problem-Centered Design** – Embedding real-world teaching challenges (e.g., designing ICT-supported lesson plans, integrating multimedia in low-resource contexts) as anchors for learning. This will be supported by case studies, micro-teaching sessions, and school-based practicum exercises to ensure readiness for practical classroom application.

2.2 Step by Step Methodology

The consultant will follow a step-by-step methodology that involves the phases illustrated in the figure1 ;

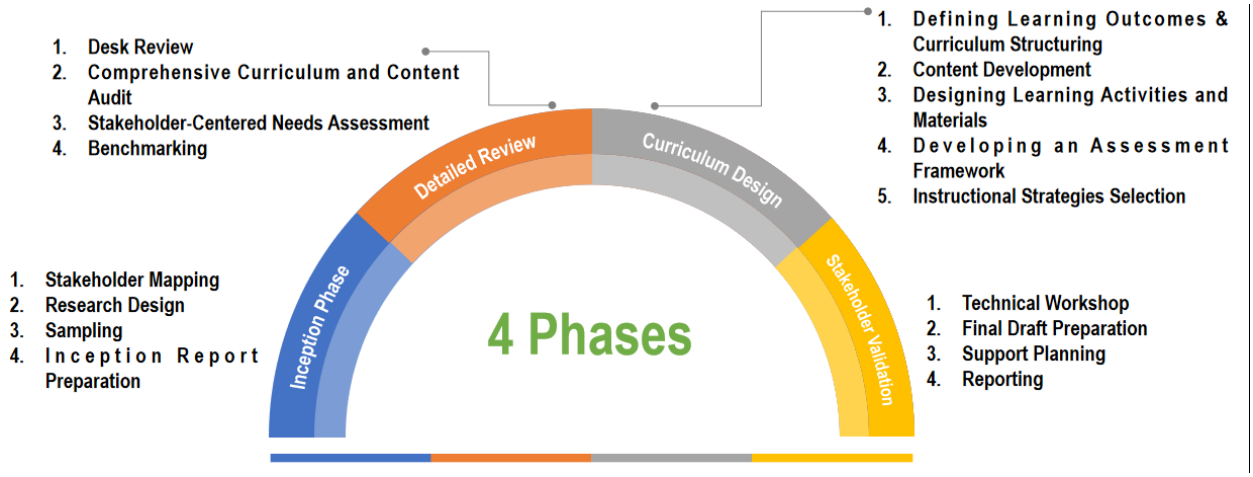


Figure 3: Methodical and participatory approach

Phase 1: Inception and Preparatory Activities

During this phase, the consultancy will establish a clear understanding, plan and frameworks for the assignment. The following will be done:

Stakeholder Mapping: Identify key stakeholders (MoES officials, teacher training institutions, universities, educators, ICT experts, curriculum developers, teacher unions, and development partners). Plan consultations and a stakeholders' workshop to validate findings and inform design.

Research Design: The research design for this assignment will adopt a mixed-methods approach, integrating both quantitative and qualitative techniques to ensure that the development of the National Educator ICT in Education Curriculum and Courses is guided by empirical evidence, inclusivity and stakeholder consensus. This design will allow triangulation of data from various sources to ensure validity, reliability and comprehensiveness in the findings.

Sampling and Sample Size determination: The Uganda National Institute for Teacher Eduaction (UNITE) has 6 campuses, that is, one main campus at Shimoni and five (5) regional campuses of Kabale, Mubende, Kaliro, Unyama and Muni.[1] It is reported that about 236 teachers enrolled at UNITE Kaliro campus. [2] Respondents shall also be selected from Makerere, Kyambogo, Nkumba University Department of Education. We therefore estimate the population to be about 800. Using a 30% sample of 800, our target teacher respondents shall be 240.

We propose to use a convergent mixed-methods design involving;

i. Stratified sampling teacher educators as our primary respondents
ii. Purposive sampling for key informants and industry experts: targeting individuals and institutions with expert knowledge and relevant experience in ICT integration and curriculum development
iii. Document analysis for existing ICT curricula review

[1] https://unite.ac.ug/
[2] https://ugandaradionetwork.net/story/-236-teachers-enroll-for-degree-and-diploma-courses-at-unite-in-kaliro

Justification for the 30% Sample; The 30% sample is;sufficient representation across all campuses and subject areas, manageable for intensive curriculum development consultation, meaningful engagement in validation workshops and ensures diverse perspectives while maintaining feasibility

Sample Size Determination: The sample per campus shall be generated by dividing the estimated campus population by the total population and multiplying by the total sample size.

Campus	Estimated Teachers	Proportionate Sample (30%)
Kira (Main)	150	45
Kabale	130	39
Kaliro	130	39
Mubende	150	45
Muni	120	36
Unyama	120	36
Total	**800**	**240**

e) Proposed Comprehensive Sample Distribution Table

Respondent Category	Estimated Population (N)	Initial Sample size	Sampling Method	Data Collection	Purpose / Expected Output
UNITE Campus Teachers and teacher training institutions (Both in-service & pre-service)	800	**240**	Stratified Random Sampling (by region, subject, campus)	Structured Survey Focus Group Discussion (8-10 participants)- 2 per campus	Establish baseline on ICT competence, access, and readiness for integration.
ICT Instructors / Lab Technicians	12 (2 per campus)	**12**	Simple Random Sampling	Survey & KII	Assess ICT infrastructure utilization and instructor readiness.
Policymakers & Curriculum Developers (MoES, NCDC, UNESCO, UICT, UNEB, NCHE, Makerere, Kyambogo, Nkumba)	5	**5**	Purposive Sampling	Key Informant Interviews	Gather insights on policy, standards, and alignment of ICT in Education strategies.

Inception Report Preparation: Draft and submit an inception report outlining understanding of the scope of assignment, methodology, work plan, timelines, and data collection tools for stakeholder feedback and approval.

Phase 2: Detailed Review and Analysis of Current Teacher Educator Curricula

During this phase, the consultancy will thoroughly analyze existing ICT education curricula used in pre-service and in-service teacher training. A rigorous, systematic investigation during this phase will be done to ensures that the new ICT curriculum framework is not developed in isolation but is firmly grounded in

empirical evidence, stakeholder realities, and aligned with international best practices. The outcomes of this phase directly inform the scope, design, relevance, and feasibility of the curriculum and course modules.

a) Desk Review

The consultant will Conduct a comprehensive review of all relevant documents, including:

i) Existing ICT curricula in Teacher Training Institutions (TTIs) e.g., UNITE campuses, KyU, Makerere, Nkumba.
ii) Uganda ICT Competency Framework for Teachers (ICT CFT) developed by UNESCO and MoES (2025).
iii) UNESCO's global ICT CFT (2018) for teachers and other best practice frameworks.
iv) Reports from needs assessments, previous trainings, and policy documents related to ICT in education in Uganda.

b) Comprehensive Curriculum and Content Audit

Multi-dimensional Curriculum Examination: The process will entail an exhaustive audit of all existing ICT-related curricula, syllabi, course outlines, training materials, and pedagogical artifacts employed at key teacher training institutions (UNITE campuses). This examination will probe beyond surface-level content to evaluate:

i) The depth and breadth of ICT knowledge imparted, including both technical skills and pedagogical integration competencies.
ii) Pedagogical approaches embedded within the curriculum and their alignment with competence-based education (CBE) principles.
iii) The extent to which curricula encourage innovative teaching methodologies such as inquiry-based learning, project-based learning, and research.
iv) Alignment and coherence with national education frameworks and international ICT competency standards like UNESCO's ICT Competency Framework for Teachers.

c) Stakeholder-Centered Needs Assessment

The consultant will employ mixed-methods approach, to gather direct insights from diverse stakeholder groups including: teacher educators, practicing teachers, curriculum developers, education ministry officials, ICT specialists, and beneficiaries of previous training programs. Techniques will include:

Research Approach: The consultancy will employ a descriptive and exploratory research approach.

- **Descriptive** to document the current state of ICT in Education training, capacity and infrastructure.
- **Exploratory** to identify new opportunities, innovative practices and strategies for integrating ICT into teacher education.

The research will combine document review, surveys, key informant interviews (KIIs), focus group discussions (FGDs) and institutional assessments.

Key methods include:

1. **Key Informant Interviews (KIIs):** Targeted discussions with policy actors, curriculum experts and institutional heads.
2. **Focus Group Discussions (FGDs):** Interactive sessions with teacher educators, ICT instructors and in-service teachers.
3. **Survey Questionnaires:** Quantitative data collection from educators to establish the baseline on ICT competence, readiness and practices.

Proposed Assessment Criteria

Assessment Criteria	Description / Purpose
1. Policy and Institutional Alignment	Examine the extent to which existing ICT in Education policies, teacher training standards and frameworks (e.g., ICT CFT, NDP IV, Digital Agenda) support integration of ICT in teacher education.
2. Curriculum Relevance and Coherence	Assess the relevance, structure and content of existing ICT curricula in pre- and in-service training and how well they align with teachers' pedagogical needs.
3. Institutional Capacity and Resources	Determine the capacity of teacher training institutions (UNITE campuses, colleges, etc.) to deliver ICT-integrated training availability of ICT infrastructure, trained instructors and materials.
4. Educator Competence and Pedagogical Practices	Understand teachers' and teacher educators' current skills, confidence and experiences in integrating ICT into teaching and learning.
5. Stakeholder Perspectives and Needs	Gather inputs from key stakeholders (MoES, NCDC, teacher colleges, ICT instructors, etc.) on expectations and priorities for the new national ICT in Education curriculum.

Proposed Evaluation Questions

Objective Link	Evaluation Question	Data Purpose
Objective 1: Review and harmonize existing ICT in Education curricula	1. What existing ICT in Education policies, curricula, or frameworks currently guide teacher training, and how are they being implemented across institutions?	To identify policy frameworks, standards, and institutional practices influencing curriculum design.
Objective 1 & 2: Review and develop course modules	2. What are the key gaps and strengths in the current ICT training content and pedagogical approaches used in pre- and in-service teacher education?	To inform curriculum improvement areas, and ensure alignment with teacher competency needs.
Objective 2: Develop course modules and materials	3. What institutional capacities (human, technical, and infrastructural) exist to support effective integration of ICT into teacher education?	To assess readiness and resource needs for curriculum rollout.
Objective 3: Ensure quality and relevance	4. What are the expectations and recommendations of key stakeholders (teachers, heads of colleges, policymakers) on what the new ICT in Education curriculum should prioritize?	To integrate stakeholder-driven priorities and ensure relevance and ownership.

d) Benchmarking

Benchmarking will be conducted using the Five Cs framework to ensure relevance, rigor, and adaptability of the curriculum and training materials. First, **Context** will be established by aligning with Uganda's ICT Competency Framework for Teachers and the Competency-Based Curriculum, ensuring national priorities are central. Next, **Criteria** will be drawn from global standards such as UNESCO's ICT Competency Framework and regional teacher training benchmarks from Kenya, Rwanda, and South Africa. Through **Comparison**, we will analyze how these countries integrate ICT across subjects, structure teacher training modules, and measure digital competencies. **Calibration** will involve adapting best practices to Uganda's educational realities, infrastructure, and teacher readiness levels. Finally, **Continuity** will be ensured by embedding monitoring and evaluation tools aligned with international metrics to track progress and inform

future updates. This benchmarking approach will guide the development of a contextually grounded, globally informed curriculum and training package.

e) Data Analysis Plan

The data analysis process will combine quantitative and qualitative analysis techniques:

a) **Quantitative Data:** Analyzed using descriptive statistics (frequencies, means, cross-tabulations) and visualized through charts and tables to highlight trends in ICT competence, readiness, and access. Software such as SPSS or Excel will be used.

b) **Qualitative Data:** Thematic analysis will be conducted for KII and FGD data. Codes and categories will be developed to extract themes on challenges, opportunities, and policy gaps. NVivo or manual coding matrices will be applied where appropriate.

c) **Triangulation:** Findings from different sources will be cross-validated to ensure consistency and strengthen the reliability of recommendations.

f) Assessment and Benchmaking report

The data collected will be systematically and analyzed to diagnose critical competency gaps in teacher preparation and continuous professional development. This will clarify:

i) Technical ICT skills inadequately covered or missing.

ii) Pedagogical shortcomings, including limited mastery of ICT-enabled teaching strategies.

iii) Resource, infrastructure, and systemic barriers affecting curriculum delivery.

Variability in skills and readiness between pre-service and in-service teacher cohorts.

Phase 3: Curriculum and Course Design Development

The consultant will adopt a structured and comprehensive approach to designing a harmonized national educator ICT in Education curriculum and its accompanying course modules and materials. Following the six domain of the updated ICT Competence Framework and the three progression levels the curriculum models will be designed in reference to it to ensure alignment and skills transfer among the teachers.

Domain	01	02	03	04	05	06	
	Understanding ICT in Education	Curriculum and Assessment	Pedagogy and Learning Design	Application of Digital Skills	Organisation and Administration	Teacher Professional Learning	Progression Level
Sub-domains	**1.1** Policy and Learning Practices	**2.1** Curriculum Planning and Design	**3.1** Digital Pedagogies and Instructional Design	**4.1** Basic ICT skills	**5.1** Management of a Digital Learning Environment	**6.1** Digital Continuous Professional Development	Knowledge Acquisition (explorer)
	1.2 Ethics and Netiquettes	**2.2** Accessibility and Inclusion	**3.2** Collaborative Active Learning	**4.2** Advanced ICT skills	**5.2** Communication and Collaboration	**6.2** Professional Learning Networks & Peer Collaboration	Knowledge Deepening (Integrator)
	1.3 Digital Citizenship and Sustainable Use	**2.3** Assessment	**3.3** Assessment and Feedback	**4.3** Emerging Technologies	**5.3** Data Management & Cybersecurity	**6.3** Innovation in Digital Teaching	Knowledge creation (Innovator)

The following elements will be incoporated:

1. Defining Learning Outcomes - The consultant proposes to clearly articulate measurable and achievable learning outcomes that specify what teacher educators and trainees should know, understand, and be able to do after completing the ICT curriculum. These outcomes will cover both the acquisition of technical ICT skills and pedagogical abilities to integrate ICT effectively into teaching practices. The learning outcomes will be aligned with the Uganda ICT Competency Framework for Teachers (ICT CFT) and international best practices.

2. Curriculum Structuring: The curriculum content will be logically organized into thematic modules and units, with clear progression from foundational to advanced competencies. The structure will differentiate between pre-service and in-service teacher training needs, ensuring relevance and appropriate depth for each audience. This modular design will facilitate flexible delivery modes including face-to-face, online, and blended learning.

3. Content Development: Content will be developed to encompass several key dimensions including:

i) Theoretical underpinnings of ICT in education, including frameworks and policies.
ii) Pedagogical approaches for ICT integration, emphasizing inquiry-based learning, project-based learning, and research methodologies suited to Uganda's competence-based education system.
iii) Practical ICT skills, such as digital tool usage, digital content creation, learning management systems, and using ICT for learner engagement.
iv) Orientation for learners on how to effectively use ICT for learning, collaboration, and communication.

The content development process will ensure contextual relevance by incorporating examples and case studies from Uganda and similar education systems.

4. Designing Learning Activities and Materials: The consultant plans to design engaging, hands-on learning activities that provide teacher trainees with opportunities to apply ICT knowledge in realistic educational contexts. Activities may include lesson plan development incorporating ICT, simulations, peer teaching exercises, creation of digital content, and use of collaborative digital platforms.

Supporting materials such as facilitator guides, multimedia resources, manuals, and digital tutorials will be developed to assist trainers and trainees. These resources will be designed to promote active learning and encourage innovation in pedagogy.

Learning Activities and Materials: Design engaging, hands-on activities that allow teacher trainees to practice ICT integration, such as lesson planning with ICT, simulations, peer teaching, and use of digital platforms.

Prepare facilitator guides, manuals, multimedia resources, and assessment tools (quizzes, projects, portfolios).

5. Developing an Assessment Framework: A comprehensive assessment strategy will be formulated to measure both theoretical understanding and practical competency. This will include formative assessments like quizzes and peer reviews, as well as summative assessments such as portfolios, lesson plan evaluations, demonstrations of ICT integration, and practical ICT tasks. The framework will seek to ensure that teacher trainees demonstrate both knowledge and application proficiency.

6. Instructional Strategies Selection: The consultant will propose a variety of instructional strategies suited to different training environments, including face-to-face sessions, online modules, blended learning approaches, collaborative projects, and laboratory practicals. These strategies aim to maximize engagement, facilitate peer learning, and adapt to resource constraints encountered in different institutions.

Phase 4: Stakeholder Validation and Quality Assurance

To ensure the proposed curriculum, modules, and materials meet quality standards and receive stakeholder endorsement, the consultancy will:

i) Conduct a technical Workshop: Organize and facilitate a workshop involving MoES, UNESCO, teacher training institutions, educators, ICT experts, and other key stakeholders to review and validate draft curricula and course materials.

ii) Incorporate Feedback: Revise documents based on stakeholder inputs to enhance relevance, feasibility, and alignment with national policies and strategies.

Quality Assurance: Conduct thorough editing and consistency checks. Ensure the curriculum aligns with national education frameworks and UNESCO ICT competency standards.

Final Draft Preparation: Incorporate all final comments and prepare polished versions of the curriculum, course modules, learning materials, and learner orientation guides.

Support Planning: Develop a plan/outline for dissemination, training of trainers (ToTs), pilot testing, and capacity building activities (may be part of a post-contract engagement).

Reporting: Prepare and submit the final comprehensive report detailing methodology, findings, developed materials, implementation recommendations, and lessons learned.

3.0 ASSIGNMENT DELIVERY SCHEDULE

This sections provide information about the team composition, quality assurance mechanisms, risk management framework and the overall strategy for delivering the assignment.

3.1 Delivery Schedule

The assignment will be executed over a period of 12 weeks, following a structured and phased work plan as outlined below.

Phase	Activity	Timeframe (Days)	Timeframe (Weeks)	Deliverable
Phase 1: Inception & Preparatory Activities	Desk Review of Existing ICT Curricula and Frameworks	3	Week 1	Desk Review Summary
	Stakeholder Mapping & Engagement Planning	2	Week 1	Stakeholder Mapping Report
	Inception Report Preparation	3	Week 2	Draft Inception Report
	Inception meeting	2	Week 2	Validated Inception Report
Subtotal		10 Days	Week 1–2	
Phase 2: Detailed Review & Analysis of Current Teacher Educator Curricula	Comprehensive Curriculum & Content Audit	5	Week 3–4	Audit Report
	Stakeholder-Centered Needs Assessment (KIIs, FGDs, Surveys)	6	Week 3–5	Raw Field Data
	Capacity and Competency Gap Analysis	3	Week 5	Analytical Summary
	Benchmarking with Regional and Global Standards	3	Week 5–6	Benchmarking Summary
Subtotal		17 Days	Week 3–6	
Phase 3: Curriculum &	Defining Learning Outcomes	3	Week 7	Learning Outcomes Framework

Course Design Development	Curriculum Structuring	4	Week 7–8	Curriculum Outline
	Content Development	6	Week 8–9	Draft Curriculum Content
	Designing Learning Activities and Materials	5	Week 9–10	Draft Learning Materials
	Developing Assessment Framework & Instructional Strategies	3	Week 10	Assessment & Instructional Strategy Document
Subtotal		21 Days	Week 7–10	
Phase 4: Stakeholder Validation & Quality Assurance	Technical Validation Workshop	3	Week 11	Validation Workshop Report
	Incorporation of Feedback & Quality Assurance Checks	3	Week 11–12	Revised Curriculum & Materials
Subtotal		6 Days	Week 11–12	
Phase 5: Finalization, Reporting & Handover	Preparation of Final Draft Deliverables	3	Week 12	Final Curriculum Package
	Support & Dissemination Planning (ToT, Pilot Planning)	2	Week 12	Dissemination & ToT Plan
	Final Reporting & Exit Meeting	1	Week 12	Final Project Report
Subtotal		6 Days	Week 12	

Note: Some of the above activities will run concurrently to optimize time and resource utilization.

4.0 QUALITY CONTROL MEASURES

Eight Tech Consults is committed to ensuring that all deliverables under this assignment meet the highest standards of quality, relevance, and usability. A multi-layered quality assurance framework has been designed to guide the development, review, and validation of the ICT in Education curriculum and training courses.

Quality Assurance Framework

Measure	Description
Expert Review Panels	Curriculum drafts and training materials will be reviewed by subject matter experts in ICT, pedagogy, and curriculum design to ensure technical accuracy and pedagogical soundness.
Stakeholder Validation Workshops	Key stakeholders including MoES, UNESCO, TTIs, and educators will participate in structured validation sessions to provide feedback and ensure contextual relevance.
Alignment Checks	All content will be benchmarked against the Uganda ICT CFT, UNESCO ICT CFT, and DigiComp frameworks to ensure consistency and global alignment.
Internal Peer Review	Drafts will undergo internal peer review within Eight Tech Consults to ensure clarity, coherence, and completeness before external submission.
Pilot Testing (if applicable)	Selected modules may be piloted in TTIs to gather feedback on usability, effectiveness, and adaptability.
Version Control and Documentation	All changes and iterations will be tracked using version control protocols to maintain transparency and traceability.

Quality control will be embedded throughout the project lifecycle, with regular checkpoints and feedback loops to refine outputs. Lessons learned will be documented and used to enhance future phases of the assignment.

4.1 Deliverables/Milestones and their Payment Schedules

Consistent with Schedule 2 of the Agreement for provision of consultancy services, the assignment deliverables/milestones and payment schedules are presented in Table 2 below.

Milestone	Deliverable	Payment percentage
Submission and presentation of a satisfactory inception report.	Approved Inception report and Inception meeting minutes	**30%**
Submission of draft curriculum and training materials	Draft curriculum and training materials	**30%**
Submission of revised curriculum and final course materials	Final curriculum and course materials	**40%**
TOTAL		**100%**

4.2 Key Risks and Mitigation Measures

Risk management is a vital component of this assignment. Eight Tech Consults applies a proactive approach to identifying and addressing potential obstacles that could hinder progress. Each risk is assessed based on its likelihood and severity, with mitigation strategies and contingency plans developed to minimize impact and ensure project continuity.

Risk Category	Risk Description	Risk Impact	Likelihood (L)	Severity (S)	Mitigation Strategies	Contingency Plans
Stakeholder	Limited availability or engagement of key stakeholders during consultations	High	Moderate	High	Early scheduling, flexible formats (virtual/hybrid), and continuous communication	Engage alternative stakeholders or use targeted interviews to fill gaps
Contractual	Delays in feedback or payments; consultant delays in deliverables	Moderate	Low	Moderate	Shared interpretation of ToRs, regular updates, and internal progress monitoring	Escalation through Contract Management Committee and mediation if needed
Technical	Data security breaches or confidentiality concerns during curriculum development	High	Low	High	Adherence to strict data protection protocols and secure	Immediate notification and corrective actions in line with data

					document handling	protection policies
Project Timelines	Failure to meet strict project deadlines due to overlapping activities or dependencies	High	Moderate	High	Weekly progress tracking, team orientation, and milestone reminders	Seek client authorization for timeline adjustments and reallocate resources
Training Effectiveness	Difficulty in transferring ICT skills due to varied educator competencies	Moderate	Moderate	High	Tailored training modules, differentiated instruction, and supplementary materials	Provide extra coaching or peer support for struggling participants
Technology Access	Limited access to ICT tools or infrastructure in some institutions	High	High	High	Pre-arranged access to labs and devices; design for low-tech environments	Use alternative delivery methods such as printed guides or offline simulations

Eight Tech Consults remains committed to proactive risk management and will continuously monitor emerging challenges throughout the project lifecycle.

4.3 Assignment Coordination and Delivery Team

At the partnership level, both the Consultant (Eight Tech Consults) and the Client (UNESCO and MoES) will collaborate closely throughout the assignment. A designated contact person from the Client side will work in tandem with the Consultant to ensure smooth coordination, timely feedback, and effective stakeholder engagement. Regular consultations will be held between program team members and focal persons from both organizations to facilitate progress and resolve emerging issues. These team members will also assist in securing appointments with key stakeholders and institutions when needed.

At the consultancy level, the assignment will be overseen by a Team Lead and a Program Coordinator, supported by domain-specific experts in curriculum development, ICT integration, and financial oversight. This structure ensures that all technical and administrative responsibilities are efficiently managed.

To ensure effective communication between the partners, a two-tier communication strategy will be implemented:

1. **Peer-to-peer communication**: Direct interaction between implementation teams to promote collaboration, real-time updates, and agile decision-making.
2. **Apex communication channel**: Formal communication at the executive level via email to ensure accountability and documentation of critical decisions. Both parties will endeavor to respond to emails within 12 hours.

Additionally, a WhatsApp group will be created for urgent and short-notice communications, especially during fieldwork and validation workshops. Significant discussions via phone will be followed by a written summary via email to maintain traceability.

Table: Key Contact Persons from Eight Tech Consults

Name	Role	Contact
Dr. Drake P. Mirembe	Senior Researcher	cto@8technologies.net
CPA Baker	Financial and Policy Expert	coo@8technologies.net
Ms. Fiona Nambogo	Program Coordinator	fiona@8technologies.net 0778 167775

The program team is well-rounded and diverse, ensuring the successful implementation of the assignment through strategic leadership, technical expertise, and operational efficiency.

4.4 Client Responsibilities and Assumptions

For a coordinated execution of this assignment, mutual cooperation is key. Below we highlight our respective responsibilities.

Client Responsibility	Eight Tech Consults Responsibility
i) Maintain an open communication channel with Eight Tech Consults throughout the assignment. ii) Effect payment in a timely manner to facilitate project activities and deliverables. iii) Make available all relevant documentation, data, and frameworks necessary for curriculum review and development. iv) Coordinate stakeholder engagement, including introductions and access to key institutions and experts. v) Participate in scheduled project progress meetings and validation workshops.	i) Provide a dedicated program manager, consultants, and all required expertise to complete the assignment. ii) Maintain confidentiality of all project-related information except that which is publicly available. iii) Adhere to the approved implementation schedule and deliverables timeline. iv) Maintain an open communication channel with the client and provide regular updates. v) Monitor and evaluate project activities throughout the assignment period and ensure quality assurance.

4.5 Our Team Composition

Name of Expert	Proposed Role
Dr. Bakaira Grace Godfrey	Team Lead
Dr. Drake P. Mirembe	Senior Researcher
CPA Baker Ssekitto	Financial and Policy Expert
Joseph Lwevuze Kisaakye	Curriculum expert
Gilbert Erongot	Pedagogy training & assessment expert
Kato Mustapha	ICT integration & Instructional Dsign Expert
Mr. Isaac Mbabazi	Content Development & E-learning Specialist
Samuel Sendi	Quality Assuarance & Accreditation Specialist
Ms Fiona Nambogo	Project Manager
Racheal Natamba	Research & Data Analysis Expert

5.0 ANNEX

Annex 1: Monthly progress report template

1. Program overview
    - 1.1 Executive summary
    - 1.2 Summary task progress tracking
2. Program details
    - 2.1 Scope Change
    - 2.2 Detailed milestone and deliverables
    - 2.3 Major risks and actions taken
    - 2.4 Major issues and actions taken
    - 2.5 Conclusions and Recommendations
3. Appendices (If any)

Annex 2: Needs assessment report template

a) Executive Summary
b) Introduction
c) Methodology
d) Findings
e) Analysis and Interpretation
f) Recommendations
g) Annexes

Annex 3: Curriculum template.

1. Programme Overview
2. Learning Outcomes
3. Module Descriptions
   - Title, - Code - Hours (Theory/Practical) – Objectives
4. - Content
   - Learning Activities
   - Assessment
   - Required Resources
5. Assessment Strategy
6. Resource Requirements
7. Quality Assurance

Annex 4: End of project report template

a) Executive Summary
b) Project Background and Objectives
c) Methodology
d) Key Activities and Outputs
e) Monitoring and Evaluation Results
f) Lessons Learned
g) Challenges Faced During Implementation
h) Recommendations for Future Programs