



Plot 5151 Majid Musisi Close,
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+256 39 4890812
www.teachforuganda.org

Consultant for Baseline Study - Teach For Uganda School Programme

1.0. Introduction and Background

Teach For Uganda is a non-profit organization working towards transforming leadership in Uganda's education sector and public service, with a vision of ensuring that all children in Uganda will one day attain an excellent education. We recruit, train, and place top Ugandan graduates from universities to serve in rural school communities as leaders in the classroom (teachers), and community mobilizers to help transform attitudes, mindsets, and practices towards valuing education for all children in Uganda.

We currently operate in Mayuge, Luwero, and Namutumba districts, in partnership with the Ministry of Education and sports and respective local government authorities. We work with 48 school communities and have placed a total of 132 graduates since 2017 to serve as Teach For Uganda Fellows (teachers).

The Teach For Uganda fellows work as full-time classroom teachers to improve the learning outcomes of learners as well as working with the surrounding communities to address the existing challenges that deter the children from having access to equitable quality education.

2.0. Objectives of the Baseline Study

2.1 Overall Goal

The study seeks to understand the current state of the academic and non-academic performance in the 47 partner schools in Luwero, Mayuge and Namutumba districts, the classroom and personal leadership skills for 100 fellows and the school and community participation in the children's education.



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2.2. Objectives



To assess the current academic performance of pupils in P1, P2, P3.



To assess the non-academic performance for pupils in P1, P2, P3.



To assess the leadership practices by the school governance in our partner schools.



To assess the effectiveness of teacher performance in our partner schools.

3.0. Research Questions

Objective 1: *To assess the current academic performance of pupils in P1, P2, P3.*

- ❖ What is the % of P3 learners who are able to read and comprehend a simple story?
- ❖ What is the % of P3 learners that can add, subtract, divide and multiply a 3 digit number by a single digit?
- ❖ What is the % of P2 learners who can read a paragraph?
- ❖ What is the % of P2 learners who can add, subtract, divide and multiply 2 digit numbers by a single digit?
- ❖ What is the % of P1 learners who can read a short sentence?
- ❖ What is the % of P1 learners who are able to count from 1 to 10.

Objective 2: *To assess the non academic performance for pupils in P1, P2, P3*

- ❖ What is the % of learners who can work in a group on a common goal?



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- ❖ What is the % of learners who demonstrate abilities/skills¹ to lead others?
- ❖ How many TFU partner schools are currently implementing financial education for their pupils? If none, are they interested in implementing it?
- ❖ How many teachers in the TFU partner schools are trained in financial education²? If none, are they interested in being trained and implementing financial education?
- ❖ How many TFU partner schools are currently implementing digital learning programmes for their pupils? If none, are they interested in implementing it?
- ❖ Other than TFU fellows, how many teachers in the TFU partner schools are trained in facilitating learning using technology? If none, are they interested in facilitating learning using technology?

Objective 3: *To assess the leadership practices by the school governance in TFU partner schools*

- ❖ Are there teacher performance assessment tools³ in the school? If yes, how often is teacher performance assessed?
- ❖ How many schools have a development plan and a strategic vision?
- ❖ How many schools have the planning, finance, disciplinary committees?
- ❖ How many schools have proper financial records? How often do they account for expenses?
- ❖ Does the school have regular staff meetings? If yes, many schools and how often do they have these meetings?
- ❖ Does the school have parent general meetings? If yes, how many schools and how often do they have these meetings?
- ❖ Does the school conduct regular teacher capacity development/training? If yes, how many schools and how often do they carry out these capacity trainings?

¹ Leading others could be learners holding leadership positions like prefect, class monitor or even volunteer to lead others when given a group activity.

² Financial education means the process through which individuals acquire a set of skills and knowledge that allows them to make informed and effective decisions with all of their financial resources.

³ Teacher performance assessment tools are forms used to evaluate the output of teachers.



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- ❖ Does the school have functional SMC and PTA structures? How often do these meet?
- ❖ Does the school have approved policies to guide its operations?

Objective 4: *To assess the effectiveness of teacher performance in TFU partner schools*

- ❖ What is the % of teachers using learning aids in their classrooms?
- ❖ What is the % of teachers using lesson plans to deliver their lessons?
- ❖ What is the % of teachers that deliver lessons to their learners for 5 days in a week?
- ❖ Other than money, what motivates you as a teacher?
- ❖ What % of teachers exhibit recommended classroom practices⁴?
- ❖ What is the % of fellows that use lesson plans to deliver their lesson plans?
- ❖ What is the % of fellows that set clear objectives to the learners for each lesson?
- ❖ What is the % of fellows who engage with fellows to understand the extent of the learners' understanding of the lesson?
- ❖ What is the % of fellows who engage in giving their learners leadership opportunities⁵ both within and outside class?

4.0. Suggested methodology

The methodology to be adopted for this baseline study will be defined on the basis of the consultant's proposal and the specific needs of this study, culminating in a baseline assessment report for Teach For Uganda.

5.0. Tasks & Deliverables/Scope of work

A. Inception report

⁴ These include teacher movement in the classroom, review of previous lessons, engagement of students, checking for understanding, classroom management, and linking lessons to real life.

⁵ Leadership opportunities mean that a fellow gives a chance for learners to lead others in an activity or take over positions in class



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- B. Design tools for data collection and present for review
- C. Pretest the tools
- D. Recruit and train enumerators for the baseline data collection.
- E. Coordinate the data collection
- F. Carry out the data entry and analysis
- G. Produce a baseline survey report and submit to Teach For Uganda.
- H. Documentation (stories, videos, photos and observations made).

6.o. Suggested report format

- A. Title page (title of assignment, author(s) of report)
- B. Table of contents
- C. Executive summary (maximum 2 pages; summarizes ToR, methodology, findings, conclusions and recommendations)
- D. Abstract
- E. Introduction (background of study)
- F. Methodology
- G. Findings & Implications (addresses requirement from ToR)
- H. Conclusions (well supported by evidence from findings)
- I. Recommendations (realistic and clearly set out and cross referenced to the relevant section within the main body of the text)
- J. Appendices (supplementary data: questionnaires, maps, full ToR, list of contacts/resources, etc).
- K. Dataset (excel) with raw data in soft copy. The soft copies of the report and dataset should be submitted by email to the MEL Officer and Head of Programmes.

7.o. Administration

- A. The consultant and all individuals involved in the study will sign the child protection policy and safeguarding policy of Teach For Uganda.



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- B. The consultant and all individuals in the study will sign a non-disclosure agreement of Teach For Uganda to protect information accessed during the study by either parties.
- C. The consultant(s) will guarantee a production of a high-quality report, reviewed by both parties to their satisfaction and including recommendations.
- D. All deliverables will be completed within the agreed time as will be indicated in the consultancy agreement.
- E. The consultant(s) will maintain constant communication and coordination via e-mail, telephone or face-to-face conversation with the Teach For Uganda.
- F. It is expected that the consultant will leverage and work closely with Teach For Uganda staff in implementing the baseline survey from inception.

8.0. Timeline and Milestones

The evaluation is expected to start in February 2022 for an estimated duration of 20 working days. This will include design of survey tools, enumerator recruitment and training, pretest, data collection and entry, data analysis and report writing.

9.0. Required expertise and qualifications.

- 5 years of experience in consultancy or project evaluations preferably in the education sector.
- At least 3 years of experience working in education programming in rural or low income communities.
- Evidence of 2 previous experiences conducting education programme evaluation.
- Lead consultants should have a team of at least 03 research assistants with relevant experience in assessing lower primary school learners
- Consultant should have a registered entity, with known address, contacts and location.
- Strong analytical skills
- Excellent report writing and good communication skills in English.



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10.0. Budget

The budget should include all expenses of the consultant(s) and professional fees related to the assignment. The payment schedule will be as follows: 50% at contract signing, 25% at midpoint and 25% upon acceptance of the final report incorporating Teach For Uganda feedback.

11.0. Ownership of the study

Baseline survey findings will be owned by Teach For Uganda, and will be used for purposes of improving the learning outcomes of learners, supporting the school leadership and training teachers to improve classroom practice in our partner schools. Distribution and use of content or materials produced during this survey shall only be done with the express authorization from Teach For Uganda.

12.0. Application Process and Requirements

The following are the requirements that should form part of the application for this consultancy.

1. A short letter of introduction, highlighting how background and experience addresses the requirements of this Scope of Work (1 page).
2. A short proposal highlighting methods to be used, evaluation plan and budget (2-3 pages).
3. Writing sample - Example of previous, similar work (a report or education assignment) written by yourself
4. Information on team composition - including updated curriculum vitae that clearly spell out qualifications and experience.
5. 2 Reference Letters

Interested and qualified consultant (s) or firms should email the above documents with subject line “2022 Baseline Survey-Application” by **2Pm on February 14th**,

Teach For Uganda: Block 44, Plot 5151 Majidu Musisi Close, Muyenga, Kampala, Uganda, + +256 394 890 812; US: info@teachforuganda.org;
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2022 to the following email (david@teachforuganda.org,
diana@teachforuganda.org and
mordecai.wakyaya@teachforuganda.org). Proposals will be reviewed on a
rolling basis.

For any inquiries, please write to david@teachforuganda.org,
diana@teachforuganda.org and
mordecai.wakyaya@teachforuganda.org with the subject line: “2022
Baseline Survey”

Submission should include the following:

1. Technical and financial proposals for conducting the exercise, with a clear interpretation of TOR, Team composition, description of the methodology and sampling procedures, breakdown of Consultancy cost for the overall assignment in UGX etc.
2. A capability statement, including demonstrated ability to handle the assignment.
3. Updated curriculum vitae of the consultant team or firms that will undertake the work, clearly spells out qualifications and experiences aligned to the tasks.
4. Commitment that the consultant team or firm will be entirely engaged if consultancy is awarded.
5. Attach work sample (evaluation reports) from at least two recent organizations where the services of the consultant/ team or firm have been utilized.