

ACE Impact
Pre-identified Regional Development Challenge
Teacher Training and Education Leadership

Terms of Reference

Guidance

Proposals that respond to the Teaching Training and Education Leadership Pre-identified Regional Development Challenge should address the following Terms of Reference (ToRs) in the appropriate section of the proposal. While it is unlikely that a single proposal can address all of the ToRs, the proposal should make a substantial, credible effort to respond in a way that presents a cohesive, integrated program of education, research and partnership activities that aligns both with the ToRs and with the goals of the ACE Impact project.

Background

There is a critical need for African Centers of Excellence (ACE) in Teacher Training and Education Leadership to improve the quality of education in the region. Although education enrollment has greatly expanded over the last few decades in the region, the expansion in schooling has not been matched with improved quality, and in many countries, even after several years of schooling millions of children lack basic literacy and numeracy skills. The problem is particularly acute in sub-Saharan Africa (SSA). According to the World Development Report (2018), in recent assessments in Ghana and Malawi for example, more than four-fifths of students at the end of grade 2 were unable to read a single familiar word such as the or cat. Furthermore, the learning crisis tends to magnify inequalities, and the most disadvantaged populations who are most need of a good education to break the cycle of poverty, are often the least likely to receive one.

Teachers, who are the single most important factor affecting learning in schools, often lack the skills, resources, and support to be effective in the classroom. Given this significant gap, it is essential to build capacity within the region in teaching and teacher training informed by best practices in the region and internationally, to improve the gaps in effective training that are pervasive in the region. As such, the primary aim of ACE Impact centers in Teacher Training and Education Leadership is to create a critical mass of skilled teacher trainers or “master teachers” who will go on to train teachers and school leaders, as well as education leaders who will go on to manage, develop and reform teacher training institutions and schools, and develop sound educational policies. The centers aim to become thought leaders in teaching and learning driven by cutting edge research and practitioner training in areas such as utilization of ICT in teaching and learning, approaches to early grade reading, and interactive teaching methods, and beyond.

Terms of Reference

- I. The selected Africa Center of Excellence in Teacher Training and Education Leadership will consider the following skills related aspects of the Development Challenge
 1. Pedagogical practices and content knowledge of teachers (need for more student centric, interactive teaching methods, differentiated teaching techniques, content knowledge, use of textbooks and learning materials, etc);

2. Capacity of school leaders to effectively manage schools (resource planning, playing a role as instructional coaches, ensuring proper allocation of resources, effectively utilizing assessments to inform school improvement plans);
3. Effective training, recruitment, deployment, and compensation of teachers and education personnel;
4. Gaps in technical expertise in critical technical areas at ministry level, departmental level, and within teacher training institutes (i.e. reading and numeracy experts, STEM experts, inclusion experts, assessment and evaluation, teacher training, ICT, etc.);
5. Sound education planning, cost benefit analysis, education budgeting within ministries of education;
6. Capacity of policy makers to collect, interpret, and analyze data to inform policy decisions;
7. Capacity in area of developing, implementing and utilizing learning assessments.

II. To address the skills needs, long-term degree programs available through the Center should include:

Master's Degree Programs
1. M.Ed. in Teacher Training
2. M.Ed. in Education Statistics
3. M.Ed. in in Education Management and Leadership
Ph.D. Programs
1. Ph.D. in Teacher Training
2. Ph.D. in Education Policy and Management

III. To address professional trainings needs, short term courses should include:

Short Term Courses
For Master Educators, Teacher Trainers
1. Literacy Program Development, Approaches to teaching reading, National languages
2. Utilization of ICT for improved teacher and learning
3. Constructing Curriculum, utilizing teaching and learning materials
4. Approaches to teaching science and math
5. Developing Instructional Leaders (including developing school leaders as instructional coaches)
6. Teacher management and deployment
7. Assessment and evaluation of learning
8. School based decision making
9. Inclusive education, disability education
For Policy Makers, Ministries
10. Assessment of cost effectiveness of education programs/education budgeting
11. Strategic Planning and Organizational Change
12. Research development, impact evaluations (to develop sound research proposals, impact evaluation design, etc).
13. Access planning, including targeting methods, school mapping, utilizing GIS
14. Education Management Information Systems (EMIS)/data analysis and interpretation/designing surveys
15. Human resources management

- IV. The selected Africa Center of Excellence in Education Leadership will consider the following research themes of the Development Challenge
1. Research on improved curricula, pedagogy, assessment and development of cutting edge instruments and methodologies;
 2. Quantitative and qualitative analysis of learning assessments;
 3. Development and dissemination of sound methods to inform evidence based decision making;
 4. Inclusive education (research needed on refugee education, girls' education, disability education, religious education, etc).
- V. The selected Africa Center of Excellence in Education Leadership will undertake an applied research program that includes the following:

Applied Research
1. Bilingual/mother tongue education
2. Approaches to early grade literacy and numeracy
3. Student-centered teaching
4. ICT utilization to improve teaching and learning
5. Evaluation and assessment mechanisms
6. Teacher training methods
7. Developing effective Continuous Professional Development (CPD) programs
8. Recruitment, retention and training of (STEM) teachers
9. Approaches to inclusive education/educating children with disabilities; differentiated teaching
10. School-based management and community engagement
11. Cost analysis to inform policy decisions
12. Refugee education
13. Girls' education

- VI. The selected Africa Center of Excellence in Teacher Training and Education Leadership will have an established network of core industry/sectoral partners identified in the proposal, including:
1. Ministries of Education
 2. Teacher Training Institutions
 3. Assessment Institutions
 4. Teacher Associations
 5. Teaching and Learning focused research institutes/associations
 6. Private sector companies with education, or ICT for education, divisions
 7. NGOs with specialized technical knowledge in education
- VII. The selected Africa Center of Excellence in Teacher Training and Education Leadership will have an established network of academic and/or research institute partners identified in the proposal, including:
1. Regional and pan-African universities that maintain active education and/or research activities focused on teacher training and education leadership
 2. Recognized global universities that maintain active international research collaborations focused on education.