

TITLE OF ASSIGNMENT

Develop accessible reading materials for the blind, visually impaired, deaf, and hard of hearing for primary school children.

Budget reference: SC200678 Norway Disability Partnership Framework

Activity: 2021-2022 RWP 2.2

BACKGROUND & OBJECTIVES

The Uganda National Household Survey estimates that the number of persons with disabilities constitutes 7.2% of the population, which is equivalent to 2.3 million persons with disabilities. Out of these it is estimated that 34% are visually impaired and 20% are hearing impaired. An Out-of-School children study, 2013 indicates that only 11% of the children with disabilities attend any form of education.

Uganda introduced a National Policy on Disability in 2006 and ratified the UN CRPD in 2008. There is national commitment to improve the access for persons with disabilities to information and education as stated in the National Development Plan, 2015-2020. UNICEF has supported the Ministry of Education and Sports of Uganda in developing the National Inclusive Education Policy that is hoped to address most of the learning needs of children with Disabilities. Despite this regulatory framework, other laws, policies and initiatives, persons with disabilities still face great difficulties in accessing basic infrastructure, employment and access to education and information services. There are limited opportunities that take full advantage of the use of Information, Communication and Accessible Technologies, in particular educational resources.

ICT has been progressively introduced in Uganda through development and implementation of national policy frameworks. In 2006 the government launched a National ICT Policy Framework that envisioned Uganda 's national development broadly and human resource development. More specifically it outlines how this ICT policy framework will be achieved and sustained through efficient application of digital literacy. The Uganda vision 2040 acknowledges ICT's potential to accelerate development, create jobs, and increase productivity. Accordingly, the development of ICT infrastructure has been identified by multiple sectors as foundational to the national digitization agenda. While the Ministry of Education and Sports has not yet adopted a policy on Information Technology Infrastructure, the draft Education Digital Agenda Strategy, the Education Sector Strategic Plan (ESSP) 2021-2025 and the ICT in Education Sector Policy, recognizes that the electronic delivery of services to the public needs to be high on the agenda of the government.

Persons with disability in Uganda face challenges of non-availability of teaching and training resources in accessible formats. This is due to limited capacities and funding for government and other key stakeholders including teachers, information professionals, publishing companies and Disabled Persons Organizations (DPOs) to ensure access, reproduction, distribution, and creation of information in accessible formats.

To address this gap UNICEF and UNESCO in close cooperation with the Ministry of Education and Sports, Kyambogo University, local and national organizations including persons with disabilities jointly implemented a 2 years pilot project which advanced 1) an enabling environment for the use of Accessible Technology to ensure Inclusive Education and Access to Information and 2) developed capacity for increased use of Assistive Technology to ensure Inclusive Education and access, reproduction, distribution and creation of educational material in accessible formats.

The primary objective of this programme is to provide increased access to Information for persons with disabilities and educational materials through the use of Assistive Technology to ensure Inclusive Education in order to enable persons with disabilities to live independently and participate fully in all aspects of life.

This consultancy is specifically for a) development of accessible (multi-media) materials for visually impaired/blind and hearing impaired/deaf children at primary school level in the four core subjects taught at P.4–P.6; and b) for capacity building of teachers, publishers and other stakeholders on the use and production of such materials acknowledging the global standards but customized to the local context.

SCOPE, APPROACH

The assignment will compose of the following areas:

1. Conduct a quick appraisal of the desk review of the national curriculum related reading materials in Science and mathematics for the low vision, blind, deaf, and hard of hearing for primary school children and produce a status and gap analysis report.
2. In collaboration with UNICEF, Ministry of Education, National Curriculum Centre, Disability Organizations and publishers design and adapt Science and Mathematics text books for Primary Four (P.4) and Primary Six (P.6) into EPUB/other similar formats using multi-media; large print for low vision, audio for those who are blind and sign language tagged with text for those who are deaf/ hard of hearing (all copy rights should leave with the MoES) for primary school children aligning to the universal principles on adaption of Assessable Digital Textbook's.
3. Pre-Test and refine the materials within the contract period to ensure usability. Pre-testing should be done in the 20 model primary schools.
4. Develop teachers' guides to accompany each of the materials adapted
5. Assist UNICEF in identification any other most suitable technology for the project use a way from what has already been distributed to schools.
6. Train teachers in the 20 model primary schools and other key stakeholders (CCTs, Inspectors, Tutors, MoES, Kyambogo University, parents, and learners) in use of the above adapted materials
7. Orient publishers in Uganda on the global standards and production of similar materials and refer to the Marrakech Treaty.

METHODOLOGY

The assignment will require close collaboration with Ministry of Education, National Curriculum Development Centre and Publishers. Methodology for this assignment will encompass; 1) desk review and stakeholder consultations on the existing materials and situation, 2) designing, production and pre-testing of the Mathematics and Science Textbooks for primary schools in multi-media (EPUB or other similar format); 3) capacity building of teachers and other stakeholders including learners in use and publishers in development of such materials. The selected partner is expected to base the model on existing global standards but adapt the textbooks in consideration to the Ugandan context.

Deliverables and Timelines

Table 2: Preliminary tasks and deliverables

SN	Task	Deliverable(s)	Estimated No. of days	Estimated Completion Date*
a	Conduct an appraisal of the adapted textbooks for primary schools in Uganda for children with low vision, who are blind, deaf, and hard of hearing and produce a status and gap analysis report.	A brief status report with updates and gap analysis presented to MoES, NCDC and UNICEF.	5 days	1 st October 2021

b	In collaboration with Ministry of Education, National Curriculum Centre, DPOs and publishers, transform Science and Mathematics textbooks for P.4 and P.6 children with low vision, blind and hard of hearing/deaf learners in primary school.	Design adapted textbooks for the four core subjects; Science and Mathematics for P.4 and P.6; adapted into Audio for the blind, Large Text HTML and enhanced graphic materials for children with low vision, sign language videoed materials for the hard of hearing/deaf children.	35	25 th November
c	Pre-test and refine the materials to ensure usability, an exercise to be done in the 20 model primary schools. This should be presented to MoES and NCDC for approval.	Short pre-testing report of the adapted materials with key observations and recommendations.	7	30 th November
d	Draft accompanying teachers' guides. This should be pre-tested and refined. A presentation should be made to the MoES, NCDC and UNICEF.	Draft primary school teachers guide on use of adapted textbooks in the teaching and learning process.	8	15 th November 2021
e	Train teachers from the 20 project schools and other key stakeholders (CCTs, Inspectors, including orientation of parents and learners) in the use of the above-mentioned textbooks This should be presented to the MoES, NCDC and UNICEF. This should include highlights on the potential challenges and recommendations for overcoming the challenges.	Training report of teachers and other key stakeholders in selected primary schools.	5	30 th November 2021
f	Orient selected publishers in Uganda on the global standards and production of similar materials and refer to the Marrakech Treaty.	Orientation report of the publishers on the production of such materials using the global standards.	2	15 th November 2021
g	Presentation of the final deliverables to MoES, NCDC and UNICEF; a brief status report, 4 final adapted textbooks in 3 different formats, final primary school teachers guide and training reports.	Final deliverables presented and handed over to MoES and UNICEF.	3	16 th December 2021

The assignment is expected to be delivered between 27th September and 31st of December 2021.

Year of implementation	Deliverable	Payment Instalment
2021	Status and gap analysis report on science and mathematics curriculum materials for	1 st payment - 40% of the contract cost

	<p>children with low vision, who are blind, deaf, and hard of hearing.</p> <p>Satisfactory draft adapted textbooks for the four core subjects; Science and Mathematics for P.4 and P.6; adapted into Audio for the blind, Large Text HTML and enhanced graphic materials for children with low vision, sign language videoed materials for the hard of hearing/deaf children.</p> <p>Final approved adapted textbooks by MoES, NCDC and UNICEF</p>	<p>2nd payment - 30% of the contract cost</p> <p>3rd payment - 30% of the contract cost</p>
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QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

The selected National/International organization/company should have:

- Demonstrated practical experience in working models in developing similar materials
- Advanced skills in technology and material production
- Experience in working with children with disabilities
- Understanding of Ugandan education system and its challenges
- In-depth knowledge of Uganda's context
- Experience in working with multiple stakeholders
- Excellent facilitation, research, drafting, presentation, and communication skills
- In addition, the selected organization should be willing to undertake field visits and interact with different stakeholders

MANAGEMENT & OVERSIGHT

The organization/company will be deployed by UNICEF but is required to work in close collaboration with the Ministry of Education, National Curriculum Development Centre, Kyambogo University, representatives of Organizations working with Children with Disabilities and publishers.

UNICEF and Ministry of Education and Sports – Special Needs and Inclusive Department will be responsible for approving the deliverables.

Final clearance and payment will be the responsibility of UNICEF.

CONTENT OF TECHNICAL PROPOSALS

The Technical proposals should include how the company or organization expects to execute each task as described in the TOR and examples of similar work done previously.

CONDITIONS OF WORK

The task is expected to be completed in 65 days

Payments will be made in installments after submission of approved deliverables by the Ministry of Education and Sports, the National Development Curriculum Centre and UNICEF.

The consultancy firm will work from own premises.

All costs to be incurred to deliver the assignment should be included in the financial proposal

CRITERIA FOR EVALUATION – INSTITUTIONS

TECHNICAL CRITERIA	POINTS TO CONSIDER	MAX POINTS
Overall Response	<ul style="list-style-type: none"> • Completeness of response • Overall concord between TOR/needs and proposal 	15
Company profile	<ul style="list-style-type: none"> • Profile of company and experience in the adaptation of textbooks using the most recent technologies and in line with the Universal global principles on textbook adaptation • Client references • Previous UNICEF contracts and duration • Number of customers, size of projects, number of staff per project 	15
Key Personnel	<ul style="list-style-type: none"> • Key personnel that will work on this assignment (should include their cv's and detail of relevant experience and qualifications) • Range and depth of experience of proposed staff_with knowledge and skills on content adaptation. • The company should have some staff with visual and hearing impairments. An added value if they are members of Uganda National Association for the Blind or Uganda National Association for the Deaf or their sister organizations. 	20
Proposed Methodology and Approach	<ul style="list-style-type: none"> • Technologies used for adaptation of the textbooks - compatibility with Universal Global guidelines on adaptation of textbooks. • Project management, monitoring and quality assurance process • Innovation approach • Instructional strategies 	20
TOTAL SCORE		70
Minimum score for technical evaluation		50

EVALUATION COMPONENT	WEIGHT
TECHNICAL	70%
FINANCIAL	30%