



## TIF model pilot in Eastern Uganda

Presentation to EDP

19<sup>th</sup> February 2025

*We put the power in teachers' hands to improve learning outcomes and wellbeing.*



# Power Teachers Africa – Who we are?

- PTA is a Ugandan organisation, based in Mbale, seeking to empower teachers to improve learning outcomes, through enhancing teacher performance by reducing teacher absenteeism, increasing time on task, improving teacher motivation and satisfaction, and providing scaffolding for ICT penetration in school. We aim to achieve this through:
  - a) Providing digital CPD through a menu of digital training materials that teachers can select based on their own self assessed needs, complete and get certificates.
  - b) Providing motivational (non-monetary and monetary) incentives for the teachers linked to their day-to-day participation in school activities and improved learning.
  - c) Working closely with communities and MoES and systems.
- The teachers we work with are called ‘Power Teachers’



# Power Teachers Africa – What we do?

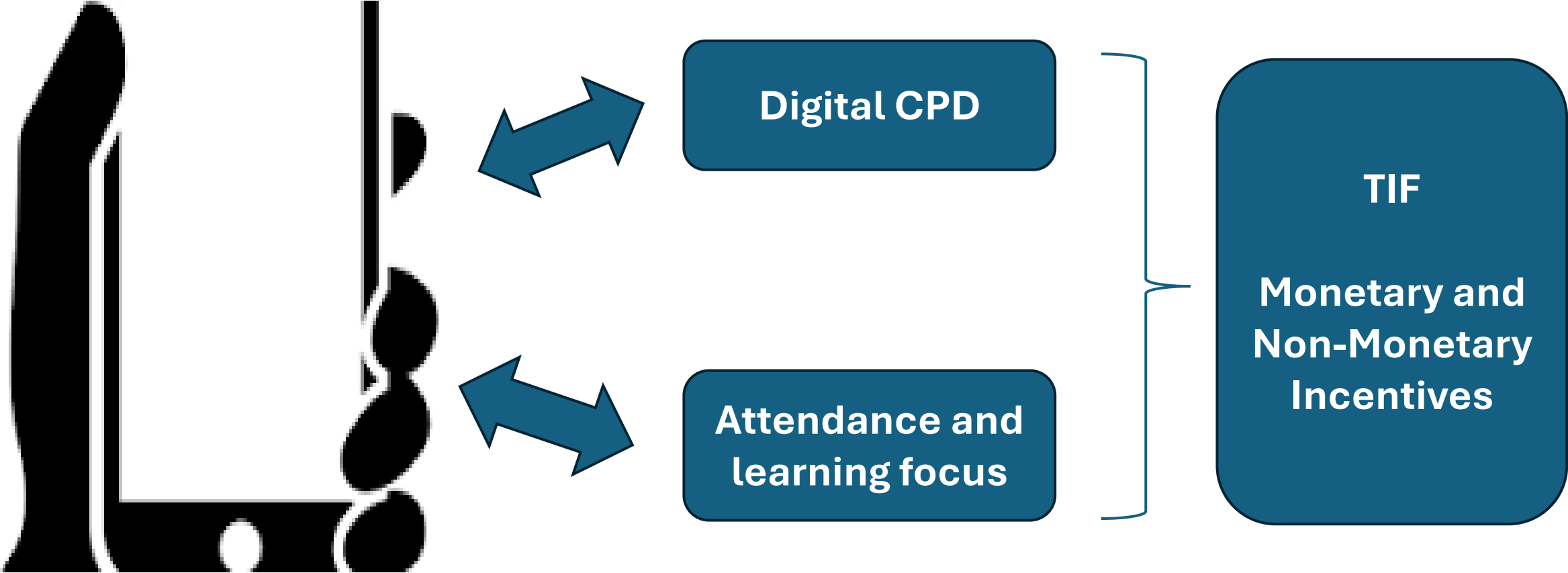
**Education  
Consultancy  
Services [this pilot]**



**Teacher incentive  
and improved  
learning focused  
interventions**

# Power Teachers for Learning model – TIF intervention

We use mobile phone technology to empower and motivate teachers to excel



LEGAL NOTICE IMPLEMENTATION No. 8

LEGAL NOTICE IMPLEMENTATION to the Uganda Gazette No. 47 Volume CV dated 24 August 2022

THE EDUCATION SERVICE (TEACHERS' PROFESSIONAL CODE OF CONDUCT) NOTICE, 2022.

ARRANGEMENT OF PARAGRAPHS

Part I — PREAMBULAR

- Title
- Application
- Interpretation

Part II — TEACHERS

Membership to the teaching profession.

Part III — THE COLLEGE

Part IV — PROFESSIONAL CONDUCT AND RESPONSIBILITY

- Professional conduct
- Professional responsibility

Part V — THE TEACHER'S PERSONAL CONDUCT

- Personal responsibility
- Relationship with colleagues
- Relationship with parents
- The teacher and the employer
- The teacher and the community

**National Teachers Bill 2024**

**The Background**  
The National Teachers Bill 2024 currently being discussed in the Parliament of Uganda is one of the products of the National Teacher Policy 2019 (NTP2019) approved by Cabinet in April 2019.


**Teacher Education Reforms**  
The National Teacher Policy 2019 introduced major reforms in Teacher Education & Training:

- Re-organising the Teacher Training Tertiary Colleges.
- Primary Teachers' Colleges were reduced from 46 to 23 to attain efficiencies in Teacher Education and Training
- All staff in the phased-out PTTCs were absorbed into the education Service.
- National Teachers' Colleges were retained as campuses for the Uganda National Institute for Teacher Education.

**New Minimum Qualification for Teachers**  
A minimum qualification of a Bachelor's Degree in Primary Education programme, with a 10-year transition period commencing the day the National Teachers Bill 2024 is assented to by the president in effect.

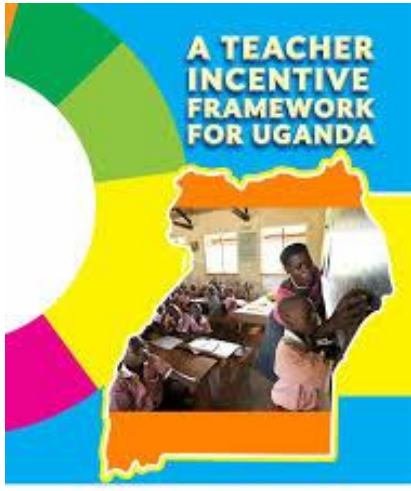
MINISTRY OF EDUCATION AND SPORTS

**THE ACHIEVEMENT OF PRIMARY SCHOOL LEARNERS IN UGANDA IN NUMERACY AND LITERACY IN ENGLISH**



**2023 NAPE SUMMARY REPORT**

**A TEACHER INCENTIVE FRAMEWORK FOR UGANDA**



**THE REPUBLIC OF UGANDA**

**MINISTRY OF EDUCATION AND SPORTS**

**THE REWARDS AND SANCTIONS FRAMEWORK FOR SCHOOLS AND TERTIARY INSTITUTIONS**

**Theme: Improved Performance and Learning Outcomes in Educational Institutions**

**JUNE 2024**

**MINISTRY OF EDUCATION AND SPORTS**

**THE NATIONAL TEACHER POLICY**

SEPTEMBER 2019

Informed by and providing systemic support – MoES

MoES approved

# Power Teachers for Learning model and TIF

The Power Teachers for Learning model is informed by TIF's three pillars:

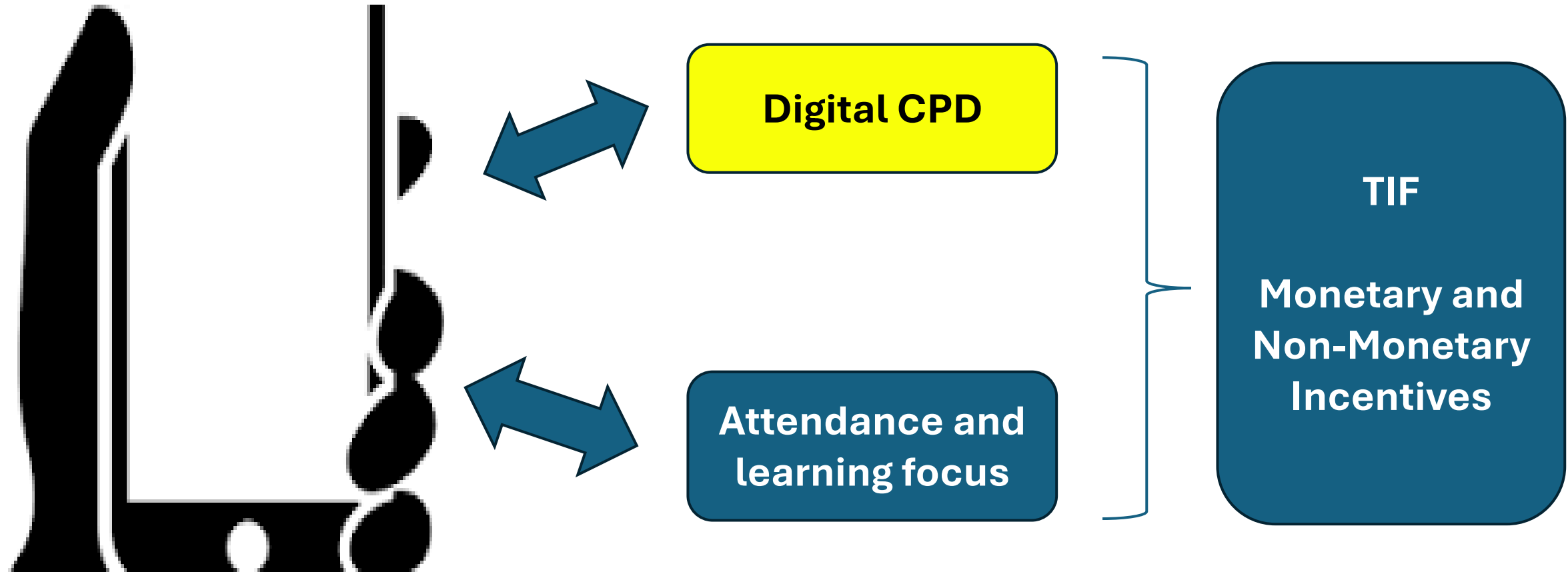
- Financial Incentives
- Professional rewards
- Accountability pressures

The model is also informed by TIF's targets:

- Reduction in teacher absenteeism by 50% from current levels in next 5 years
- 50% teachers satisfied with work within next 5yrs
- Improved learning outcomes by 30% in next 5 years
- ICT penetration increased by 20% from current levels in the next 5 years

# Power Teachers for Learning – TIF intervention

We use mobile phone technology to empower and motivate teachers to excel



*We put the power in teachers' hands to improve learning outcomes and wellbeing.*

# Digital CPD

- Online CPD courses [review](#)
  - Targeted at low-resource environments
  - Mobile friendly
  - Data light
  - Certificate of completion
  - Free
- Teach2030 - <https://teach2030.com/>
  - Commonwealth Education Trust - partnership

Over  
**90%**

of teachers have improved their teaching and digital skills after taking Teach2030 courses



CONGRATULATIONS

**CERTIFICATE  
OF ACHIEVEMENT**



 **Teach 2030**

THIS CERTIFICATE IS PROUDLY PRESENTED TO:

**Margo O'Sullivan**

by the Commonwealth Education Trust for successfully completing:  
**Asking Questions in your Classroom**

December 30, 2024

  
BETTY ABENG, CEO

Commonwealth Education Trust



# Teach2030 courses



13 Teachers'  
courses + Tips



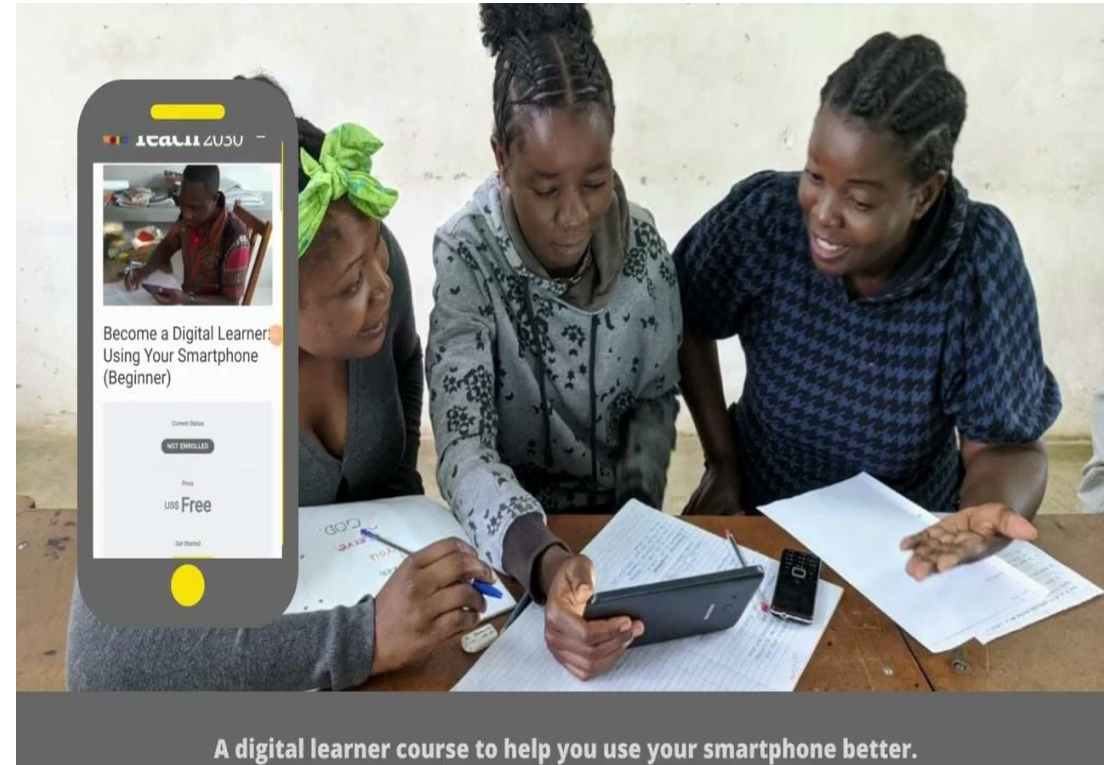
School leader  
course



Facilitator/CCT  
course



Becoming a Digital  
learner using  
smartphone





Free

### Being a Professional Teacher: Part 1

Being a Professional Teacher' will help you to become more organised with how you present yourself as a teacher with high standards.

**Take this course**



Free

### NEW! Developing Students' Independent Learning Skills: Part 1

Introduce ways to make your learners more engaged! In this course, we define independent learning and how it differs from whole class learning.

**Take this course**



Free

### Fresh Thinking for Your Classroom: Part 1

Whether you are experienced or new to teaching, this course will help you reflect on your classroom practice.

**Take this course**



Free

### Growth Mindsets for Teachers and Learners: Part 1

Get to grips with growth mindsets to create a positive and productive approach to learning in your classroom.

**Take this course**



Free

### Practical Active Learning for Your Classroom: Part 1

Learn the clear definition of active learning and what it means for your classroom

**Take this course**

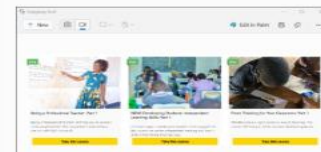


Free

### Planning Lessons to Reach All Learners: Part 1

...res ALL your learners benefit. Take our ...ect on your planning and how you can

Snipping Tool



**Start course**

# Monetary incentives

Ush20,000, upon teachers' and headteachers uploading of one certificate per term



# Non-monetary incentives and teacher agency in managing own professional growth

- Putting power into teachers' hands to manage their own professional development and improve learning outcomes
- Teachers can complete all other courses
- Certificates count towards recognition through TIF
- Teach2030 website also provides teaching tips and invitations to attend seminars periodically.
- School-based community of practice and CCT supporting focused on implementation and on how practice improves.
- Become Teach2030 experts and ambassadors.
- Recognition through media.
- Improved digital literacy, content creation also.

Upskill your teaching with Teach2030 in 4 ways.



## Live Events

Join us for monthly live workshop and Q&As with our education experts/guests.

[Sign up](#)



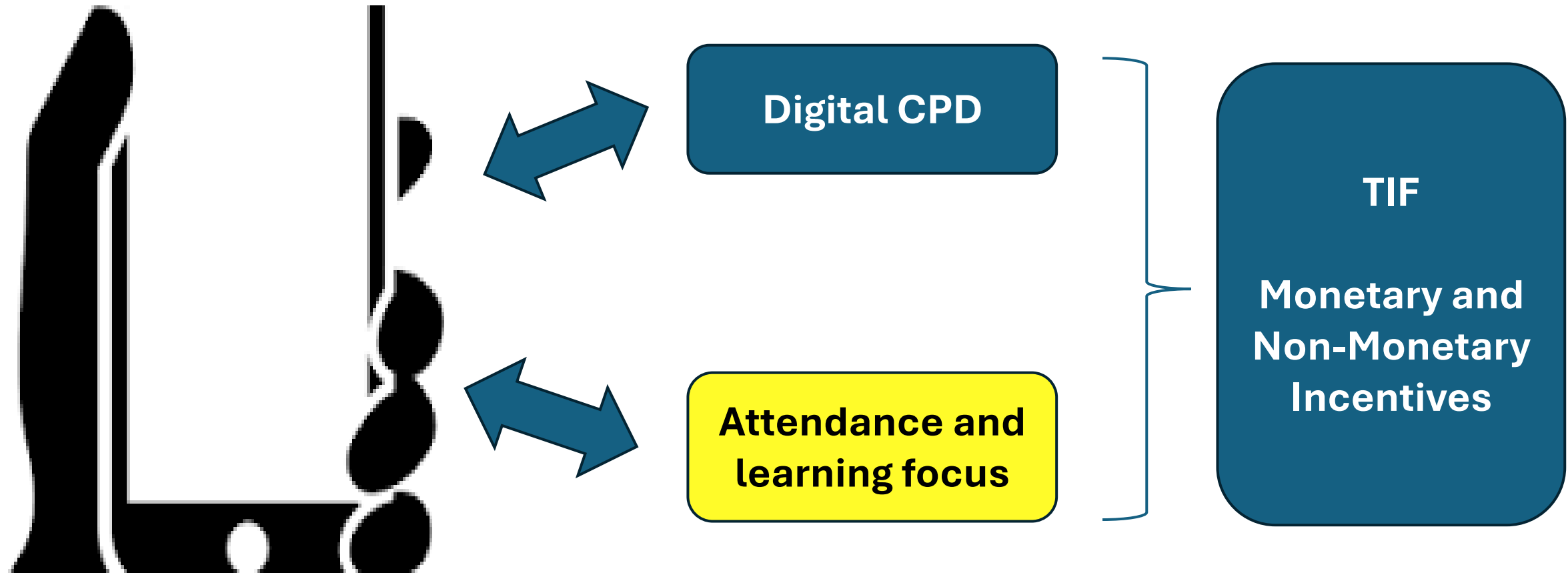
## Teaching Tips

Read our teaching tips shared every Monday. Plus check out our YouTube channel for helpful videos.

[View tips](#)

# Power Teachers for Learning – TIF intervention

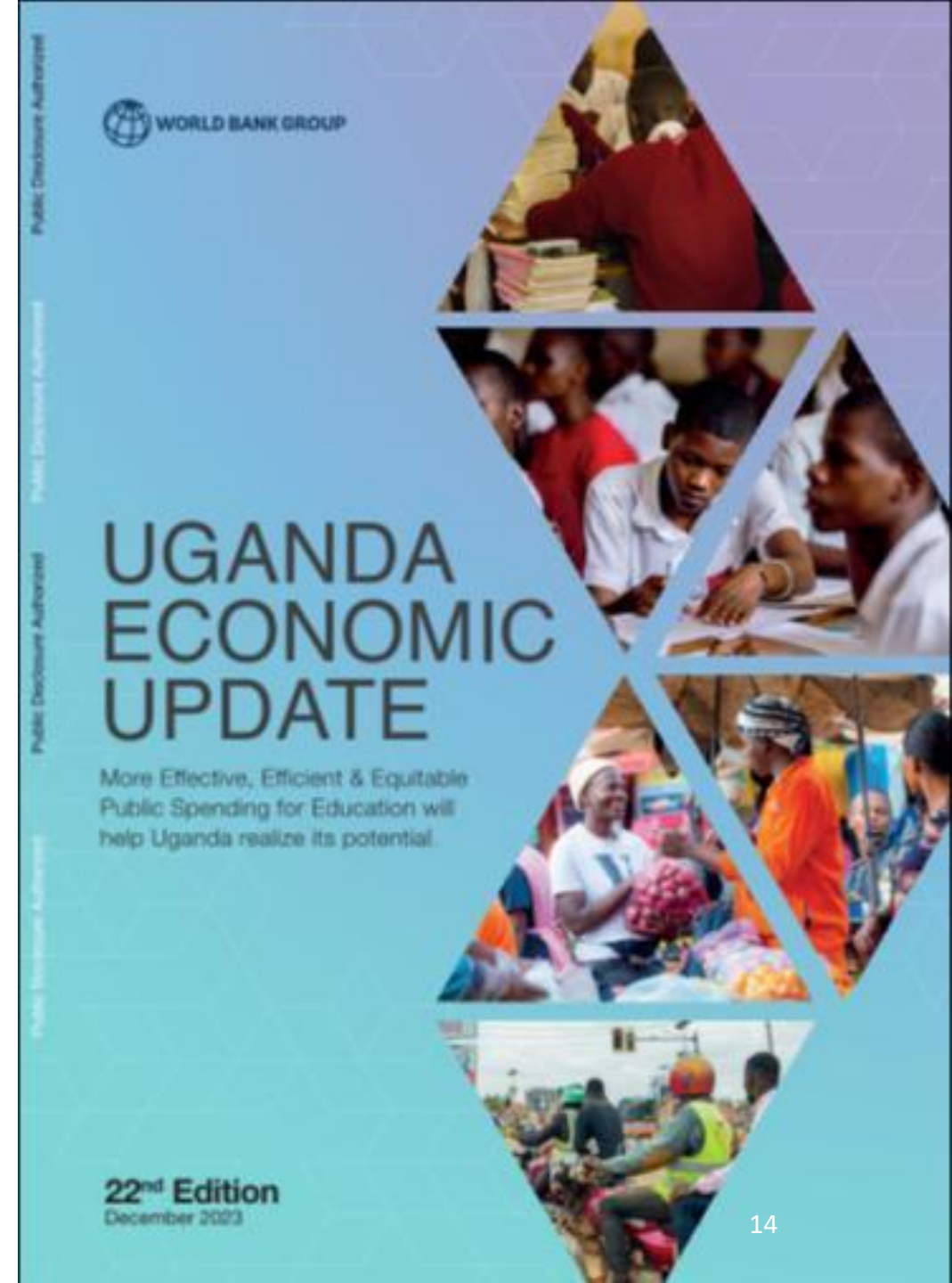
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# Teacher Absenteeism

- UNICEF (2020) – 45% absent
- WB (2023) – 23.3% absent from work and 52.3% not in class teaching
- The cost of teacher absenteeism in terms of lost instructional time amounts to almost Ush1.5 trillion.
- If teachers are not in class teaching, interventions will not improve learning

 Power Teachers for Learning model



# Power Teachers for Learning model

- **Theory of Change**
  - If teachers are motivated, through monetary and non-monetary incentives and trust in their capacity to support their own professional development and improved practices, their teaching and students' learning outcomes will improve.
  - If communities are involved and see impact in terms of improved learning outcomes, they will come on board to support - sustainability
- Significant research on teacher incentives used to inform our model (O'Sullivan, 2022)

# Power Teachers for Learning pilot – financial incentives

- Teachers receive Ush3,000 daily attendance – photos and shared drive uploads
- Headteacher receives if at least 90% of teachers are in school
- Ush150,000 if PLE, EGRA and EGMA improve



# Power Teachers for Learning pilot – Financial Literacy



- Issues with teachers and loans
- JA Uganda are supporting us to provide financial literacy training for the teachers



*Promoting Quality Education In Uganda*



# Monitoring and Evaluation

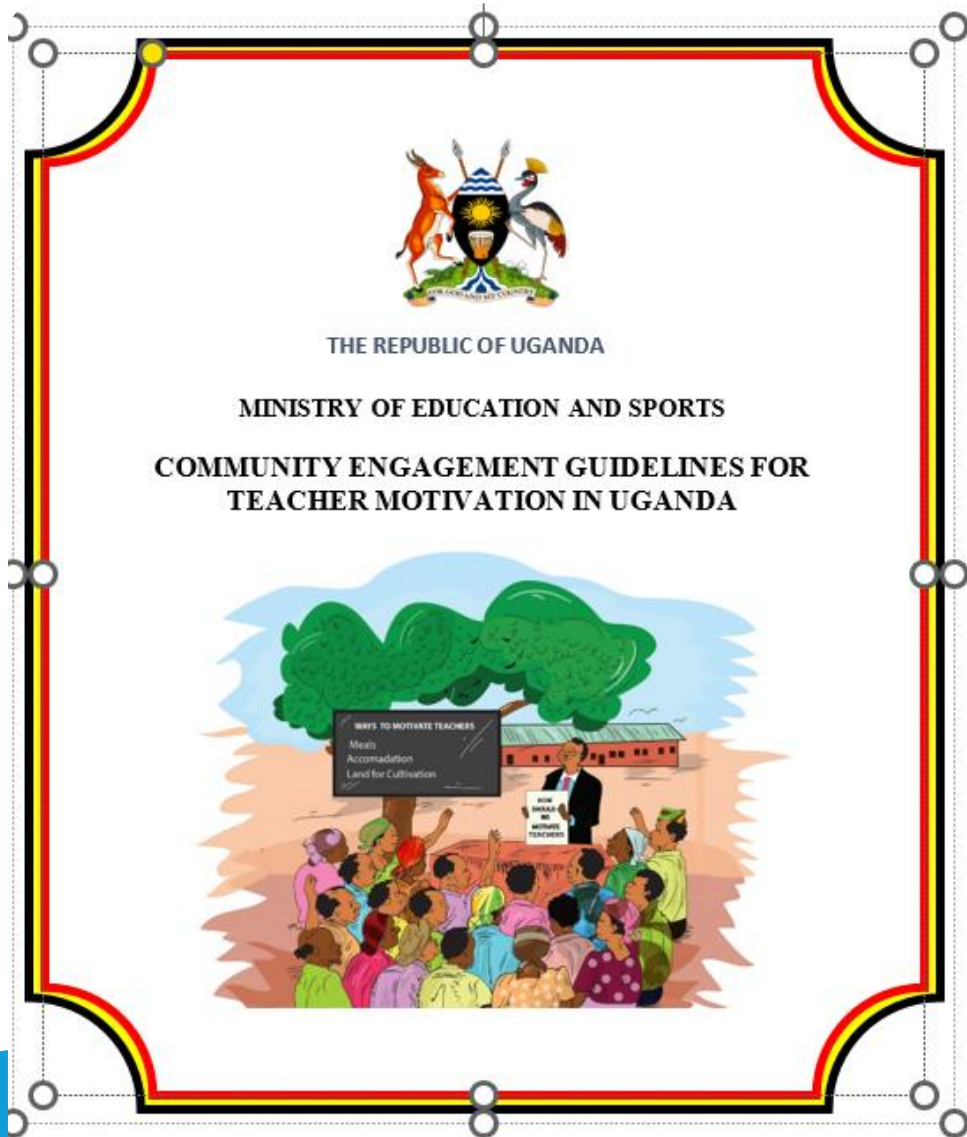
- UWEZO – EGRA and EGMA
- Baseline assessments (questionnaires, interviews, EGRA, EGMA, PLE) - February
- Endline assessments (as above) - November

# Eastern Uganda Primary School and stakeholder engagement

- Why the pilot primary school?
  - 31 teachers (21 female), 1,770 students
  - Nearby PTC
  - CC school
  - All teachers have smartphones
- CAO, DEO, DIS, RDC
- PTA, SMC
- Headteacher and teachers
- Students



# Sustainability and community engagement



- Keeping it low cost through:
  - Using available open access resources
  - Minimizing need for workshops for teacher development
  - Relying on teachers' resources and only supporting those without
- Empowering communities to mobilize government and other partnerships
  - Structured involvement in school activities
  - Opportunities to share good practices
- Tapping teachers' own initiative to develop professionally.
- Identifying key roles for learners and supporting them to act.
- Teachers participating in other digital courses developed by or approved by MOES

# Power Teachers for Learning model pilot: Key results and beneficiaries

- **Key Results**
  - Learning outcomes improve
  - Teacher absenteeism reduced
  - Teacher satisfaction and motivation improves
  - Teachers' teaching practices improve
  - A TIF operational model for rollout developed.
  - Process, experiences, results, challenges, lessons and opportunities documented and shared.
- **Beneficiaries**
  - 1,913 direct beneficiaries (1,777 children (1,020 girls); 31 teachers (21 female); headteacher, CCT, DIS, DEO, DPO)
  - At least 10,000 indirect beneficiaries

# Pilot preparation and launch

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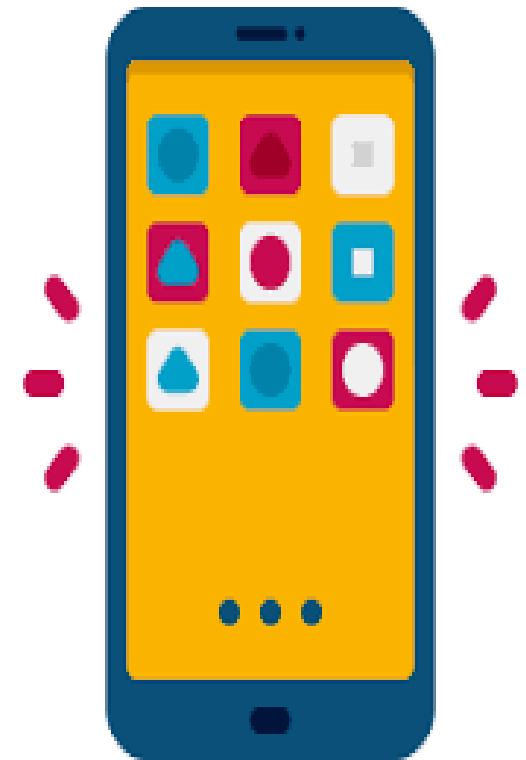
- Payment system set up
- Internet access set up at school
- Working with the CCT to work with the teachers teachers on using Teach2030 courses
- Orienting teachers on the pilot
- Launch early March – MoES, CAO, ..... ,



# Future Plans

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- Refine model based on pilot monitoring and evaluation
- Develop App
  - Facial, fingerprinting and geo recognition (DES TEAL)
  - Automatic triggering of daily payment
  - Data light
  - Add other courses
  - Can do the courses on it offline
- Develop our own online courses to address gaps and focused even more on low resource environments
- Develop Best Practice Teaching Tips booklet and use as part of weekly texting and communities of practice
- Roll out to other schools
- With JA, develop and support income generation for schools and communities to support model



**Thank-you for listening!**



**Any Questions?**

**Please also support us by following us on LIINKEDIN!**