



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Teacher Education Sandbox

2. Country or countries where the practice is implemented \*

Uganda

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

Ministry of Education and Sports, in collaboration with Enabel, the Belgian development agency

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Continuous professional development ; teachers ; co-created ; Open Distance and e-Learning (ODEL); hybrid education ; fast-track response ; continuity of learning ; innovative Communities of Practice ; Teacher Education One-Stop Portal ; Eduhack series ; sustainable ; self-managed Learning Management System.

6. What makes it a best practice? \*

Selected by HundrED 2022 as inspiring innovation changing the face of education in a post COVID world.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The Sandbox is a co-created Open Distance and e-Learning (ODEL), initially aiming at supporting teachers in transitioning to remote and hybrid teaching approaches, as a fast-track response to ensure continuity of learning in times of disruption (Covid-19).

New technologies were introduced in the National Teachers Colleges by organizing innovative Communities of Practice and training sessions conducted by ICT champions for their peers. By conducting these weekly trainings, the initiative built on teacher trainers' capacities to develop lessons using digital tools, and this digitalized content was then collected on an online platform: the Teacher Education One-Stop Portal.

Due to these positive responses and surprisingly quick progress in the initial phase, the fast-track response was translated into a more sustainable approach. Through the Eduhack series - sessions intended to bring teacher educators in contact with digital and innovative solutions and approaches - the Colleges gradually preparing for a shift from the One-Stop Portal to a fully-fledged, self-managed Learning Management System. Not only does this improve access to education for all, it also guarantees a smooth transition towards a hybrid and inclusive education system.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

In 2020 the initiative radically focused on ICT in teaching and learning and in management practices, an unprecedented move in the educational system in Uganda.

The Sandbox ensured that communication was maintained between National Teachers Colleges (NTC) management, staff and students with a bulk SMS system, complemented with an annual video conference subscription for each college (Zoom).

A series of Community of Practice (CoP) sessions was organised (20), showcasing new digital tools.

A 'Help-desk' was established; a peer-to-peer support system that consist of lecturers from each NTC.

A virtual hackathon and a screen-casting challenge was organized to stimulate the lecturers' involvement and inspire creativity in unpacking the different technologies to design their digital lessons.

When the lesson content is developed, it is then uploaded to a one-stop portal for easy access. E-learning courses were launched on General Teaching Methods (1) and on Institutional Development (5)

The initiative was jointly designed and implemented by the Uganda Ministry of Education and Sports, Enabel, and the students, staff and management of the 5 national Teachers Colleges. <https://padlet.com/teachertraininguganda/Sandbox> (Zero-rated in partnership with MTN)

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

A first Community of Practice (CoP) started off in March 2020 with an attendance of 67 participants. Today the number has increased to 200. 94% of these participants stated that the CoPs have supported the implementation of distance learning for students, 88.5% stated that the One-Stop Portal has greatly supported them. These numbers showcase the success of the Sandbox in 2020. Furthermore, the team created and launched the first online General Teaching Methods course for teacher trainers in Uganda, With over 2600 students and lecturers that have enrolled and completed the course, this again shows the National Teachers Colleges commitment and motivation to distance learning. Thanks to these encouraging numbers, the initiative has been selected by HundrED as one of the most impactful education innovations of 2021 and 2022. Tools from the Sandbox (e.g. Moodle and Padlet) have been spreading to 7 other training institutions & countries (Morocco, Rwanda, Burundi and Mozambique).

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The project constitutes a key contribution to the National Teacher Policy adopted in 2019, and to the Digital Agenda for the Education and Sports Sector (still under development) as the initiative is drawing lessons to mainstream Open, Distance and eLearning (ODeL) in teacher training (TIET department/UNITE).

The initiative allowed shifting focus towards digitalization in teacher education, which refers to the use of digital tools and opportunities, but also to the social trend of increasing importance of digital technology, online communication and online spaces or communities.

Its success can be attributed to the participatory nature of the initiative (co-creation) : Teachers and teachers educators participated in each step of the design and implementation.

Its success is also due the fact that failure was allowed : the initiative tested a wide range of options and solutions, kept what worked best for a particular context and drew lessons from what did not work (well).

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

The initiative could be easily implemented in any context, as the distance learning component only requires a device, and the training is also digital, having a great collective impact potential. The sandbox approach to EdTech usage is cost effective and provides value for money. The peer support system put in place, alongside the communities of practice make the programme very impactful and sustainable.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

Enabling the Continuity of Learning - Uganda:

<https://open.enabel.be/en/UGA/2197/1096/u/enabling-the-continuity-of-learning-uganda.html>

Enabling the Continuity of Learning in Uganda: The Impact of the Covid-19 Pandemic on the Education System: <https://www.ukfiet.org/2020/enabling-the-continuity-of-learning-in-uganda-the-impact-of-the-covid19-pandemic-on-the-education-system/>

ICT Tutorials: <https://drive.google.com/drive/folders/1BO6VHjnFwVTI8Vco5n6jOgUjwoerg-RR?usp=sharing>

Capitalization Document: [https://issuu.com/tteugandaenabel/docs/29092020\\_finalcapdoc](https://issuu.com/tteugandaenabel/docs/29092020_finalcapdoc)

Teacher Day Report: <https://infogram.com/teacher-day-report-1hnp27w1k8dy4gq>

Course Guide General Teaching Methods:

<https://padlet.com/teachertraininguganda/Sandbox/wish/905820392>

HundrED : Teachers for a changing world : <https://hundred.org/en/innovations/3-tte-sandbox#00756ac7>