

FACILITY FROM THE REGIONAL TEACHERS INITIATIVE FOR AFRICA

TERMS OF REFERENCE CAREER GUIDANCE GUIDELINES FOR PRIMARY SCHOOL TEACHERS AND HEAD TEACHERS

TANZANIA
Expertise: National Consultant

SUMMARY TABLE

Corresponding CAP technical area	<i>Teachers' professional development</i> Students' transition to primary and to secondary
Corresponding CAP main action and activities	Development of guidelines for primary school teachers and head teachers - o Develop pupils' career guidance guidelines for primary schools - o Develop guidelines' dissemination plan
Impacted CAP indicator ESDP 2025/26-2029/30	(indirectly) - Increase the transition rate from primary to secondary schools from 73.3% in 2024 to 100% by 2028 under the old system. - Increase the enrolment in vocational streams by 20.1% in 2030.
Impacted Facility indicator	2.0.3 # of government education officials in # countries attending RTIA led trainings, workshops or other participatory sessions related to teacher education or professional development 2.0.4 # of teacher training institutions and teacher professional development institutions in # countries whose capacity was strengthened by the RTIA
Intended period of implementation	October 2026 – February 2027
Total expected number of days	20 days
Expected key deliverables	The deliverables are developed jointly with an international expert. Deliverable 1: study on primary teachers and headteachers' perceptions regarding vocational education

	Deliverable 2: Career guidance guidelines for primary school teachers Deliverable 3: Career guidance guidelines for primary school head teachers Deliverable 4: Career guidance guidelines dissemination plan
National implementing partner (Unit in charge of interaction with the experts)	MoEST, Office of the Commissioner of Education Teacher Training Institutions: teacher colleges and universities.

THE REGIONAL TEACHERS INITIATIVE FOR AFRICA

The Regional Teacher Initiative for Africa (RTIA), a programme funded by the EU/EC via the Education section (G3) of DG INTPA aims to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

The RTIA will especially seek to achieve the following outcomes over the next 6 years:

1. Improve the governance, management, attractiveness, and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. Enhance the quality, relevance, and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration.

Within RTIA, the Facility will support teacher policy and improve teacher education and professional development systems by i) providing capacity building at country level through technical assistance, ii) promoting innovation and scaling of effective teaching solutions; iii) increasing the production and use of data and evidence, and iv) promoting the use of regional frameworks, evidence-based practices, and joint learning at regional level.

The RTIA Facility will reach the above-mentioned objectives through 3 types of instruments or “windows”: i) a window to deliver technical assistance on teacher governance and teacher education and professional development based on the demand from eligible partner countries, ii) a window on testing and scaling effective programs for teacher education and professional development in the thematic areas of digital skills, gender, green skills, and pedagogical skills, including in the context of refugees and displaced population, iii) a research window to create new evidence and support the integration of evidence in the policy making process and in the design of teacher education and professional development programs.

In addition to these windows the Facility’s knowledge management and communication activities will further contribute to the sharing of knowledge, evidence, and best practices related to the overall Initiative outcomes.

The Facility is funded by the European Union and co-implemented by the Partnership formed by four member state agencies: Expertise France for France, Enabel for Belgium, EDUFI for Finland and ESTDEV

for Estonia. Expertise France has been designated the Coordinating Agency for this Partnership. With the Facility governance scheme serving as the Initiative's governance scheme, it is expected that the Partnership will work closely with UNESCO and UAC, in charge of the other 2 components of the EU Initiative.

The duration of the action is scheduled from 01.02.2024 to 31.01.30.

1. BACKGROUND

1.1 EDUCATION CONTEXT IN TANZANIA

Tanzania became a lower-middle income country in 2020. It ranks 165 out of 193 countries in the Human Development Index (2023). The population is very diverse, with more than 120 ethnic groups. The country counts 72 million inhabitants; almost 45% being under 15 years old.

According to UNICEF, 3.2 million children aged 7–17 are out of school, of which 1.2 million have never attended school. The net secondary enrolment rate is only 27%.

The number of teachers in primary education reached 230 000 in 2024 according to the World Bank, for around 11,4 million pupils. The pupil-teacher ratio remains high (1:57) and this average number does not reflect classroom realities across the country, as in some areas for example, schools have more than 1000 students for 3 teachers. Despite the continuous efforts in teachers' recruitment, the education system still suffers from teachers' shortage, in particular in secondary education for science, mathematics and practical subjects.

In 2023, the Ministry of Education, Science and Technology launched a new education reform, with several major changes:

- the introduction of a competency-based curriculum;
- 10 years of compulsory education years (6 years primary and 4 years secondary);
- an education structure built on 1+6+4+2/3+3, meaning one year of pre-primary education, six years of primary education (instead of 7 before), four years of secondary education, two years of advanced secondary or three years of technical education and a minimum of three years of higher education;
- the division of lower secondary education in two streams: the general education stream and the vocational education stream.

Diagnostic assessments in Standard 2 and 4 on reading, writing and arithmetic (3R) show that most of the learners don't reach the required proficiency level. To improve foundational teaching and learning, the ESDP 2025/26 to 2029/30 puts an emphasis on teachers' continuous professional development in pre-primary and primary, with the objective of increasing foundational learning outcomes by 25% by 2030.

Adolescent birth rate remains very high in Tanzania at 123.4 per 1,000 births (UNDP, 2022). In rural areas, 25% of teenagers have experienced pregnancy, which influences negatively the completion of their schooling. In TVET, socio-economic, cultural and institutional factors undermine girls' enrolment, particularly in technical fields where female participation remains low due to cultural norms that discourage women from pursuing certain trades.

The implementation of the Education and training policy 2023 and the ESDP intends to be a response to concerns raised in Tanzania around education efficiency and relevance in terms of market's needs, with graduated youth not able to find a job. As a result, the education reform in Tanzania intends to put in place a duo education system, offering theoretical and practical education simultaneously for education to better prepare young people for their integration into the labour market.

1.2 COUNTRY ACTION PLAN CONTEXT

The Tanzanian request sent by the Ministry of Education, Sciences and Technology (MoEST) on December 16, 2025, included three technical areas, all related to teachers' education and professional development. These areas were focusing on:

- 1) Teacher education and professional development for vocational secondary school teachers in Tanzania
- 2) Teacher professional development in foundational learning in primary education in Tanzania.

The MoEST request was approved by the Facility on February 6, 2026. In March 2026, an in-country mission with 3 experts from the Facility led to the co-development of a **Country Action Plan (CAP)** for Tanzania Mainland. Besides the two main activities on in-service teacher professional development already included in the request, a third complementary component was added, aiming at better equipping educators to support children's transition from pre-primary to primary and from primary to secondary.

The Tanzania CAP is based on priorities identified in the Education Sector Development Plan (ESDP) 2025/26 to 2029/30. Given that the MoEST objective is to increase the enrolment in **vocational streams** by 20,1% in 2030, there is an urgent need to strengthen the vocational teachers in pedagogy (as many are professionals without a teaching background) and to work on the transition between primary and secondary through equipping primary school teachers with career guidance skills.

To increase transition between primary and secondary education, whether in general or in vocational streams, retention and participation of girls and boys in primary school is essential. This retention is currently undermined by many factors (including families' economic resources), but also by **insufficient learning outcomes** that jeopardize children's motivation and progress through the school system. . Despite the existence of remedial programs, there is a need to increase teaching and learning effectiveness, with a focus on foundational learning. The proposed intervention will aim at collaborating with teachers' training colleges to improve teachers' training programs on foundational learning for enhanced implementation in the classroom.

The Tanzania CAP intends to contribute to the ESDP objectives and education reform priorities by focusing on in-service teachers' professional development, to enable 1- a smoother transition from pre-primary to primary and from primary to secondary; 2- enhanced capacities of teachers to deliver the competency-based curriculum, both for the improvement of foundational learning outcomes and for quality vocational secondary education.

As a result, the Tanzania CAP includes three areas of intervention, all under teachers' professional development.

1. Capacity building program for lower secondary schools' vocational teachers (pedagogy)

The objective is to identify vocational teachers' needs, strengths and gaps of the existing induction program, and to carry out a benchmark of secondary school vocational teachers' professional development in Africa. Based on the results, a TCPD program will be co-designed and piloted, before national implementation. This CAP work package will be implemented with the Tanzania Institute for Education and the Teachers' training colleges.

2. Development of guidelines and training packages for in-service teachers to support students' transition to primary and to secondary

To enhance **transition from primary to lower secondary**, in the context of the newly launched vocational stream, there is a need to equip primary school teachers with career guidance skills. The main objective is to develop guidelines for teachers and head teachers in primary schools, for them to be able to orientate children and their families on secondary education opportunities.

To support a smoother *transition from pre-primary to primary*, guidelines on school readiness will aim at equipping pre-primary teachers to better prepare children for primary. The co-development of packages on play-based pedagogy for Communities of Learning in schools intends for teachers in pre-primary and primary to share and implement similar teaching practices aiming at enhancing children's motivation and learning, across pre-primary, standard 1 and standard 2, with a focus on foundational learning.

3. Review and update of TTCs' (teacher training colleges) programs to enhance implementation of foundational learning teaching practices in the classroom

Despite the teaching and learning materials developed, the investment of partners in foundational learning and teachers' continuous professional development programs delivered by the teacher training colleges, the uptake and implementation of teaching practices remain insufficient to lead to improved learning outcomes. The first activities will be to do an assessment of the TCPD program on foundational learning and teachers' remaining needs, and to carry out a benchmark of innovative and promising practices in Africa to enhance foundational learning outcomes. Based on the results, a strategy will be co-developed to strengthen the TCPD program. This strategy might result in the update / development of training modules, the introduction of innovative approaches, and/or the update/development of monitoring tools.

The Tanzania CAP, despite targeting at the same time pre-primary, primary and lower secondary education, is quite coherent, with a focus on students' progress across the education system. Foundational learning is at the essence of this progress, and it is important to note that the orientation of children at the end of primary is still heavily focused on their performance. It is essential at the same time to enhance learning outcomes in primary to support retention and transition to secondary, but also to ensure that quality education is delivered in lower education vocational stream for this stream to be valued, and not be a compulsory or default choice for struggling children.

2. SCOPE OF THE MISSION

2.1 GENERAL OBJECTIVE

Enhance students' transition from primary to lower secondary in the vocational streams.

Specific objectives of the technical assistance

The technical assistance has three main objectives:

- To strengthen primary teachers' capacity to provide clear guidance on lower secondary streams to their students
- To strengthen primary head teachers' capacity to provide relevant information on lower secondary streams to the education community
- To contribute to improve teachers' and head teachers' perceptions around vocational stream/ education and prevent gender-biased career guidance

2.2 GENERAL APPROACH AND METHODOLOGY

The assignment will be carried out by a team of experts (an international and a national), remotely and in the field. The international and national experts will be recruited separately, but a team already formed is eligible (in this case the two experts will apply individually and refer to the teammate in the technical offer).

The general approach and methodology described below are indicative and non-exclusive. The expert must develop the methodology he/she intends to use in his/her application.

General approach:

Experts will work closely with the MoEST focal points and technical team. Consultation and coordination between the experts will be expected throughout the consultancy, to define the division of tasks, roles and responsibilities and ensure coordinated interactions with national counterparts and stakeholders.

A participatory approach with the MoEST will be adopted throughout the assignment to foster ownership and ensure the consistency and sustainability of the outputs with the national context. Consultations with teachers and head teachers will be key for assessing their perceptions, knowledge about the two lower secondary streams and capacity to deliver the right and most appropriate information to students and their families. The consultation of end-users throughout the elaboration of the guideline's will also ensure deliverables are practical, teacher-centered and adapted to their needs.

In addition, gender consideration should be mainstreamed across all stages of the assignment ensuring that gender-related issues are effectively reflected in all deliverables.

Methodology:

The expert recruited should:

- Review the main policy documents of the Tanzania Mainland education system (in particular the sector strategy and teacher policies).
- Participate in a scoping meeting with the MoEST focal points, the international expert and the Facility. Following this meeting, the international expert will develop a brief scoping note describing the work to be carried out, including the methodology and an updated timetable (with inputs from the national expert). This note will describe precisely the specific and respective responsibilities of the national expert and the international expert, and how they will coordinate their work.
- Conduct with the international expert the consultations with relevant stakeholders and participants, including primary teachers and head teachers, education leaders and their trainers
- Identify gender stereotypes and bias in students' career guidance and address them in the guidelines.
- Elaborate the study report on teachers and head teachers' perception regarding vocational education: highlight findings and key messages to convey through the guidelines and dissemination plan to provide accurate information about the vocational pathways and related opportunities
- Co-define the guidelines' contents and format, adapted to user's needs in order to support the implementation of the education reforms at lower secondary education
- Present the guidelines and dissemination plan for validation
- Incorporate comments and recommendations received during the validation process.
- Elaborate a final assignment report documenting the methodology, key findings, stakeholder engagement process, lessons learned, and recommendations.

Throughout the mission, the two experts are expected to have technical discussions with the Facility and participate to debriefing meeting after missions. The deliverables will be validated by the MoEST and the Facility.

2.3 STAKEHOLDERS

The Ministry of Education, Science and Technology (MoEST) who sent the request, is the main implementing partner and will be involved in all the CAP's components. The Office of the Commissioner for Education is leading the CAP implementation.

Teacher Training Institutions: teacher colleges and universities

Education leaders and their trainers

The **Local Education Group (LEG)** to share information with education partners.

2.4 MAIN DELIVERABLES

The main deliverables for this consultancy work are as follows:

Deliverable 1: study report primary teachers and headteachers' perceptions regarding vocational education

This small-scale study aims at identifying how teachers and headteachers in primary schools perceive vocational education as a relevant alternative for students, and how they intend to guide children towards one or the other stream

Deliverable 2: career guidance guidelines for primary school teachers

These guidelines intend both to address potential bias of primary school teachers towards vocational education and to equip them with the capacity to inform children on secondary education streams, bridges between the two, and existing options/ opportunities at the end of secondary.

Deliverable 3: career guidance guidelines for primary school head teachers

These guidelines intend both to address potential bias of primary school head teachers towards vocational education and to equip them to engage with parents on post-primary education, to guide families for making decisions for their children's future, as well as to supervise and support teachers to implement the career guidance guidelines.

Deliverable 4: guidelines' dissemination plan

This deliverable includes key messages to promote vocational stream not as a second choice but as a pathway to opportunity and employability, roles and responsibilities, channels for and supervision of the dissemination of the guidelines in primary schools.

4. IMPLEMENTATION PROCEDURES

4.1 ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE

The total number of days for this consultancy is 40 days i.e 20 days assignment for the international expert and 20 days assignment for the national expert. The assignment will run for a period of 5 months from October 2026 to February 2027. The international expert is expected to conduct in-country mission, and the national expert might need to travel within Tanzania especially during data collection phase.

Distribution of days	Total International	Total national	
Inception phase	2	1	M1
Data collection phase	5	6	
Data analysis and study report elaboration	3	3	M2
Study findings validation	1	1	M3
Guidelines elaboration	4	4	
Dissemination plan elaboration	3	3,5	M4
Validation phase	1	1	M5
Reporting phase	1	0,5	
Total experts	20	20	

4.2 ROLES AND RESPONSIBILITIES

The MoEST is responsible for :

- Providing strategic leadership and oversight of the activity implementation at national level, ensuring national ownership availability and active engagement of institutional stakeholders
- Providing all the documentation necessary for the scoping and throughout the mission
- Mobilizing national counterparts and key education stakeholders
- Facilitating the organization of the field work
- Facilitating the organization of meetings with relevant stakeholders including providing rooms for meetings and working sessions
- Commenting on and approving deliverables.

The RTIA Facility is responsible for :

- Contracting and facilitating the integration of the consultant by providing all available documents and resources
- Supporting and monitoring the consultant's work from start to finish
- Acting as the consultant's main resource person
- Ensuring quality control of deliverables in collaboration with the MoEST focal points and compliance with the terms of the contract
- Acknowledging final validation of deliverables by all parties
- Evaluating the consultant's overall performance under this mandate.

The experts are responsible for :

- Reviewing and commenting on these Terms of Reference (ToR)
- Ensuring that all deliverables comply with the guidelines set out at the scoping meeting, in line with the agreed timetable
- Ensuring that stakeholders are consulted throughout the assignment
- Submitting data relating to contractual services, RTIA monitoring and evaluation and quality assurance requirements, by collecting attendance sheets, participating in the consultants' satisfaction survey, and sharing information from the participants' feedback survey with the RTIA.
- Informing the Facility immediately of any difficulties encountered in implementing the mission
- Behaving with the highest level of personal integrity and committing to the required standards of conduct.

5. EXPERTS' PROFILE

The proposed experts may not be members of the civil service, unless they are regularly placed on leave or seconded at the time of their assignment. In this case, proof from their original administration must be included with the application. The proposed experts may not have participated in the development of the CAP and of these Terms of reference.

Academic qualification:

Advanced degree in Education

General work experience:

Minimum of 6 years of experience in education; proven track records of developing guidelines/modules for teachers; experience in consultancy for government or international organizations

Specific work experience:

- Knowledge/ experience in the area of students' career guidance
- Sound knowledge/ understanding of existing gender bias in Tanzania Mainland, especially in relation to careers and students' career guidance
- Demonstrated understanding of vocational education and training systems challenges in Tanzania Mainland
- Experience in strategic communication for development and social change initiatives, particularly those aimed at challenging stereotypes, shifting perceptions, and influencing social norms and behaviours
- Experience in programs/ initiatives tackling gender issues in education
- Demonstrated skills in participatory workshop facilitation and coordination
- Excellent understanding of the education context and policies of Tanzania

Language Proficiency:

Excellent proficiency in English and Swahili (both written and spoken);

Soft skills and experience

- Excellent communication and presentation abilities
- Ability to work collaboratively with stakeholders from various backgrounds, including government officials, educators, and technical experts
- High adaptability and flexibility in dynamic environments
- Highest level of personal integrity and commitment to comply with EF code of conducts

Who can apply as a national expert?

According to the Facility's definition, a national expert responds to an open call for expertise on the national market. A national expert is generally a national of the country in which the technical assistance is deployed or a resident with a legal work permit in the country. Salaries and benefits are based on the local market and paid in local currency.

6. HOW TO APPLY & SELECTION PROCESS

Though the application is to be submitted personally, please note that the contract will be signed between Expertise France and a Company (either your single-person company or an umbrella company). Before signing the contract, the company will have to show provide Expertise France legal documents, such as but not limited to, a proof a registration and tax and social security certificates.

To be considered your application must include the following:

- your **CV** (following [Europass template](#))
 - a **technical note** explaining the assignment, detailing the methodology used and a description of the implementation (maximum 5 pages). It should include a proposed distribution of roles and responsibilities between the national and the international experts, and the coordination arrangements. It must be written in English.
 - If possible, please attach a **sample of previous works** (1 to 3 pieces) that you might have performed and that are similar to the above assignment. In each case, you should specify your role (main author, major contributions, minor contributions, etc.)
- Please note that the Facility applies its own daily rate in accordance with the current compensation grid. In this respect, fees will be calculated on the basis of the candidate's status and experience.

- Please click on the following link to apply: https://expertise-france.gestmax.fr/16145/1/rtia-w1-tzn-ta-2-national-expert-career-guidance-vocational-h-f/en_US

Deadline for applications: Thursday 24th September 2026 at 5.00 pm Paris Time (UTC + 2)

The evaluation of the tenders received will be based in particular on the following criteria: (i) the candidate's diploma (ii), the candidate's experience in carrying out assignments that are relevant or similar to those specified in this call for applications, (iii) the candidate's understanding of the expectations of the assignment and the proposed intervention methodology. The selection is based on your CV and your technical offer. The RTIA reserves the right to reject applications that do not include a CV or a technical proposal.

"At Facility of the RTIA we value all experts as unique individuals, and we welcome the variety of experiences they bring to the Facility. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. If you feel that you have been discriminated against, please let the Facility team know as soon as possible. Every complaint will be appropriately investigated"