

FACILITY FROM THE REGIONAL TEACHERS INITIATIVE FOR AFRICA

TERMS OF REFERENCE GUIDELINES AND CAPACITY BUILDING PACKAGE FOR PRE-PRIMARY, AND STANDARD 1 & 2 TEACHERS

TANZANIA
Expertise: International 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 and capacity building package for pre-primary, standard 1 & 2 teachers ○ Conduct an assessment of school readiness activities in pre-primary schools ○ Develop guidelines on school readiness for pre-primary teachers ○ Conduct an assessment on existing modules on play-based pedagogy for pre-primary/primary ○ Develop a capacity building package on play-based pedagogy for schools' Communities of Learning (pre-primary, standard 1 & 2 teachers) ○ Develop a training module on ECD/early learning for primary school teachers
Impacted CAP indicator ESDP 2025/26-2029/30	(indirectly) - Enhance teachers' competencies through professional development for quality teaching and learning in pre-primary schools. - Improve teaching and learning standards in primary schools
Impacted Facility indicator	2.1.1 # of teacher education or professional development programmes in # countries developed or reviewed by the RTIA that integrate pedagogical approaches to Foundational Literacy and Numeracy (FLN) 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	November 2026 – April 2027
Total expected number of days	20 days
Expected key deliverables	The deliverables are developed jointly with a national expert. Deliverable 1: assessment report on school readiness activities in pre-primary schools Deliverable 2: guidelines on school readiness Deliverable 3: assessment report on play-based pedagogy modules Deliverable 4: package on play-based pedagogy for CoLs Deliverable 5: module on holistic ECD/early learning
National implementing partner (Unit in charge of interaction with the experts)	MoEST, Office of the Commissioner of Education Pre-primary department Tanzania Institute of Education Mewaka coordination

THE REGIONAL TEACHERS INITIATIVE FOR AFRICA

The Regional Teachers 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 dual 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 leaning, 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' smooth transition from pre-primary to primary

Specific objectives of the technical assistance

The technical assistance has three main objectives:

- To strengthen pre-primary teachers' capacity to facilitate/implement school readiness activities

- To strengthen Standard 1 & 2 teachers' capacity in play-based and child-centered pedagogy
- To promote peer learning and harmonization of teaching practices between pre-primary and Standard 1 & 2 teachers

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 :

The international expert will work closely with the MoEST team and the national expert. 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 is essential, to ensure that what is proposed is in line with their needs and promote ownership. Regular working sessions with technicians of the MoEST, TIE and TCs should take place, to agree on format and contents of deliverables.

Methodology :

The expert recruited should:

- Carry out a **desk review** of the main policy documents of the Tanzania Mainland education system (in particular the sector strategy and teaching policy).
- Participate in a **scoping meeting** with the MoEST focal points, the national expert and the Facility. Following this meeting, the international expert will develop a brief 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.
- Implement the **data collection** with the national expert including key informant interview with relevant stakeholders, focus group discussions with pre-primary and Standard 1 & 2 teachers and headteachers, classroom observation.
- Organize and co-facilitate participative **working sessions** with relevant MoEST staff, TIE, TCs technicians and Mewaka coordination members, for identifying needs, defining contents and format.
- Based on the finding of the assessment, **co-develop** the guidelines for school readiness, the play-based capacity building package and the early learning module
- Incorporate comments and recommendations received during the **validation process** until the formal endorsement of the deliverables by the MoEST
- 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. 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. The pre-primary department will be co-leading this specific activity.

The **Tanzania Institute of Education (TIE)** is a key partner to involve, as they oversee curricula development, capacity building of teachers and quality insurance.

Teacher Colleges are also key partners, as they have technical expertise in the 3 R's.

Coordinator of the Mewaka sessions

President's Office – Regional Administration and Local Government (**PO-RALG**)

Finally, it is essential to involve the **Local Education Group (LEG)** to share information with education partners. Given that many partners have worked or are working on foundational learning and play-based pedagogy, it is essential to ensure that the CAP activities are not duplicating existing efforts, but rather complementing partners' activities in Tanzania Mainland.

2.4 MAIN DELIVERABLES

The main deliverables for this consultancy work are as follows:

Deliverable 1: school readiness activities in pre-primary schools' assessment report

This report will present the findings of a small assessment of the existing tools and practices in pre-primary schools aiming at preparing children for primary.

Deliverable 2: guidelines on school readiness

Based on the assessment, these guidelines will list the language and literacy skills, the social and emotional competencies, and the cognitive abilities that children should acquire for school readiness. Examples of activities will be provided.

Deliverable 3: assessment report on existing capacity building modules on play-based pedagogy

This report will include an analysis of existing capacity building modules on play-based pedagogy for teachers in pre-primary and in primary, and recommendations for adapting/development contents to be discussed in Communities of Learning (CoLs) in schools.

Deliverable 4: package on play-based pedagogy for CoLs

This package includes guidelines for CoLs (Communities of Learning) with teachers in pre-primary, standard 1 and 2; methodology for play-based pedagogy, and classroom activities to implement in pre-primary and primary, to strengthen the continuity of teaching approaches, ensure smoother transition, enhanced motivation of children, and better foundational learning outcomes.

Deliverable 5: module on holistic ECD/early learning

This module aims at enhancing primary school teachers' understanding on early learning. This is a short theoretical module drawing on neuroscience studies, highlighting the impact of teachers' pedagogical practices and interactions on children's social-emotional and cognitive development

The deliverables will be validated by the MoEST and the Facility within 2 weeks from submission. The expert must ensure that the documents are clear, concise and meet the specified requirements.

3. IMPLEMENTATION PROCEDURES

3.1 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 6 months from November 2026 to April 2027. International expert is expected to conduct in-country mission and national expert might need to travel within Tanzania.

Distribution of days	On site work	Distance work	International	Total national	Total
Inception phase		2	2		1
Data collection phase	5		5		6,5
Data analysis phase		3	3		3
Co-development phase	5	3	8		8
Validation phase		1	1		1
Reporting phase		1	1		0,5
Total experts	10	10	20		20

3.2 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
- Mobilizing national counterparts and key education stakeholders
- Providing all the documentation necessary during the induction phase and throughout the mission
- Facilitating the organization of the field work
- Facilitating the organization of meetings with relevant stakeholders including the provision of meeting rooms for 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 expert is 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 relevant stakeholders are consulted throughout the assignment
- Submitting data related 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.

4. EXPERTS' PROFILE

Academic qualification:

Advanced degree in Education, ECD/ early learning specialist

General work experience:

Minimum of 10 years of experience in basic education including pre-primary education; proven track records of developing capacity building contents for teachers; experience in consultancy for government or international organizations

Specific work experience:

- Sound knowledge/ experience in Early Childhood Development and early learning
- In-depth knowledge of play-based pedagogy and child-centered pedagogy
- Proven experience in building capacities of teachers
- Experience in developing contents/ programs on school readiness
- Excellent knowledge and hands-on practices of competency-based curriculum
- Demonstrated skills in participatory workshop facilitation and coordination

Language Proficiency:

- Excellent proficiency in English (both written and spoken);
- Good command in Swahili is an asset

Soft skills and experience

- Excellent communication and presentation skills
- Ability to work collaboratively with stakeholders from various backgrounds, including government officials, educators, and technical experts
- Previous experience working in the education sector including at preschool level in African contexts
- Familiarity with the education context and policies of Tanzania
- High adaptability and ability to navigate complex and dynamic institutional environments
- Behaving with the highest level of personal integrity and committing to comply with EF code of conducts

Additional assets

Knowledge and practical understanding of gender-sensitive and gender-responsive pedagogy, with the ability to effectively integrate gender considerations throughout the assignment.

Who can apply as an international expert?

According to the Facility's definition, an international expert responds to an open call for expertise on the international market, competing with experts from all over the world. An international expert is often, but not always, of a nationality other than that of the country in which the consultancy is deployed. An international consultant generally has skills that are rare on the national market and experience in different countries, which enables him to offer a comparative analysis of the areas of expertise concerned by the consultancy and a methodology that can be adapted to the national context.

5. 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](#)) and
 - 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, the expected added value of each consultant 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.)
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- 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: [GEX](#)

Deadline for applications: 28th 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.

"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"