

FACILITY FROM THE REGIONAL TEACHER INITIATIVE FOR AFRICA

TERMS OF REFERENCE

REVIEW /UPDATE OF THE TCPD PROGRAM ON FOUNDATIONAL LEARNING

TANZANIA

Expertise: International Consultant

SUMMARY TABLE

Corresponding CAP technical area	<i>Teachers' professional development</i> Foundational learning teaching practices
Corresponding CAP main action and activities	Review and update of the TCPD program delivered by TTCs on foundational learning (3 R's : Reading Writing and Arithmetic) ○ Conduct an assessment of the existing TCPD program delivered by the TTCs on Foundational learning ○ Carry out a benchmark of innovative/ promising practices for foundational teaching and learning ○ Based on the findings, review/update the TCPD program on foundational learning with the TTCs
Impacted CAP indicator ESDP 2025/26-2029/30	- <u>Policy goal</u>: Improve teaching and learning standards in primary schools (indirectly) - 3.3.3 Strengthen the Teacher Continuous Professional Development programme. - 1.3.3. Enhance teachers' competences through professional development for quality teaching and learning in pre-primary schools (indirectly)
Impacted Facility indicator	2.0.4 # of teacher training institutions and teacher professional development institutions in # countries whose capacity was strengthened by the RTIA 2.0.6 # of teacher education or professional development programmes developed or reviewed by the Action in # countries
Intended period of implementation	October 2026 – March 2027

Total expected number of days	31 days
Expected key deliverables	The deliverables 1, 3 and 4 are developed jointly with a national expert. <u>Deliverable 1</u>: Foundational Learning TCPD program assessment report <u>Deliverable 2</u>: Report on best practices in FL teaching across Africa (benchmark) <u>Deliverable 3</u>: Strategy to enhance TT on FL <u>Deliverable 4</u>: Updated TCPD program on foundational learning <u>Deliverable 5</u>: FL TCPD program monitoring tools and classroom observation tools (on FL teaching practices)
National implementing partner (Unit in charge of interaction with the experts)	MoEST, Office of the Commissioner of Education Teacher Colleges

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 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 and technical 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 and technical 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*, it is essential to enhance teachers' capacities of both education levels. Guidelines on school readiness will aim at equipping pre-primary teachers to better prepare children for primary education. As most of the pre-primary and primary classes are in the same school premises, the focus will be on collaboration and sharing of experiences between teachers. 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 and technical stream for this stream to be valued and not be a compulsory or default choice for struggling children.

2. SCOPE OF THE ASSIGNMENT

2.1 GENERAL OBJECTIVE

Enhance the quality of teaching practices in pre-primary and primary schools to improve learning outcomes in the 3 R's (reading, writing and arithmetic) in Tanzania Mainland

Specific objectives of the technical assistance

The technical assistance has three main objectives:

- 1) To examine the extent to which the existing TCPD program on Foundational Learning addresses the professional learning needs of pre-primary and primary teachers, identifying its strengths and gaps.
- 2) To identify evidence-based best and/or innovative practices in Africa enabling enhanced foundational learning outcomes
- 3) Based on the assessment and benchmark's findings and recommendations, to review and update the existing TCPD program on foundational learning jointly with the teacher colleges.

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 the deliverables developed are in line with the country needs and to promote national ownership. Regular working sessions with technicians of the MoEST, Teacher Colleges members and Quality assurers should take place, as well as regular validation of proposed contents by the core technical group.

Particular attention will be given to gender considerations throughout the assignment, particularly during data collection, while identifying and mitigating potential gender-related biases. Gender-disaggregated data and analysis will be required to identify and better understand gender gaps in teacher training, including how these gaps affect male and female teachers experience and teaching practices as well as girls' and boys' learning outcomes.

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 (with inputs from the national expert) describing the work to be carried out, including the proposed methodology, an updated timetable agreed with MoEST, planned working session with a list of expected participants, and the distribution between remote work and in-country missions. The scope note should provide a detailed list of stakeholders to be consulted during the data collection phase. Finally, the note will describe precisely the specific and respective responsibilities of the national and the international experts, including how they will coordinate their work throughout the assignment.

- Together with the national expert conduct **consultations** with relevant stakeholders and participants, including teachers, master trainers as well as quality assurance officers and RTIA research project focal point for carrying out the assessment. The primary data collection should also include classroom observations to complement the stakeholder consultations. As mentioned above a particular attention will be given to gender considerations during data collection through focus group discussions (FGDs), key informant interviews (KIIs), and classroom observations.
- Co-facilitate together with the national expert **technical working sessions** with technicians of the MoEST, TTCs and TIE. These sessions will provide an opportunity to present the assessment and benchmark report as well as validate the recommendations and the proposed strategy for strengthening the TCPD program. Also working sessions will be conducted to review, update and develop relevant contents and tools in line with the agreed strategy.
- 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 **Tanzania Institute of Education (TIE)** is a key partner to involve, as they oversee curricula development, capacity building of teachers and quality insurance.

Teacher's Colleges are also key partners, as they are the ones delivering the existing TCPD program on foundational learning and have technical expertise in the 3 R's. In addition, they are responsible for school-based quality assurance.

President's Office – Regional Administration and Local Government (**PO-RALG**), especially the **quality assurers** who are present in each council (Local Government level).

Focal point of the **research projects funding by the RTIA** implemented in Tanzania and involving Tanzanian institutions, most especially the ones which are related to teacher professional development:

- "Strengthening Primary School Teacher Professional Development in Tanzania: Generating Evidence for Policy and Practice", implemented by **University of Dodoma**; University of Graz, Institute for Education Research and Teacher Education; **Arusha Technical College**
- Teacher Professional Development at Scale: Leveraging Teachers' Perspectives for Success, implemented by HELVETAS Swiss Intercooperation; University of Bern; **Ruaha Catholic University**; University of Zambia

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, 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: TCPD program assessment report

The report will include an analysis of the existing TCPD program on foundational learning, and of feedback collected among trainers and trainees on the challenges related to implementation in the classroom. It will also include recommendations for better uptake and ownership of teaching practices by teachers.

Deliverable 2: Benchmark findings' report

The report includes a presentation of innovative/ promising approaches and practices for enhanced foundational learning outcomes in Africa and recommendations for their relevance and potential adaptation to the Tanzanian context.

Note: it is recommended to carry out the assessment and the benchmark (deliverable 2) simultaneously and present the results in one report (2 parts) with recommendations taking into account the results of the assessment and the findings of the benchmark.

Deliverable 3: Strategy to enhance teacher training on Foundational Learning

Based on the findings and recommendations of the program assessment and benchmark report, a strategy tailored to the Tanzanian context will be co-developed to strengthen the TCPD program including concrete action points for the next step of the assignment: the revision of the TCPD program and its future implementation.

Deliverable 4: Updated TCPD program

Based on the results and proposed strategy, the existing TCPD program on foundational learning will be reviewed and updated in collaboration with the TTCs. This update might include a revision of existing modules, the development of new modules, etc.

Deliverable 5: Monitoring tools and classroom observation tools

This deliverable aims to measure progress in the updated TCPD program implementation; and to measure uptake by teachers. The existing classroom observation tools used in pre-primary, standard 1 and 2, will be reviewed, to ensure they capture actual implementation in the classroom.

3. IMPLEMENTATION PROCEDURES

3.1 ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE

The total number of days for this consultancy is 55 days i.e 31 days assignment for the international expert and 24 days assignment for the national expert. The assignment will run for a period of 6 months from October 2026 to March 2027. International expert is expected to conduct in-country mission and national expert might need to travel within Tanzania especially during data collection phase.

Distribution of days	On site work	Distance work	Total International	Total national	Month
Inception phase		2	2	0,5	M 1
Data collection phase	8	1	9	10	
Data analysis and study report elaboration		6	6	3	M2
Revision of the TCPD program	4	4	8	7	M3-5
Co-development of monitoring tools	2	2	4	2	
Validation phase		1	1	1	M6
Reporting phase		1	1	0,5	
Total experts	14	17	31	24	

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
- Providing all the documentation necessary to the assessment and the review/update of the TCPD program
- Facilitating the organization of the field work
- Mobilizing national counterparts and key education stakeholders
- Facilitating the organization of meetings with relevant stakeholders including the provision of meeting rooms for working sessions with the core technical group
- 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
- Enhance consistency between all RTIA activities in Tanzania, especially with regard to the research projects (Window 3).
- 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 relevant 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.

4. EXPERTS' PROFILE

Academic qualification:

Advanced degree in Education, Specialist in teacher continuous professional development

General work experience:

Minimum of 10 years of experience in basic education; proven track records of developing capacity building programs for teachers; experience in consultancy for government or international organizations

Specific work experience:

- Demonstrated experience and knowledge of foundational learning teaching practices and innovative approaches including (but not limited to) child-centered and active pedagogies, activity-based learning, differentiated instruction, positive discipline technics for classroom management.
- Sound experience in developing and implementing teacher capacity building programs which places emphasis on the transition from theoretical understanding to practical application in classroom.
- Demonstrated experience in designing and conducting field surveys, managing data collection, and analysing quantitative and qualitative data.
- Excellent knowledge and hands-on practices of competency-based curriculum
- Experience in designing/updating tools for classroom observation and teachers' capacity building programs monitoring
- Knowledge/ understanding of gender issues in foundational learning teaching and learning outcomes
- Demonstrated skills in participatory workshop facilitation and project coordination
- Familiarity with the education context and policies of Tanzania
- Good knowledge of foundational learning initiatives in Africa

Language Proficiency:

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

Soft skills

- Excellent communication and presentation abilities
- Ability to work collaboratively with stakeholders from various backgrounds, including government officials, educators, and technical experts
- High adaptability and ability to navigate complex and dynamic institutional environments

Additional assets

- Knowledge and practical understanding of gender-sensitive and gender-responsive approaches, with the ability to effectively integrate gender considerations throughout data collection, analysis, and the development of deliverables.

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 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.)
- 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/16116/1/rtia-w1-tzn-ta-3-international-expert-tcpd-fl-h-f/en_US

Deadline for applications: 18th 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"