



**THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
THE ZANZIBAR INSTITUTE OF EDUCATION**



TERMS OF REFERENCE

COUNTRY: UNITED REPUBLIC OF TANZANIA

TERMS OF REFERENCE

**NAME OF PROJECT: ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION
PROJECT (ZIQUE)**

For

**Firm Consultancy Services for Technical Assistance to Develop the Teacher Training
Curriculum Frameworks for Primary Education, Early Childhood Education, and
Inclusive Education**

1.0 Background

The Revolutionary Government of Zanzibar through Ministry of Education and Vocational Training (MoEVT) has established the Zanzibar Institute of Education (ZIE) by Act No. 4 of 2016 to spearhead curriculum development and review in Zanzibar education system. Therefore, ZIE is mandated to facilitate and guide the development and upgrading of curriculum for schools and Teacher Training Colleges.

In 2019, Ministry of Education and Vocational Training (MoEVT) through Zanzibar Institute of Education started the reviewing of pre-primary and primary education curricula. The process started with a survey which seeks the opinions from different stakeholders which draws the kind of curriculum needed in Zanzibar Education System. Generally, the report shows that a main challenge which faces the Zanzibar learners is lack of literacy and numeracy skills that hinder their development in education. In addition, the existed teacher education curricula did not consider the 21st century skills. In January 2023, Zanzibar started to implement new Competence Based Curriculum for Pre-primary and primary education which aims to address those challenges.

Zanzibar Development Vision 2050 aims at transforming the education system to support training programs which build human capital that serves the needs for economic and social development. This can be achieved by developing Curricula that reflect the needs of the time at all levels, with a clear focus on basic knowledge of literacy, numeracy, digital literacy, culture and citizenship at pre-primary and primary levels as well as building core skills and competencies in specific specializations at higher levels, which go in hand with building critical thinking and innovation.

In this context, the Ministry of Education and Vocational Training (MoEVT) through Zanzibar Improving Quality of Basic Education Project (ZIQUE), which is funded by the World Bank, is looking for a firm which can help the MoEVT review the existing (a) curriculum frameworks for Diploma in Primary Education, (b) Certificate in Early Childhood Education and (c) Certificate in Inclusive Education, revise the curriculum framework for Diploma in Primary Education, and upgrade to Diploma level in Early Childhood Education and Inclusive Education. To facilitate

the process of reviewing and alignment of teacher Education Curricula with the Competence Based Curriculum for Pre- and Primary Schools Curriculum technical assistance is required.

2.0 Justification

The need of curricula review was necessitated by the comprehensive review of pre-primary and primary curriculum at school levels in 2019 and for the preparation of teachers who understand Competence Based Curriculum is inevitable to support the effective implementation of pre-primary and primary school curricula. The review intends to harmonize the teacher training college curricula with Teacher Training Colleges Curricula of East Africa partner states.

Also, the review of curricula will enable the college to train teachers that are relevant to the teaching and learning in the Inclusive settings. Therefore, ZIE is seeking for a qualified Consultancy firm for reviewing of the existing teacher education curricula for Diploma in Primary Education, Certificate in Early Childhood Education, and Certificate in Inclusive Education, revise the curriculum framework for Diploma in Primary Education, and upgrade to Diploma level in Early Childhood Education and Inclusive Education.

3.0 Objective of the Consultancy

The overall objective of this consultancy is to revise teacher education curriculum framework for Diploma in Primary Education and upgrade Certificate in Early Childhood Education and Certificate in Inclusive Education to Diploma level.

3.1 Specific Objectives

The consultancy for this assignment will be required to confine with the following specific objectives:

- i) To identify gaps in existing teacher education curricula by reviewing them and related documents such as competency-based curriculum for pre-primary and primary education.
- ii) To develop the Curriculum Framework for Diploma in Early Childhood Education, Diploma in Primary teacher education, and Diploma in Inclusive Education.

4.0 Scope and Task of the Assignment

4.1. Scope of the Assignment

The scope of the assignment is to develop teacher education curriculum frameworks for diploma in primary education, early childhood education, and inclusive education in order to facilitate learning for both public and private Teacher Training Colleges.

4.2. Task of the Assignment

The consultant will be assigned with the specific tasks including:

- a) Prepare an inception report.
- b) Conduct consultations meetings with (i) head teachers; (ii) teachers (iii) students; (iv) tutors of Teacher Training Colleges; (v) relevant education researchers and experts from Universities in Zanzibar and Mainland Tanzania; and (vi) all other relevant stakeholders.
- c) Review the existing Teacher Education Curricula for Certificate in Early Childhood Education, Inclusive Education, and Diploma in Primary Education. The dimensions of the review will include, *inter alia*; (i) the pedagogical and academic content; (ii) practicum requirements; (iii) the formative and summative assessments; (iv) the qualification of tutors; (v) teaching and learning materials required; (vi) entry qualifications of student-teachers and any other related entities to support Teacher Training Curricula.
- d) Prepare an assessment report which identifies gaps and needs.
- e) Develop the Teacher Education Curriculum Frameworks for Diploma in Early Childhood Education and Primary Education and Diploma in Inclusive Education Framework.
- f) Validate these curriculum frameworks and incorporate comments from relevant officials and stakeholders
- g) Finalize these frameworks
- h) Final report

5.0 Deliverables

- a) Inception report which includes a roadmap and detailed activity plan;

- b) Analytical report on the existing curriculum frameworks review, gaps and needs
- c) Presentation of joint findings from needs assessment and curriculum review as input into new curricula frameworks;
- d) A revised Teacher Education Curricula Framework for Diploma in Early Childhood Education and Primary Education and Inclusive Education;
- e) Stakeholder Consultation for validation of new Teacher Education Curricula Framework;
- f) Final report

Final versions of the documents will be submitted to the MoEVT for approval prior to finalization.

6.0 Activities and Timeline

The assignment is expected to take an estimated period of 80 days spread over a period of six months, upon submission of an inception report and presentation to the Ministry Officials as provided in the schedule below:

Table 1: Activities and Timeline

Activity	Team leader	Assistant in Inclusive Education	Assistant in Early Childhood Education	Assistant in Teacher Education
Desk review	3	3	3	3
Inception report	4	0	0	0
Development of tools for gap analysis and consultation	5	3	3	3
Orientation of data collectors and consultation	2	0	0	2
Data entry and cleaning	5	3	3	3
Report writing	10	5	5	5
Finalize needs	2	2	2	2

Assessment report				
Development of Curriculum Framework	20	15	15	15
Improvement of the developed Curriculum Framework	2	0	0	2
Report Writing	5	0	0	0
Total number of days	58	26	26	30

7.0 Requirement of Qualifications and Eligibility of the Firm

7.1 General qualification of the Firm

1. Must have an experience of at least five (5) years' experience and track record on offering similar assignment.
2. Must be also familiar with the education system in Zanzibar and other relevant countries.
3. Must have sufficient professionals who are capable of delivering the assignment, including the following experts listed below.

7.2 The Qualifications of consulting firm's Experts

Sn	Consultancy Team	Qualifications
1	Team Leader	<p>At least Master Degree in Education or any other related field (PhD holder is advantageous).</p> <p>Technical expertise with at least eight (8) years' cumulative experience in Competence Based curriculum development and assessment</p> <p>Good communication skills and</p>

		<p>advocacy.</p> <p>Experience in development of curriculum in teacher education.</p> <p>Knowledge of the Zanzibar education system would be an added advantage</p> <p>Computer literacy and fluency in both writing and oral skills in English.</p> <p>Strongly experience in writing quality report and presentations.</p>
2	Expert in Inclusive Education	<p>At least Master Degree in Inclusive Education or any other related field</p> <p>Technical expert with at least five (5) years' experience in Inclusive Education</p> <p>Knowledge on Competence Based curriculum development and assessment.</p> <p>Good communication skills and advocacy.</p> <p>Experience in development of curriculum in teacher education.</p> <p>Computer literacy and fluency in both writing and oral skills in English.</p>
3	Expert in Early Childhood Education	<p>At least Master Degree in Early Childhood Education.</p> <p>Technical expert with at least five (5) years' experience in Early Childhood Education</p>

		<p>Knowledge on Competence Based curriculum development and assessment.</p> <p>Good communication skills and advocacy.</p> <p>Experience in development of curriculum in teacher education.</p> <p>Fluency in both writing and oral skills in English.</p> <p>Computer literacy and fluency in both writing and oral skills in English.</p>
4	Assistant in Teacher Education	<p>At least Bachelor of education (BEd). Degree in Education.</p> <p>At least three (3) years' experience in Competence Based curriculum development and assessment.</p> <p>Good communication skills and advocacy.</p> <p>Experience in development of curriculum in teacher education.</p> <p>Computer literacy and fluency in both writing and oral skills in English.</p> <p>Experience of teaching in Teacher Training Institutions (experience in SADC countries is an advantage).</p>

8.0 Copyright and Confidentiality

All developed materials shall be the sole property of the MoEVT. No materials will be shared with anyone without the written permission of MoEVT

9.0 Reporting and Supervision

A lead Consultant will report directly to the ZIE Executive Director on all issues related to the assignment. The whole assignment will be supervised by ZIE Executive Director in collaboration with DTE Director. Final deliverables will be approved by ZIE and MoEVT.

10.0 Payment schedule

This will be mutually agreed between the consultant and MoEVT during negotiation but proposed schedule is presented in the table below:

Table 2: Deliverables and payment

NO.	Deliverables	Payment
1	Submission and the acceptance of the inception report.	10%
2	Submission and acceptance of needs assessment and analytical report/needs assessment.	30%
3	Submission and acceptance of the first draft of developed teacher education curriculum frameworks.	40%
4	Submission and acceptance of the final draft of developed teacher education curriculum frameworks, incorporating comments from the MoEVT and other stakeholders	15%
5	Final report of the assignment	5%
	Total	100%