



**THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
OFFICE OF CHIEF INSPECTOR OF EDUCATION**



**TERMS OF REFERENCE FOR CONSULTING FIRM TO DEVELOP
INSPECTION TOOLS AND GUIDELINES FOR PRE-PRIMARY, PRIMARY AND
SECONDARY SCHOOLS**

1.0 BACKGROUND

The MoEVT has adopted a new competency-based curriculum for Pre-Primary and Primary education which seeks to strengthen early foundational reading and numeracy skills and better prepare students for upper primary and secondary education. The new curriculum introduces new learner-centered pedagogical approaches as well as new approaches to formative and summative assessments. A similar review of the secondary curriculum was conducted by the Tanzania Institute of Education (TIE) and the revised curriculum is expected to be rolled out in 2025. Similar to the changes brought to the primary level, it is expected that the new secondary education curriculum will focus on competency-based methodologies and learner-centered teaching approach. For these changes, the Office of Chief Inspector of Education (OCIE) is supposed to review existing Manual for Inspection Framework of Schools (2020) so as to align it with the current Competence Based Curriculum (CBC). OCIE intends to develop tools and guidelines for the Pre-Primary and review existing Manual for Inspection Framework of Schools (2020) which is used to inspect Primary, and Secondary levels of education. The objective of the proposed initiative is to improve the overall quality of the support and feedback delivered to teachers in Zanzibar.

The inspection tools and guidelines will be developed by OCIE with support of a technical assistant from the qualified education consulting firm and the team of members from the OCIE.

In order to facilitate the process of reviewing inspection guidelines, the technical assistant (TA) is required to **develop new inspection tools and guidelines for Pre-Primary education** and review existing Manual for Inspection Framework of Schools (2020) which is used for inspecting Primary and Secondary Education and develop new tools and guideline in order to ensure their proper alignment with the current CBC.

Currently, OCIE is using an inspection manual which was developed under the World Bank financed ZISP Project in the year 2019 that focused on content-based curriculum. The manual contains the tools for Basic Inspection, Subject Inspection, Follow up Inspection and Incidental Inspection which are currently being used for inspecting schools across all levels of education in. It also contains a standardized Inspection Reporting Template and a Code of Ethics of Inspectors.

The present manual has some limitations which has stakeholders to question the quality and completeness of the inspector's report. Among the shortcoming, include absence of specific tools for Pre-Primary schools which confuses teachers at Pre-Primary level because some items do not exist. In addition, the existing Manuals do not currently specify the workload of each inspector, thus making it difficult for the Ministry to efficiently allocate inspectors across the Zanzibar's two main islands Unguja and Pemba. Improving both the quality of the Inspector's Framework and Tools coupled with the efficient allocation of inspectors through the education system are both expected to improve the overall quality of the inspector's visits and reports.

In addition, the changing of the curriculum at Pre-Primary, Primary and Secondary levels of education from content to competence-based, influenced the development of the new inspection manuals. As such, the Ministry aims to update the inspection manuals in order to ensure they are fully consistent with the new/revised curriculum.

2.0 OBJECTIVES OF CONSULTANCY WORK

2.1 Main Objective

The main objective is to develop new tools and guidelines for inspection of Pre-Primary and review existing Manual for Inspection Framework of Schools (2020) which is used for inspecting Primary and Secondary Schools in order to improve the quality of the support and feedback delivered to teachers by Education Inspectors. The consultancy is also expected to develop training manuals and provide training to trainers of other education inspectors.

2.2 Specific Objectives

The specific objectives of the consultancy work are to:

- i) Review related documents and determine the gaps in the existing existing Manual for Inspection Framework of Schools (2020) which is used for inspecting Primary and Secondary Education in order to

subsequently align it with the competency-based curriculum for the Primary and Secondary levels of education.

- ii) Review existing Manual for Inspection Framework of Schools (2020) which is used for inspecting Primary and Secondary Education and develop new tools and guideline.
- iii) Develop new separate tools and guideline for pre-primary education.
- iv) Design and develop a training program for all Education Inspectors in Zanzibar of the Pre-primary, Primary and Secondary education levels and provide the training to trainers
- v) Design and develop the training modules/manuals for orienting the school inspectors of all levels of basic education.
- vi) Conduct the training of Trainers (ToT) who will further train all Education Inspectors of all education levels on the revised Inspection Tools and Guidelines.

3.0 SPECIFIC TASKS

In this assignment, the consultancy firm will specifically undertake, *inter alia*, the following tasks:

- a. Prepare and present Inception Report and Roadmap for the Assignment.
- b. Reviewing the related documents:
 - i. Conduct desk review on inspection manual and related documents including;
 - ❖ Conduct the new syllabus analysis to establish the gaps between the new curriculum/syllabuses and the old syllabuses.
 - ❖ Curriculum framework for pre-primary and primary education
 - ❖ Curriculum framework for secondary education 2023;
 - ❖ Manual for Inspection Framework of Schools (2020);
 - ❖ Framework for Teachers Professional Standards for Zanzibar (2021)
 - ❖ The Minimum Norms and Standards of School Infrastructure in Zanzibar (2022)
 - ❖ Tanzania Education Policy 2023
 - ❖ Other related documents for the tasks regional and international
 - ii. Assess the current existing inspection guidelines and tools to identify gaps and challenges for effective implementation of inspection activities.
 - iii. Report on gap findings from the reviewed inspection guidelines and presented document.

- c. Review the existing Guidelines and tools for Inspection of Primary and Secondary schools and develop the new ones.
- d. Develop new inspection guidelines and tools for Pre-primary education level which are aligning with the updated/new competence-based curriculum.
 - i. Pilot the new inspection tools and guidelines for both levels in order to ensure their validity, reliability and practicability to Zanzibar context.
 - ii. Incorporate changes occurred during piloting.
 - iii. Present the new tools and guidelines to the Stakeholders and MoEVT Officials.
 - iv. Address comments and update the tools and guidelines.
 - v. Present the reviewed inspection package for Validation.
- e. Design and develop training Manuals for training Pre-Primary education inspectors.
- f. Design and develop training Manuals for training Primary and secondary education inspectors.
- g. Train Trainers for Training of inspectors.
- h. Finalize and submit the deliverables public to the director of OCIE.
- i. Submit a final report outlining the key deliverables produced in the context of this consultancy.

4.0 METHODOLOGY

The Consulting firm is expected to use combination of the methodologies to achieve the objectives of the assignment, including, conducting: a desk/document review of existing manuals, interviews and work sessions with key stakeholders, work and consultation sessions with Ministry OCIE, WB staff members, and drafting revised tools and guidelines with relevant stakeholders for feedback.

5.0 CONSULTANCY DELIVERABLES

- i) Inception Report
- ii) Report on implementation gaps for the existing Inspection Guidelines and accompanying tools.
- iii) The finalized Pre-Primary Inspection Guideline and Tools
- iv) The finalized Revised Primary and Secondary education levels Inspection guidelines and tools.

- v) Training manuals for training of Education Inspectors at the (a) Pre-Primary; and (b) Primary and Secondary levels of education.
- vi) The training report for Training of Trainers (ToT) of inspectors of education.
- vii) The final report of whole work .

All documents, including training modules, need to be submitted to the Ministry of Education and Vocational Training in hard and soft copies for their appropriate review, feedback, and formal approval.

6.0 WORK PLAN AND TIME FRAME

The assignment is expected to be conducted for an estimated period of **65** working days. The proposed number of days for each of specific task is as indicated in the table below:

S/N	Activity	No. of days
1	Prepare and present Inception Report and Roadmap for the assignment	1
2.	Conduct desk review on different documents related to the task	6
3.	Assess the current implementation of existing inspection framework and identify current gaps and challenges to effective implementation of inspection activities.	7
4	Write a report on identified gap	2
5.	Review and develop inspection tools and guidelines (manuals) for pre-primary, primary and secondary levels based on CBC	20
6	Supervise piloting of developed inspection tools and guidelines	5
7.	Incorporate changes after piloting	2
8.	Presentation of draft documents to stakeholders and Ministry Officials for comments	4
9.	Encoporate changes after presentation	2
10	Design training manual for training of Education	5

S/N	Activity	No. of days
	Inspectors on how to use developed tools	
11.	Train Trainers for Training of inspectors	5
12.	Prepare Supervision report of TOT	1
13.	Prepare and submit Final report of the assignment.	5
	Total days	65

7.0 DUTIES AND RESPONSIBILITIES OF THE EMPLOYER (CLIENT)

- A team of experienced Education Inspectors who will be working with the consulting firm during the whole duration of the assignment.
- Assisting in applying for work permits and such other documents as shall be necessary to enable the consultant, sub-consultant or personnel to perform the services
- Avail relevant information, reports and document for the proper execution of the assignment

8.0 QUALIFICATION AND EXPERIENCES OF THE CONSULTING FIRM AND EXPERTS

The consultaning firm should have at least 5 years' experience and track record on similar programs.

The consultancy firm should be also familiar with the education system in Zanzibar and other relevant countries.

The consultancy firm has to propose a team of highly qualified experts who are capable of delivering the assignment, including experts with the following qualifications and experience:

Categories of expert	Qualification and experience of key experts
Team leader	i) Minimum of a post-graduate degree in Education Planning, Policy Development and Management, Curriculum review and development, or related field. ii) Minimum of five years' work experience in school inspection expertise; education sector reform; education

Categories of expert	Qualification and experience of key experts
	<p>planning or management; or curriculum design, review and development.</p> <p>iii) Experience in developing School Inspection Standards, Tools and Guidelines.</p> <p>iv) Experience in education program design as well as curriculum materials design and development.</p> <p>v) Working experience in this region, particularly Zanzibar context.</p> <p>vi) Strong analytical, negotiating, training and advocacy skills.</p> <p>vii) Computer skills with various MS Office applications (e.g. Word, Excel and PowerPoint), and information management systems.</p> <p>viii) Excellent in written and spoken English language</p>
Pre primary expert	<p>i. Minimum of Master degree in Early Childhood Education</p> <p>ii. Minimum of three years' work experience in Monitoring and evaluation of pre-primary level.</p> <p>iii. Minimum of five years' work experience in Childhood Programme.</p> <p>iv. Experience in developing any educational document.</p>
Primary and Secondary expert	<p>i) Minimum of Master degree in Education .</p> <p>ii) Experience in monitoring and evaluation in Primary and Secondary Education.</p> <p>iii) Minimum of five years' work experience in Secondary Education .</p> <p>iv) Experience in developing educational programs' training modules/manuals.</p> <p>v) Working experience in this region, particularly</p>

Categories of expert	Qualification and experience of key experts
	<p>Zanzibar context.</p> <p>vi) Strong analytical, negotiating, training and advocacy skills.</p>
CBC Expert	<p>i) Minimum of Master degree in Curriculum Development.</p> <p>ii) Experience in monitoring and evaluation in Education.</p> <p>iii) Minimum of three years' work experience in Competance Based Curriculum</p> <p>iv) Experience in developing educational programs' training modules/manuals.</p> <p>v) Working experience in this region, particularly Zanzibar context.</p> <p>Strong analytical, negotiating, training and advocacy skills.</p>

1.0 PAYMENT SCHEDULE

This will be mutually agreed between the consultanting Firm and MoEVT during negotiation but a proposed schedule is presented in the table below.

S/N	Deliverable	Payment
1.	Upon submission and acceptance of an inception report and work plan with timelines on understanding of all tasks in the ToR	10%
2	Upon submission of report on gap analysis	20%
3	Upon submission and acceptance of inspection guidelines for pre-primary, primary and secondary schools.	30%
4.	Upon completion of Training of Trainers for Training	35%

	of inspectors.	
5.	Upon submission of a comprehensive detail final report on the assignment completion.	5%

2.0 REPORTING

- i) The Consultancy firm and OCIE will agree on the dates for regular meetings and report format.
- ii) The Consultancy firm will work closely with OCIE and report to the Chief Inspector of Education in Zanzibar.
- iii) The Consultancy firm will submit reports and documents to the PS and OCIE, ZIQUE Manager as may be required from time to time.