



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

COUNTRY: UNITED REPUBLIC OF TANZANIA

TERMS OF REFERENCE

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

For

**Service Provider support in the implementation
of phase 2 of the
Zanzibar Virtual Learning Environment (VLE)**

APRIL 2024

1.0 Background

Zanzibar which is part of the United Republic of Tanzania is semi-autonomous with its own judiciary, legislative assembly, and executive headed by the President and Chair of the Revolutionary Council. The Revolutionary Government of Zanzibar (RGoZ) has responsibility for matters internal to Zanzibar and for overseeing development in key sectors including education except for higher education, which remains a Union matter.

Education has been a key component of Zanzibar's national development plans. After a successful completion of the vision 2020, the Government introduced a new development vision (Zanzibar Development Vision 2050) which aims at attaining upper middle-income status by 2050. Education and training are a priority in the vision under the pillar of human capital and social service. Strategically the country intends to transform its education system to support quality inclusive education and training programmes to build human capital that serves the needs for economic and social development.

The Zanzibar Improving Quality of Basic Education Project (ZIQUE) aims, among other priorities, to (i) support the provision of high-quality teaching and learning materials that are well-aligned with the new curriculum and (ii) provide effective teacher training and teacher support activities.

Component 1.1 of the project is focused on (i) the development and/or adaptation of high-quality teacher training modules, training manuals, and materials for primary and lower secondary levels; and (ii) the implementation of cluster and school-based in-service teacher training for primary and lower secondary teachers.

Component 1.2 of the project is focused on the implementation, expansion monitoring, and evaluation of the VLE. The VLE has two main functionalities: (a) a well-organized and user Open Education Resource (OER) Repository that will be populated with relevant subject area content for primary and lower secondary teachers and students seeking to learn or strengthen their understanding, particularly in Mathematics, Science and English subjects, or to use during classroom instruction; and (b) an LMS where teachers and students can register and follow structured courses of learning, including self-paced modules. The LMS will also teachers CPD modules to support or supplement face-to-face and blended teacher training activities.

2.0 Rationale

The recently launched Zanzibar Virtual Learning Environment (VLE) focuses on tackling the following specific problems, identified through consultative research processes:

1. Teachers currently rely primarily on traditional printed materials (textbooks and printed lesson templates) to support them in their classroom activities and the vast majority (over 90% of those interviewed) feel that these materials are inadequate for the large number of students with which they engage.
2. While some teachers are searching for resources online, most find it difficult to find appropriate, context-specific, practical content to support them in the classroom and lack skills in how to integrate digital content effectively into their classroom practice. There are also limited digital literacy skills more generally.
3. When schools are forced to close due to unforeseen emergencies, as has happened since the COVID-19 pandemic began, there is a need for students to be able to continue studies remotely.

3.0 Objective of the Assignment

For phase 2 of the VLE project, as referenced in components 1.1 and 1.2 of the ZIQUE project implementation manual (PIM), the current priorities required to ensure the successful mainstreaming of the platform are:

- A. Content curation and aggregation:* Continued curation of VLE resources, expansion of the VLE coverage of the curriculum and continued professional development, including migration the Tanzania Institute Education (TIE) teaching and materials to the VLE, and a specific focus on identifying resources to support teaching Learners with Special Educational Needs (LSEN).
- B. Capacity building:* Capacitate ZIE, ICT in education Department and local expertise to support all elements of the VLE from technical, content curation and training. In addition, support the CPD of educators on broad issues of education good practice including teaching LSEN.
- C. Hosting and technical enhancements:* Expansion of the platforms functionality to support new priorities, supporting the implementation and set up of the VLE on the Ministry intranet and ZICTIA Data Centre.
- D. Sustainability of the VLE:* Monitoring, evaluation, and research to determine improved connectivity options for schools and ICT hubs and optimal usage by teachers and students.

Under 'Sustainability' is the need to provide capacity building to strengthen organizational capacity of ZIE to be able to use, operate and manage the systems and processes required for effective hybrid/blended learning. This is identified as component 4.1 in the ZIQUE PIM. Including:

1. Effective project management of digital content acquisition projects (including sourcing and adapting/translating existing digital content, managing networks of content specialists producing content, and outsourcing of specialized projects where needed to service providers).
2. Managing and curating online systems for effective hybrid/blended learning (both content repositories and LMSs), including a special focus on the need to ensure that systems can support partially offline use in areas of limited connectivity.

The Ministry of Education and Vocational Training (MoEVT) is looking for a service provider to support the implementation of Phase 2 of the development of digital content and mainstreaming into the Zanzibar education ecosystem.

4.0 Nature and scope of work

During this project, the Service Provider will be expected to work in conjunction with the Zanzibar Institute of Education (ZIE), the ICT in Education Department, and other related committees as per MoEVT and World Bank requirements. In addition, all connectivity, hardware, and ICT infrastructure development issues shall not be in the scope of this assignment. The scope of this task is well defined in part 3.0.

Moreover, developed contents shall be in the acceptable format such as interactive text, PDF, PPT, Audio, Video, 3D, learning games, Animations, Web-based readable format, and Cartoons, based on ZIE (Zanzibar Inst. Education) Curriculums as well as Integrating & publishing content to the system.

A. Content creation and aggregation

Identifying and Collecting Digital content from other projects (ZISP, Retooling, SUZA, KMEC, VLE, etc.) after contents analysis, the new Digital Content shall be Developed based on identified gaps.

1. Establish the MoEVT digital content baseline based on acceptable standards.
2. Expand the resource database to include locally developed digital content and mini lessons for additional subjects and forms as agreed with ZIE.

3. Work with the Ministry to migrate the Tanzania Institute Education (TIE) teaching and materials to the Zanzibar VLE platform.
4. All content and instructions in the meta data of the system must be in English and Kiswahili.
5. Expand the database to include resources designed to support learners with special education needs (LSEN) and how to teach (LSEN).
6. Design and deliver training programs, and the accompanying training materials, to capacitate local personnel to support VLE phase 2 activities (See Annex CPD Programme for VLE sustainability' in Project Implementation Manual (PIM)). This includes training for; senior managers, managers, subject experts, content curators, content developers, technical support personnel, librarians, and end users (teachers and students).

B. Capacity Building:

Train ZIE and ICT in Education personnel to maintain and enhance the VLE using local capacity. Capacity building will be a process, several engagements, over the three-year period so that knowledge and skills learned are consolidated and adopted.

1. Create operational and Technical training programs to capacitate MoEVT ICT Department, ZIE, and ZICTIA-appointed personnel, at all levels, to support the VLE.
2. Create educator CPD training that improves primary and lower secondary levels educators based on curriculums using the resources and tools available in the VLE.
3. Create educator CPD training that focuses on broad education issues including teacher ethics and codes of conduct, positive discipline techniques, digital skills to enhance teaching, and LSEN education topics.
4. To take ZIE and ICT in the Education technical team to appropriate study tours related to digital content created each year of the project lifetime.
5. Capacitate technical expertise to maintain acceptable Service Levels (1, 2, 3), upgrade, extend, and host the VLE platform. This includes devising a systematic technical knowledge transfer strategy for capturing critical knowledge from external experts to store and share within the ZIE and MoEVT ICT teams.

C. Technical support

Train and support the MoEVT ICT in Education Department, ZIE and ZICTIA appointed personnel to support, manage, enhance, and host the VLE platform: -

1. Update and improve the functionality of the VLE to support, amongst others:
 - a. The offering of CPD courses for the wider education community.
 - b. Setting up a digital library that improves access to ZIE library resources through the dissemination of digital content.
 - c. Better platform support for inclusive and LSEN.
 - d. Provide Kiswahili and English language support.
2. Train the technical staff of the VLE management team, to maintain the VLE platform, this should include implementing platform upgrades and security updates.
3. Identify all requirements and perform migration of the VLE platform from its current hosting environment to the ZICTIA and MoEVT data Centres and register a local subdomain as the primary URL www.vle.zie.go.tz and www.vle.moez.go.tz.
4. install multi-language functionality on VLE content and content management systems to ensure the interface is available in both English and Kiswahili. Coordinate with the Ministry staff to supply Kiswahili translations for content.
5. Support the implementation and set up of the VLE on the Ministry's intranet infrastructure.
6. Test and pilot the implementation of the Ministry's intranet connectivity at identified schools, all 11 Teacher Centres and 22 Hubs.
7. Provide and support the VLE platform that will be operational flexible, scalable, and reliable using DevOps Technologies to sustain the VLE programme.
8. Provide all technical documentation, manuals, standard operating procedures, and business processes in English language that will guide ZIE and ICT in Education Department.
9. Conduct a Survey and analysis for existing digital content, including licensing issues.

D. Sustainability and support for the restructuring of ZIE

Support the mainstreaming of the VLE

1. Review the MoEVT/ ZIE organizational structure and provide recommendations to ensure local capacity to support, operational fit the

purposes, and develop the VLE and other project-based initiatives/projects.

2. Develop a communication and advocacy plan (with relevant communications materials) including a rollout plan for uptake of the VLE.
3. Support the monitoring strategy to ascertain the effectiveness of the VLE against the performance indicators.

5.0 Deliverables

The Service Provider is expected to complete the deliverables listed below, to be approved by the committees and Ministry of Education and Vocational Training before completion:

1. Inception report containing detailed project implementation plan and technical specifications.
2. Quarterly progress report.
3. Year one close-out report.
4. Year two quarterly interim progress report.
5. Year two close-out report.
6. Year three quarterly interim progress report.
7. Year three close-out accepted report with recommendations for the next phase.

1. Content creation and aggregation

- a. To obtain survey and analysis reports for existing digital content.
- b. To produce relevant and appropriate digital content to support primary and lower secondary level.
- c. LSEN content strategy document to determine scope and targets of LSEN support in VLE
- d. The Digital content shall be Developed based on identified gaps.
 1. Having the MoEVT digital baseline contents based on acceptable standards.
 2. Extended resource database which could have the capacity to serve both local digital content and mini lessons for primary and lower secondary levels. Including content for learners with special education needs (LSEN)
 3. Having integrated e-learning teaching and learning materials from TIE to the Zanzibar VLE Platform.
 4. Developed training programs, and training materials for senior managers, managers, subject experts, content curators, technical

support personnel, librarians, and end users (teachers and students), to capacitate local personnel to support VLE activities.

2. Capacity building

1. Provide a Lower Secondary Education Content Curation Specialist
2. Provide a Primary Education Content Curation Specialist
3. Provide a training master plan document describing training anticipated for ZIE personnel from January 2024-Jun 2026.
4. Developed operational and technical training programs to capacitate MoEVT ICT Department, ZIE, and ZICTIA-appointed personnel, at all levels, to support the VLE.
5. All required CPD training report, that improves educators for primary and lower secondary level as well as LSEN based on curricula using the resources and tools available in the VLE.
6. Appropriate study tour report for ZIE and ICT in Education at related digital contents creation institution.
7. Produced integrated VLE platform which has the capacity to maintain acceptable Service Levels (1, 2, and 3).
8. Produced educator CPD courses, hosted on the VLE, aimed at training educators on a broad range of education topics such as teacher ethics, codes of conduct, positive discipline techniques, digital skills to enhance teaching, and LSEN education topics, including on learning disabilities.

3. Technical support, development, and hosting

Train and support MoEVT ICT Department, ZIE and ZICTIA appointed personnel to support migration, manage, enhance, and host the VLE platform to provide: -

1. Updated the functionality of the VLE to support, amongst others through:
 - a. CPD portal courses for the wider education community.
 - b. Digital library that improves access to ZIE library resources through the dissemination of digital content.
 - c. Better platform support for inclusive and LSEN.
 - d. Provide Kiswahili and English language support.
 - e. Offline storage and synchronization of content from the VLE at local sites.

2. Establishment of an effective VLE platform as well as migration of the VLE platform from its current hosting environment to the ZICTIA data Center and register a local subdomain as the primary URL www.vle.zie.go.tz and www.vle.moez.go.tz.
3. Provide Technical documentation, manuals, standard operating procedures, and business processes in English language.
4. Improvements to the user-interface and functionality of the Teacher and Learner portals and CPD portal based on usage and feedback.
5. Provide support to VLE platform in the capacity of acceptable Service Levels (1, 2, and 3).

4. Sustainability and support for the restructuring of ZIE

1. MoEVT / ZIE organisational structure review and skills gap analysis document with results and recommendations to provide capacity to support and develop the VLE and other project-based initiatives/projects.
2. Developed a communication and advocacy plan with relevant communications materials including a rollout plan for uptake of the VLE.
3. Developed the monitoring strategy to ascertain the effectiveness of the VLE against the performance indicators.
4. Communication and advocacy plan for uptake of the VLE.
5. Advocacy and usage report.
6. Operational plan (1-3 years) for the VLE for the period after project completion

6.0 Work plan and Time Frame

The assignment is expected to be conducted over **three years**, commencing upon submission of an inception report, the service provider shall draw and present to the technical committee before the steering committee a detailed work plan for the project lifetime as per the objectives and scope of the assignment. **Please note that this is not a three-year fulltime assignment.**

However, the Implementation plan shall be shared within 30 days after the kickoff meeting and will be designed on a quarterly basis. In addition, the work plan shall shortlist deliverables in every phase of the project.

7.0 Preliminary requirement

The service provider must comply with legal and commercial requirements as well as the rules and regulations of the Revolutionary Government of Zanzibar.

7.1 Expertise and required skill sets of the Service Provider

The service provider shall have the following expertise:

- i) Ability to identify institutional skills and knowledge gaps.
- ii) Facilitate capacity-building interventions to address skills gaps.
- iii) Technical experience with implementing and maintaining content management systems (CMS) and Learning Management Systems (LMS).
- iv) Developer of training programs, courses, and materials.
- v) An understanding of the Zanzibar education curriculum.
- vi) At least five years of working experience on similar assignments.
- vii) Good analytical, negotiating, training, and advocacy skills.
- viii) Demonstrate a tangible experience in educational digital content in a variety of formats like video, interactive text, audio, animation, and cartoons particularly at primary and lower secondary level.
- ix) The skills set of the service provider shall comply with acceptable standards.
 - a. Proven ability to work within a timeframe, meet deadlines, and stay within budget.
 - b. Analytical report writing.
 - c. Effective interpersonal relations and cross-cultural skills.
 - d. Ability to work in a team, and to cooperate with others in pursuit of common goals.
 - e. Excellent communication skills.

8.0 Payment schedule

This will be mutually agreed upon between the consultant, MoEVT, ICT in Education Dept., and ZIE during negotiation but a proposed schedule is presented in the table provided below. All payments will be made against specific deliverables taken from the implementation plan.

S/N	Deliverable	Payment
1.	Upon submission and adoption of an Inception report containing a detailed project implementation plan and technical specifications.	10%
2.	Agreed specific outputs for the first three-six months of the implementation	20%
3.	Agreed specific outputs for the first six-twelve months of the implementation	20%
4.	Agreed specific outputs for the first twelve- eighteen months of the implementation	15%

S/N	Deliverable	Payment
5.	Agreed specific outputs for the first eighteen-twenty-four months of the implementation	15%
6.	Final payment upon receipt and acceptance by MOEVT Permanent Secretary of the final work product with all required documentation	20%

9.0 Methodology and Project Governance

It is imperative that the service provider works in close collaboration with the MoEVT ICT in Education Department, ZICTIA and ZIE. The approach shall be agile, whereas the quality of the assignment and activities will lead to higher performance for the education ecosystem. This technique will provide an opportunity for skills transfer to ensure expertise for residents to build, deliver, maintain, enhance, and mainstream the VLE across Zanzibar Education Sector. N.B. Service provider should work closely with technical team members which is aggregates from the (ZIE, DTE, ICT DEPARTMENT AND ZICTIA)

9.1 Project Governance

This assignment will be governed by the following organs: -

a) Steering committee.

The role of this committee is to provide advice, ensure delivery of the project outputs and the achievement of project outcomes.

b) Technical Committee.

The primary purpose of this Committee is to assist the Steering Committee in fulfilling its oversight responsibilities on specific technical matters which are beyond the scope or expertise of non-technical Steering Committee members.

c) Project management team (PMT) and

The project management team is responsible for executing the tasks and producing deliverables outlined in the project plan and schedule, as directed by the project team leader, at whatever level of effort or participation defined for them.

Any other committee as it deems necessary.

10. Conflict of interest.

The service provider is required to provide professional, objective, and impartial advice, at all times holding the MoEVT interest's paramount, strictly avoiding conflicts with other assignments or its own corporate interests and acting without any consideration for future work.

Where there is a conflict of interest, the service provider or a member of his team so affected shall declare his/her interest to the employer in writing and the details of the conflict are to be recorded by the employer.

The team member of a service provider who has a conflict of interest shall not participate in the delivery of the particular component or activities and will excuse himself.

11. Intellectual property and ownership

1. Any intellectual property rights in respect of the products, solutions, hardware, software, source codes, documents, or any other things developed or created relating to the implementation of this ToR shall be owned solely by the MoEVT.
2. Any equipment, tools, software, documents, and digital contents related to this assignment shall be owned by the MoEVT.

12. Taxes and Duties

The service provider shall be liable to pay all duties and taxes in connection with this assignment including VAT and other taxes payable under the Laws of Zanzibar and Tanzania. No tax or duty exception shall be given to the service provider. The consultant shall be deemed to have taken the above into consideration while preparing their financial proposal. Where appropriate, tax withholding certificates will be provided by MoEVT to the service provider.

