Request for Proposals

Capacity Building of ICT integration in In-Service Education Training for Secondary MSE Teacher in Zanzibar, Tanzania

June 2025

Good Neighbors Tanzania

Table of **Contents**

Glossary (Acronym)

Acronym	Full Form
CATABI	Curriculum Assessment Teaching Alignment Based on ICT Integration
CBC	Competence Based Curriculum
GNSP	GN Signature Project
GNTZ	Good Neighbors Tanzania
ICT	Information Communication Technology
INGO	International Non-Government Organization
INSET	In-service Education Training
MoEVT	Ministry of Education and Vocational Training (in Zanzibar)
MSE	Mathematics, Science and English
OEMS	Online Education Management System
PMC	Project Management Consulting
ToR	Terms of References
ZIE	Zanzibar Institute of Education
ZEUS	Zanzibar Education Upgraders System

1.0 Background

Good Neighbors (GN), an international NGO was founded in Korea in 1991 and operates in 39 countries across Africa, Asia, and Latin America, has been implementing the various project to promote and protect child right, strengthen the global partnership and advocate the right of the most vulnerable respectfully and effectively.

As a GN international field office, Good Neighbors Tanzania (GNTZ) has been present in Tanzania since 2004. Over these years, GNTZ has demonstrated a regional competence and expertise in working with local communities, government, and many different levels of stakeholders to improve quality of life, strengthen communities' self-reliance, and improve standards in various areas such as health, education, water and sanitation, and child rights advocacy by creating an environment where children are able to grow up healthy and extend the accessibility of quality of education.

2.0 Project Description

GNTZ launched GN Signature Project (GNSP) a three-year project (2025-2027), which is main goal is to improving students' academic performance in public secondary schools in Zanzibar by utilizing ICT integration in January 2025, alongside other education programs to robust capacity building of secondary school in teaching and learning through learner-centered pedagogy. Details of the GNSP project are as follows.

Category	Contents
Project Title	Good Neighbors Signature Project (GNSP)
Project site	United Republic of Tanzania, Zanzibar
Cooperating organization	Ministry of Education and Vocational Training (MoEVT)
Project Period	January 2025 to December 2027 (36 Months)
Project Type	PMC (Project Management Consulting)
Project Category	Education
Project Goal	Improving students' academic performance in public secondary schools in Zanzibar by utilizing ICT integration
Project outcomes	- Enhanced quality and accessibility to secondary education - Strengthened teachers' capacity to utilize ICT in teaching and learning - Improved community awareness of secondary education
Project activity	**Outcome 1** 1-1 Produce radio educational content for MSE subjects for F3-F4 (10 episodes per year). 1-2 Conduct listenership tracking for survey community responses. 1-2-1 Develop e-learning materials and distribute them to F3-F4 students. 1-2-2 Renovate the national library room to an E-learning room 1-2-3 Conduct perception test for MSE subject for F1-F4 students

	Outcome 2 2-1 Develop teaching methods using digital media for teachers. 2-2 Conduct teacher training for CBC and ICT integration teaching methodology. 2-3-1 Establish a mobile network (SIM & GN distribution, model school->scale up to other) 2-3-2 Support mobile devices (cell phone/tablet) for model schools and PLC group 2-3-3 Establish a cloud-based database platform for updating and accumulating education materials 2-4-1 Establish a Class Model (CATABI: Model for Curriculum-Assessment-Teaching Alignment Based on ICT Integration) 2-5-1 Establish Zanzibar Education UpgraderS (ZEUS) for teachers who have a high level of motivation for CBC and ICT integration (Selection and management) 2-5-2 Operate self-study group for voluntary ICT integration research and development. **Outcome 3** 3-1 Conduct an awareness campaign for parents and local community members.
Key partners	KMEC Kwarara Media Education Centre MoEVT Ministry of Education and Vocational Training SUZA State University of Zanzibar ZIE Zanzibar Institute of Education ZLSB Zanzibar Libaryr Service Board

1. Purpose of the ICT education Consultancy

The purpose of this ICT Education Consultancy is to strengthen and modernize the delivery of education in Zanzibar by integrating digital technologies into curriculum, teaching practices, and educational infrastructure. The consultancy aims to:

I. Enhance Pedagogical Capacity Through ICT Integration

To develop and implement effective teaching methodologies that utilize digital devices, and to train 116 teachers in the Competency-Based Curriculum (CBC) and ICT-integrated pedagogies. This will equip educators with the necessary skills to deliver learner-centered, tech-enhanced instruction aligned with national education goals.

II. Establish a CATABI Class Model for Curriculum Alignment

To design and pilot the CATABI (Curriculum-Assessment-Teaching Alignment Based on ICT Integration) model classroom, providing a practical framework for aligning curriculum

content, assessment strategies, and ICT-supported teaching methods. This model will serve as a scalable template for modern, interactive, and ICT-driven classrooms across the region.

III. Create a Cloud-Based Education Content Platform

To build a sustainable, cloud-based database system that enables continuous updating, storing, and sharing of educational materials. This platform will serve as a central hub for teachers, students, and administrators to access high-quality learning content, lesson plans, digital resources, and training materials.

IV. Establish the Zanzibar Education Upgraders System (ZEUS)

To identify, support, and manage a network of highly motivated teachers referred to as **Zanzibar Education Upgraders (ZEUS)** who demonstrate strong commitment to CBC and ICT integration. ZEUS will act as local change agents, mentoring peers, promoting best practices, and leading innovation in digital teaching strategies within their schools and communities.

In summary, the consultancy seeks to build a robust, technology-enabled educational ecosystem that supports teacher development, curriculum innovation, digital content management, and long-term sustainability in ICT-driven education.

To carry out the program in line with the Ministry of Education and Vocational Training (MoEVT) implement strategies for learner-centered teaching and learning in Maths, Science and English (MSE), the need to develop and design a Capacity building of ICT integration program is essential, and the program will give 116 teachers who are selected among MSE teachers in Unguja and Pemba that will ultimately improve the learning outcome and the quality of the education programs by utilizing ICT knowledge and skills.

In conjunction with GNTZ and MoEVT, the ICT education consultant will take the lead in developing:

- A compelling, evidence-based proposal in line with objectives outlined below, and
- Implementable ICT integration program

The ICT Education consultant will bring to the program design process previous experience from developing and writing successful proposals involving several stakeholders for the institutional donor. In addition, it is desirable that the consultant also brings onboard a good understanding of issues relating to Digitization training and/or e-learning platforms by utilizing ICT and free cost of user platforms for further potential users.

With this experience, the ICT Education consultant will help develop a program design for a learner-centered ICT integration program for secondary MSE teachers responding to teacher capacity gaps, as determined in consultation with MoEVT.

This will require scoping, reviewing, analyzing, and integrating any existing ICT education platforms and e-learning resources in Zanzibar. The consultant will explore feasible options for ICT education insecure and remote areas with significant mobile and internet connectivity challenges. The consultant will organize a series of consultations to facilitate GNTZ's reviewing, analyzing, and prioritizing of feasible options and implementation of activities for the ICT integration program for teachers.

3.0 Consultancy Objectives

The overarching objective of this ICT Education Consultancy is to strengthen the integration of Information and Communication Technology (ICT) within Zanzibar's secondary education system through strategic, scalable, and sustainable initiatives that build teacher capacity, enhance curriculum delivery, and foster innovation in teaching and learning. Specifically, the consultancy aims to:

1. Enhance Teaching Capacity through Digital Pedagogy

To develop and institutionalize innovative, learner-centered teaching methodologies that effectively utilize digital devices and media. This includes building the competencies of 100 teachers to apply ICT-integrated instructional practices aligned with the Competency-Based Curriculum (CBC), thereby enhancing student engagement and academic performance.

2. Design and Implement the CATABI Class Model

To create a contextually relevant and policy-aligned **Curriculum-Assessment-Teaching Alignment Based on ICT Integration (CATABI)** model. This model will serve as a structured, replicable classroom framework that integrates ICT tools with curriculum goals, teaching strategies, and assessment methods, laying the foundation for systematic ICT integration in secondary education.

3. Establish a Cloud-Based Education Resource Platform

To design and deploy a robust, user-friendly **Online Education Management System (OEMS)** that enables the continuous updating, storage, and sharing of teaching and learning materials. This platform will support teachers and education stakeholders by providing on-demand access to digital resources, fostering professional collaboration, and ensuring equity in resource availability across schools.

4. Build a Sustainable Network of Teacher-Leaders (ZEUS)

To establish the **Zanzibar Education Upgraders System (ZEUS)** a professional learning community of highly motivated and ICT-competent teachers. ZEUS will function as a decentralized system of teacher-led innovation hubs, supporting ongoing professional development, peer learning, and the dissemination of ICT-integrated lesson plans, particularly

using the CATABI model.

4.0 Summary

Collectively, these activities contribute to a comprehensive and systemic transformation of teaching and learning in Zanzibar through ICT. The consultancy will deliver:

1. Evidence-based digital teaching methodologies.

2. A scalable classroom integration model (CATABI).

3. A cloud-based platform for knowledge and resource management (OEMS).

4. A sustainable network of empowered teacher-leaders (ZEUS).

5. These initiatives align with national education policies and aim to drive long-term improvements in instructional quality, digital equity, and learner outcomes in Zanzibar's secondary schools.

4.1 Specific Tasks to be performed by the ICT Education consultant

The ICT Education Consultant will be responsible for leading and coordinating the implementation of key activities under the ICT integration initiative in Zanzibar's secondary education system. The specific tasks are organized by thematic area as follows:

4.2 Development of Teaching Methods Using Digital Media and Teacher Training

1. Conduct a baseline analysis of current teaching practices and digital media usage in secondary schools.
2. Design inclusive and curriculum-aligned teaching methodologies using digital devices and media.
3. Develop subject-specific modules and guides that incorporate interactive tools (e.g., educational videos, simulations, virtual labs, online quizzes).
4. Facilitate training sessions for 100 teachers on Competency-Based Curriculum (CBC) and ICT-integrated pedagogy.
5. Collaborate with education stakeholders to ensure methodologies reflect national standards and learner-centered approaches.
6. Produce comprehensive training and implementation guides for teachers.

4.3 Development of the CATABI Model (Curriculum-Assessment-Teaching Alignment Based on ICT Integration)

1. Review national education policies, including the ICT Policy for Basic Education (2007) and Education and Training Policy (2014).

2. Conduct stakeholder consultations with curriculum experts, teachers, and MoEVT officials.
3. Develop a detailed CATABI model framework that aligns ICT use with curriculum objectives and assessment strategies.
4. Define teacher and student ICT competencies based on subject areas.
5. Design assessment tools to evaluate ICT competency and student engagement.
6. Draft implementation and piloting plans for introducing the model in selected secondary schools.
7. Deliver teacher orientation and training on the application of the CATABI model.

4.4 Design and Deployment of the Cloud-Based Education Platform (OEMS)

1. Conduct a needs assessment and technical requirements analysis for the cloud platform.
2. Design and oversee the development of the OEMS, including modules for uploading, accessing, organizing, and updating digital materials.
3. Ensure the platform has offline functionality and is optimized for mobile and low-bandwidth environments.
4. Provide technical documentation, including admin manuals, user guides, and system architecture.
5. Organize and conduct a hands-on training program for 100 teachers on the use of the OEMS.
6. Supervise quality assurance, user testing, and the live deployment of the system.
7. Provide technical support and post-deployment troubleshooting for a minimum of one month.

4.5 Establishment and Management of the Zanzibar Education Upgraders System (ZEUS)

1. Design a structured framework for establishing ZEUS as a sustainable, teacher-led professional learning network.
2. Develop selection criteria and tools to identify high-potential teachers for the ZEUS program.
3. Facilitate the formation of Professional Learning Communities (PLCs) focused on CBC and ICT integration.
4. Guide teachers in developing and peer-reviewing lesson plans using the CATABI model.
5. Introduce platforms and tools for documenting, sharing, and analyzing ICT-integrated lessons.
6. Support action planning, ownership-building, and ongoing mentorship among ZEUS members.
7. Provide a final report with recommendations for scaling and sustaining ZEUS beyond the consultancy period.

5.0 Deliverables / Expected outputs

Date	Activity Area	Tasks to Be Performed by Consultants	Key Deliverables
11th Aug 2025	Teaching Methods & Training	- Conduct teacher training on digital teaching methods and CBC-ICT integration	- Training session report - Attendance and feedback log
12th Aug 2025	CATABI Model	- Conduct teacher training on CATABI Model use - Present final model to stakeholders	- Training session report - Final CATABI Model Framework
13th Aug 2025	OEMS (Database Platform)	- Conduct OEMS system training for teachers - Provide manuals and offline usage demo	- Training attendance list - User guides and manuals - OEMS testing report
14th Aug 2025	ZEUS Program& Summary & Close-out	- Facilitate workshop on ZEUS PLC groups - Guide CATABI-aligned lesson plan development - Demonstrate use of resource sharing tools -Wrap-up and evaluation of all activities - Submit all final reports and deliverables to GNTZ/MoEVT	- ZEUS teacher selection checklist - Draft lesson plans - Documentation of teacher collaboration -Consolidated final report - Complete package of deliverables from all four areas

6.0 Lines of communication / Reporting

The ICT Education consultant will work closely with the GNSP project staff of GNTZ in Zanzibar and shall have primary accountability to Senior Project Officer. Final authorization is up to the Country Director GNTZ.

7.0 Location

- The ICT education consultant will be flexible to work in his/her area of preference, depending on the nature of the task at hand.

- All filed related work workshops will be done in Zanzibar (Unguja and Pemba).

7.1 Time Frame

- Approximately 20 working days, starting 04st July 2025, until submission of the final evaluation report on 29th September,2025

- The start/end date of the assignment may change due to unavoidable circumstances; in which cases a revised timeframe will be drawn up with the mutual agreement of both parties.

- Duration of work in total or in part can be adjusted if unanticipated events occur, such as cancellation of the budget allocation for the project, indefinite delays due to natural disasters, and any urgent needs that arise in the course of implementing the project.

- The detailed schedule is as follows.

No	Deliverable	Date	Responsible
1	Develop ToR and Issue Tender	GNTZ	30th May 2025
2	Submission of proposals (Technical and Financial)	Consultant	25rd June 2025
3	Initial evaluations and shortlist	GNTZ	02nd July 2025
4	Final Evaluation and Selection	GNTZ	02th July 2025
5	Contract award	GNTZ & Consultant	4th July 2025
6	Submission of ICT integration program plan and manual, including training packages, assessment tools, and INSET digitization	Consultant	25th July 2025
7	Review and feedback of ICT integration program plan	GNTZ	30th July 2025
9	Submission of the finalized INSET program plan and manual, including training packages, assessment tools, and INSET digitization	Consultant	31st July 2025
10	Approval of ICT integration program plan and 1st payment (60%)	GNTZ	31st July 2025
11	Conduct Capacity building of ICT integration program in Unguja	Consultant & GNTZ	11th to 14th August 2025

	for 45 days *Detailed schedule will be confirmed later.		
12	Submit a comprehensive training evaluation report after completion of each training	Consultant	31st August 2025
13	Review and feedback of evaluation report.	GNTZ	4th September 2025
14	Submit a completed evaluation report of the ICT integration program.	Consultant	12th September 2025
15	Approval of ICT integration program evaluation report and 2nd payment (40%)	GNTZ	15th September 2025
16	Conduct problem analysis and validation workshops with relevant GNTZ staff, MoEVT, and possibly other relevant stakeholders (via virtual meeting)	GNTZ & Consultant	19th September 2025
17	Submission of Validation workshop report	Consultant	23rd September 2025
18	Approval of Validation workshop report and 3rd payment (10%)	GNTZ	30th September 2025

7.2 List of INSET Trainings and workshops

SN	Training	# of participants	# of Training days	Location
1	5 Education Experts	116	4	Unguja

7.3 Qualifications and experience

1) Required qualification of an ICT Education consultant

- The ICT ES is a professional with substantial experience in education project design and implementation and capacity building in the relevant areas (e.g., learning science, curriculum design, pedagogy content development, educational psychology, instructional design, educational technology, teachers training) with proven experience in classroom teaching, materials development, instructional design, and capacity building in education-related programs or interventions.

- A Master's Degree in the above-mentioned academic fields with a minimum of 5 years of filed experience in capacity building (both individual and organizational).

- Must have at least (3) years of relevant work experience in design, implementing, and managing large education programs within an international development setting.

- Strong in program design skills, including the capacity to prepare logical, coherent, and consistent technical documents, including the development of training materials and participatory programs, capacity building, monitoring, and evaluation.

- Academic, research, or consulting experience in teacher education/training programming in e-learning platforms is highly preferred.

2) Essential Skills of the Education consultant

- Excellent command of English, including a high standard of reporting and editorial skills.

- Proven experience in supporting and reviewing of project M&E plans and reaching of project deliverables.

- Experience of working in Tanzania or any East African country.

- Excellent communication skills and an ability to summarize complex issues and communicate in an effective, clear, and accessible manner

3) Desirable Skill of the Education consultant

- Understanding of CBC and its related components.

- Must be well versed with Tanzania's education policies, programs, and other circular related teaching and learning in secondary schools, especially in the

Zanzibar context.

Organized Team of Several Education Experts

1. Team Leader & ICT Pedagogy Expert

Role:

- Oversee overall implementation and coordination of the consultancy.
- Lead training design on Competency-Based Curriculum (CBC) and ICT-integrated teaching methodologies.
- Ensure alignment of activities with project objectives and national education policies.

Key Tasks:

- Develop digital pedagogy modules.
- Supervise and facilitate teacher training for 116 MSE teachers.
- Quality assurance of deliverables and coordination with GNTZ/MoEVT.

Qualifications:

- Master's degree in Education, ICT in Education, or Instructional Design.
- 7+ years in education project management and teacher training.
- Deep understanding of CBC and digital teaching tools.
- Proven experience leading similar donor-funded programs.

2. Curriculum and Assessment Specialist (CATABI Model Developer)

Role:

- Design and develop the **CATABI Model** (Curriculum-Assessment-Teaching Alignment Based on ICT Integration).

Key Tasks:

- Review Tanzanian education and ICT policies.
- Conduct stakeholder consultations.
- Draft and refine CATABI framework, competencies, and assessment tools.
- Train teachers in using the model.

Qualifications:

- Master's degree in Curriculum Studies, Educational Assessment, or related field.
- 5+ years of experience in curriculum alignment and assessment strategies.
- Familiarity with Tanzanian curriculum and ICT use in classrooms.

3. Educational Technology Systems Expert (OEMS Developer)

Role:

- Design and lead deployment of the **Online Education Management System (OEMS)** and digital content platform.

Key Tasks:

- Conduct needs and technical assessments.
- Develop a cloud-based platform with offline functionality.
- Produce user manuals, conduct system training, and provide post-deployment support.

Qualifications:

- Master's in ICT, Computer Science, or Educational Technology.
- 5+ years of experience in building digital learning platforms.
- Strong understanding of low-bandwidth solutions and user training.

4. Teacher Development & ZEUS Coordinator

Role:

- Lead the formation and facilitation of **Zanzibar Education Upgraders System (ZEUS)**.

Key Tasks:

- Develop ZEUS selection tools and mentor high-potential teachers.
- Facilitate Professional Learning Communities (PLCs).
- Support lesson plan development using the CATABI model.

Qualifications:

- Master's degree in Teacher Education, Adult Learning, or Educational Leadership.
- 5+ years of experience in teacher capacity building and mentoring.
- Familiar with participatory learning and PLC methodologies.

5. Monitoring, Evaluation, and Learning (MEL) Specialist

Role:

- Oversee data collection, training evaluations, and contribute to reports.

Key Tasks:

- Conduct perception tests and baseline assessments.

- Analyze training outcomes and learner performance improvements.
- Provide inputs into final reports and recommendations for scaling.

Qualifications:

- Master's in Education, M&E, or Development Studies.
- 5+ years of experience designing and implementing M&E frameworks in education.
- Experience with ICT in education and qualitative/quantitative data analysis.

7.4 How to apply

Application and Selection Process: Interested education experts/consultant firm etc. are invited to submit:

For company applicants, to submit:

Eligibility documents: company profile, registration documents (TIN certificate, Certificate of incorporation, Business License, tax clearance, bank statement for recent six months

Proposed staff list, CVs and academic certificates

A technical proposal outlining approach for establishing, developing and conducting training for those four activities (selected activities of your choice), including a brief work plan, financial proposal and timeline.

Evidence of previous relevant work experience in ICT integration and curriculum development (e.g., reports, models, or frameworks). Also attach copy of contracts and reference letters,

For individual applicants to submit:

Curriculum vitae   and copy of education certificates,

A technical proposal outlining approach for establishing, developing and conducting training for those four activities (selected activities of your choice), including a brief work plan, financial proposal and timeline.

Evidence of previous relevant work in ICT integration and curriculum development (e.g., reports, models, or frameworks).   Also attach copy of contracts and reference letters,

Applicants are allowed to select and apply for the specific activity or activities they are best suited to implement, rather than being required to address all listed activities.

Submission Deadline: All proposals(softcopy) must be submitted by 25nd June, 2025 via emails to: Procurement@goodneighbors.or.tz with a copy to zao@goodneighbors.or.tz.

Proposals will be opened and reviewed within one week after the submission deadline of proposals. Only successful applicants will be contacted for further negotiations within two

weeks after the announcement deadline. If you do not hear from us within this period, please consider your application unsuccessful.

This announcement is available at Good Neighbors Tanzania website: www.goodneighbors.or.tz. and mabumbe website https://mabumbe.com/jobs/