

Sources Sought Notice

Foundational Learning “Targeted Instruction (TI)” Activity in Tanzania

In collaboration with the Government of Tanzania, the United States Agency for International Development (USAID) is conducting analysis to identify potential local partners that will have the capability to implement the anticipated foundational learning “Targeted Instruction” activity. It is anticipated that the activity will support the Government of Tanzania to improve foundational literacy and numeracy for grades 1 to 5 learners in all public primary schools in not more than 4 select regions of Mainland Tanzania; and Zanzibar. It is anticipated that the activity will use a Targeted Instruction (TI) approach – a learner-centric pedagogical approach that focuses on foundational skills that reorganizes math and reading instruction based on children’s actual learning levels, rather than on the prescribed grade-level syllabus.

The activity will support the Government of Tanzania to:

1. Build the capacity of teachers and education administrators to conduct regular diagnostic and ongoing formative assessments. This means that before the intervention starts, children’s math and reading abilities will be measured using simple, locally appropriate assessment tool(s) (delivered one-on-one) to gauge each child’s current learning level. Children will be frequently reassessed throughout the intervention and regrouped based on updated learning results.
2. Dedicate instructional time where learners are (re)grouped by ability rather than by grade. Learners will be grouped according to learning levels for a period of 1 to 2 hours per day or a minimum of 20-50 days per year. For example, a grade 4 learner who is currently reading at a grade 2 level would be assigned to a group of other learners who are reading at that level, potentially including students from other grades.
3. Tailor locally-appropriate instructional materials. Learners will be taught from what they already know, using activities, fun games and simple materials distributed by the program and/or created from locally available and sourced supplies. Materials will target learners’ math and reading ability level, and not grade.
4. Provide ongoing coaching and mentoring support to teachers and relevant education administrators. Trainers, mentors and coaches who have received specific training and “practice” opportunities will be capacitated to provide ongoing coaching and mentoring and feedback during classroom visits to ensure that teachers are able to provide high quality implementation of the targeted instruction approach.
5. Foster strong partnership between schools, parents, and communities in the implementation of the activity to ensure the activity is successful and impactful.

This call is exclusively for local Tanzanian partners, defined as organizations which:

1. Are legally registered in Tanzania, under the laws of Tanzania;
2. Their principal place of business or operations is in Tanzania;
3. Are (a) majority owned by individuals who are citizens or lawful permanent residents of Tanzania; and (b) managed by a governing body of which the majority are citizens or lawful permanent residents of Tanzania.



Submit a document of up to **5 pages** (inclusive of annexes) that describes:

1. Your experience working on:
 - a. Foundational learning activities, preferably targeted instruction or a similar model. Be specific on the scope and scale of your activity. State the coverage of your foundational learning activity, including how many schools in a ward, district or regional level and how many wards, districts, and regions your activity covered;
 - b. Supporting the training, coaching and mentoring of early grade teachers and education administrators on foundational learning, preferably on targeted instruction or a similar model;
 - c. Working with the government to secure and maintain an hour or 2 of instructional time per day for a given year;
 - d. Supporting the development, procurement and distribution of appropriate locally made, locally sourced instructional materials; and
 - e. Fostering strong engagement of parents and communities in the successful implementation of foundational learning activities, particularly targeted instruction activities or a similar model.
2. Your experience providing technical assistance and capacity building to the Government of Tanzania entities on the aforementioned foundational learning activities using targeted instruction or a similar model.

Email your feedback to usaidthco@usaid.gov with the subject “Foundational Learning - Targeted Instruction (TI) Activity in Tanzania” no later than **November 19, 2024** by 17:00 Tanzania time.