

# FACILITY OF THE REGIONAL INITIATIVE FOR TEACHERS IN AFRICA

## TERMS OF REFERENCE

### Development of a preschool and basic education teachers' policy DRC

**Expertise : Individual International Expert**

#### Abstract

Technical Area	Teachers' governance
PAP Action and Activity	Development of a policy on preschool and basic education teachers
Impacted indicator – SSEF sectoral strategy for education and training 2016-2025	<ul style="list-style-type: none"> <li>Teacher satisfaction rate with the new policy</li> </ul>
Impacted Facility Indicator	<p>1. #Number of countries participating in the RTIA that are implementing new or revised policies, processes, or tools related to teacher governance or management.</p> <p>1.1.5. #Number of actions carried out in countries supported by the RTIA concerning working conditions and the attractiveness of the teaching profession</p> <p>1.1.6. #Number of actions carried out in countries supported by the RTIA concerning professional norms and standards for teachers</p>
Implementation period	October 2025 – April 2026
Total estimated number of days	90 days
Main expected deliverables	<ul style="list-style-type: none"> <li>Situational Analysis Report on the Teachers Policy</li> <li>Draft of the Policy on Preschool and Basic Education Teachers</li> </ul>
National implementing partners (Units responsible for interacting with experts)	<p>Within the Ministry of National Education and New Citizenship (MINEDU - NC):</p> <ul style="list-style-type: none"> <li>SPACE (Permanent Secretariat for Support to the Coordination of the Education Sector)</li> <li>DEP (Directorate of Studies and Planning)</li> <li>Other directorate directly involved: Directorate of Human Resources (DRH)</li> </ul>

## 1. PRESENTATION OF THE FACILITY

The Regional Teachers Initiative for Africa (RTIA), a programme funded by the EU/EC via the Education section (G3) of DG INTPA aims to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

The RTIA will especially seek to achieve the following outcomes over the next 6 years:

1. Improve the governance, management, attractiveness, and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. Enhance the quality, relevance, and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration.

Within this framework, the Regional Teacher Initiative Facility for Africa (RTIA) will support teacher policies and contribute to improving teacher education and professional development systems by i) providing technical assistance for capacity building at national level, ii) promoting innovation and scaling up of effective teaching solutions, iii) increasing the generation and use of data and evidence, and iv) promoting the use of regional frameworks, evidence-based practices and joint learning at regional level; (iii) increasing the production and use of data and evidence, and by (iv) promoting the use of regional frameworks, evidence-based practice and joint learning at regional level.

The Regional Teacher Facility for Africa (RTIA) will achieve the above objectives through 3 types of instruments or "windows": **i) a window aimed at providing technical assistance on governance, teacher training and professional development based on demand from eligible partner countries,** ii) a window aimed at testing and scaling up effective programmes for teacher training and professional development, particularly in the thematic areas of digital, gender, environment and pedagogy, including in contexts of crisis, with refugees and displaced populations, iii) a research window to create new data and support the integration of this data into the policy development process and the design of teacher training and professional development programmes.

In addition to these windows, the Facility's cross-cutting knowledge management and communication activities will also contribute to the sharing of knowledge, evidence and best practice related to the overall results of the Initiative.

The Facility is funded by the European Union and co-implemented by the Partnership formed by three Member State agencies: Expertise France for France, Enabel, VVOB and APEFE for Belgium, EDUFI for Finland. Expertise France has been designated as the Coordinating Agency for this Partnership. With the governance scheme of the Facility serving as the governance scheme of the Initiative, it is expected that the Partnership will work in close collaboration with UNESCO and the African Union Commission (AUC), in charge of the 2 other components of the European Union (EU) Initiative.

The action is scheduled to run from 01/02/2024 to 31/01/2027 (36 months) with a budget of EUR 46,000,000.

The call for expert falls within the scope of window 1 on delivering Technical Assistance (TA) to support countries on specific thematic areas related to teacher policy and governance, as well as teacher education and professional development.

## 2. BACKGROUND

### 2.1 EDUCATION SECTOR IN RDC

The education system in the Democratic Republic of Congo (DRC) has undergone numerous policy reforms and initiatives aimed at improving the quality of education, particularly for teachers. The main reforms are outlined below.

#### **Policy reforms and the policy design process**

In 2015, the Government of the Democratic Republic of Congo (DRC) adopted an education sector plan entitled *Stratégie Sectorielle de l'Éducation et de la Formation (SSEF)*, covering the period 2016-2025. This

strategy emphasises adherence to reforms, management based on consultation and partnership, equity in interventions, transparency in the allocation and use of resources, and the accountability of stakeholders.

### **The Partnership Compact**

In September 2022, a Partnership Pact was validated, putting forward a priority reform to provide the Congolese education system with competent, motivated and available teachers. These teachers, key players in the transformation of the education system, are committed to a culture of quality to ensure academic success for all pupils, regardless of gender, background or vulnerability (displaced children, refugees, children living with disabilities, etc.).

The three strategic axes of this reform are:

Upgrading the teaching profession: Motivating teachers and attracting more women to the profession.

Merit-based recruitment and continuous professional development: Ensuring relevant and effective professional development, focused on priority challenges, success for all and gender equality.

Improving teaching-learning conditions: Creating learning-friendly environments, particularly for girls, to ensure successful schooling.

In October 2023, the Global Partnership for Education (GPE) Board approved funding of \$112.5 million for education system transformation and \$25 million for accelerating girls' education, totaling \$137.5 million. In addition, revised triggers were approved to access an additional allocation of \$50 million. The co-agent partners for this funding are the World Bank (PEQIP project, USD 69 million) and AFD (EFFICACE project, USD 68.5 million).

The Partnership Pact, signed in March 2022, aims to revitalize the teaching profession to ensure a resilient, high-performance education sector in the DRC.

### **Policy implementation and sectoral coordination**

The implementation of education policies in the DRC is marked by a dynamic of consultation and partnership between the various players in the sector (Education and Training Sector Strategy 2016-2025). Sectoral coordination is ensured by the Permanent Secretary for support and coordination of the Education sector (SPACE), which monitors the alignment of the interventions of technical and financial partners.

### **Progress in implementing education policies**

The DRC has made significant progress in implementing education policies, notably with the increase in the education budget and the implementation of the free primary education policy introduced in 2019. This has enabled more than two million children outside the system to gain access to school and has raised the status of teachers by abolishing school fees. However, it poses many challenges, particularly in terms of the quality of education.

A reform of initial teacher training has also been underway in the DRC since 2022. The action plan and the activities that will be developed in connection with initial training will have to take account of this reform and link up with the new mechanisms that it brings in, in particular with the reformed pedagogical humanities and the Teacher Training Institutes de (Institut de Formation aux Métiers d'Enseignement - IFME).

## **2.2 CONTEXT FOR THE DRC'S COUNTRY ACTION PLAN (CAP)**

On September 16, 2024, the Regional Teacher Initiative for Africa (RTIA) Facility received a request for technical assistance from the SPACE (Permanent Secretariat for Support and Coordination of the Education Sector), an interministerial coordinating body responsible for coordinating, monitoring the implementation, and evaluating sectoral education policies and strategies. This request was the starting point for technical exchanges and participatory work between the Facility team and the ministry, which led to the design of a country action plan (CAP) responding to the needs expressed in the initial request. The plan focuses on four main technical areas: (1) teacher governance, (2) digital skills, (3) initial training for preschool teachers, and (4) teacher evaluation.

## **3. SCOPE OF THE MISSION**

### **3.1 PRINCIPAUX OBJECTIFS**

The mission targets preschool and basic education. The mission aims to develop a teaching policy for preschool and basic education in the Democratic Republic of Congo (DRC) in order to contribute to the achievement of the objectives set out in the 2024-2029 five-year plan and the 2016-2025 sectoral strategy. This policy must respond to the specific needs of the Congolese education system, taking into account ongoing reforms and priority challenges. It must also incorporate innovative approaches to strengthen teachers' digital skills and promote gender equity.

The implementation of the action plan is scheduled to begin in September 2025.

The main objectives of the mission are as follows:

- Assess the current state of teaching policy components: analyze existing policies, identify gaps and opportunities for improvement.
- Develop a teaching policy: Develop an inclusive and equitable policy that incorporates digital skills and innovative teaching approaches.
- Validate the teaching policy: Ensure that the teaching policy is adopted by stakeholders.

### 3.2 METHODOLOGY AND GENERAL APPROACH

The consultancy will be carried out by a team of experts (an international and national duo), remotely and in the field. International and national experts are recruited separately (each expert must submit an individual bid), but an existing team is eligible. The international expert will be the head of mission.

	Phase	Activities	Description
<b>Situational Analysis</b>	Preparation Phase	Documentary review/planning	Analysis of relevant national and international strategic documents. Development of a detailed work plan, including a schedule of activities, deliverables, and meetings with stakeholders.
	Scoping Phase	Scoping meeting	Scoping meeting with key stakeholders to define expectations, specific objectives, and terms of reference for the mission (assessment and development of teaching policy). Validation of the work plan.
	Information Gathering/Data Analysis Phase	Consultations	Conducting working sessions, surveys, interviews, and field visits. Compilation and analysis of data collected.
	Technical Validation Phase	Validation session	Assessment validation session. A technical validation report must be produced by the participants.
	Situational Analysis Report	Report	Final status report
<b>Teachers Policy</b>	Phase of gathering additional information/testing/working sessions/data analysis	Consultations	Conducting surveys, interviews, and field visits to share the consultant's initial proposals for the teaching policy with key stakeholders. Compiling and analyzing the data collected.
	Technical validation session	Technical validation	Technical validation sessions with stakeholders will take place over a period of six days, which may be consecutive or non-consecutive. These sessions will be based on the experts' proposals.

	Official validation workshop on preschool and basic education policy	Official validation	A two-day workshop, organized and funded by the ministry, will enable the official validation of the teaching policy
	Finalization phase and overall mission report	Revisions and adjustments	Drafting and submission of the final report detailing the assessment process and teaching policy, the methodologies used, and the results obtained. Incorporation of amendments made during the validation phase. Interview transcripts will be appended.

The expert's mission will be organized and managed in the field by the SPACE focal point and a referent department (the DEP) in liaison with the Facility. The HR department will also be directly involved in developing teaching policy.

### 3.3 STAKEHOLDERS

#### **Stakeholders to be involved as a minimum in gathering information and preparing deliverables:**

For the assessment, the structures to be involved as a minimum:

- Human Resources Department (DRH). This department will be specifically responsible for monitoring the mission
- School Programs and Teaching Materials Department (DIPROMAD)
- Teacher Training and School Management Offices Department (DIFORE BG), Study and Planning Department (DEP)
- National Teacher Training Service (SERNAFOR) for preschool, primary, and secondary education,
- National Directorate for Teacher Pay Control (DINACOPE)
- Administrative and Financial Directorate (DAF)
- Technical and financial partners will also be consulted. It will be necessary to ensure complementarity and synergies, particularly with UNESCO, UNICEF, AFD, and the World Bank. Particular attention will be paid to complementarity with the progress made in implementing the Partnership Pact.
- Parents' associations
- Teachers' unions
- NGOs and civil society organizations
- Teachers

### 3.4 MAIN DELIVERABLES

The specific deliverables for this consultation are as follows:

- 1. Deliverable #1:** Scoping note.
- 2. Deliverable #2:** Report on the current state of teaching policy.
- 3. Deliverable #3:** Technical validation report on the status report.
- 4. Deliverable #4:** Policy document on preschool and basic education.
- 5. Deliverable #5:** Technical validation report on the policy document.
- 6. Deliverable #6:** Final report including the monitoring data table provided by the Facility.

Deliverables must be submitted in electronic format (Word and PowerPoint) and validated by the focal point, the relevant management team, and the Facility. A maximum of two weeks should be allowed for the validation of each deliverable. The expert must ensure that the documents are clear, concise, and meet the defined requirements.

## 4 IMPLEMENTATION

#### 4.1 ESTIMATED NUMBER OF DAYS AND GENERAL TIMELINE

The international expert will have 15 working days to conduct the assessment and 75 days to develop the teaching policy, according to the indicative breakdown below.

	Phase	Nbr of days	Remote days	Field days	Month
<b>Situationnal Analysis</b>	Preparation phase	3	3	0	M1
	Scoping phase	1	1		
	Information gathering/Data analysis phase	8	0	8	
	Technical validation phase	1	0	1	
	Status report	2	2	0	
<b>Teachers Policy</b>	Additional information gathering/testing/working sessions/data analysis phase	63	28	35	M2-M3-M4
	Technical validation session	6	0	6	
	Official validation workshop for the teaching policy document	2	0	2	
	Finalization and overall mission report phase	4	4	0	
<b>Total</b>		<b>90</b>	<b>38</b>	<b>52</b>	

#### 4.2 ROLES ET RESPONSABILITIES

##### **The Ministry of National Education and New Citizenship (MINEDU-NC)**

The Ministry, through its focal point at SPACE and the relevant department (DEP), will be responsible for:

- Providing documentation
- Facilitating meetings with relevant stakeholders
- Organizing workshops and working sessions and providing a workspace
- Commenting on and approving deliverables
- Sharing deliverables with key stakeholders
- Ensuring ownership of deliverables by the national party and implementation of the next steps

##### **The RTIA Facility**

The Facility will be responsible for:

- Contracting and facilitating the integration of the consultant by providing all available documents and resources
- Monitoring the consultant's work from the start of the assignment to its completion
- Acting as the main point of contact for the consultant
- Ensuring quality control of deliverables in collaboration with the Ministry's focal point for this consultation
- Contributing to internal and external knowledge management
- Evaluating the consultant's overall performance for this mandate

## **The expert**

The expert will be required to:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines set out during the mission scoping meeting, in accordance with the agreed schedule
- Implement all stages of the validated methodology
- Compile and submit the final report
- Meet monitoring, evaluation, and quality assurance requirements with regard to data collection relating to the methodology and deliverables produced (expert feedback, participant evaluation, and feedback from the technical team within the ministry).
- Ensure that stakeholders are consulted throughout the mission
- Conduct oneself with the highest levels of personal integrity and commit to upholding the required standards of good conduct
- Immediately inform the Regional Teacher Facility of any difficulties in carrying out the mission

## **Division of roles between the international expert and the national expert:**

The international expert, as head of mission:

- Will be responsible for the entire mission and will guarantee the quality of deliverables
- Will lead the start-up phase, including the document review and scoping meeting
- Will supervise and participate in data collection and analysis
- Will lead workshops and validation sessions
- Will draft deliverables and reports with the support of the national expert and will be responsible for their submission
- Will ensure ongoing consultation with stakeholders

The national expert:

- Will assist the international expert in all phases of the mission.
- Facilitate and be heavily involved in data collection in the field
- Contribute to data analysis and the drafting of deliverables
- Liaise with local stakeholders

## **5. PROFILE OF THE INTERNATIONAL EXPERT**

### **Academic qualifications**

- Master's degree in education or a related field

### **General professional experience**

- At least 15 years of professional experience in the field of education, with proven expertise in the design and implementation of education policies.

### **Specific professional experience**

- Experience in implementing educational reforms in the DRC or in similar contexts in sub-Saharan Africa
- Experience in developing teaching policy, preferably in preschool and/or basic education
- Demonstrated experience in conducting diagnostic studies, field surveys, and data collection in the education sector
- Experience as a trainer of preschool and/or basic education teachers
- Participation in national-level educational development projects, with the ability to mobilize and coordinate national stakeholders.
- Experience in technical and political dialogue, with the ability to navigate complex institutional and governmental environments.

### **Language skills**

- Fluency in French (written and spoken)
- Fluency in English is an asset

### **Interpersonal and general skills and experience**

- Ability to work in a team and communicate effectively with various stakeholders.
- Skills in capacity building and workshop facilitation.

### **Assets**

- Knowledge of the educational context in the DRC: Familiarity with ongoing educational reforms and the specific challenges of the Congolese education system.

- Integration of digital technologies and innovative pedagogical approaches: Experience in integrating innovative pedagogical approaches and digital technologies into education.
- Sensitivity to gender and inclusion issues: Sensitivity to gender and inclusion issues in education, ability to promote gender equality and the inclusion of vulnerable groups.

**Please note:** the expert will be required to hold a HEAT safety training certificate before any assignment in the DRC.

### **Who can apply as an international expert?**

According to the Facility's definition, an international expert responds to a call for expertise open to the international market, competing with experts from around the world. An international expert is often, but not always, of a different nationality than that of the country in which the consultancy is deployed. An international consultant generally has skills that are rare on the national market and experience in different countries, which enables them to offer a comparative analysis on the subjects of expertise covered by the consultancy and a methodology that ensures adaptation to the national context.

## **6. HOW TO APPLY AND SELECTION PROCESS**

Please enclose the following with your application:

- your **CV (using the [Europass template](#))**
- a **technical proposal** explaining the assignment, detailing the methodology used and a description of the implementation (8 pages maximum). It should include a proposed distribution of roles and responsibilities between the national and the international, the expected added value of each consultant and the coordination arrangements. It must be written in French.
- If possible, please attach a **sample of previous work** similar to the above assignment (1 to 3 samples of work; extracts of full deliverables are accepted). In each case, you must specify your role (principal author, major contributions, minor contributions, etc.).

→ *The applicable daily rate will be in accordance with the Facility's current fee schedule. It will depend on the expert's status and experience.*

→ **Apply on the following link:** [https://expertise-france.gestmax.fr/13904/1/24-cod-1-a-1-2-3-politique-enseignante-rdc-international-h-f/en\\_US](https://expertise-france.gestmax.fr/13904/1/24-cod-1-a-1-2-3-politique-enseignante-rdc-international-h-f/en_US)

**Application deadline: 08/10/2025 Paris Time (UTC+2)**

*The evaluation of the offers received will be based in particular on the following criteria: (i) the candidate's diploma, (ii) the candidate's experience in carrying out assignments that are relevant or similar to those specified in this call for applications, (iii) the candidate's understanding of the expectations of the assignment and the proposed intervention methodology.*

*"Within the RTIA Facility, we value all experts as unique individuals and welcome the diversity of experience they bring to the Facility. As such, we have a strict policy of non-discrimination. We believe that everyone should be treated equally, regardless of gender, gender identification, sexual orientation, national origin, first language, religion, age, disability, marital status, citizenship, genetic information, pregnancy or any other characteristic protected by law. If you feel that you have been discriminated against, please inform the RTIA team as soon as possible. Each complaint will be investigated appropriately"*