

REGIONAL INITIATIVE FACILITY FOR TEACHERS IN AFRICA

TERMS OF REFERENCE

DIAGNOSTIC OF INITIAL TRAINING AND DEVELOPMENT OF A COMPETENCY FRAMEWORK FOR PRE-SCHOOL TEACHERS

DEMOCRATIC REPUBLIC OF CONGO

TYPE OF EXPERTISE: INDIVIDUAL NATIONAL EXPERT

Technical area of the Country Action Plan	Initial training
Action and main activity of the Country Action Plan (PAP)	<p>Action : Initial training for teachers</p> <ol style="list-style-type: none"> 1. Overview of initial training for pre-school teachers 2. Drawing up a competency framework for pre-school teachers 3. Drawing up a single training programme for pre-school teachers 4. Design of training modules
PAP indicator affected	<u>Targeted results in the SSEF 2016-2025:</u> Overall, 15% of children aged 3 to 5 benefit from quality pre-school education and are better prepared for primary school.
Facility indicator affected	<u>Indicator 2.1 #</u> of countries with a new initial professional development programme for teachers that incorporates innovative teaching practices with a practical component.
Implementation period	April-May 2025
Total number of days planned	40 days
Expected deliverables	<ol style="list-style-type: none"> 1. Deliverable #1: scoping note 2. Deliverable #2: Report on the initial training of pre-school teachers 3. Deliverable #3: Pre-school teacher competency framework 4. Deliverable #4: final report
National implementation partners (Units responsible for interaction with experts)	SPACE (Secrétariat Permanent d'Appui et de Coordination du Secteur de l'Education) and DEP (Direction des Etudes et de la Planification) within the Ministry of National Education and New Citizenship (MINEDU - NC) in the Democratic Republic of Congo.

1. PRESENTATION OF THE FACILITY

The Regional Teachers' Initiative for Africa (RTIA), a programme funded by the European Union (EU) via the Education Section (G3) of Directorate General INTPA, aims to improve learning outcomes and the socio-

emotional development of children in Africa, by having a more competent, motivated and inclusive teaching workforce in basic education.

In particular, RTIA will seek to achieve the following results over the next 6 years:

1. Improving the governance, management, attractiveness and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. To improve the quality, relevance and effectiveness of initial and continuing professional development for teachers, in particular through digital education, 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 country 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 financed 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.

2. BACKGROUND

2.1 EDUCATION SECTOR

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'Education 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 Pact

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, totalling \$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 revitalise 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 Secrétariat Permanent d'Appui et de Coordination du Secteur de l'Education (Permanent Secretariat for Support and Coordination of the Education Sector), 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 humanities teaching and the Instituts de Formation aux Métiers d'Enseignement (IFME).

2.2 CONTEXT OF THE PAP - LINKS WITH PREVIOUS WORK

The objectives of the Democratic Republic of Congo (DRC) in terms of pre-school enrolment, set out in particular in the Education and Training Sector Strategy, aim in particular to improve access to quality pre-school education, especially in rural areas. The country aims to achieve a gross pre-school enrolment rate of 15% by 2025, compared with 4.7% in 2014. Strategies include the creation of preparatory classes in primary schools and the development of partnerships with local communities to set up community early learning . The 2024-2029 Five-Year Plan focuses on continuing teacher training to incorporate new teaching methodologies and digital technologies. The aim is to prepare children aged 3 to 5 to succeed in primary school by improving their cognitive and social development. Previous work has led to the development of a pre-school curriculum. This programme applies unevenly in schools.

Upon request of the DRC Ministry of Education (MINEDU-NC) for Technical Assistance (September 2024), a Country Action Plan (CAP) was co-developed between the Facility Implementation Team and the SPACE from the Ministry of Education in consultation with other national and international partners, on the foundations of the national education sector plan (SSEF). The CAP covers 3 technical areas of expertise, including pre-service teacher training at preprimary level. The related work package begins with a diagnostic to get stock of the existing initial training programmes for pre-school teachers and the development of the pre-school teachers competency framework.

3. SCOPE OF THE MISSION

3.1 MAIN OBJECTIVES

The mission focuses on pre-school education. It should help to achieve the pre-schooling objectives set out in the 2024-2029 five-year plan and the 2016-2025 sector strategy

The general objectives of the assignment are (i) to assess the current state of initial training for pre-school teachers by drawing up an inventory (analysis of existing training programmes, teaching methods, available infrastructure, strengths/weaknesses of the current pre-school teacher training system, etc.), (ii) to draw up a competency framework for pre-school teachers.

The team of experts must specifically:

- Analyse existing training programmes (content of initial training programmes for pre-school teachers, relevance and effectiveness of teaching methods used, areas for improvement and training needs, etc.).
- Assess infrastructures and resources (state of infrastructures dedicated to pre-school teacher training, availability and adequacy of teaching and material resources, etc.).
- Propose recommendations for improving initial training, particularly in terms of new teaching methods and the integration of digital technology
- Analyse the profiles of trainers and trainee teachers (qualifications and skills of current trainers, etc.)
- Define key skills for pre-school teachers (pre-school teacher competency framework), ensuring alignment with the new sector strategy currently being updated and synergies with technical and financial partners.
- Propose strategies for integrating new teaching methods and digital technologies.

3.2 METHODOLOGY & GENERAL APPROACH

The assignment will be carried out by a team of experts (an international and a national pair), remotely and in the field. The international and national experts will be recruited separately, but a team already formed is eligible (in which case the two experts will apply individually and refer to the teammate in the technical offer). **The national expert** will provide support in all the phases below. In addition to this support, the national expert is expected to: (i) to provide a detailed and in-depth understanding of local realities, challenges and opportunities specific to the DRC's education system, (ii) to facilitate exchanges thanks to his knowledge of local stakeholders; In this way, the national expert will facilitate meetings and consultations, ensuring better data collection and more effective validation of deliverables, (iii) logistical and operational support the organisation of field visits and workshops to enable the international expert to concentrate on the technical and strategic aspects of the assignment, (iv) technical input when reviewing deliverables based on his experience of pre-school education in the DRC.

	Phase	Activities	Description
Diagnostic of the Initial Teacher Training	Preparation phase	Document review/planning	Analysis of relevant national and international strategic documents. Drawing up 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 assignment (inventory of current situation and development of competency framework). Validation of the work plan.
	Information gathering/data analysis phase	Initial consultations	Conducting surveys, interviews and field visits. Compiling and analysing the data collected.
	Technical validation phase	Validation Workshop	Workshop to validate the initial training of pre-school teachers. A technical validation report should be produced by the participants.
	Site survey report	Report	Final status report

competency framework	Information gathering/data analysis phase	Initial consultations	Conducting surveys, interviews and field visits to test the consultant's initial proposals for a reference framework with key stakeholders. Compiling and analysing the data collected.
	Technical validation workshop	Technical validation	A 3-day workshop will provide technical validation of the reference system.
	Workshop for the official validation of the competency framework for pre-school teachers	Official validation	A one-day workshop will enable the competency framework to be officially validated.
	Finalisation and overall mission report phase	Revisions and adjustments	Drafting and transmission of the final report detailing the process of taking stock of the situation and developing the reference system, the methodologies used and the results obtained. Amendments made during the validation phase will be taken into account. Interview reports will be appended.

The expert's mission will be organized and piloted in the field by the focal point of the Permanent Secretariat for Support and Coordination of the Education Sector (SPACE) and a referent department (the Department of Studies and Planning) in liaison with the Facility

3.3 STAKEHOLDERS

Stakeholders to be involved at least in gathering information and producing deliverables:

At a minimum, the structures to be involved are:

- Inspectorate General (IG), activity lead
- Associated departments: Direction des Programmes Scolaires et Matériel Didactique (DIPROMAD), Direction de la Formation des Enseignants et des Bureaux Gestionnaires des Ecoles (DIFORE BG), Direction d'Étude et Planification (DEP)
- TFPs (in particular UNICEF)

For the development of a competency framework for pre-school teachers,

- IG Service National de Formation préscolaire (SERNAFOR), Lead of the activity
- Associated departments: DIFORE BG, DIPROMAD, DEP
- PTF

3.4 MAIN DELIVERABLES

The specific deliverables under this consultation are as follows:

Deliverable #1: scoping note

Deliverable #2: Report on the initial training of teachers

Deliverable #3: Report on the technical validation of the survey report

Deliverable #4: Competency framework for pre-school teachers and technical validation report on the framework

Deliverable #5: final report incorporating 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 referring management and the Facility. The expert must ensure that the documents are clear, concise and meet the defined requirements.

The expert will also be required to help compile the data needed to monitor the action plan as part of the monitoring and evaluation activities.

4 IMPLEMENTATION PROCEDURES

4.1 ESTIMATED NUMBER OF DAYS AND GENERAL TIMETABLE

The national expert will have 15 working days to carry out the inventory and 25 days to draw up the competency framework for pre-school teachers, according to the breakdown below.

	Phase	Number of days	Month
Diagnostic on the Initial TT (15 days)	Preparation phase	1	M1
	Scoping phase	1	
	Information gathering/data analysis phase	11	
	Technical validation phase	1	
	Site survey report	1	
	Total for the diagnostic	15	
Competency framework (25 days)	Information gathering/data analysis phase	19	M1-M2
	Technical validation workshop	3	
	Workshop for the official validation of the competency framework	1	
	Finalisation and overall mission report phase	2	
Total for the competency framework		25	
Grand total		40	

4.2 ROLES AND RESPONSIBILITIES

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

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

- Providing documentation
- Facilitate meetings with relevant stakeholders
- Organise workshops and working sessions and provide workspace
- Comment on and approve deliverables
- Share deliverables with key stakeholders

The RTIA Facility will be responsible for:

- Contract and facilitate the integration of the consultant by providing all available documents and resources
- Monitor the consultant's work from the start of the assignment through to completion
- Act as the main contact for the consultant
- Ensure quality control of deliverables in collaboration with the departmental focal point for this consultation
- Contribute to internal and external knowledge management
- Collect feedback and comments from stakeholders and validate deliverables by all parties
- Evaluate the consultant's overall performance for this assignment

The expert will:

- Review and comment on the Terms of Reference (ToR)

Terms of Reference_ PAP RDC

- Ensure that all deliverables comply with the guidelines set out at the scoping meeting, in accordance with the agreed timetable
- Implement all the stages of the validated methodology
- Compile and submit the final report
- To meet the requirements of monitoring-evaluation and quality assurance with regard to the collection of data relating to the methodology and deliverables produced (feedback from the expert, evaluation of participants and feedback from the technical team within the ministry).
- Ensure that stakeholders are consulted throughout the assignment
- Conduct themselves with the highest levels of personal integrity and commit to the required standards of good conduct
- Immediately inform the Regional Teachers' Facility of any difficulties in implementing the mission

Distribution of roles between the international expert and the national expert:

The international expert, as head of mission:

- Be responsible for the entire assignment and guarantee the quality of deliverables
- Lead the start-up phase, including document review and scoping meeting
- Oversee and participate in data collection and analysis
- Lead the work and validation workshops
- Draft deliverables and reports with the support of the national expert and be responsible for their submission
- Ensure ongoing consultation with stakeholders

The national expert :

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

5. PROFILE OF THE NATIONAL EXPERT

Academic qualification

- Master's degree in education or equivalent experience in the education system

General professional experience

- At least 10 years' experience in the field of education, with excellent knowledge of the Congolese educational context and dynamics.

Specific professional experience

- Experience as a pre-school teacher trainer, preferably in initial or in-service training.
- Experience of conducting field surveys
- Knowledge of national curricula and teaching practices in pre-school education in the DRC
- Experience in implementing educational reforms in the
- Participation in educational development projects at national level, with the ability to mobilise and coordinate stakeholders

Language skills

- Fluency in French (written and spoken).

Interpersonal and general skills

- Ability to work in a team and communicate effectively with a range of stakeholders.
- Capacity-building and workshop facilitation skills.
- Ability to navigate complex institutional contexts and to lead technical and policy dialogue

Assets

- Experience of working in **pre-school** education in the Ministry of Primary, Secondary and Vocational Education or the Ministry of Education and New Citizenship.
- Ability to integrate **local perspectives** into recommendations and deliverables, ensuring their relevance and feasibility.

- **Sensitivity to gender issues and inclusion:** Sensitivity to gender issues and inclusion in education, ability to promote gender equality and the inclusion of vulnerable groups.

Who can apply as a national expert?

- According to the Facility's definition, a national expert responds to an open call for expertise on the national market. A national expert is generally a national of the country in which the technical assistance is deployed or a resident with a legal work permit in the country. Salaries and benefits are based on the local market and paid in local currency.

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.

→ Please click on the following link to apply: https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-12938---1---rtia-w1-drc-3-1-3-2-fi-enseignants-prescolaire-etat-des-lieux-et-referentiel-de-competences-nat-h---en_US

→ **Application deadline: Monday 21 April, 11:59 pm Paris Time (UTC+1)**

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 race, 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"