

REGIONAL INITIATIVE FOR TEACHERS IN AFRICA - FACILITY

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 international expert

Technical area of the Country Action Plan	Initial training
Action and main activity of the Country Action Plan (PAP)	Action : Initial training for teachers <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
Impacted CAP indicator	Targeted results in the SSEF 2016-2025: Overall, 15% of children aged 3 to 5 benefit from quality pre-school education and are better prepared for primary school.
Impacted CAP indicator	Indicator 2.1 # of countries with a new initial professional development programme for teachers that incorporates innovative teaching practices with a practical component.
Intended period of implementation	April-May 2025
Total expected number of days	40 days
Expected key 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 (Unit in charge of interaction with the 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 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 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 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.

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 THE DRC

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 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, 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 OF THE CAP - ARTICULATION 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.).
- Evaluate 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 international expert will be mission leader.

	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 standards.
	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 considered. 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 pre-school 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-evaluation and quality assurance activities.

4 IMPLEMENTATION PROCEDURES

4.1 ESTIMATED NUMBER OF DAYS AND GENERAL TIMETABLE

The international 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	Remote days	Days in the field	Month
Diagnostic Initial TT (15 days)	Preparation phase	3	3	0	M1
	Scoping phase	1	0	1	
	Information gathering/data analysis phase	9		9	
	Technical validation phase	1	0	1	
	Site survey report	1	1	0	
	Total for the Initial TT diagnostic		15	4	11
Competency framework (25 days)	Information gathering/data analysis phase	19	10	9	M1-M2
	Technical validation workshop	3	0	3	
	Workshop for the official validation of the competency framework	1	0	1	
	Finalisation and overall mission report phase	2	2	0	
Total for the Competency framework		25	12	13	
Grand total		40	16	24	

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
- Ensuring that the national side takes ownership of the deliverables and implements the next steps

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)
- 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 INTERNATIONAL EXPERT

Academic qualification

- Master's degree in education or a related field.

General professional experience

- At least 15 years' experience in the education sector.

Specific professional experience

- Minimum 8 years experience in the pre-school education sub-sector
- Proven experience in carrying out assessments and developing competency frameworks for pre-school teachers
- Experiences of education systems in sub-Saharan Africa and in leading technical and political dialogue

Language skills

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

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 in complex institutional contexts.

Assets

- **Knowledge of the educational context in the DRC:** familiarity with the educational reforms under way and the specific challenges facing the Congolese education system.
- **Integration of digital technologies:** Experience in integrating digital technologies into teacher training
- **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.

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

Who can apply as an international expert?

According to the Facility's definition, an international expert responds to an open call for expertise on the international market, competing with experts from all over the world. An international expert is often, but not always, of a nationality other 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 him to offer a comparative analysis of the areas of expertise concerned by the consultancy and a methodology that can be adapted 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.

→ Please click on the following link to apply: https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-12932---1---rtia-w1-drc-3-1-3-2-fi-enseignants-prescolaire-etat-des-lieux-et-referentiel-de-competences-inter---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"