

TERMS OF REFERENCE

Recruitment of Technical Assistance to Support and Coordinate the Implementation of the National Plan for Teacher Training - Horizon 2020-2030 for the Education Sector

1. BACKGROUND

It is jointly agreed that theoretical knowledge acquired in initial training courses does not adequately address the training needs required by the teaching profession and the need for continuous professional development. The need to continuously update teaching staff skills to social, cultural and technological changes is widely recognized by many educational systems.

The Cabo Verdean education system, in accordance with the Basic Law of the Education System (Legislative Decree No. 13/2018) comprises the subsystems of pre-school education, school education (including basic, secondary and higher education) and out-of-school education. The education system also integrates the technical and vocational training components and it closely aligns with the National Professional Training and Learning System.

Basic Education lasts 8 years (1st to 8th grade) comprised of two cycles, each with a duration of four years (first cycle covering 1st – 4th grades; second cycle covering 5th - 8th grades). The first cycle aims at boosting the development of (i) Portuguese language and reading and writing skills; (ii) basic arithmetic skills; (iii) integrated sciences and expressions (i.e., art, drama, musical, and motor); and (iv) moral and civic education. The second cycle aims to (i) strengthen and develop additional language skills (Portuguese, English and French); (ii) further develop skills in mathematics, information technology, natural sciences and humanities; and (iii) promote the values of citizenship, protection of the environment, solidarity, social responsibility, equality and respect for differences.

Secondary Education lasts for four years, with a single cycle from 9th - 12th grade. It aims to enable the acquisition of scientific, technological and cultural bases necessary to pursue further studies and the acquisition of professional skills for entry into employment.

In Cabo Verde, the education sector is one of the areas where notable progress has been made since national independence. Considered a factor of social progress and upward mobility, education has played an important role in the development of human capital and, consequently, in economic and social development. However, despite considerable gains and the remarkable progress made, major challenges still remain. In fact, a diagnosis of the education system carried out in 2015 identified several constraints specifically related to internal efficiency and education quality. These constraints are connected to elevated drop-out and repetition rates, especially in secondary education, as well as notable weaknesses in the system's performance in terms of pedagogical management and low levels of achievement in both Portuguese and Mathematics.

The country has made commendable progress in expanding access to education. However, the recent sectoral analysis done in 2015, highlights three main issues: **i)** the need to improve the

quality of basic education, as indicated by low learning outcomes; **ii)** a high number of school drop-outs in secondary education; and **iii)** shortfalls in the management of the education sector.

Aware of the existing weaknesses, the Government, in the Programme for the IX Legislature, proposed to implement a set of measures that aim to provide the country with an educational system of excellence, capable of providing young Cabo Verdeans with a deep command of sciences, technologies, as well as a culture of research, experimentation and innovation, thus giving them a solid preparation to enter the job market. These measures were also fully incorporated into by the Education Sector Plan for 2017-2021 (ESP), choosing as major priorities **(i)** improving the quality and relevance of education services and **(ii)** strengthening the education efficiency and management.

In order to achieve the recommended objectives, a set of measures are in progress, taking into account **(i)** the curricular reform in basic and secondary education; **(ii)** the institutionalization of a national system for the assessment of student learning; and **(iii)** the implementation of a National Teacher Training Plan, as well as working on the institutionalization of a national teacher training system.

With this latter option, the Ministry of Education intends to implement educational policy measures on teacher training, for different teaching levels, as a way to improve the teaching and learning processes as well as the management of the pedagogical processes. This work also includes reforms related to the institutionalization of a national continuous training system with organizational and functional structures capable of producing highly qualified teachers.

In Cabo Verde, the percentage of teachers with the required formal qualifications is high in both basic and secondary education, 93.2% and 76.8% respectively, although in light of the Statute of the Teaching Career approved in 2015, only 33.2% of teachers in basic education have a degree (Diagnostic Report / Human Resources Profile in Education - year 2017).

The Basic Law of the Educational System (Legislative Decree no. 13/2018) stipulates and guides the training of teachers, providing different levels and modalities to correspond to the scientific and technical scope of the profession and its complexities. However, according to the diagnosis, teachers in Basic Education lack specific skills to teach reading and writing and basic sciences and teachers Secondary Education need additional training in effective teaching pedagogies in their specific subject areas. Nowadays, considering the essential knowledge and training required to have a highly qualified professional teaching force, this professional group manifests serious problems in terms of the existing levels of training, at all levels and cycles of education.

2. JUSTIFICATION

In response to (i) the Government of Cabo Verde's Programme for the Ninth (IX) Legislature goal of obtaining excellence, fair and inclusive education; and (ii) the ESP which aims to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all", it is necessary and urgent to adapt the training and professional development of teachers, considering their fundamental role in ensuring education quality and their influence on levels of student achievement. With this consultancy, the Ministry of Education is seeking to hire an individual consultant to support and coordinate the implementation of the recently developed National Plan for Teacher Training.

3. OBJECTIVES

3.1. General Objective

The objective of this technical assistance is to assist the Ministry of Education in the management and coordination of the implementation of the National Plan for Teacher Training - Horizon 2020/30, over the course of 24 months (2 years).

3.2. Specific Objectives

- a) In consultation with the Ministry of Education and Universities, coordinate and execute the planning, operationalization and evaluation of the National Teacher Training Plan (for both basic and secondary education);
- b) Define and establish procedures to facilitate the management of the plan, involving the stakeholders;
- c) Provide expert advice to the stakeholders in the implementation of the plan;
- d) Provide advice in the training implementation processes;
- e) Develop mechanisms for the articulation between the management of the plan and the stakeholders within the framework of the activities of the plan and the sharing of good networking practices;
- f) Prepare reports and supporting documents (technical and regulatory) for the implementation of the plan;
- g) Ensure the monitoring of the plan implementation process according to quality indicators and evaluation reports on the achievement of the specific objectives of the project/plan during the contract period.

4. BENEFICIARIES

- **Direct beneficiaries:** Educational System, National Subsystem for Teachers Training, teachers, national system of qualifications.
- **Indirect Beneficiaries:** teachers, students and the educational community in general.

5. TASKS

The technical assistance aims at ensuring the management of the National Plan for Teachers Training - Horizon 2020/30, during the first 24 months of its implementation. The tasks of the consultant include in particular the following:

- a)** Plan, coordinate and implement the national training plan, in conjunction with the Ministry of Education departments responsible for teachers training and with institutions of Higher Education;
- b)** Develop the timeline for management of the plan, in accordance with the deadlines and planned actions;
- c)** Implement, in conjunction with the responsible Ministry of Education departments in this area, the monitoring procedures and produce periodic reports on the progress of the implementation of the Plan, covering both technical and operational aspects;
- d)** Coordinate and manage the interaction with the stakeholders (ME, HEI and other training institutions) so that the activities and processes are carried out in the approved conditions in accordance with the Plan;
- e)** Share with stakeholders all information required related to the implementation of the plan;
- f)** Identify, anticipate and manage potential risks associated with the implementation of the plan;
- g)** Develop and implement measures for the monitoring and evaluation of the plan implementation;
- h)** Provide scientific and technical support to the stakeholders;
- i)** Ensure quality and excellence in the implementation of the plan.

6. QUALIFICATIONS

It is intended that the consultant who is hired will have specialized skills and expertise in the area of teacher professional development. The consultant should possess the following competencies and profile:

- a)** Higher degree, at least a masters, preferably in education, in one of the following specialties: (i) educational planning, (ii) curriculum development, (iii) administrative and pedagogical organization and management;
- b)** More than 10 years' of experience in the areas of teacher training, with specific experience in in-service teacher training programmes, and education management and planning required;
- c)** At least five years' experience in project management related to education, curriculum management and teacher training preferred;
- d)** Experience in the areas of curriculum development or pedagogical supervision preferred;

- e) Knowledge of distance learning platforms (preferably MOODLE) required;
- f) Proven proficiency (oral and written) in Portuguese;
- g) Immediate availability to be based full-time in Cabo Verde.

7. DURATION, WORKPLACE AND PAY CONDITIONS

The consultancy is expected to last 24 months. During the contract term, the contractor is required to be fully available and exclusive (full time, i.e. 40 hours per week). The contract will be on a yearly basis, renewable subject to a satisfactory performance evaluation.

The Consultant should submit a monthly report related to the work carried out, based on a work plan previously drawn up and approved by the Ministry of Education. In addition to the monthly report, the consultant should submit half-yearly reports and a final report at the end of the consultancy. The contractor's payments will be done on a monthly basis, based on submission of monthly reports that are approved by the Ministry of Education and the Directorate General for Planning, Budget and Management (DGPOG) that will be responsible for coordination and supervising the consultant's work.

The place of employment will be at the Ministry of Education, full-time.

8. INSTITUTIONAL ARRANGEMENTS, MANAGEMENT AND SUPERVISION OF THE CONSULTATION

The consultant's work will be carried out under the direct supervision of the National Directorate for Education (DNE) and the Directorate General for Planning, Budget and Management (DGPOG). The consultant is expected to serve as both a coordinator and technical/scientific advisor of the National Teacher Training Plan under the guidance of DGPOG. A detailed work program will be prepared by the consultant, taking into consideration the deadlines set in the approved action plan. The consultant is expected to work on the basis of this detailed work program which must be officially approved by the Technical Committee (see below). The consultant's performance will be measured by achievement of the objectives, activities and targets outlined in this plan.

The coordination and technical supervision of the consultant's work is to be carried out by DGPOG while overall supervision and contract management will be done by the Special Project Management Unit (UGPE).

A technical committee, composed of representatives of DGPOG, the National Directorate of Education (DNE) and the University, will be created and responsible for assessing periodically (monthly) the follow-up of the technical assistance tasks.

The Technical Committee will also:

- validate the methodology and work plan;
- validate the methodological tools;
- Participate in all stages of the work;
- Evaluate and provide technical advice on final products prior to validation.

9. INTELLECTUAL AND TECHNICAL PROPERTY

All of the products developed under this technical assistance shall remain under the intellectual property of the Ministry of Education. They shall not be shared without prior written authorization.