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| Regional TEACHERS initiative IN AFRICA - FACILITY |
| Terms of referencePRELIMINARY ASSESSMENT OF THE IMPLEMENTATION OF THE DIGITALISATION OF HR SERVICES AS PART OF THE DECENTRALISATION PROCESS MINISTRY OF NATIONAL EDUCATION AND CIVIC PROMOTION CHADIndividual expert - International |

**SUMMARY TABLE**

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| PAP technical area | *Teacher policy and governance of the teaching profession*Human Resources Management (HR) / Digitalisation of services and technologies |
| Action and main activity of the PAP  | Drawing up an inventory of HR services (central and decentralized levels) in preparation for digitalisation |
| PAP indicator affected | SO 1 IP1: Human Resources personnel with enhanced capacity in using the assignment module of the computerized teacher management system |
| Facility indicator affected | 1. # of RTIA engaged countries implementing new or revised policies, processes or tools related to teacher governance or management, aligned with national education policies |
| Planned implementation period | July-September 2025 |
| Total number of days planned | 45 days of expertise |
| Expected deliverables | Report summarising the conclusions of the review of HR services at central and decentralised levels, including :* An analysis of existing tools, their usage, and their relevance to current needs
* An assessment of HR staff training needs related to the use of tools and new technologies
* An analysis of the training needs of HR staff in relation to the decentralisation process and the corresponding transfer of skills
* Recommendations on the use of tools and the digitisation process (including archiving with a financial projection for digitalisation)
* A proposal for content/themes to build the capacity of HR departments in relation to digitalisation and new technologies
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| National implementation partners (Units responsible for interaction with the experts)  | HR Department (lead), Ministry of National Education and Civic PromotionDAPCS, DPEN, APICED, Academies |

**THE REGIONAL TEACHERS INITIATIVE FOR AFRICA**

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

In particular, RTIA will aim to achieve the following results by 2030:

* Improving the governance, management and attractiveness of the teaching profession, as well as the gender balance, by focusing on digitisation and innovation.
* To improve the quality, relevance and effectiveness of initial and in-service teacher training, particularly through digital education, peer learning 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 Facility from theRegional Teacher Initiative 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 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 implemented by the partnership formed by three Member State agencies: Expertise France for France, Enabel for Belgium and EDUFI for Finland. Expertise France has been designated as the coordinating agency for this partnership. As the governance scheme for the Facility serves as the governance scheme for the Initiative, the partnership is expected to work closely with UNESCO and UAC, which oversee the other 2 components of the 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 expertise is part of Window 1 for the provision of technical assistance (TA) to support countries in specific thematic areas related to teacher policy and governance, and teacher education and professional development.

**GENERAL CONTEXT IN THE COUNTRY**

Chad now has a population of almost 21 million, of which almost 60% are under 20 years of age, putting great pressure on its education system. **According to the *Annuaire statistique de l'éducation 2023*, Chad has 91,662 teachers, including 1,383 (1,245 women) in preschool schools, 54,801 (11,656 women) in primary schools, 12,700 (1,218 women) in lower secondary schools and 22,778 (2,271 women) in upper secondary schools. The status of teachers is a challenge in Chad, with 6 categories of teachers at primary level:** zero level community teachers (MC0), level 1 teachers (MC1) and level 2 teachers (MC2); contract teachers; assistant primary school teachers and primary school teachers. These different statuses not only have an impact on teacher governance, but also on the quality of teaching itself. Community teachers make up 67% of primary school staff. State recruitment of teachers through the civil service is stagnating, and all the ENI (Ecole Normale d'Instituteurs) are currently closed - since teachers coming out of initial training cannot be recruited for lack of a sufficient budget. Teachers graduating from the ENS (Ecole Normale Supérieure) are also not necessarily recruited or given priority for posts in collèges and lycées.

Governance and teacher training are therefore the priorities set out in Chad's Interim Education Plan (PIET) for the development of the education system. In addition to Chad's National Teacher Policy (PNET), validated in 2024, and the development of the ENS training reference framework, the **introduction of a computerised teacher management tool for the Human Resources Department** (**DRH)** is an essential step towards the transparency and rationalisation of teacher governance. The current priority is the implementation of the **decentralisation of the education system**, with a transfer of powers to the provincial Academies, in particular the management of human resources.

**CONTEXT OF THE COUNTRY ACTION PLAN**

Following the request for technical assistance sent by Chad to the RTIA in January 2025, 2 experts from the Facility went to N'Djamena in April 2025 to co-develop the Country Action Plan (CAP) with the representatives of the various departments of the Ministry of Education National and Civic Promotion (MENPC). At the end of this mission, the thematic areas and major activities were defined and confirmed: two actions concern the governance of the teaching profession (in the field of human resources) and one the in-service training of teachers. The process of recruiting experts begins immediately after the CAP has been validated by the MENPC and the management of the Facility.

**MAIN OBJECTIVES**

The proposed technical assistance programme focuses on the governance and professional development of teachers, and aims to support the MENPC in its decentralisation process (implementation of Organic Law 2024 on the division of powers between the State and autonomous communities).

With regard to **human resources management**, the technical assistance will make it possible to respond to two issues identified by the Ministry: on the one hand, the capacity-building needs associated with the digitalisation of HR services, with the widespread use of Mirador software at central and decentralised levels, and on the other, the operationalisation of reference texts on the recruitment, deployment and promotion of teachers.

The TA will thus contribute **directly** to the following sectoral objectives and indicators of the PNET (National Education Policy of Chad) 2024-2030:

Strategic objective 1: Enhance the teaching profession

Expected effect 1: The Ministry of Education improves recruitment planning, while giving priority to the professional qualifications and merit of candidates.

IP3: Number of HRM staff with enhanced recruitment planning skills

Expected Outcome 2: Teacher transfers and assignments comply with the criteria defined with a view to reducing the degree of uncertainty in teacher allocation

 IP1: Number of HRM staff whose skills have been enhanced in the use of the assignment module of the computerised teacher management tool.

Specific objectives

This action is the first stage in the process of upgrading the skills of HR teams to ensure optimum decentralised management. The aim is to draw up an inventory of both HR tools and the training needs of staff in relation to the use of these tools.

Chad has chosen to use the Mirador software. UNESCO has already worked on adaptation modules for the Chadian context, but this software is not yet in use, including at central level. The aim of the inventory will be to assess whether the software meets the needs of HR departments or whether further adaptations are required.

In connection with the use of the software, the inventory will identify the training needs of HR teams at central and devolved levels. The inventory will therefore serve as a basis for the next stages in the implementation of the PAP, namely the development of training modules and the training of trainers selected by the MENPC in the decentralised and central HR departments to replicate these cascade training courses.

The inventory will include the following components:

* 1) analysis of existing tools, how they are used and whether they meet the needs of HR departments
* 2) analysis of the training needs of HR staff (at central and devolved levels) in terms of the use of tools and new technologies, including for data analysis
* 3) analysis of the training needs of HR agents at the devolved level in relation to the transfer of competences due to the decentralisation process
* 4) recommendations on the use of tools and the digitalisation process (including the archiving of existing "paper" HR documents with a financial projection for their digitisation)
* 5) proposal of content/themes for capacity building in HR departments in relation to digitalisation and new technologies and in relation to the transfer of skills due to the decentralisation process

**STAKEHOLDERS**

The HR department of the MENPC is the key contact for supporting the development of the inventory, since the main objective of the technical assistance in this first area of teacher governance is to contribute to increasing the skills of HR agents. Other stakeholders include the DAPCS (Direction de l'analyse, la prospective et la carte scolaire), the DPEN (Délégations provinciales de l'éducation nationale), APICED (Agence pour la promotion des initiatives communautaires en éducation) and the Académies.

**MAIN DELIVERABLES**

The main deliverables for this consultancy work are as follows:

1. Methodological note / inception report (no more than 2-3 pages)
2. Presentation of the initial results of the inventory (at the end of the field mission) to the MENPC (PowerPoint)
3. Report on the state of play, including: a detailed analysis of the strengths and challenges associated with digitalisation (at central and decentralized levels), with particular emphasis on the specific context of decentralisation and the transfer of powers to the devolved levels; recommendations on existing tools (relevance, need for adaptation, etc.); recommendations and a financial projection for the digitisation of archives; an analysis of the training needs of HR staff (at central and devolved levels) in relation to digitalisation and decentralisation, and recommendations for meeting these needs. An analysis of the training needs of HR staff (at central and devolved levels) in relation to digitalisation and decentralisation, and recommendations for meeting these needs (training content/themes; training formats, etc.). This inventory will also include an analysis and recommendations on the evolution of roles and responsibilities at central and decentralised levels, with proposals (if necessary) for updating HR job profiles.

The deliverables will be sent to the Facility and MENPC for validation. The PowerPoint presentations for the post-mission feedback will also be shared.

**GENERAL APPROACH AND METHODOLOGY**

The general approach and methodology described below are indicative and non-exclusive. The expert must develop the methodology he intends to use in his application.

General approach :

The international expert will work in close collaboration with the MENPC directorates and departments concerned, at both central and decentralised levels. A participatory approach is essential to ensure that what is proposed is in line with the needs of the MENPC, that the priorities and perspectives of the various directorates and educational structures are taken into account, and that the administrations concerned endorse the recommendations of the inventory.

A participatory approach with the technical and financial partners working in Chad is also essential, with a view to complementing rather than duplicating efforts. In particular, it will be necessary to engage in dialogue with UNESCO and the partners involved in teacher governance and teacher recruitment/payment. It is also essential to engage in dialogue with the European Union Delegation in Chad, given the many complementary aspects of the various projects funded by the EU. The aim of this dialogue is to encourage the emergence of synergies, and to help anchor the technical assistant in existing and future initiatives.

Methodology :

To carry out the survey, the surveyor recruited must :

* + Study the main policy documents of the Chadian education system (in particular the sector strategy and teaching policy).
	+ Participate in a inception meeting with the MENPC focal points and the Facility. Following this meeting, the expert will propose a brief note describing the work to be carried out, including the methodology and an updated timetable taking into account mission days in the country and remote work. This note will describe in detail the strategy that the expert intends to use to collect the information, taking into account the constraints of distance and security.
	+ Discussions with MENPC directors and technicians (working meetings, interviews), decentralised departments and TFPs (Technical and Financial Partners), in particular the DUE.

The discussions will enable the expert to gather information on existing HR practices, the constraints and challenges associated with digitalisation (material/equipment and capacity/training needs), the understanding and motivation of teams in relation to decentralisation and digitalisaton, the factors that can contribute to the success of these processes and the consequences of these processes on potential changes in roles and responsibilities.

Throughout the inventory, the expert is expected to have technical discussions with the Facility. The deliverables will be validated by MENPC and the Facility.

* 1. **ROLES AND RESPONSIBILITIES**

**The Ministry**

The Ministry of National Education and Civic Promotion (MENPC) 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
* Ensure ownership of deliverables by the national side and implementation of next steps

**The RTIA Facility**

The 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 to its 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**

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
* Organising/co-organising consultations with technical and financial partners and national stakeholders working in the education sector
* Conduct themselves with the highest levels of personal integrity and commit to the required standards of good conduct
* Immediately inform the Regional Teacher Initiative Facility of any difficulties in implementing the mission
* Submitting data relating to contractual services, in particular by collecting attendance sheets, participating in the consultant satisfaction survey and sharing information from the RTIA participant satisfaction survey

**EXPERT PROFILE**

* Academic qualification: Specialist in human resources in the field of education and/or the civil service or expert in teaching policy (minimum Master's level);
* General professional experience :
* At least 10 years' professional experience in the human resources sector in education and/or the civil service
* Proven experience in implementing HR policies in the education or public service sector
* Familiarity with HR software and the skills required to use it. Knowledge of Mirador software is an advantage.
* Proven knowledge and experience of teaching policies and education systems in West Africa, and Chad in particular
* Specific professional experience: leading, coordinating or supporting HR staff as part of a human resources decentralisation process
* Language skills: Fluency in French (written and spoken)
* Interpersonal and general skills and experience :
* Ability to work in a team and communicate effectively with a range of stakeholders.
* Experience in technical and political dialogue, with the ability to navigate complex institutional contexts.

Other prerequisites: the expert will be required to hold a HEAT security training certificate before any mission to Chad.

*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.*

**ESTIMATED NUMBER OF DAYS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Preparation** | **Working in the field** | **Remote working**(including drafting deliverables) | **Total** |
| Expert  | **5** | **20** | **20** | **45** |

**HOW TO APPLY AND SELECTION PROCESS**

Please enclose with your application :

* your CV (using the [Europass template](https://europass.europa.eu/en/create-europass-cv#:~:text=The%20Europass%20CV%20builder%20makes%20it%20easy%20to%20create%20your) ) and,
* a technical note of no more than 5 pages.
* If possible, please attach a sample of previous work similar to the above assignment (1 to 3 samples of work; extracts of complete 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-13381---1---expert-international-specialiste-rh-en-education-chad-h-f---en_US>

Application deadline: 7 July 2025 at 23h59

*The evaluation of the tenders 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.*

*At 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.*