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| Regional TEACHERS initiative for teachers in AFRICA - FACILITY |
| Terms of reference  COORDINATION MECHANISM AND MASTER PLAN FOR IN-SERVICE TEACHER TRAINING  MAURITANIA  Expertise : International Consultant |

**SUMMARY TABLE**

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| CAP technical area | *In-service training*  Planning, deployment and implementation of training courses |
| Action and main activity of the CAP | Proposal for a coordination mechanism and a master plan for in-service teacher training |
| CAP indicators | Indicator 1.2.4 of the Teacher Policy: Number of capacity-building plans for teachers and teacher trainers |
| Facility indicator | Outcome 2: Improve the quality, relevance and effectiveness of initial and continuous professional development for teachers |
| Planned implementation period | September 2025-February 2026 |
| Total number of days planned | 30 days of expertise |
| Expected deliverables | 1. Proposed coordination mechanism for in-service teacher training, dedicated to content development (CPD) 2. Proposed master plan for in-service teacher training (CPD) |
| Implementation national partners (Units responsible for interaction with experts) | HR (lead)  Basic and secondary education departments, national and regional inspectorates, decentralised departments, teacher training colleges |

**THE REGIONAL TEACHERS' INITIATIVE IN 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.

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

* 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 Facility from the Regional Teacher Initiative 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 production 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 the Regional Teacher Initiative for Africa 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 funded by the European Union and implemented by a partnership of 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 are in charge of 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.

**GENERAL CONTEXT IN THE COUNTRY**

Improving teachers' qualifications and skills is a priority in Mauritania and lies at the heart of the National Teacher Policy 2023-30, the National Education System Development Programme (PNDSE) 2023-30 and the priority reform of the GPE Partnership Pact (April 2024). Three strategic axes have been defined:

Improving teacher qualifications

* Attractiveness of the profession
* Enhancing the quality of training
* Setting up a modern, effective and continuous training system

Enhancing ' skills

* Strengthening management
* Using digital technology to support teacher self-training and collaboration
* Preparing teachers to remedy and prevent children’s dropout

Transforming teaching conditions and environments

* Strengthening decentralised education structures in their steering and role
* Strengthening management capacity in schools by involving all stakeholders

The main actions underway are aimed at

* improving planning by introducing computerised management tools and drawing up teacher management dashboards (SIRAGE, SIRH).
* supporting the reform of the ENI (installation of equipment, teaching materials and documentation centres offering digital resources and IT tools; revision of the initial training programme)
* organising in-service training for primary and secondary school teachers with a particular focus on open distance learning and communities of practice for teachers.
* At the same time, the MENRSE (ministère de l'Education nationale et de la réforme du système éducatif) is working to increase the number of departmental inspectors (IDEN) and district inspectors (IC) in response to local management needs.

**CONTEXT OF THE COUNTRY ACTION PLAN - LINKS WITH PREVIOUS WORK**

Following the request for technical assistance sent by Mauritania to the RTIA, 3 experts from the Facility went to Nouakchott in October 2024 to co-develop the Country Action Plan (CAP) with representatives of the various MENRSE directorates. At the end of this mission, the thematic areas and major activities were defined and confirmed: three actions concern teaching policy and the governance of the teaching profession (in the field of human resources, code of ethics and competencies framework) and one in-service teacher training. The process of recruiting experts begins directly after validation of the CAP by the MENRSE and the management of the Facility.

This activity complements the CAP activities already initiated:

- A feasibility study to set up a system for validating experience acquired by in-service teachers.

- A proposal for a code of ethics and deontology for the teaching profession

- Development of a competencies’ framework for primary school teachers

- Support for social dialogue as part of the implementation of these activities.

The expert will have to consider the activities carried out, coordinate with the corresponding experts and ensure that the proposed expertise considers the lessons learned, and results obtained, to integrate, complement and maintain coherence with the CAP activities already carried out.

**MAIN OBJECTIVES**

Mauritania's Education Policy (PNE 2023-2030) is based on three strategic objectives: (i) improving teacher qualifications, (ii) revitalising the teaching profession to ensure its quality and relevance, and (iii) rational and efficient teacher management.

The technical assistance programme, as defined in the CAP, helps to implement and operationalise this policy. Objective 1 of the Education Policy includes three indicators to which the CAP intends to contribute:

* Indicator 1.2.6. Percentage of teachers benefiting from local supervision (primary and secondary)
* Indicator 1.2.7. Percentage of teachers benefiting from communities of practice
* Indicator 1.2.4.  **Number of capacity-building plans for teachers and teacher trainers.**

The expertise deployed to propose a coordination mechanism and a master plan for CPD will contribute to indicator 1.2.4.

It should be noted that this activity was not included in the MENRSE's initial request but was integrated during the Facility experts' mission in Nouakchott, following discussions with the Ministry and partners. The current observation is that in-service teacher training is administratively based at HR level, but pedagogical contents are not overseen by any specific department. This results in a lack of visibility on the contents covered, and no harmonisation between national, regional, local initiatives and those of partners in relation to teacher training needs.

The **mechanism for coordinating CPD** will have to include all those involved in teachers’ CPD, and define the roles and responsibilities of each (RACI) in:

* + gathering and analysing training needs,
  + setting training priorities,
  + content development,
  + defining the scope of the training programme (national, regional, local)
  + and the delivery/format of teacher training courses (face-to-face, distance learning, self-study).

The proposed mechanism will include coordination with the Human Resources department, which is responsible for the administrative management of in-service training, given that it is at HR level that information on in-service training (number of teachers trained, duration and number of courses attended, etc.) is centralised.

Depending on the coordination mechanism chosen, the technical assistance will support the creation of a **CPD master plan**, highlighting the translation of the teaching policy ambitions into teachers’ CPD objectives and the coordination of local, regional and national CPD initiatives to achieve these objectives.

The proposed coordination mechanism and master plan (roadmap) are tools and processes that will enable MENRSE to develop and implement a national plan for in-service teacher training that takes into account:

* + Teachers' training needs (identified in the field) and national training priorities;
  + training initiatives at central and decentralised levels (including those of partners);
  + The monitoring of CPD initiatives at administrative level (HR)
  + and the monitoring of CPD’s impact on classroom practices (involvement of inspectors and local supervisors).

**STAKEHOLDERS**

As teacher training is a key issue in teacher policy and the education sector plan, the creation of a mechanism to coordinate in-service training is of interest to most central and decentralised education departments. The non-exclusive list of stakeholders includes:

* + Department of Basic Education
  + Secondary Education Department
  + General Inspectorate of National Education
  + Human Resources Department
  + Regional Education Directorates
  + Regional education inspectorates
  + Teachers training institutes (ENI, ENS).

The Technical and Financial Partners (TFP) in the education sector active in the field of in-service teacher training are also stakeholders to be consulted and informed for the development of the in-service training coordination mechanism. Their CPD initiatives should be documented and integrated into the master plan and the national CPD plan.

**MAIN DELIVERABLES**

* Methodological note / inception report (no more than 2-3 pages)
* Report on the analysis/status of the organisation of teachers’ CPD in Mauritania, including:
  + The list of actors and structures involved in in-service teacher training (including partners)
  + Existing training courses (content, objectives, formats, target audience)
  + Roles and responsibilities of government structures/ departments (centralised/decentralised) in defining the content of CPD and implementing training courses - which means answering the questions: who decides? who trains who and on what? what resources are implemented and by whom? what are the links between initial training and CPD?
  + An analysis of the coordination of CPD initiatives at different levels: local, regional, national and inter-level
  + An analysis of the extent to which teachers' needs are considered in CPD priorities (collection, feedback, analysis and response) at local, regional and national levels.
  + SWOT analysis of the existing in-service teacher training system in Mauritania.
* Proposal for a coordination mechanism between the actors and structures in charge of defining CPD contents (identified in the inventory) for the development and implementation of a CPD plan in conjunction with the HR department in charge of its administrative management;
* Proposal for a model of CPD master plan, equivalent to a roadmap, setting out the objectives and linking initiatives at different levels to achieve these objectives.
* Support for the development or updating of the national in-service teacher training plan (to be defined with the MENRSE, based on the priorities defined for 2025-26).
* Final report on the process followed, the challenges encountered and good practice throughout the technical work.

The deliverables will be sent to the Facility and MENRSE for validation. PowerPoint presentations used for technical work and/or 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 expert will work closely with the relevant MENRSE departments, decentralised directorates, inspectorates and teacher training colleges. A participatory approach with national partners is essential, to ensure that what is proposed is in line with the needs of the MENRSE, that the priorities and perspectives of the various departments and educational structures are taken into account, and that the administrations concerned take ownership of the process and the proposed mechanism and master plan. The TFPs (Technical and Financial Partners) involved in (and funders of) in-service teacher training will be informed and consulted throughout the process. It is essential that their initiatives are considered in the national in-service training plan, and the coordination processes put in place must therefore enable the corresponding information to be collected and integrated.

Methodology :

The recommended methodology is essentially participatory, especially as the technical assistance is attempting to respond to a lack of coordination between the actors and structures involved in teachers’ CPD. The aim is to mobilise them in a joint effort of consultation and harmonization. Most of the work of the expert recruited will therefore be carried out in Mauritania, apart from preparing the assignment and finalising the deliverables.

* + Study the main policy documents of the Mauritanian education system (e.g. the sector strategy and teaching policy).
  + Participate in a scoping meeting with the MENRSE 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 considering the group working sessions and the split between remote work and in-country missions.
  + Exchanges with MENRSE directors and technicians, inspectorates, decentralised departments, teacher training colleges and TFPs (Technical and Financial Partners). The format of these exchanges (working meetings, interviews, videoconferences) is to be defined locally according to availability and geographical constraints.

The discussions will enable the expert firstly to gather information on existing practices, constraints encountered, priorities of each partner and the level of involvement required in the development of the CPD coordination mechanism; and secondly to ensure that the stakeholders identified adhere to the coordination mechanism and the proposed CPD master plan.

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

**IMPLEMENTATION PROCEDURES**

The expert is expected to conduct consultations and technical meetings in Mauritania and then work remotely on finalising the deliverables. The total number of days in-country will not exceed 20 days.

The indicative timetable is as follows:

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| **Deliverables** | **Estimated number of days** | **Terms and conditions** | **Due date** |
| #1: Methodological note/ report | 2 | A distance | 30/09/2025 |
| #2: Analysis report/status report on the organisation of teachers’ CPD | 8 | Field mission (20 days in total)  + remote | 30/10/2025 |
| #3: Proposal for a teachers’ CPD coordination mechanism | 8 | 15/11/2025 |
| #4: Proposal for a model of teachers’ CPD master plan | 5 | 30/11/2025 |
| #5: Support for the development or updating of the national in-service teacher training plan | 5 | 15/01/2026 |
| #6 : Final report | 2 | remote | 01/02/2026 |

**The duration of the study should not exceed 30 days in total, including 20 days in country for the international expert.**

**ROLES AND RESPONSIBILITIES**

**The Ministry of National Education and Education Sector Reform (MENRSE) is responsible for:**

* Providing all the documentation required to carry out the mission
* Facilitating meetings with relevant stakeholders
* Organising the group working sessions and providing a workspace for the expert
* Commenting on and approving deliverables.

**The RTIA Facility is responsible for**

* Contracting and facilitating the integration of the consultant by providing all available documents and resources
* Supporting and monitoring the consultant's work from start to finish
* Acting as the consultant's main resource body
* Ensuring quality control of deliverables in collaboration with the Ministry's focal points
* Sharing results with key stakeholders and contributing to internal and external knowledge management
* Gathering reactions and comments from stakeholders
* Acknowledging final validation of deliverables by all parties
* Evaluating the consultant's overall performance under this mandate.

**The consultant is responsible for:**

* Reviewing and commenting on these Terms of Reference (ToR)
* Ensuring that all deliverables comply with the guidelines set out at the scoping meeting, in line with the agreed timetable
* Informing the Facility immediately of any difficulties encountered in implementing the mission
* Ensuring that stakeholders are consulted throughout the assignment
* Behaving with the highest level of personal integrity and commitment to the required standards of conduct.

**EXPERT PROFILE**

Academic qualification :

* Specialist in the organisation of in-service teacher training - development and implementation of in-service training from central level to local support (minimum Master's level);

General professional experience

* At least 12 years' professional experience in teacher professional development sector
* Proven experience in implementing in-service teacher training master plans, and annual or multi-annual national in-service training plans in the education sector
* Proven knowledge and experience of education systems and teacher training policies in West Africa, and Mauritania in particular

Specific professional experience

* Carrying out studies and similar work to provide institutional support for initial or in-service teacher training

Language skills

* Excellent written and spoken French essential
* Interpersonal skills
* Ability to work effectively in a diverse, multicultural team to achieve objectives
* Excellent analytical skills and ability to synthetize
* Excellent communication skills and mastery of participative methods for managing workshops or working sessions
* Excellent level of personal integrity and commitment to defined standards of conduct.

Additional asset: holding a Level 1 field safety training (e.g. basic first aid), completed within the last two years.

**HOW TO APPLY AND SELECTION PROCESS**

For your application to be considered, it must include the following information:

* **Your CV** (following the Europass model) and
* **A technical note** explaining the assignment, detailing the methodology used and a description of the implementation (maximum 3 pages - in A4 Times New Roman font, size 12 in Word format).
* If possible, please attach a sample of previous work (1 to 3 items) that you have carried out and that is similar to the assignment described above. 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/web/guest/on-recrute?redirected=2#page-13392---1---rtia-expert-e-international-e-specialiste-de-la-formation-continue-des-enseignants-h-f---en_US>

Application deadline: 6 July at 23:59

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

*"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."*