

REGIONAL INITIATIVE FACILITY FOR TEACHERS IN AFRICA

TERMS OF REFERENCE DEVELOPMENT AND IMPLEMENTATION OF A TRAINING PLAN FOR HR SERVICES IN THE CONTEXT OF DIGITIZATION AND THE DECENTRALIZATION PROCESS MINISTRY OF NATIONAL EDUCATION AND CIVIC PROMOTION CHAD Individual expert - National

The French version of this announcement is the only one that is deemed authentic.

SUMMARY TABLE

Technical area of the PAP	<i>Teaching policy and governance of the teaching profession</i> Human resources management (HR) / Digitization of services and technologies
Main action and activity of the PAP	Digitization and capacity building of HR services as part of the decentralization process – Development of a training plan and training of trainers for HR service agents
PAP indicator impacted	SO 1 IP1: Number of HRM staff whose capacities have been strengthened in the use of the assignment module of the computerized teacher management tool
Facility indicator impacted	1. # Number of countries engaged in the RTIA implementing new or revised policies, processes, or tools related to teacher governance or management, in line with national education policies.
Planned implementation period	October 2025 - January 2026
Total number of days planned	42 days of expertise
Expected deliverables	(Contribution to) Training plan for HR service agents based on a preliminary assessment, in particular: 1) Contextualization of training modules for HR staff (central and decentralized levels) 2) Proposal for operationalizing the plan, including criteria for selecting individuals within decentralized HR departments who will be able to train their colleagues. Training of trainers for HR service agents 3) Report on training conducted, including a technical note on the process and recommendations for further implementation
National implementation partners (units responsible for interacting with experts)	HRD (lead), Ministry of National Education and Civic Promotion DAPCS, DPEN, APICED, Academies

REGIONAL TEACHERS INITIATIVE IN AFRICA

The Regional Initiative for Teachers in Africa (RTIA), a program 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 increasing the number of competent, motivated, and inclusive teachers in basic education.

The RTIA will specifically seek to achieve the following results by 2030:

- Improve the governance, management, and attractiveness of the teaching profession, as well as gender balance, with a focus on digitalization and innovation.
- Improve the quality, relevance, and effectiveness of initial and continuing professional training for teachers, particularly through digital education, peer learning, and regional collaboration.

In this context, the Regional Teachers Initiative Facility (RTIA) will support teacher policies and contribute to improving teacher training and professional development systems by (i) providing technical assistance for capacity building at the national level, (ii) promoting innovation and scaling up 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 the regional level.

The Regional Teachers Initiative in Africa (RTIA) Facility will achieve the above objectives through three types of instruments or "windows": i) a window to provide technical assistance on teacher governance, training, and professional development based on demand from eligible partner countries; ii) a window to test and scale up effective programs for teacher training and professional development, particularly in the thematic areas of digital, gender, environment, and pedagogy, including in crisis contexts, with refugees and displaced populations; iii) a research window to generate new data and support the integration of this data into policy-making and the design of teacher training and professional development programs.

In addition to these windows, the Facility's knowledge management and communication activities will also contribute to the sharing of knowledge, evidence, and best practices related to the overall results of the Initiative.

The Facility is funded by the European Union and implemented by a 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 Facility's governance structure serves as the governance structure for the Initiative, it is expected that the partnership will work closely with UNESCO and the UAC, which are in charge of the other two components of the EU Initiative.

The action is scheduled to run from February 1, 2024, to January 31, 2027 (36 months) with a budget of EUR 46,000,000.

The call for expertise falls within the scope of Window 1 relating to the provision of technical assistance (TA) to support countries in specific thematic areas related to teacher policy and governance, as well as teacher training and professional development.

GENERAL CONTEXT IN THE COUNTRY

Chad currently has a population of nearly 21 million, of which nearly 60% are under the age of 20, putting enormous pressure on its education system. According to the 2023 education statistics yearbook, Chad has 91,662 teachers, including 1,383 (1,245 women) in nursery schools, 54,801 (11,656 women) in

primary schools, 12,700 (1,218 women) in middle school, and 22,778 (2,271 women) in high school. The status of teachers is a challenge in Chad, with six categories of teachers at the primary level: community teachers at level zero (MC0), level 1 (MC1), and level 2 (MC2); contract teachers; assistant teachers; and teachers. These different statuses not only have an impact on teacher governance, but also on the quality of education itself. Community teachers make up 67% of the primary school workforce. The recruitment of teachers by the state through the civil service has stagnated, and all ENIs (teacher training colleges) are currently closed, as teachers completing their initial training cannot be recruited due to insufficient funding. Teachers graduating from ENS (higher education teacher training colleges) are also not necessarily recruited or given priority for positions in middle and high schools.

Governance and teacher training are therefore the priorities defined in Chad's Interim Education Plan (PIET) for the development of the education system. In addition to Chad's national teaching policy (PNET), which was approved in 2024, and the development of training standards for teacher training colleges, the **implementation of a computerized teacher management tool for the HR Department** (Direction des Ressources Humaines) is an essential step towards transparency and rationalization of teacher governance. The current priority is the implementation of the **decentralization of the education system**, with the transfer of powers to the provincial academies, particularly in the area of human resources management.

CONTEXT OF THE COUNTRY ACTION PLAN

Following Chad's request for technical assistance sent to the RTIA in January 2025, two experts from the Facility traveled to N'Djamena in April 2025 to co-develop the Country Action Plan (CAP) with representatives from various departments of the Ministry of Education e Nationale et de la Promotion Civique (MENPC). At the end of this mission, the thematic areas and main activities were defined and confirmed: two actions concern the governance of the teaching profession (in the field of human resources) and one concerns the continuing education of teachers. The process of recruiting experts will begin immediately after the CAP has been validated by the MENPC and the Facility's management.

MAIN OBJECTIVES

The proposed technical assistance program focuses on the governance and professional development of teachers and aims to support the MENPC in its decentralization process (implementation of Organic Law 2024 on the distribution of powers between the State and autonomous local authorities).

With regard to **human resources management**, the technical assistance will address two issues identified by the ministry: on the one hand, the need to build capacity in relation to the digitization of HR services, with the widespread use of Mirador software at the central and decentralized levels; and on the other hand, the operationalization 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 (Chad's National Teaching Policy) 2024-2030:

Strategic objective 1: Enhance the teaching profession

Expected outcome 1: The Ministry of Education improves recruitment planning while giving priority to professional qualifications and merit of candidates

IP3: Strengthening the capacity of HRM staff in recruitment planning

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: HRM staff whose capacities are strengthened in the use of the assignment module of the computerized teacher management tool

Specific objectives

This action is the second stage in the process of upgrading the skills of HR teams for optimal decentralized management. It follows on from and responds to an assessment of 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 modules adapted to the Chadian context, but this software is not yet in use, including at the central level. The purpose of the assessment was, on the one hand, to determine whether the software met the needs of the HR departments or whether further adaptations were necessary and, on the other hand, to identify the training needs of HR teams on its use at the central and decentralized levels.

This action will be based on the needs identified in the assessment to develop:

- a **training plan for HR department staff**, including the **HR skills** targeted in line with changes in positions due to decentralization,
- **training modules** corresponding to these skills and the needs identified for the use of the software,
- the **process for implementing** the training plan, including criteria for selecting individuals within decentralized HR departments who will be able to train their colleagues, and
- **training for selected trainers** within HR departments (to initiate cascade training for all staff).

The expert in charge of this mission will work in collaboration with an international expert who will lead the development of the training plan and training modules. The national expert recruited will support the contextualization of the modules. The operationalization process will be developed jointly by the two experts, and the national expert will then be responsible for initiating this operationalization by organizing and facilitating training sessions for selected HR trainers within the decentralized services. If necessary, he or she will receive support from the international expert (guidance and coaching) in preparing the training sessions.

STAKEHOLDERS

The MENPC HR department is the primary contact for supporting the development of the HR staff training plan, as the main objective of technical assistance in this first area of teacher governance is to contribute to the upskilling of HR staff. Other stakeholders include the DAPCS (Directorate of Analysis, Forecasting, and School Mapping), the DPEN (Provincial Delegations for National Education), the APICED (Agency for the Promotion of Community Initiatives in Education), and the Academies.

MAIN DELIVERABLES

The main deliverables for this expert work are as follows:

1. Methodological note/kick-off report (no more than 2-3 pages) co-developed with the international expert (lead)
2. 2 to 4 training modules addressing the needs related to digitization (identified in the assessment) and the skills identified by job type, co-developed with the international expert (lead)
3. Note presenting the process for operationalizing HR staff training, co-developed with the international expert (including format, methodology, duration, schedule, evaluation, etc.)
4. Training schedule for HR staff trainers
5. End-of-mission report, including an analysis of the training process, the results (knowledge assessment and participant feedback) of the training sessions, and recommendations on further implementation/cascade training.

The deliverables will be sent to the Facility and the MENPC for validation.

GENERAL APPROACH AND METHODOLOGY

The general approach and methodology described below are indicative and non-exclusive. The expert must develop the methodology they intend to use in their application.

General approach:

The national expert and the international expert will work closely with the relevant departments and services of the MENPC, at both central and decentralized levels. A participatory approach is essential to ensure that the proposals are in line with the needs of the MENPC, that the priorities and perspectives of the various departments and educational structures are taken into account, and that the

administrations concerned endorse the format, content, and operationalization of the training plan for HR staff.

A participatory approach with technical and financial partners operating in Chad is also mandatory, with a view to complementarity rather than duplication of efforts. In particular, dialogue will need to be initiated with UNESCO and 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 complementarities between the various European-funded projects. This dialogue aims to foster synergies and help anchor technical assistance in existing and future initiatives.

Consultation between the two experts (national/international) is essential, particularly on operationalization, as well as on the distribution of tasks, harmonization of schedules, and joint interaction with national implementation partners, when such interaction is necessary. For the training phase itself, the national expert will be the sole lead, responsible for all interactions with stakeholders and the Facility.

Methodology:

To carry out their mission, the recruited expert will be required to:

- Study the main policy documents of the Chadian education system (in particular the sectoral strategy and teaching policy).
- Study and familiarize themselves with the conclusions and recommendations of the assessment
- Participate in a scoping meeting with the MENPC focal points, the international expert, and the Facility. Following this meeting, the expert will contribute to the note drafted by the international expert describing the work to be carried out, including the methodology and an updated schedule taking into account the days of the mission in the country and remote work. This note will describe in detail the specific and respective responsibilities of the national expert and the international expert. The national expert will be responsible for drafting the section of this note dedicated to training.
- Exchange and organize working meetings (jointly with the international expert) with the directors and technicians of the MENPC and the decentralized directorates, in particular the identified implementation partners: DRH (lead), DAPCS, DPEN, APICED, and Academies. These exchanges will enable the two experts to ensure the buy-in of the identified stakeholders to the proposed training content and process.
- Prepare and organize, with the implementing partners, training courses for HR staff trainers.
- Deliver training courses according to the established plan.

Throughout the mission, the two experts are expected to discuss technical issues with the Facility. Deliverables will be validated by the MENPC and the Facility.

1.2 ROLES AND RESPONSIBILITIES

The Ministry

The Ministry of National Education and Civic Promotion (MENPC) will be responsible for:

- Providing documentation
- Facilitating meetings with relevant stakeholders
- Organizing workshops and working sessions and providing a workspace
- Commenting on and approving deliverables

- Sharing deliverables with key stakeholders
- Ensure ownership of deliverables by the national party and implementation of next steps

The RTIA Facility

The Facility will be responsible for:

- Contracting and facilitating the integration of the consultant by providing all available documents and resources
- Monitoring the consultant's work from the start of the assignment to its completion
- Acting as the main point of contact for the consultant
- Ensuring quality control of deliverables in collaboration with the Ministry's focal point for this consultation
- Contributing 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 be required to:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines set out during the mission scoping meeting, in accordance with the agreed schedule
- Implement all stages of the validated methodology
- Compile and submit the final report
- Meet monitoring, evaluation, and quality assurance requirements with regard to data collection relating to the methodology and deliverables produced (expert feedback, participant evaluation, and feedback from the technical team within the ministry).
- Ensure that stakeholders are consulted throughout the mission
- Organize/co-organize consultations with technical and financial partners and national stakeholders working in the education sector
- Behave with the highest levels of personal integrity and commit to upholding the required standards of good conduct
- Immediately inform the Regional Teachers Initiative Facility of any difficulties in carrying out the assignment
- Submit 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 qualifications: Specialist in human resources in the field of education and/or public service
- General professional experience:
 - At least 5 years of professional experience in human resources in the field of education and/or public service
 - Proven experience as a trainer in continuing professional development
 - Good knowledge of HR software and the skills required to use it. Knowledge of Mirador software is an advantage.
- Specific professional experience: support/training of HR staff as part of a human resources decentralization 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 various stakeholders.

ESTIMATED NUMBER OF DAYS

	Preparation	Fieldwork	Remote work (including drafting deliverables)	Total
National expert	3	Plan development : 9 days Training of HR service agents: 30 days		42
International expert	3	7	18	28
TOTAL				70 days

HOW TO APPLY AND SELECTION PROCESS

Please attach the following to your application:

- your resume (using the [Europass template](#)) 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; excerpts from complete deliverables are accepted). In each case, you must specify your role (lead 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: [Click here](#)

Application deadline: 02/11/2025, 23:55

The evaluation of applications received will be based in particular on the following criteria: (i) the candidate's degree, (ii) the candidate's experience in carrying out assignments 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 methodology.

At the RTIA Facility, we value all experts as unique individuals and welcome the diversity of experiences they bring to the Facility. As such, we have a strict non-discrimination policy. We believe that everyone should be treated equally, regardless of race, sex, gender identity, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. If you believe you have been discriminated against, please notify the RTIA team as soon as possible. Each complaint will be investigated appropriately.