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| FACILITY FROM THE REGIONAL TEACHER INITIATIVE FOR AFRICA  |
| Terms of referenceEXPERTISE TO DEVELOP/UPDATE A CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR THE TEACHING PROFESSIONMauritaniaIndividual expert : International Consultant |

**SUMMARY TABLE**

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| PAP technical area | Teaching policy and governance of the teaching profession |
| Action and main activity of the  | **Expertise for the formulation of a proposal for a code of ethics and professional conduct for the teaching profession** |
| PAP indicator affected | Indicator 1.3.1. of the teaching policy : Number of documents drawn up on professional standards, ethics and professional conduct governing the teaching profession |
| Facility indicator affected | Indicator 1.2.2 Number of target countries supported by the Facility to adopt or revise professional norms and standards for teachers.  |
| Planned implementation period | February -April 2025 |
| Total number of days planned | 25 days of expertise |
| Expected deliverables | Updated code of ethics and professional conduct for teachers |
| National implementation partners (Units responsible for interaction with experts | Ministry of National Education and Reform of the Education System: Human Resources Department (Focal Point)With the support of the Legal Adviser, the Direction de l'Enseignement Fondamental (DEF), the Direction de l'Enseignement Secondaire (DES) |

**THE REGIONAL TEACHER INITIATIVE FOR AFRICA**

The Regional Teacher 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 seek to achieve the following results over the next 6 years:

* Improve 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 fromr 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 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 Initiative 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 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**

In recent years, Mauritania has demonstrated an increased willingness to improve its education system in partnership with the international community. The **National Teacher Policy (PNE 2023-2030)** and the **National Programme for the Development of the Education System (PNDSE 2023-2030)** embody this commitment, with three strategic objectives: (i) strengthening teacher qualifications, (ii) revitalising the profession to ensure quality and (iii) rationalising teacher management.

Supported by the **Education Partnership Pact** (since April 2024), this effort focuses on:

1. **Improving teacher qualifications** to ensure effective teaching.
2. **Enhancing teaching skills** to improve the quality of learning.
3. **Optimising the educational environment** to provide appropriate learning conditions.

Within this framework, other **international funding** supports key initiatives such as :

* **The PASEB programme** (World Bank) up to 2025: Teacher management and development.
* **The UNESCO-G5 Sahel Programme - up to 2025**: Initial and in-service teacher training.
* **The C2D4 programme** (AFD) - until 2025: Bilingual training and strengthening sectoral management.
* **The PAIRE programme** (European Union) - until 2027: Improving the administrative management of the MENRSE.

These programmes work in synergy with national priorities and strengthen alignment with local resources, optimising interventions. The Ministry of Education (MENRSE) is playing a central role by piloting actions that are currently being rolled out, such as the implementation of computerised management tools (SIRAGE, SIRH), the reform of Écoles Normales d'Instituteurs (ENI) with modernised infrastructures, and the promotion of in-service teacher training, including distance learning modules and communities of practice.

At the same time, the MENRSE is working to increase the number of inspectors to ensure local supervision, thereby supporting the reform and guaranteeing an equitable distribution of educational resources. The aim of this coordinated effort is to enable Mauritania to move towards an efficient, sustainable and better-structured education system that meets the needs of inclusive learning.

**CONTEXT OF THE COUNTRY ACTION PLAN**

Following the request for technical assistance (**Window 1**) sent by Mauritania to the RTIA, the Facility's technical experts went to Nouakchott in October 2024 to co-construct the Country Action Plan (PAP) with the Ministry of National Education and Education System Reform (MENRSE).

The 17-month Mauritania PAP **includes technical assistance actions aligned with national priorities concerning teachers.** It must (i) meet the real needs of the partner, (ii) be coordinated with the interventions of technical and financial partners to avoid overlap, and (iii) be aligned with the reforms underway.

At the end of this mission, the following thematic areas and activities were defined:

* Updating the functional VAE system
* Updating the skills reference framework for pre-school and primary school teachers
* **Updating the code of ethics and professional conduct for teachers**
* Proposing mechanisms for coordinating continuing training and supporting the development of a master plan
* Building the capacity of IDENs and ICs to provide local support in line with the teacher skills reference framework

**MAIN OBJECTIVES OF THE SERVICE**

As mentioned above, the Country Action Plan is directly in line with the Education Policy adopted by Mauritania in 2023 (PNE 2023-2030), which is structured around three strategic objectives.

One of the main priority activities of the Country Action Plan is to **update the code of ethics and professional conduct governing the teaching profession in Mauritania.** This activity is directly aimed at **improving teacher qualifications** (strategic objective 1).

The aim of this action is to define an **ethical framework for the teaching profession**, setting clear standards for the behaviour expected of teachers, while updating existing documents. To ensure the commitment of the education community, in particular the trade unions, it will be essential to support the Ministry in **facilitating social dialogue and running a campaign to raise awareness and disseminate this new code of ethics and professional conduct.** These actions will help to ensure the ownership and effective implementation of these guidelines, in order to strengthen professional practices in the education sector.

To update this code of ethics and ensure its implementation, the technical assistance (TA) mobilised by the Facility will support the Ministry in carrying out the following activities:

* A proposal for a code of ethics and professional conduct governing the teaching profession, including implementation procedures, based on a preliminary analysis of existing tools and systems.

**It is the production of this first deliverable (code of ethics and professional conduct) that is expected as part of the service described in these Terms of Reference.**

* A strategy for engagement with the teachers' unions (in parallel with the development of the code of ethics and professional conduct prepared by the HRM expert).
* A campaign to disseminate the Code of Ethics to the various target groups concerned
* Training ENI/ENS trainers and/or inspectors in the new reference framework, in accordance with the guidelines to be adopted by the Ministry.

**STAKEHOLDERS**

**MENRSE's Human Resources Department** is the focal point for this activity and will be the first point of contact for the consultant. Other central departments of the Ministry will also be heavily involved in the production of this deliverable, such as MENRSE's legal advisor, the DEF and DES and any other relevant department. The Regional Directorates will also need to be consulted

This deliverable has a direct impact on the country's entire education community. The expert, in collaboration with the **social dialogue specialist** and the Ministry, will therefore need to consult and actively involve **teachers, school managers and trade unions**. The aim is to gather their perspectives, to ensure that the code accurately reflects the realities on the ground and to **obtain the commitment of teachers, without generating resistance, in order to guarantee solid and lasting support for the new code of ethics.**

In the course of the work, the SMCs, local elected representatives and associations may also be consulted.

**MAIN DELIVERABLES**

* A scoping note (inception report) which, following the 1st scoping meeting, sets out the methodology to be adopted, the scope, the objectives and expected results, the deliverables and the proposed timetable for implementation, with a map of the entities to be consulted, and any risks and constraints.
* Draft code of ethics and professional conduct (and PPT presentation)
* Proposal note on implementation, including recommendations on the system for lodging, collecting and processing complaints relating to a breach of the code of ethics and professional conduct.
* Final deliverable: Code of ethics and professional conduct for the teaching profession and implementation procedures
* End of mission report

**GENERAL APPROACH AND METHODOLOGY**

The general approach and methodology described below are indicative. The expert must develop the methodology in his technical proposal.

General approach :

The expert will work closely with the relevant MENRSE directorates, in particular the HRD, DES, DEF and the legal adviser.

The expert will work closely with a regional expert specialising in social dialogue in education to support him in his mission and ensure that the consultations incorporate the perspectives and expectations of the stakeholders, in particular teachers and their union representatives, thereby strengthening the support and commitment of the entire education community to the new code of ethics and professional conduct. The social dialogue expert will mainly be involved in the consultations with the educational community and will take part in the field mission.

**It should be remembered that the expert in charge of drawing up the code of conduct is responsible for the technical dialogue with all the stakeholders and for drafting the deliverable.**

**It will be crucial to cultivate a role of facilitator** with the stakeholders, encouraging consultation, attentive listening and mutual respect, even in the face of differing points of view. The expert will need to demonstrate calm and diplomacy to resolve any tensions and **ensure constructive dialogue facilitated by the social dialogue specialist.**

Methodology :

To produce the expected deliverable, the expert recruited will have to:

* + Knowledge of the main sectoral policy documents for the education system in Mauritania
	+ **Carry out an in-depth review and analysis of existing documentation relating to the deliverable :**
		- Review the laws, regulations and codes of conduct already in force, such as the Code of Ethics for the Civil Service and the 2004 Code of Ethics for Teachers, as well as international reference documents such as those issued by UNESCO and the OECD.
		- Ethical dimensions in initial training
		- Current complaint/information feedback systems
		- Study the ethical codes and practices of the teaching profession in other countries that are relevant to the Mauritanian context, and draw on international standards of teaching ethics.
	+ Participate in the scoping meeting with the MENRSE focal points, the social dialogue expert and the Facility's technical team.
	+ Following the 1st scoping meeting, **draw up a scoping note** setting out the methodology to be adopted, the scope, the objectives and expected results, the deliverables and the proposed implementation schedule, with a map of the entities to be consulted, and any risks and constraints.
	+ **Discussions with MENRSE directors and technicians** (working meetings, interviews)
	+ **Consult with the education community** (teachers, unions, etc.)
	+ Drafting of the code of ethics and professional conduct
	+ **Feedback workshop** on the first draft of the deliverable, presentation of proposals to gather initial opinions/reactions from all stakeholders
	+ **Final drafting of the code of ethics and professional conduct for the teaching profession, based on feedback from the feedback workshop.**
	+ Drafting of a proposal note on implementation, including recommendations on the system for lodging, collecting and processing complaints relating to a breach of the code of ethics and professional conduct.
	+ **The consultant's final report**: This report should provide a detailed summary of the work carried out, the challenges encountered, the good practices identified and the lessons learned.

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 service will take place over 3 months, involving 25 days of expertise, including almost 10 days of fieldwork.

The indicative implementation schedule is described below:

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| **Action** |  **Available a** | **Da** | **Calenda** |
| **Service: Formulation of a proposal for a code of ethics and professional conduct for the teaching profession**  |
| **Preliminary analysis**1. Scoping meeting with the Ministry
2. Review of existing documentation
3. Background note
* *Validation of the pre-mission scoping note*

*A*  | #1: Background note    | 8 | 15 February-5 March |
| **Field analysis**1. On-site consultations with stakeholders
2. Preparation of the first draft of the Code of Ethics
3. Stakeholder feedback workshop on first version of the updated Code of Ethics
* *Provisional Code of Ethics and Professional Conduct*

*Field mission to Nouakchott* | #2: Provisional Code of Ethics and Professional Conduct   | 10 | 31 March |
| **Finalisation of the Code of Ethics**1. Integration of feedback and finalisation of the update of the code of ethics and the note on implementation procedures
2. Closing meeting with stakeholders with presentation of the final version of the code of ethics and professional conduct
3. Drawing up the end-of-assignment report
* *Validation of the final deliverable and the end-of-assignment report*

 *A distance* | #3: Updated and updated Code of Ethics and Professional Conduct #4 note of proposed implementation methods | 7 | 30 April (validation of deliverables) |

**ROLES AND RESPONSIBILITIES**

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

- Provide all the documentation required for the feasibility study

- Facilitate meetings with relevant stakeholders

- Organising workshops and providing work space

- Commenting on and approving deliverables.

**The RTIA Facility is responsible for :**

- Contract and facilitate the integration of the consultant by providing all available documents and resources

- Supporting and monitoring the consultant's work from start to finish

- Act as the consultant's main resource person

- Ensure quality control of deliverables in collaboration with the Ministry's focal points

- Share results with key stakeholders and contribute to internal and external knowledge management

- Gather reactions and comments from stakeholders

- Acknowledge final validation of deliverables by all parties

- Evaluate the consultant's overall performance under this mandate.

**The consultant is responsible for :**

- Review and comment on these Terms of Reference (ToR)

- Ensure that all deliverables comply with the guidelines set out at the scoping meeting, in line with the agreed timetable

- Inform the Facility immediately of any difficulties encountered in implementing the mission

- Ensure that stakeholders are consulted throughout the assignment

- Work closely with the other experts mobilised by the Facility to ensure coherent and effective implementation of activities.

-Behave with the highest level of personal integrity and commit to the required standards of conduct.

**EXPERT PROFILE**

* Academic qualification: Master's degree in human resources, social sciences, education sciences or any other relevant discipline (minimum Master's level).
* General professional experience
	+ At least 15 years' professional experience in human resources management
* Specific professional experience :
	+ At least 10 years' professional experience in human resources management in the education sector
	+ Proven knowledge and experience of the different HR systems of Ministries of Education in West Africa
	+ Similar past experience in formulating and codes of ethics and professional conduct for teachers
	+ Proven expertise in conflict management
* Language skills: Excellent written and oral skills in French required
* Interpersonal and general skills :
	+ Excellent analytical skills and the ability to lead workshops and seminars.
	+ High level of personal integrity and commitment to the required standards of conduct
	+ Ability to listen and diplomacy
* Asset
	+ Knowledge of the educational context in Mauritania
	+ Previous professional experience in Mauritania
	+ Skills in social dialogue (particularly dialogue with trade unions)

**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/en/on-recrute#page-12356---1---expert-e-international-e-code-d-ethique-et-de-deontologie-de-la-profession-enseignante-mauritanie---en_US?backlink=search>

**Application deadline: 16/02/2025**

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."*