

TERMS OF REFERENCE

Design the guidelines of the Call for Proposals dedicated to supporting teachers in crisis contexts (CfP2) as part of the Regional Facility for Teachers in Africa (RFTA)

Objective of the assignment	Design the guidelines of the Call for Proposals (CfP2) dedicated to supporting teachers in crisis contexts
Expert profile	Education in Emergency Expert
Type of contract	Service/consultancy contract
Implementation period	April-May 2024
Estimated number of days	20 days
Duty station	Remote with potential travels to EF and MS coordination offices in Europe/Africa

RFTA background.

Teachers are one of the biggest investments in education systems in Africa. Evidence points consistently to the impact that effective and quality teaching has on improving learning outcomes. But teachers and teaching across the African continent are confronted with several adverse and constraining factors that undermine their ability to teach and to facilitate learning. These factors are broadly seen across the continent but the conditions and context in which they manifest vary from country to country.

These challenges break down into two broad categories:

- those related to the broader management, planning and governance of the education system and the impact on teachers, their careers and working environment (teacher policies, teacher professional norms and standards, teacher working conditions and remuneration, recruitment and deployment);
- and those related to service delivery and the quality of teaching in schools and classrooms (initial teacher education and continuous professional development, school leadership and management, quality assurance mechanisms).

To address these challenges, the Regional Teacher Initiative for Africa (RTIA) was designed by the African Union Commission (AUC), UNESCO (IICBA and International Teacher Task Force) and the European Union (EU) as a multi-donor mechanism to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

Specifically, the RTIA will seek to achieve the following outcomes over the next 6 years:

1. Improve the governance, management, attractiveness and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. Enhance the quality, relevance and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration.

In this regard, the Initiative is aligned with EU's development and cooperation policy framework as laid out in the European Consensus on Development (2017) and its core objectives of poverty eradication and implementation of the Sustainable Development Goals

(SDGs) of the UN 2030 Agenda. It will primarily contribute to the achievement of SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), and in particular to target 4.c (substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially in least developed countries and small-island developing States). The RTIA is furthermore aligned with the comprehensive ten-year Continental Education Strategy for Africa (CESA 2016-25) adopted by the African Union Commission (AUC) which underlines that the improvement of quality of teaching is a main priority for the African continent and has as its number 1 strategic objective to revitalize the teaching profession to ensure quality and relevance at all levels of education.

Within the broader programme, the Regional Facility for Teachers in Africa (RFTA) complements other components of the Initiative to support teacher policy and improve teacher education and professional development systems by i) providing capacity building at country level through technical assistance, ii) promoting innovation and scaling 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.

RFTA objectives.

The Regional Facility for Teachers in Africa (RFTA) will reach the above-mentioned objectives through 3 types of instruments or “windows”:

- i) one window to deliver **technical assistance** on teacher governance and teacher education and professional development on the basis of the demand from eligible partner countries¹,
- ii) one window on **testing and scaling effective programs** for teacher education and professional development in the thematic areas of digital skills, gender, green skills, and pedagogical skills, including in the context of refugees and displaced populations,
- iii) a **research window** to create new evidence and support the integration of evidence in the policy making process and in the design of teacher education and professional development programs.

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

The Facility will be funded by the European Union and implemented by a partnership of three EU Member States (France through Expertise France, Belgium through Enabel and Finland through EDUFI). The duration of the action is scheduled from 01.02.2024 to 31.01.2027 (36 months) with a budget of 46.000.000 EUR.

¹ All Sub-Saharan African countries covered by the EU geographical scope of intervention are eligible to benefit from the Facility. These countries are: Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo (Brazzaville), Congo (Democratic Republic), Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia and Zimbabwe.

Presentation of the Call for proposal to support “Teachers in Crisis Contexts” (CfP2).

As part of Window 2’s strategic initiative aimed at enhancing teacher education and professional development in sub-Saharan Africa, Call for Proposal 2 (CfP 2) is specifically designed to support teachers in crisis-affected areas (internal displacement, refugees and conflict- or natural-disaster-affected areas, etc.). This initiative places a strong emphasis on identifying and backing educational strategies that effectively respond to the unique circumstances of crisis environments, thus aiming to bolster teacher performance and elevate the quality of education in fragile settings. Promoting the adoption of innovative teaching methods, including alternative pedagogies and ICT-supported models for hybrid and distance learning, CfP 2 aims to ensure education remains a pillar of stability and resilience for conflict-affected communities. With an allocation to award an average of six 24-months grants, each around 650,000 EUR, totalling 4 million EUR, CfP 2 is dedicated to advancing scalable and sustainable educational interventions that are responsive to the complex needs of crisis-stricken areas.

Objective of the assignment.

The Education in Emergency Expert will lead the development of CfP 2 guidelines, focusing on impactful projects that align with RFTA goals of improving educational outcomes in crisis settings across sub-Saharan Africa, with an emphasis on crisis-sensitive teaching approaches and teacher support in fragile settings. His/her primary responsibility will be to conduct a comprehensive preliminary survey/assessment to define key themes, priority areas and activities, and target groups for the call for proposals. This assessment will also feed into the strategic planning process, enriching discussions on targeted outreach and engagement strategies for potential grantees. Please note that this assignment is set to precede a subsequent engagement by a Grant Management Expert, who will translate the initial study’s findings into a detailed Call for Projects dossier.

Methodology.

The preliminary assessment phase, led by the Education in Emergency Expert for Call for Proposal 2 (CfP 2), will be foundational, ensuring the call’s relevance and impact. This phase will encompass an extensive desk review of recent literature on education in crisis contexts and lessons from the BRICE projects, alongside consultations with key stakeholders such as government officials, NGOs, and UN agencies to gather diverse perspectives and identify unmet needs. Furthermore, it will involve mapping existing initiatives to ensure CfP 2 fills unique gaps without duplicating efforts. This groundwork will enable the Expert to identify priority themes, target beneficiaries, and specific sector needs, informing the development of guidelines that prioritize innovation, scalability, and sustainability. This process aims to craft CfP 2 in a way that it effectively addresses the challenges faced in education in emergencies, building upon past successes and learnings.

In collaboration with the Facility’s Communication Expert, the Education in Crisis Expert will also set the ground of a strategy for the effective dissemination of the call for proposals to ensure it reaches potential applicants widely and inclusively. This strategy should adopt a nuanced multi-channel approach, ensuring thorough coverage across all eligible Sub-Saharan countries while also extending participation to relevant organizations from the five North African countries. By leveraging digital platforms like social media and email, alongside professional and academic networks, the strategy will aim to engage a wide range of potential applicants, including international and national NGOs experienced in crisis contexts. The ultimate goal how this strategy will be to attract organizations capable of delivering impactful educational interventions, with a careful balance of cost-effectiveness and integral involvement to the success of the projects.

This assignment will also require strong coordination with the activities undertaken by other consortium partners, particularly with Enabel, which is responsible for implementing another Call for Proposal (CfP 1). CfP 1 is dedicated to promoting innovative solutions, including low-tech and digitally-led initiatives, to persistent challenges, providing pilot projects with the opportunity to test their potential and develop a sustainable, impactful pathway for scaling. This coordination will be vital as both calls will be implemented concurrently, necessitating harmonized timelines and synergistic efforts to maximize impact across both initiatives.

Key activities.

The role of the Education in Emergency Expert for Call for Proposal 2 (CfP 2) includes a comprehensive set of activities aimed at foundational preparation, strategic alignment, and effective dissemination of the call:

Activities		Days
A1. Conduct a comprehensive desk review	Analyze recent literature, reports, and research on education in crisis contexts, as well as lessons learned from similar initiatives (in particular BRICE projects). This foundational work is essential for understanding current challenges and effective strategies in emergency education.	3
A2. Engage in stakeholder consultations	Facilitate discussions with a diverse group of stakeholders, including government officials, NGOs, UN agencies, and educators from crisis-affected areas. These consultations will gather varied insights and pinpoint critical unmet needs in education during emergencies.	5
A3. Map existing funding initiatives and programs	Identify existing education initiatives across the target regions to identify gaps and potential areas where CfP 2 can make a significant impact. This step ensures the call for proposals complements rather than overlaps with existing efforts.	3
A4. Develop priority themes and CfP2 guidelines	Utilize insights from the desk review, stakeholder feedback, and mapping of initiatives to identify priority themes and target beneficiaries. This activity culminates in crafting comprehensive guidelines for CfP 2 that include clear thematic, geographic and funding priorities, and proposed selection criteria focusing on innovation, scalability, and sustainability.	4
A5. Design the dissemination Strategy	In partnership with the Facility's Communication Expert, create a multi-channel dissemination strategy to ensure broad and inclusive reach of the call for proposals. This strategy will leverage digital platforms, professional networks, and other channels to attract a wide range of potential applicants from Sub-Saharan Africa and the five North African countries, aiming for inclusivity and regional cooperation.	2
A6. Compile and transfer report	Consolidate insights from the desk review, stakeholder consultations, initiative mapping, and guideline development into a final report, incorporating the dissemination strategy. Coordinate the transfer of this comprehensive report to the Grant Management Expert, who will use the initial findings to develop a detailed Call for Projects dossier, ensuring a seamless transition and effective foundation for the next phase.	3
DAYS (ESTIMATED)		20

Deliverable.

The final report will present a strategic framework for establishing the grant scheme, designed to improve education in crisis situations, organized as follows (tentative):

1. **Introduction:** Sets the stage for CfP 2, emphasizing the need to address educational challenges in emergencies.
2. **Gaps and needs assessment:** Analyzes existing gaps and needs within the sector, based on preliminary assessments and lessons learned from previous initiatives to address needs of education in crisis contexts.
3. **Complementarity and synergies:** Explains how CfP 2 can complement existing initiatives, enhancing the overall support ecosystem, and avoid overlapping.
4. **Priority themes and areas:** Details focus areas critical for addressing the educational needs within crisis-affected regions of Africa. This detailed exploration will not only define the scope of the call but also ensure that the proposed interventions are relevant, impactful, and tailored to the nuanced challenges faced by communities in these contexts.
5. **Geographic target:** Examines the landscape of protracted crises across Africa, highlighting regions where educational challenges are most acute due to ongoing instability and conflict.
6. **Target groups:** Identifies final beneficiaries, including teachers and students in affected regions, and groups with specific needs such as children with disabilities, girls, and minorities, emphasizing the need to tailor the call's goals to their needs.
7. **Funding priorities and selection criteria:** Suggests criteria for project selection, focusing on innovation and scalability.
8. **Monitoring and evaluation framework:** Describes how grants can be monitored and evaluated to ensure they meet objectives and contribute to the overall result's framework of the Facility.
9. **Dissemination and outreach strategy:** Plans for wide and inclusive dissemination of the call to potential applicants.

Required profile.

To effectively design and implement the guidelines for Call for Proposal 2 (CfP 2) aimed at supporting teachers in crisis contexts, the ideal expert profile should encompass a blend of educational, emergency response, project management, and regional expertise. Below is a detailed draft of the expert profile we are seeking:

Qualifications:

- Advanced degree in Education, International Development, Crisis Management, or a related field.
- Minimum of 7 years of relevant professional experience in education in emergencies, crisis response, or humanitarian aid, with a strong focus on education initiatives.
- Proven track record of designing and implementing large-scale educational programs, preferably in sub-Saharan Africa or similar contexts.
- Experience in developing calls for proposals, grant management, and project evaluation in the context of international development or humanitarian aid.
- Demonstrated experience working with teachers and educational institutions in crisis-affected settings.

Skills and competencies:

- Deep understanding of the challenges and needs of teachers and educational institutions in crisis and post-crisis settings. Familiarity with the socio-political dynamics of sub-Saharan Africa is preferred.

- Strong skills in program design, including drafting calls for proposals, setting selection criteria, and managing grant-funded projects. Ability to oversee projects from conception through implementation and evaluation.
- Ability to work effectively with a wide range of stakeholders, including government officials, NGOs, educational institutions, and international organizations. Excellent negotiation and facilitation skills.
- Experience in developing and implementing monitoring and evaluation frameworks for education projects. Ability to use data and feedback to improve program outcomes.
- Good written and verbal communication skills, with the ability to produce clear and concise guidelines and reports.
- Capacity to innovate and adapt educational solutions to the challenging contexts of crisis-affected areas. Familiarity with digital and low-tech solutions for education in emergencies is highly desirable.
- Familiarity with the operational procedures of international development agencies, particularly those involved in the project (Expertise France, Enabel, etc.).
- Fluent French and English spoken and written skills are essential. Other languages desired: Spanish, Portuguese, Arabic

Applications.

Expert CV + a technical note outlining the approach and proposed expertise (2 pages maximum) should be submitted through the following link:
<https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-cv/upload/vacancy/10946>