

The Regional Teachers Initiative for Africa - Facility

TERMS OF REFERENCE FOR A MID-TERM EVALUATION

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1 GENERAL INFORMATION

Title of assignment	Mid-Term Evaluation of the Regional Teachers Initiative for Africa Facility
Countries	Benin, Botswana, Burkina Faso, Cameroon, Chad, Democratic Republic of the Congo, Ethiopia, Eswatini, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritania, Mozambique, Nigeria, Rwanda, Senegal, South Africa, South Sudan, Tanzania, Togo, Uganda, Zambia
Budget available	€50,000

2 BACKGROUND

2.1 REGIONAL TEACHERS INITIATIVE FOR AFRICA OVERVIEW

The Regional Teachers Initiative for Africa (RTIA), a programme funded by the EU/EC via the Regional Sub-Sahara Africa MIP *2021-2027 and managed by the Education section (G3) of DG INTPA, aims 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.

The RTIA seeks to achieve the following outcomes over the next 6 years:

- Improve the governance, management, attractiveness, and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
- 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.

Within RTIA, the Facility will support teacher policy and improve teacher education and professional development systems by:

- providing capacity building at country level through technical assistance,
- promoting innovation and scaling of effective teaching solutions,
- increasing the production and use of data and evidence, and
- promoting the use of regional frameworks, evidence-based practices, and joint learning at regional level.

The Facility implements via 3 types of instruments or “windows”:

1. a window to deliver technical assistance on teacher governance and teacher education and professional development based on the demand from eligible partner countries,

2. a 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 population,
3. 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 monitoring, evaluation, accountability and learning (MEAL), knowledge management and research (KMR) and communication activities will further contribute to the sharing of knowledge, evidence, and best practices related to the overall Initiative outcomes.

The Facility is funded by the European Union and co-implemented by the Partnership formed by three-member state agencies: Expertise France for France, Enabel, VVOB and APEFE for Belgium, EDUFI for Finland. Expertise France has been designated the Coordinating Agency for this Partnership. With the Facility governance scheme serving as the Initiative's governance scheme, it is expected that the Partnership will work closely with UNESCO and AUC, in charge of the other 2 components of the EU Initiative. Two governance mechanisms, a Technical Coordination Committee and Initiative Steering Committee have been established to govern the Initiative.

The first phase of the Facility launched in February 2024 and is scheduled to complete in January 2027 (36 months) with a total budget of 46.000.000 EUR.

2.2 FACILITY OVERVIEW

Project title: Regional Teachers Initiative for Africa (RTIA) Facility

Implementation dates: February 2024 to January 2027

Countries: Benin, Botswana, Burkina Faso, Cameroon, Chad, Democratic Republic of the Congo, Ethiopia, Eswatini, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritania, Mozambique, Nigeria, Rwanda, Senegal, South Africa, South Sudan, Tanzania, Togo, Uganda, Zambia (additional eligible countries in sub-Saharan Africa may be included during implementation)

Intervention areas: Teacher governance and management; teacher education and professional development

Implementing Partners: Expertise France, Enabel, EDUFI, VVOB, APEFE

Project budget: €46 million

Project objectives: 1) Improving the governance, management, attractiveness and gender balance of the teaching profession, through increased digitalisation and innovation, and 2) Enhancing the quality, relevance and effectiveness of initial and continuous teacher professional development, through digital education, peer-to-peer learning approaches and regional collaboration

Expected results and indicators: Results Framework provided in Annex 1

2.3 THEORY OF CHANGE

See Annex 2.

2.4 RTIA FACILITY MANAGEMENT AND GOVERNANCE

The Facility of the Regional Teachers Initiative for Africa (RTIA) is implemented by Expertise France, Enabel and EDUFI, with additional grant contracts to VVOB, APEFE and 20 sub-grants.

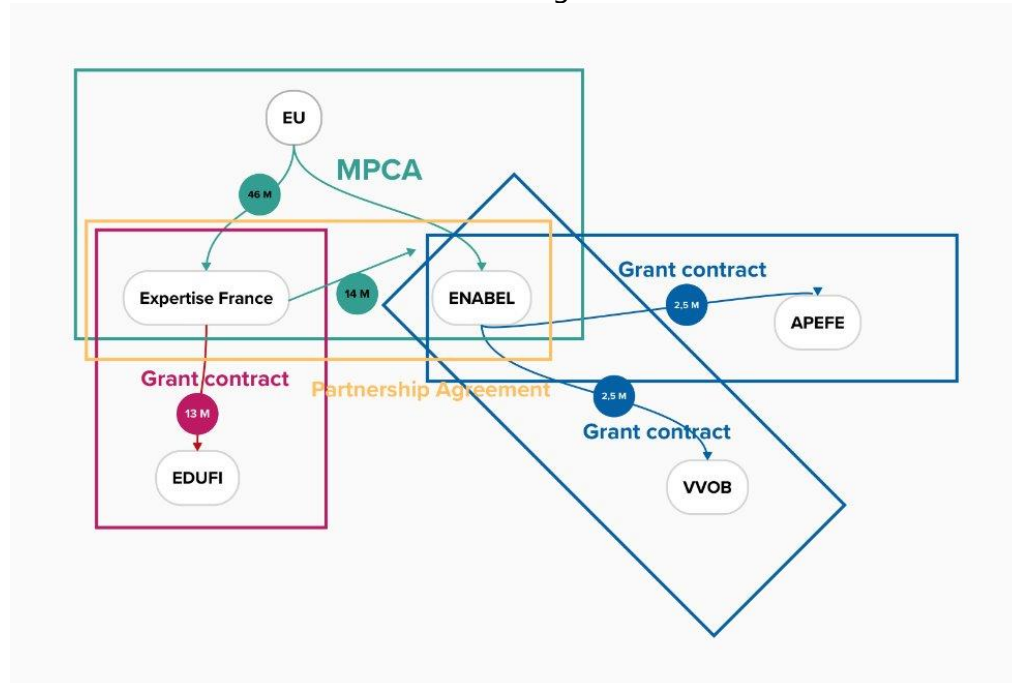


Figure 1: RTIA Facility contracting arrangements

The Facility Implementation Team (FIT) is responsible for the daily management and implementation of RTIA Facility, as shown below.

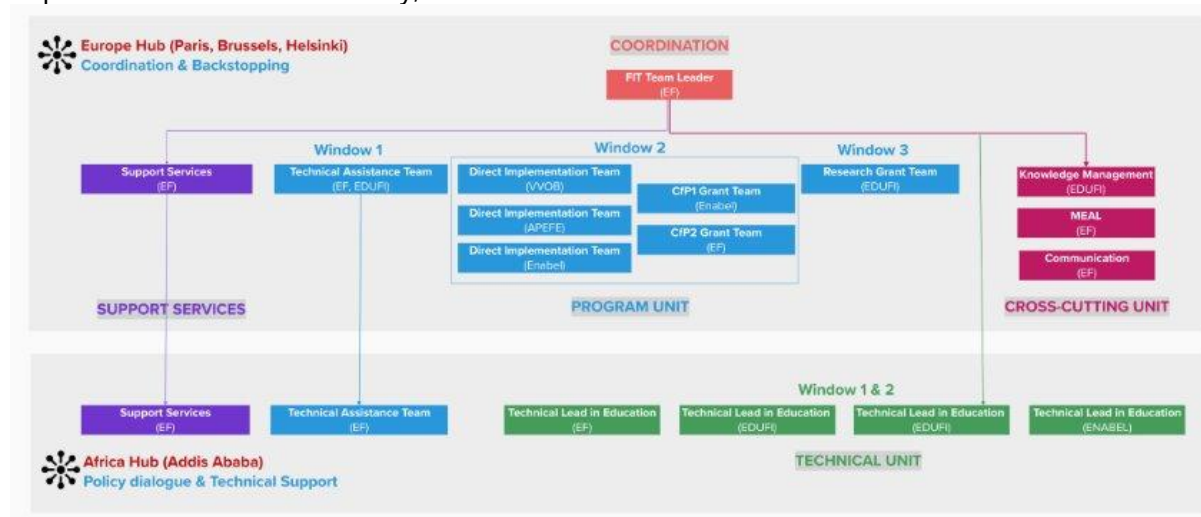


Figure 2: RTIA Facility team set up

The RTIA Steering Committee (ISC) is the governing body of the initiative (comprising of the Facility, UNESCO and African Union). The ISC ensures close cooperation between different RTIA partners and EU INTPA. It provides a forum for discussion and decision-making on the inputs and outputs of the Facility. The ISC is chaired by INTPA and meets every 6 months.

2.5 WINDOW 1 OVERVIEW: DEMAND-DRIVEN TECHNICAL ASSISTANCE

The technical assistance window is a demand-driven mechanism which is activated upon request from eligible countries with the purpose of supporting system reforms and policies in the technical areas of teacher governance and teacher education and professional development. In addition, this window will support countries in the integration and adaptation of current or upcoming regional frameworks driven by AUC on teacher skills and competences.

The technical assistance window consists in the mobilization of expertise to support countries in the design and implementation of national teacher policy reforms, capacity building and systems strengthening for more effective teaching, including improving social dialogue with teachers' representatives.

COUNTRY ACTION PLANS (CAP)

Technical assistance will be delivered within the framework of country action plans. A CAP is a set of coherent actions of technical assistance that can cover a period up to a maximum of 36 months, leads to targeted changes and is built in dialogue with the country Ministry of Education, and in synergy with the country education sector plan (ESP) and the teacher policies if available or under development. More specifically, where countries have a teacher policy in place, the CAP will include technical assistance and capacity building to support its implementation. Where a teacher policy is under development, the CAP might support its further development. Another important purpose of the CAP is to start from potential gaps in technical assistance and capacity building to reach the ESP's objectives on teacher issues.

A CAP is the result of a process that involves:

1. An expression of interest and needs from the SSA country – submitted by the national authorities (the MoE being the focal point that channels the country needs) with the support of EU delegations and EU member states' agencies in the country where needed,
2. An analysis of the expression of interest and needs based on the teacher policy (when available), the sections on teachers within the education sector plan and GPE Compact (if available), as starting points aiming at assessing the relevance, feasibility and sustainability of the needs and to identify the adequate technical assistance and capacity building actions;
3. A set of local consultations and interactions with the Local Education Group (LEG), the EU Delegation, as well as the EUMS agencies in the country (if not consulted before), with the purpose of prioritizing the more strategic actions of the CAP, ensuring coherence with the ongoing national and international programmes on teachers, and sustainability taking into account available or future lines of investments on teachers in the country. High priority will be explicitly given to TA actions that are preparatory to or directly linked with a teacher policy reform and/or substantial investments in the sector, either from national or international resources (Ex: national budget for teachers' salary, national budget for initial and continuous teacher training, multilateral and bilateral investments programs, among others).

WORK PACKAGES

Each CAP will include a list of specific activities (work packaged) which will be delivered by technical experts. Activities will be defined within terms of reference that will encompass one or several of the CAP's list of activities. To provide deep subject-matter expertise and focus on clear outputs, technical assistance will be provided through short- and medium-term technical assistance (up to 100 days per expert per country per cycle).

PARTNERS AND FOCAL POINTS

The main partners of the technical assistance window will be Ministries of Education in eligible partner countries in Sub-Saharan Africa. They will be the main focal points in the development of the CAPs, meaning that they will formulate the expression of interest and needs, and with the assistance of the FIT, agree on the actions of the CAP. CAPs might include actions of technical assistance that benefit other institutional actors such as teachers' training institutes, universities (when responsible for teachers' training in particular), inspectorates, decentralized services, as well as other ministries relevant for addressing the needs identified in the CAP (Ministry of Finance, Ministry of Planning, Ministry of Higher Education, etc). In addition, MoEs will have the possibility to associate other actors, such as Teacher Unions and teachers' organisations, as beneficiaries of the technical assistance and around the activities on teacher policy reforms and the revitalization of the teacher profession. Whenever CAPs from different Ministries of Education show similarities in agendas or planned activities, the Facility will consider the possibility to deploy joint technical assistance to facilitate cross-country collaboration and exchanges.

2.6 WINDOW 2 OVERVIEW: TESTING AND SCALING TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES

Interventions under this Window cover the following 4 thematic fields:

- i) growing the digital literacy and competences within the teaching profession;
- ii) growing the green competences and environmental literacy within the teaching profession;
- iii) enhancing teaching for gender equity and equality;
- iv) supporting the teaching profession into developing and applying blended, differentiated and innovative pedagogies while strengthening teachers' foundational learning.

Within this Window there are three types of interventions to address those 4 thematic:

- i) Scaling existing tools or programs that have a demonstrated effect on teachers' pedagogical skills for foundational learning, digital and green skills, as well as gender-transformative pedagogy, notably promoting EU tools and approaches effective for teaching. These interventions are delivered directly by RTIA Facility implementing agencies with a focus on scaling – Enabel, VVOB and APEFE.
- ii) Testing new solutions for effective teaching practices. These interventions were identified through a call for proposals which identified projects to join the Facility and are managed by Enabel.
- iii) Supporting teachers' work in emergency contexts through teacher education and professional development. These interventions were identified through a call for proposals which identified projects to join the Facility and are managed by Expertise France.

SCALING EXISTING SOLUTIONS – DIRECT IMPLEMENTATION

The tools and programs that will be scaled will provide countries with immediately adaptable solutions to accelerate teachers' pedagogical skills for foundational learning, digital skills, as well as gender-transformative pedagogy. Each direct implementation project will impact the quality of teacher education through increased competencies of teachers and teacher educators. The projects promote cross-border and regional learning and allow for the creation of communities of practice.

SCALING UP OF IFADEM PROGRAMME IN BENIN, SENEGAL AND THE DRC, APEFE

This project is part of the Initiative francophone pour la formation à distance des maîtres (IFADEM), co-piloted by the Organisation Internationale de la Francophonie (OIF), the Agence Universitaire de la Francophonie (AUF), the concerned Ministries of Education and its technical partners, including APEFE. The overall objective of the IFADEM initiative is to improve the quality of basic education by investing in the professional development of teachers, who play a crucial role in the education system. It addresses the challenges of in-service teacher professional development by providing access to high-quality pedagogical resources and interactive online training. APEFE is responsible for the implementation of the IFADEM programme in Senegal, Benin and the DRC (in collaboration with the OIF, the AUF and the Ministries of Education).

The IFADEM blended learning programme for in-service teachers has been tested in Senegal, Benin and the DRC. The project will accelerate the roll-out of the training programme and support the geographical extension of IFADEM's coverage to additional regions of Senegal (three new regions) and departments of Benin (three new departments) that do not yet benefit from the training, to increase the impact on the quality of teaching practices. In the case of the DRC, the project will support the extension of the programme in semi-urban and urban areas in three educational provinces, with greater emphasis on digital technology in hybrid tutored training (with the launch of the online platform). Finally, the project also aims to encourage regional dynamics, peer-to-peer collaboration, and the exchange of best practices.

The project has three main components:

1. Implementation of the tutored blended learning programme for in-service teachers in additional regions/departments.
2. Strengthening the pedagogical and digital skills of education professionals so that they can effectively support in-service teachers taking part in blended learning, to reinforce their role as coaches.
3. Strengthening regional dynamics, peer-to-peer collaboration, and the sharing of best practices.

The project in support of the in-service training programme directly reinforces and aligns with national strategies for in-service training for teachers and mentoring staff.

REGIONAL TEACHER PROFESSIONAL DEVELOPMENT FOR GENDER-TRANSFORMATIVE PEDAGOGY INITIATIVES IN GHANA, KENYA AND SOUTH AFRICA, VVOB

Gender-transformative pedagogy (GTP) is a teaching solution that challenges traditional gender roles and addresses the specific learning needs of girls and boys through inclusive and reflective teaching practices. Based on VVOB's experience in strengthening GTP teacher

professional development (TPD) initiatives in various regions of the world, including in Africa, this initiative will set up a regional support structure that will provide technical advice to; and support learning and exchange between different initiatives and stakeholders working on scaling TPD for GTP. It will also support research, evidence generation and knowledge development on GTP teacher training and work with governments and stakeholders to attract the interest of other donors to leverage additional funding and resources for the expansion or replication of existing initiatives on GTP. The initiative will focus on strengthening both pre- and in-service teacher training systems and cover the education continuum from pre-primary up to secondary education.

There is currently significant and growing interest in GTP from governments and other partners in Africa and we expect that this investment at the regional level will be catalytic for creating and stimulating a movement around this critically important area in teacher professional development. It will also support streamlining of multiple GTP initiatives and enable systemic embedding of such initiatives into formal TPD systems.

The project will initially focus on supporting scaling of existing TPD for GTP initiatives in Ghana, Kenya and South Africa, but will at the same time actively identify and respond to emerging opportunities across the continent. In South Africa, the intervention will support scaling of an existing government GTP initiative for ECE, being implemented in four provinces, through introducing a complementary CSO TPD provision track to increase reach in these provinces. In Kenya, the project builds on the work done by the Kenya Institute of Curriculum Development (KICD) to integrate gender issues within the competency-based curriculum and training for Junior School teachers, focussing on identification and customisation of innovative Information, Education and Communication (IEC) resources for gender mainstreaming in junior schools. In Ghana, the intervention will enhance the capacity of the Ministry of Education, Ghana Education Service, and National Teaching Council to provide scalable TPD in gender-responsive study and career guidance for lower secondary teachers.

DIGITAL INNOVATION FOR EDUCATION IN TANZANIA AND UGANDA, ENABEL

Building on the success of the Sandbox initiative during Covid the project will scale the digital innovation hubs in Teacher Training Institutes in Uganda and extend the concept to Tanzania. Through the digital hubs, the project aims at boosting digital competences of teacher educators and future teachers, to foster innovation and co-create local solutions to education challenges, and to facilitate regional exchange among teacher educators and teachers. Focus of the project is on (intermediate) digital literacy for education and training. These skills enable teacher educators and future teachers to fully participate in education and training, and to use digital tools to enhance their outcomes. As such the project has the ambition to be both an accelerator and multiplier of digital transformation in education.

The main outputs of the project are linked to the creation of one-stop shops for education resources, education innovation and service delivery in teacher training institutes (digital innovation hub); the implementation of a capacity development programme for digital competencies and mobile literacy (training and capacity building); and the facilitation of collaboration, peer exchange/support and regional learning.

Complementarity will be sought with the work done by UNESCO (digital competency framework) and the Teacher Task Force (teacher resource centre) in particular, as well as with the work of the African Union (digital transformation strategy).

The implementation of this project is led by Enabel, relying on a strong in-country presence in Tanzania and Uganda, a longstanding and practical experience in teacher education and digital transformation, as well as a close relationship with the education authorities.

TESTING INNOVATIVE SOLUTIONS FOR TEACHER TRAINING, ENABEL

This call for proposals intended to promote innovative (including low-tech and/or digitally led) solutions to persistent problems and give these projects the opportunity to test their potential and elaborate a sustainable, impactful pathway for scaling. Institutions or actors that have already piloted an innovated at a small scale will be supported to test it at a larger scale. The expected output is the identification of innovative and effective solutions that can be adapted, integrated and used by national partners. The Facility will also encourage the development of sustainable solutions that contribute to building communities of practice in the region. Under this call for proposals 4.604.300 EUR is budgeted for implementation by Enabel. The following 8 organisations have been identified and contracted by the Facility:

- Asmae, Burkina Faso
- Right to Play, Ghana
- Development Aid from People to People (DAPP), Malawi
- Handicap International, Senegal
- Bibliothèques Sans Frontières, Senegal
- Digify Africa, South Africa
- Results for Development, Tanzania
- World Vision Australia, Zambia

TEACHERS IN EMERGENCY CONTEXTS, EXPERTISE FRANCE

This call for proposals is intended to identify and supporting crisis-sensitive approaches to teaching and teachers in service in fragile settings. The expected output of CfP 2 is to support solutions in crisis contexts that effectively foster teachers' performance and are replicable in similar contexts. Interventions will contribute to better understanding and supporting the needs of teachers in crisis-affected settings, and supporting their training needs, their articulation with the formal system, their use of alternative pedagogies and blended instructional approaches such as hybrid or distance education/ learning (relying on appropriate ICT tools), as well as children's social and emotional development and mental health. To deal with the different aspects of crises and emergencies, the calls will look for proposals that consider both preparedness and response strategies. Under this call for proposals 5.152.467 EUR is budgeted for implementation by Expertise France. The following 6 organisations have been identified and contracted by the Facility:

- Terre des Hommes Italia, Burkina Faso
- Finn Church Aid, Ethiopia & Uganda
- ADPP Mozambique, Mozambique
- Plan International France, Nigeria
- Oxfam Denmark, South Sudan
- Yei Teacher Training College, South Sudan

2.7 WINDOW 3 OVERVIEW: EVIDENCE FOR TEACHER GOVERNANCE AND PROFESSIONAL DEVELOPMENT

Window 3 provides grants for research on teacher governance, teacher education and professional development in Sub-Saharan Africa, with a strong emphasis on regional research projects and partnerships between European and African institutions. It is intended to provide actionable information to policy makers and practitioners in the technical areas covered by the two outcomes of the Facility, and on attracting, retaining and motivating effective teachers, as well as effective teacher education curriculum and teaching practices.

This call for proposals will fund academic research with a strong relevance to teacher policy and practices and may involve a variety of research methods depending on the research questions, including policy-focused research or action-oriented research. Policy-focused research will allow for several types of research and methodologies, such as policy analysis, quantitative analysis, meta-analysis, international comparative studies, policy case studies, qualitative studies on social norms, among others. Action research will provide grounds for comparative analysis and case studies of practices or new approaches.

In all cases, research dissemination and use of existing evidence, either produced by the Facility or produced by other means, will be a major component of the research projects that will be selected. The Facility's knowledge management strategy will support the dissemination of research, and external knowledge platforms will be used for effective information dissemination.

The research window's primary aim is to contribute to the existing research agenda on teachers in the region, to complement research efforts that are already supported by programs like KIX by the GPE, TEACH and COACH by the World Bank, OECD Talis, Apprendre by AFD and AUF, the International Teacher Task Force by UNESCO, Teach4All by UNICEF Innocenti, among others.

Window 3 will work in complementarity with the Facility knowledge management strategy and activities. In particular, the knowledge management team will have the responsibility and budget to complement the dissemination efforts that will be embedded in each research project, and in particular the organization and/or participation to (sub-) regional seminars.

The following 6 research projects have been identified and contracted by the Facility:

- Supporting Teacher Education, Wellbeing, and Retention via Informing Feasible Educational Policies and Incentives in Africa (lead: Häme University of Applied Sciences Finland), Tanzania, Kenya, South Sudan
- Teacher Professional Development at Scale: Leveraging Teachers' Perspectives for Success (lead: Helvetas Swiss Intercooperation, Switzerland), Tanzania, Zambia
- The Drivers of Teacher Wellbeing and Retention in Contexts of Protracted Violence and Displacement (lead: Institute of Development Studies, University of Sussex, UK), DRC, Uganda
- Investigating the outcomes of professional development linked to the Mental Starters Learner Workbooks for Early Number Learning at pre- and in-service teacher education levels (lead: Dublin City University, Ireland), South Africa, Nigeria

- Implementation of Professional Learning Communities in selected African Countries: Implications for Policy and Practice (lead: South African Institute for Distance Education, South Africa), Kenya, South Africa, Botswana, Ghana, Eswatini
- Primary School Teacher Professional Development in Tanzania: Generating Evidence for Policy and Practice (lead: University of Dodoma, Tanzania), Tanzania

3 MID-TERM EVALUATION

3.1 EVALUATION OBJECTIVES

The mid-term evaluation is to be commissioned to independently assess the current state of implementation of the first phase of RTIA Facility activities and to provide recommendations for improving implementation in the remaining period of Phase 1 and the design and implementation of an anticipated Phase 2. The findings of the mid-term evaluation will inform the decision-making process on potential reorientations within the Facility for Phase 2.

The mid-term evaluation is intended to fulfil three objectives:

- To inform improvement of implementation of the RTIA Facility by providing strategic and operational recommendation for the remainder of Phase 1
- To inform the orientation and design of Phase 2 to maximise potential for achieving the Facility's objectives and impact
- To inform leveraging synergy with the two other components in the Initiative (UNESCO and AUC) and leveraging synergy and complementarity with EU and EU MS investments in teachers/basic education

To fulfil these objectives the mid-term evaluation will focus on evaluating the effectiveness, coherence and efficiency of the RTIA Facility. The mid-term evaluation should assess the extent to which transversal themes of pedagogy for foundational learning, digital competencies, green competencies and gender are effectively integrated into the Facility's approaches and implementation. The mid-term evaluation should also assess the extent to which the RTIA Facility promotes regional integration and dialogue and opportunities for cross-country collaboration, partnership and peer learning among teaching stakeholders in sub-Saharan Africa and Europe.

3.2 EVALUATION QUESTIONS

The specific objectives of the mid-term evaluation are to provide the RTIA Facility Implementation Partners and DG INTPA with sufficient information to respond to the following questions and sub-questions:

- 1) To what extent is the RTIA Facility achieving its objectives?
 - a) To what extent is the RTIA Facility and implementing partners achieving the objectives and expected results at this point of implementation? How does this vary across the different components of the Facility and the 4 transversal themes (pedagogy for foundational learning, digital competencies, green competencies and gender)? To what

extent is RTIA Facility promoting cross-country collaboration and partnership regionally and between sub-Saharan Africa and Europe?

- b) How likely are the objectives of RTIA Facility to be achieved by the end of Phase 1 without any changes to the current implementation? How well aligned is implementation of the RTIA Facility with the outcome areas of teacher governance and management and teacher education and professional development?
 - c) What changes can be made to the implementation and structure of the RTIA Facility to achieve its objectives?
- 2) How internally and externally coherent are the activities RTIA Facility?
- a) Is there internal coherence between the 3 Windows and cross-cutting functions (MEAL, Knowledge Management and Communications) of the RTIA Facility in design and implementation?
 - b) Are the objectives and activities of each Window and each transversal theme mutually reinforcing?
 - c) Is there coherence between the activities of the RTIA Facility and the Global Gateway strategy?
 - d) Is there coherence between the activities of the RTIA Facility and efforts of other education sector actors at national and regional level in sub-Saharan Africa?
 - e) What changes can be made to improve the coherence of activities internally, between Windows and cross-cutting functions, and externally, with the Global Gateway strategy and national and regional education sector actors in sub-Saharan Africa, to maximise impact?
- 3) To what extent does the RTIA Facility make efficient use of internal and external resources to maximise impact?
- a) How well does the RTIA Facility's design, set-up, management mechanisms and governance support efficient implementation across the 3 Windows and cross-cutting functions (MEAL, Knowledge Management and Communications)?
 - b) How effective and efficient is coordination between different partners within the Facility, including between implementing agencies and between agencies and sub-contracted organisations?
 - c) To what extent does the RTIA Facility leverage external systems and resources (eg. RTIA Initiative partners UNESCO and African Union, Ministries of Education, teacher training institutions, other regional initiatives and networks, EU and EU MS bilateral investments) to maximise efficiency and impact?
 - d) What improvements could be made to improve the efficiency of the RTIA Facility?

These evaluation questions shall be further specified or refined between RTIA Facility and the evaluation team during the mid-term evaluation inception phase.

3.3 SCOPE OF THE EVALUATION

The evaluation will consider the following scope:

Period: February 2024 to August 2025

Components: All components of the RTIA Facility

Countries: All 24 countries¹ engaged to date by the RTIA Facility should be considered in the mid-term evaluation. Sampling of countries for in person data collection will be agreed between the RTIA Facility and the evaluation team. The RTIA Facility proposes in person data collection is prioritised in countries with implementation across more than one Window of the Facility (Democratic Republic of the Congo, Mozambique, Uganda and Zambia).

Beneficiaries: Ministries of Education in RTIA Facility engaged countries, teachers in RTIA Facility engaged countries, EU implementing agencies (Expertise France, Enabel, VVOB, APEFE, EDUFI), EU DG INTPA, teacher training institutions, partner NGOs and research organisations.

3.4 EVALUATION METHODOLOGY

As a guidance to evaluators, we suggest the mid-term evaluation may follow the steps outlined below. Due to the stage of implementation and types of evaluation questions, we propose that the evaluation methodology will be predominantly qualitative and participatory.

1. Desk Review Phase, where the evaluator(s) review key documentation provided by the RTIA Facility team
2. Data Collection Phase, where the evaluator(s) collected additional data from key stakeholders from a sample of RTIA Facility implementation activities
3. Reporting and Learning Phase, where the evaluator(s) conduct a detailed analysis to answer the evaluation questions, report on this analysis to the RTIA Facility team and share learnings and recommendations

DESK REVIEW PHASE (SEPTEMBER 2025)

During the Desk Review Phase, the evaluator(s) shall review the key project documentation which will be provided in electronic version by the RTIA Facility team by email, including Description of Action document, MEAL Plan and MEAL Framework, detailed narrative descriptions of each Window and sub-grant projects etc. Additionally, data collected by the RTIA Facility during implementation of the activities, such as pseudonymised feedback forms from stakeholders, Country Action Plans developed under Window 1, technical expert deliverables developed under Window 1 and other materials available will be shared electronically with the evaluator(s).

The Desk Review Phase will include one onboarding meeting (remote or in person in Paris) and one inception meeting at the end of this phase to agree next steps with the RTIA Facility and DG INTPA.

Based on the Desk Review Phase the evaluation team will submit an inception report which:

- Summarises the approach and methodology to be used in the Data Collection Phase to address the evaluation questions

¹ Benin, Botswana, Burkina Faso, Cameroon, Chad, Democratic Republic of the Congo, Ethiopia, Eswatini, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritania, Mozambique, Nigeria, Rwanda, Senegal, South Africa, South Sudan, Tanzania, Togo, Uganda, Zambia

- Presents the sampling approach and identified countries, projects and stakeholders
- Presents draft data collection tools to be used with identified stakeholders
- Presents a work plan for the Data Collection and Reporting and Learning Phases
- Details roles and responsibilities for evaluation team members

Analysis from the Desk Review Phase is expected to feature heavily in the Final Report, including:

- A brief overview of the context and how it has developed
- A description of the project (objectives, content, contributors, way of working, etc.).
- An analytical summary of the project's progress from the point of conception up to the date of the evaluation, which highlights key points in its development and presents the allocation and level of funding mobilized, and outlining any key difficulties encountered and any changes that have occurred.

DATA COLLECTION PHASE (OCTOBER 2025)

The Data Collection Phase will start upon approval of the inception report by the RTIA Team Lead. During the data collection phase, we expect weekly updates from the evaluation team to the RTIA Facility MEAL Coordinator and Team Leader.

We anticipate that the following data collection activities may be considered by the evaluator to answer the evaluation questions:

1. Gathering input from RTIA Facility team members based in France, Belgium, Finland and Ethiopia, via surveys, group discussions or 1:1 interviews. As far as possible virtual data collection methods are preferred.
2. Gathering input from other RTIA Facility stakeholders, including sub-grant organisations, Ministry of Education focal points, activity participants, contracted technical experts and other relevant education stakeholders and partners. For this group we suggest two approaches:
 - i. In-depth in-person qualitative data collection in a sample of 3 countries where multiple RTIA Facility activities are being implemented (Democratic Republic of the Congo, Mozambique, Uganda and Zambia).
 - ii. Online qualitative or quantitative data collection for stakeholders from other RTIA countries not selected for the in-depth sample.

This outline is provided as an example for potential evaluators. We are open to different approaches and methodologies that will enable us to answer our research questions within the scope of this mid-term evaluation.

In each country included in the in-depth sample the evaluator(s) should facilitate initial finding validation workshop with key stakeholders, including the Ministry of Education, at the end of the in-person data collection period. A short field report should be produced for each country included in the in-depth sample.

During this phase the evaluators should conduct virtual validation workshop(s) with the RTIA Facility team to review the draft findings. The composition of the workshop(s) will be agreed between RTIA Facility and the evaluation team.

REPORTING AND LEARNING PHASE (NOVEMBER-DECEMBER 2025)

During this phase the evaluator is expected to conduct the analysis of the data collection phase, prepare the Evaluation Report and Summary Report and deliver feedback and learning workshop to the RTIA Facility team.

During this phase we suggest a workshop with key members of the RTIA Facility team and DG INTPA to validate key findings and recommendations identified by the evaluator.

This phase should seek to answer the evaluation questions as agreed with the RTIA Facility and make recommendations based on the evaluation for future delivery of the RTIA Facility. Recommendations should be classified into:

- Immediately applicable: Recommendations that can directly and with minimum resources and efforts be applied to improve the RTIA Facility.
- Short-term: Recommendations that can be implemented in a period of six months to improve effectiveness, efficiency and coherence of the RTIA Facility.
- Medium-term: Recommendations that can be incorporated into Phase 2 of the RTIA Facility. These may include improvements to effectiveness, efficiency and coherence that require changes that are not practical or desirable to make during Phase 1.

This phase should close with a feedback and learning workshop for the RTIA Facility team to ensure understanding of findings and uptake of recommendations. The evaluator should plan for this to be a virtual workshop.

3.5 EXPECTED DELIVERABLES

The evaluator is expected to deliver outputs as described below.

In all cases written outputs must be submitted by email in Microsoft Word format to the MEAL Coordinator and RTIA Team Leader. All deliverables should be in English. Once validated the RTIA Facility will translate into French and Portuguese.

For each written output the RTIA Facility team will send the evaluator consolidated comments or approval within 25 calendar days of receipt. Revised outputs addressing the comments shall be submitted within 15 calendar days from the date of receipt of the comments. The evaluator should provide a separate document explaining how comments have been addressed or integrated, or the reasons for not integrating certain comments if relevant.

INCEPTION REPORT

The inception report will draw the Desk Review Phase and set out detailed planning of the data collection activities, including the work plan. If necessary, it will reformulate and clarify the evaluation questions. It will also describe how the proposed method will be implemented considering the quality and appropriateness of existing data and how the method can provide answers to the questions.

The inception report should contain at least the following points:

- Objectives of the evaluation,

- The approach and methodology to be used in the Data Collection Phase to address the evaluation questions,
- The sampling approach and identified countries, projects and stakeholders,
- Data collection tools developed,
- A work plan for the Data Collection and Reporting and Learning Phases and agreed deliverables deadlines.

MID-TERM EVALUATION REPORT

The evaluation report should answer all the evaluation questions agreed in the inception report. The outline of the report will be submitted to the RTIA Facility MEAL Coordinator and Team Leader for sign off before the start of the Reporting and Learning Phase. The main audience for this report are the RTIA Facility Management team, staff and governance bodies, and EU DG INTPA.

The final report should contain at least:

- An executive summary, of a maximum of 4 pages in clear and concise language
- An introduction with the objectives, purpose and scope of the evaluation, background and context of the intervention evaluated,
- Methodology used and limitations,
- Findings and conclusions, structured in such a way that they clearly answer the evaluation questions
- Recommendations (categorised into immediate, short-term and medium-term as described above) derived from the findings. Technical, operational and strategic recommendations should be presented where applicable. Recommendations should be specific and actionable by the RTIA Facility and should indicate suggestions for their implementation and to whom they are addressed, as they should be able to serve as guidelines for future action.
- Lessoned learnt, drawn only if they represent contributions to general knowledge and are strongly supported by the findings and conclusions

Annexes should include:

- Detailed methodology (techniques and tools applied such as interview scripts, questionnaires, etc.)
- Field reports from in-depth sample countries
- List of documents analysed
- List of the people who have been interviewed or sent a survey

The final Evaluation Report will be shared with the RTIA Facility directly and encoded in the [EU OPSYS EVAL module portal](#).

MID-TERM EVALUATION INFOGRAPHIC SUMMARY

The final mid-term evaluation report should be accompanied by a visual summary of the key findings, lessons learnt and recommendations. This infographic summary should be between 2-6 pages in a visual easily sharable and accessible format. This should be written and designed to make the findings and recommendations clear and easily accessible to an external audience. All raw files (ppt, pdf, graphic files, visual elements, etc) should be shared with the RTIA Facility for future use.

LEARNING SESSION

The evaluator is expected to prepare and facilitate a learning session for the RTIA Facility team, DG INTPA, UNESCO and AUC to ensure good understanding of the findings and uptake of the recommendations. This should be planned as a virtual session for up to 40 participants. The logistics will be agreed with the RTIA MEAL Coordinator and Team Leader at the inception report.

4 STRUCTURE OF WORK

4.1 EVALUATION MANAGEMENT AND GOVERNANCE

The evaluation is managed by the RTIA MEAL Coordinator, based in the Expertise France team in Paris, with support from the MEAL Working Group, RTIA Facility Team Leader, Expertise France MEAL team representative and DG INTPA representative.

Roles of these team members are:

- To facilitate contact between the evaluation team, RTIA Facility team members and RTIA stakeholders.
- Ensure that the evaluation team has access to all sources of information and documentation related to the work being evaluated and that they consult them.
- Revise the inception report and advice on data collection tools so that the material is well aligned with the activities implemented and the stakeholders consulted.
- Discuss and comment on the preliminary findings of the evaluation report produced by the evaluation team. Feedback from each member of the reference group is collated by the MEAL Coordinator and then forwarded to the evaluation team.
- To support the feedback process from results, conclusions, recommendations and lessons learned from the evaluation.
- To ensure effective follow-up of the action plan once the evaluation is completed.

4.2 COORDINATION ARRANGEMENTS

The evaluator must work closely with the RTIA MEAL Coordinator based with Expertise France, through regular contact throughout the assignment. Frequency and format of regular contact will be agreed between the evaluator and the MEAL Coordinator during the Onboarding meeting.

4.3 LOGISTICS

Any required travel for the purpose of the mid-term evaluation will be agreed and approved in the Inception Report. RTIA Facility will cover travel expenses of the evaluation team in line with the Expertise France Travel Policy.

The RTIA Facility can support the evaluation team to contact necessary stakeholders through introduction emails.

The working language of the RTIA Facility team is English. As the RTIA Facility works across sub-Saharan Africa the evaluator/evaluation team will need to be able to conduct desk review and data collection in English, French and potentially Portuguese (depending on the sample).

4.4 TIMING

The evaluation is expected to be completed between September and December 2025 as detailed below. The final work plan will be agreed between the evaluator and the RTIA Facility at the Inception Meeting.

Phase	Time Frame
Desk Review Phase	September 2025
Data Collection Phase	October 2025
Reporting and Learning Phase	November – December 2025

5 PROFILE AND TEAM COMPOSITION

The mid-term evaluation will be implemented by one senior expert (team leader) and between one and three junior team members with experience in evaluation and the education sector. The Team Leader will have the overall responsibility for the evaluation.

5.1 DESIRED PROFILE(S)

Experience:

- Professional experience in monitoring and evaluation for development programs and in quantitative and qualitative data collection and analysis
- Professional experience in the education sector, with a focus on sub-Saharan African education contexts preferred.
- Experience of education sector policies, including policies directly related to teacher governance and management.
- Experience of teacher training and continuing professional development programmes.
- Experience evaluating multi-stakeholder and multi-country programmes
- Prior experience evaluating EU funded programmes.

Technical skills and soft skills:

- Strong quantitative and qualitative evaluation skills including tools development, data collection management (in person and remotely), as well as macro and technical analysis capacity
- Ability to work in a team, to coordinate, to communicate effectively with a range of stakeholders and to navigate in complex institutional contexts
- Facilitation skills to deliver participatory and multi-stakeholder workshops to foster learning

- Strong written communication skills including proven reporting skills. Ability to present complex information in a clear infographic format is an asset
- Knowledge on gender-responsive and innovative approaches is an asset

Language skills:

- Excellent written and spoken English
- At least one team member with excellent written and spoken French to engage with Francophone stakeholders
- Portuguese language skills in the team would be an advantage

6 PROPOSAL SUBMISSION

Interested parties are requested to present a technical and financial proposal in response to this ToR. The evaluation team will be selected on the basis of these two submissions.

6.1 TECHNICAL PROPOSAL

The proposal should demonstrate the understanding of the evaluation objectives and requirements and the evaluator's/evaluation team's capability to deliver to these requirements.

The technical proposal should include the following:

- Description of the purpose of the evaluation
- Methodological approach proposed
- Description of the outputs to be delivered
- Schedule and work plan, including the tasks to be developed and the time each team member will dedicate to the evaluation

The technical proposal shall not exceed 3000 words without annexes, figures and tables. Detailed updated curricula vitae of the proposed evaluation team members and a sample of previous evaluation work should be provided as an annex to the proposal.

6.2 FINANCIAL PROPOSAL

The financial proposal shall be submitted in a separate document and include a detailed overall budget for the evaluation including:

- Day rates for each evaluation team member
- Breakdown of time spent per phase by each team member
- Logistics costs
- Translation costs

Travel and transport costs for in-person data collection do not need to be included in the financial proposal. These costs will be covered by the RTIA Facility based upon the sample of countries agreed in the Inception Meeting and in line with Expertise France Travel Policy. Days

for the evaluator(s) to conduct work during the in-person data collection should be included in the number of days in the financial proposal.

The financial proposal should include proposed terms of payment.

The financial proposal should consider the budget envelope of €50,000 allocated to this evaluation.

6.3 PROPOSAL EVALUATION

The RTIA Facility team will evaluate proposals score based on the following table:

Criteria	Maximum score
Methodology score:	
Demonstrated understanding of the ToR and the objectives of the services to be provided	10
Overall methodological approach, quality control approach, relevance of the proposed tools and analysis of the difficulties and challenges encountered	20
Structure of tasks and schedule	10
Evaluation team experience and skills	40
Financial proposal	20
TOTAL SCORE	100

6.4 TIMELINE

Proposal Submission Deadline	06/07/2025
Communication of selected proposal	18/07/2025
Contracting	01/08/2025
Evaluation activities commence	01/09/2025