

## FACILITY FROM THE REGIONAL INITIATIVE FOR TEACHERS IN AFRICA

### TERMS OF REFERENCE

## FRAMEWORK GUIDELINES FOR THE INTRODUCTION OF BI-PLURILINGUALISM IN THE INITIAL TRAINING OF STUDENT TEACHERS

- Cameroon -  
International Consultant

#### SUMMARY TABLE

Technical Domain of the Country Action Plan:	Initial teacher training (pre-primary and primary)
<b>Main Action and Activity of the Country Action Plan (PAP):</b>	<p><b>Main Action:</b> Integration of inclusive pedagogical and didactic approaches to bi-plurilingualism (multilingual teaching) in the initial training of preschool and primary school teachers in both sub-systems.</p> <p><b>Activity:</b> Development of an inclusive guideline document for the introduction of bi-plurilingualism in the initial training program for student teachers.</p>
<b>Impacted PAP Indicator:</b>	SND 2030 Indicator: proportion of teaching related to bilingualism and multiculturalism at the primary level (target 30%)
<b>Impacted Facility Indicator:</b>	Number of initial and continuing teacher training programs developed or revised by the action that integrate gender-sensitive pedagogy
<b>Implementation Period:</b>	January-February 2025
<b>Total Number of Days Planned:</b>	30 days
<b>Expected Deliverables:</b>	An inclusive guideline document for the introduction of bi-plurilingualism in the initial training program for student teachers
<b>National Implementation Partners (Units responsible for interaction with experts):</b>	<p>Ministry of Basic Education (MINEDUB): General Inspectorate of Education (IGE), Directorate of Planning, Projects and Cooperation (DPPC), Directorate of Literacy, Directorate of Preschool and Primary Education (DEMP)</p> <p>Ministry of Secondary Education (MINESEC): General Inspectorate of Education (IGE) and Directorate of Normal Education (DEN)</p> <p>Normal Schools for General Education Teachers (ENIEG)</p>

## 1. PRESENTATION OF THE FACILITY

The Regional Teachers' Initiative in Africa (RTIA), a program funded by the EU/EC through 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 teaching staff in basic education. The RTIA will particularly seek to achieve the following results over the next 6 years:

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

As part of the RTIA, the Regional Facility for Teachers in Africa (RFTA) will support teacher policy and improve teacher training and professional development systems by i) providing capacity building at the national level through technical assistance, ii) promoting innovation and scaling up effective pedagogical 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 Facility for Teachers in Africa (RFTA) will achieve the aforementioned objectives through 3 types of instruments or "windows": i) a window to provide technical assistance on teacher governance and teacher training and professional development based on the demand of eligible partner countries, ii) a window to test and scale up effective teacher training and professional development programs 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 into policy decision-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 further contribute to the sharing of knowledge, evidence, and best practices related to the overall outcomes of the Initiative.

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 as the Coordinating Agency of this Partnership. With the Facility's governance scheme serving as the Initiative's governance scheme, it is planned that the Partnership will work closely with UNESCO and the African Union Commission (AUC), in charge of the other 2 components of the European Union (EU) Initiative.

The duration of the action is planned from 01.02.2024 to 31.01.2027 (36 months) with a budget of EUR 46,000,000.

## 2. CONTEXT

### 2.1 EDUCATION SECTOR IN CAMEROON

Aligned with Sustainable Development Goal 4 and the African Union's Agenda 2063, the strategic orientations adopted by Cameroonian authorities in the education sector are mainly outlined in three key documents:

- **The Education and Training Sector Strategy (SSEF) 2023-2030.** Preschool education has benefited from expanded access, achieving a gross enrollment rate of 40%. In primary education, the completion rate is 75%, while the transition rate from CM2 to 6th grade is 70% (RESEN, 2019). Comparing these rates with a national evaluation conducted in 2016 by the Ministry of Basic Education's unit for assessing learning outcomes indicates that the quality of learning remains a challenge, with high repetition and dropout rates, especially in priority education areas, and persistently low learning outcomes at the primary level. The 2019 PASEC evaluation confirms these results, which are below average compared to other comparable countries. At the beginning of primary school, 60.6% of CP2 students are below the sufficient competency threshold in language. At the end of the primary cycle, 46.7% of

CM2 students are below the competency threshold in language. Quality factors identified in multivariate analyses of learning assessments highlight practical lessons related to improving pedagogical practices and the insufficiency of continuous teacher training.

- **The SSEF 2023-2030** has established a strategic axis "Relevance and Quality of Training". The vision is of: (a) an education system with a professional teaching/training staff, trained for the profession and capable of addressing development priorities in training programs in line with international standards, which implies "teachers/trainers adapted to socio-economic realities and the learning context" and "continuous training of teachers/trainers", (b) an education system promoting the values of living together and contributing to the strengthening of economic and cultural patriotism through "increased practice of bilingualism and promotion of multiculturalism in all layers of society through the creation and implementation of specific school programs from preschool". The action plan of Cameroon within the framework of the Facility thus contributes to operationalizing the vision developed in the Education and Training Sector Strategy.
- **The National Development Strategy 2020-2030 (SND30)**. The SND30 articulates the country's internal and international commitments on economic, social, and environmental levels. It builds on lessons learned from the implementation of the Growth and Employment Strategy Paper (DSCE). One of the four pillars of the SND30 concerns the education sector with the pillar "Human Capital Development and Well-being". Thus, in the education and training sector, the country envisions "promoting an educational system where every young graduate is sociologically integrated, bilingual, competent in a key area for the country's development, and aware of what they need to do to contribute to it".
- **Law No. 98/004 of April 4, 1998, on the orientation of education in Cameroon**. This law sets the general legal framework for education in Cameroon and applies to preschool, primary, general and technical secondary education, as well as normal education.

### **Partnership Pact**

Cameroon will soon benefit from funds from the Global Partnership for Education. The priority reform identified by Cameroon in the Partnership Pact concerns improving the quality of learning through the professionalization of the teaching profession. This reform aims, among other things, to contribute to transforming the educational system through professional, motivated, and performing teachers for equitable, inclusive, and quality learning.

### **Reform of ENIEG**

In Cameroon, the initial training of basic education teachers is managed by the Ministry of Secondary Education (Minesec). In 2023, Decree No. 2023/434 of October 4, 2023, on the organization and functioning of Normal Schools for Teachers repealed the previous provisions contained in Decree No. 80/195 of June 9, 1980. Future teachers must now hold a baccalaureate and undergo two years of training at the Normal School for General Education Teachers (ENIEG). The Ministry of Basic Education (Minedub) has officially requested Minesec to update the training curricula, particularly the introduction of didactics of bi-plurilingualism and national languages. Additionally, national authorities initiated a reform of ENIEG in 2023. The action on initial teacher training is part of this reform. Minedub has submitted a request to Minesec for updating the training curricula for student teachers in ENIEG.

### **Digitization**

In 2007, Minedub published the first policy and strategy document on Information and Communication Technologies (ICT) for education after a comprehensive stakeholder engagement. An update of this document, titled "ICT Policy and Strategic Framework for Basic Education in Cameroon", was completed in 2022 following lessons learned from Covid-19. The objective of this ICT policy and implementation framework is to ensure that ICT is effectively integrated into the basic education sub-sector to achieve the goals defined in the SSEF.

### **Decentralization**

In terms of local governance, the first competencies were transferred to municipalities by the central state in 2010. In accordance with the principle of progressivity, in 2018, 63 competencies were transferred by 21 ministries. The SND30 plans to increase the share of resources transferred to Decentralized Territorial Communities to at least 15% of the state budget by 2025. In practice, not

all decrees related to decentralization have been published. While decentralization has made progress in basic education with the involvement of local authorities in managing schools (construction and rehabilitation of primary and preschool schools, management of the minimum package, etc.), this involvement remains dependent on the implementation of decentralization at the national level.

## 2.2 CONTEXT OF THE PAP – LINKAGE WITH PREVIOUS WORK

On June 6, 2024, the Facility of the Regional Teachers Initiative for Africa (RTIA) received a request for technical assistance from the Directorate of Planning, Projects, and Cooperation (DPPC) of the Ministry of Basic Education (MINEDUB) of Cameroon. This request was formally approved on August 26, 2024. A team of experts from the Facility then visited Yaoundé from October 14 to 17, 2024. As part of the preparatory work for this mission and the discussions that continued afterward, consultations and collaborative work with key teams and partners in the education sector in Cameroon led to the design of a country action plan (PAP) tailored to meet the needs expressed in the initial request. This plan is structured around four main technical areas: (1) initial training of preschool and primary school teachers, (2) continuous teacher training, (3) teachers' digital skills, and (4) teacher governance.

The Cameroon PAP, lasting 16 months, includes technical assistance actions aligned with national priorities concerning teachers. It must (i) address the real needs of the partner, (ii) be coordinated with the interventions of technical and financial partners to allow for synergy and avoid overlaps, and (iii) fit into ongoing reforms.

## 3. SCOPE OF THE MISSION

### 3.1 MAIN OBJECTIVES

The consultancy mission concerns preschool and primary education. For preschool, it aims to achieve the long-term goal of 100% of children benefiting from one year of preschool, notably through the establishment of an initial preschool training system and the strengthening of continuous teacher training, including in inclusive education. For primary education, the strategy aims to develop quality primary education to provide everyone with basic knowledge and skills. In this perspective, the SSEF plans to: (i) improve the practice of bilingualism through the creation and implementation of specific school programs from preschool, (ii) strengthen the teaching of national languages, (iii) enhance pedagogical supervision, as well as initial and continuous teacher training, (iv) strengthen the use of ICT in the training of trainers, (v) promote scientific and digital culture.

Program 14 of the strategy (sectoral steering and governance) has included in one of its cross-cutting strategies the coordination of teacher training, with primary teacher training managed by MINESEC and secondary teacher training by MINESUP, to align training content with the needs of employing ministries and plan the number of trainees. The main indicators of the SSEF and the National Development Strategy 2030 to which this consultancy will contribute - directly or indirectly - are listed in the table below.

Source	Indicator	Target 2029-2030	Comments
5 & SND30 p. 185	Proportion of teaching related to bilingualism and multiculturalism at the primary level	30%	The DPPC plans to integrate information to be collected in the ministry's annual statistical sheet related to this indicator. The baseline is not provided. The target is only mentioned in the SND 2030.
SSEF 2030 p. 118	Number of teachers undergoing continuous training	16,174 teachers	
SSEF 2030 p. 121	Proportion of bilingual teachers at the primary and secondary levels	40%	The baseline is not provided.

SSEF 2030 p. 121 & SND30 p. 185	Proportion of schools offering codified local language courses at the primary and secondary levels	60%	The baseline is not provided. The target is only mentioned in the SND 2030.
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One of the important levers to equip teachers with bi-plurilingual didactics is the initial training of student teachers in the Normal Schools for General Education Teachers (ENIEG). The main objective of this mission is therefore to support the Ministry of Education of Cameroon in the reform of the initial training of preschool and primary school teachers. This involves supporting the integration of inclusive pedagogical and didactic approaches to bi-plurilingualism in both educational sub-systems (Anglophone and Francophone). The mission specifically aims to develop a guideline document for the introduction of bi-plurilingualism in the initial training program for student teachers, taking into account the needs and aspirations of students for multilingual and inclusive education.

### 3.2 METHODOLOGY & GENERAL APPROACH

The consultancy will be carried out by a team of consultants consisting of an international expert and a national expert. The international expert will be the team leader and will be supported by the national consultant for each activity. The methodology adopted for this mission will include key steps, the distribution of responsibilities between the national and international consultants, and the mode of work (remote vs. on-site) depending on the activities. The experts will work closely with national stakeholders to ensure a thorough understanding of national needs and the achievement of the study's objectives.

#### General Approach:

- **Remote Work:** Document review, preparation of data collection tools, preliminary analysis.
- **On-site Work:** Data collection, stakeholder interviews, validation workshops, classroom observations (schools and ENIEG) to analyze current pedagogical practices and gather qualitative data on multilingual teaching.

#### Work Distribution :

- **International Expert, Team Leader:** 30 working days, including 15 days on-site in Cameroon.
- **National Expert:** 30 working days, in Cameroon with regular meetings.

#### Number of On-site Missions:

- The international expert will be on the ground for 15 consecutive days.
- The national expert will work on-site throughout the mission.

The indicative methodology could be as follows, but the experts are free to propose a more in-depth and relevant methodology.

1. <b>Document Review and Preliminary Interviews:</b> Review of existing documents and analysis of the educational context in Cameroon to identify specific needs and best practices in bi-plurilingualism. This step will result in the drafting of the scoping note.	<b>Document Review and Preliminary Interviews:</b> Review of existing documents and analysis of the educational context in Cameroon to identify specific needs and best practices in bi-plurilingualism. This step will result in the drafting of the scoping note.
2. <b>Consultations and Interviews:</b> Meetings with key stakeholders, including various departments of Minedub and Minesec.	<b>Consultations and Interviews:</b> Meetings with key stakeholders, including various departments of Minedub and Minesec.
3. <b>Field Observations:</b> Classroom observations (schools, ENIEG).	<b>Field Observations:</b> Classroom observations (schools, ENIEG).
4. <b>Development of the Guideline Document:</b> Based on the information	<b>Development of the Guideline Document:</b> Based on the information gathered, the experts

gathered, the experts will develop a guideline document for the inclusive introduction of bi-plurilingualism in the initial teacher training.	will develop a guideline document for the inclusive introduction of bi-plurilingualism in the initial teacher training.
5. <b>Validation and Finalization:</b> A validation workshop will be organized to present and discuss the study results with stakeholders and finalize the guideline document. Preparation of the final report.	<b>Validation and Finalization:</b> A validation workshop will be organized to present and discuss the study results with stakeholders and finalize the guideline document. Preparation of the final report.

### 3.3 STAKEHOLDERS

#### Stakeholders to be involved at a minimum in information collection and deliverable development:

- Ministry of Basic Education, General Inspectorate of Education, Directorate of Planning, Projects, and Cooperation (DPPC), Directorate of Human Resources (DRH), Directorate of Preschool and Primary Education (DEMP), Directorate of Financial and Material Resources (DRFM), Directorate of Literacy;
- Ministry of Secondary Education (MINESEC), General Inspectorate of Education, Directorate of Normal Education;
- Normal Schools for General Education Teachers (ENIEG);
- Project Team for Schools and National Languages in Africa (ELAN).

### 3.4 MAIN DELIVERABLES

The specific deliverables for this consultancy are as follows:

1. **Deliverable #1:** Scoping note.
2. **Deliverable #2:** Guideline document.
3. **Deliverable #3:** Slides developed to facilitate validation workshops.
4. **Deliverable #4:** Final report.

Deliverables must be submitted in electronic format (Word and PowerPoint) and validated by the focal point of Minedub and the Facility. Consultants must ensure that the documents are clear, concise, and meet the defined requirements.

## 4 IMPLEMENTATION MODALITIES

### 4.1 ESTIMATED NUMBER OF DAUS AND GENERAL SCHEDULE

Methodology Step	Deliverables	Number of Remote Days (International Expert)	Number of On-site Days (International Expert)	Intervention Month
Document Review and Preliminary Interviews	Scoping note	4	0	Month 1
Analysis of Current Curricula	-	1	3	Month 1
Field Observations	-	0	3	Month 1

Development of the Guideline Document	Guideline document	7	3	Month 1
Validation Workshop	-	0	6	Month 2
Finalization of Deliverables	Final report, PowerPoint presentations	3	0	Month 2
<b>Total</b>	-	15	15	-

## 4.2 ROLES AND RESPONSABILITIES

### Ministry of Basic Education (MINEDUB)

The Ministry, through its focal point, will be responsible for:

- Providing documentation
- Facilitating meetings with relevant stakeholders
- Organizing the workshop and providing a workspace
- Commenting on and approving deliverables

### RTIA Facility

The Facility will be responsible for:

- Contracting and facilitating the integration of the consultant by providing all available documents and resources
- Briefing the consultant before the mission
- Monitoring the consultant's work from the beginning to the end of the mission
- Acting as the main resource person for the consultant
- Ensuring the quality control of deliverables in collaboration with the Ministry's focal point for this consultancy
- Sharing deliverables with key stakeholders and contributing to internal and external knowledge management
- Collecting feedback and comments from stakeholders and validating deliverables by all parties
- Evaluating the overall performance of the consultant for this mandate

### Consultants

The consultants will:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines provided during the scoping meeting, in accordance with the agreed schedule
- Immediately inform the Regional Teachers Facility of any difficulties in implementing the mission
- Implement all steps of the validated methodology

- Lead the start-up phase, including the document review and scoping meeting
- Compile and submit the final report
- Ensure that stakeholders are consulted throughout the mission
- Behave with the highest level of personal integrity and commitment to the required standards of conduct

The distribution of roles between the international and national consultants could be as follows:

- **International Expert:**
  - Conduct the document review and preliminary interviews.
  - Analyze current curricula and identify opportunities for integrating bi-plurilingualism.
  - Conduct field observations and interviews to collect qualitative data.
  - Develop the guideline document.
  - Participate in the validation workshop and integrate stakeholder feedback.
  - Finalize deliverables in collaboration with the national expert.
  - Co-author the scoping note and final report.
- **National Expert:**
  - Participate in the document review and preliminary interviews.
  - Facilitate interactions with local stakeholders.
  - Contribute to the analysis of curricula and the development of the guideline document.
  - Coordinate the organization of the validation workshop.
  - Ensure continuity of work on-site and support the international experts.
  - Co-author the scoping note and final report.

## 5. PROFILE OF THE INTERNATIONAL EXPERT

### Academic Qualification

- Minimum master's degree in education, applied linguistics, or a related field.

### General Professional Experience

- Minimum 10 years of experience in the field of education, with expertise in bi-plurilingualism issues.

### Specific Professional Experience

- Experience in implementing educational activities integrating bi-plurilingualism.
- Proven experience in similar consultancies, particularly in multilingual and multicultural contexts.
- Experience in sub-Saharan African countries (Central and/or West Africa).
- In-depth knowledge of teacher training methodologies and educational reforms. Knowledge of inclusive pedagogical practices, including gender sensitivity.

### Language Skills



- Proficiency in French and English.

### **Interpersonal and General Skills**

- Ability to work in a team and communicate effectively with various stakeholders.
- Skills in capacity building and workshop facilitation.
- Experience in technical and policy dialogue, with the ability to navigate complex institutional contexts.

### **Assets**

- Experience working in Cameroon.
- Experience working with the ELAN and/or IFADEM projects.
- Knowledge of gender equality and relevant policy frameworks, including equal opportunity legislation.

## **6. HOW TO APPLY AND SELECTION PROCESS**

Please include the following in your application:

- Your CV (using the Europass format),
- A technical offer and a one-page cover letter.
- A sample of previous work similar to the above mission (1 to 3 work samples; excerpts from complete deliverables are accepted). In each case, specify your role (main author, major contributions, minor contributions, etc.).
- Please clearly mention in the title of your email and offer our publication reference **2024/RCIDBDLFDE/12339**, as well as the [COUNTRY] and the [MISSION].

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?redirected=2#page-12339---1---rtia-w1-cam-1-1-introduction-du-bi-plurilinguisme-dans-la-formation-des-eleves-maitres-h-f---en\\_US](https://www.expertisefrance.fr/en/on-recrute?redirected=2#page-12339---1---rtia-w1-cam-1-1-introduction-du-bi-plurilinguisme-dans-la-formation-des-eleves-maitres-h-f---en_US)

**Application deadline: Sunday, January 19, 11:59 pm Paris Time (UTC+1)**

The evaluation of received offers will be based particularly on the following criteria: (i) the candidate's degree, (ii) the candidate's experience in carrying out relevant or similar missions to those specified in this call for applications, (iii) the candidate's understanding of the mission's expectations and the proposed intervention methodology.

"Within the RTIA Facility, we consider all experts as unique individuals and welcome the diversity of experiences they bring to our program. This is why we apply a strict non-discrimination policy. We believe that everyone should be treated equally, regardless of their race, gender, sexual identification, 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 inform the facility team as soon as possible. Any complaint will be appropriately investigated."