

AFTER II
Appui à la Formation Technique et à l'Emploi au Rwanda

General information

Assignment name	Recruitment of an International/National expert to strengthen RP English lecturers' practical capacity to implement CEFR-aligned teaching and to develop an English Bridge Module for students whose English language proficiency is below A2 level.
Beneficiaries	Rwanda Polytechnic: IPRC Karongi and IPRC Kitabi located in Karongi and Nyamagabe Districts. Rwanda TVET Board: Muhororo and Cyanika TVET Schools located in Karongi and Nyamagabe Districts.
Country	Rwanda
Total estimated number of days	20days
Period of the contract	August- November 2026
Venue	Mainly in Kigali and nearby District

1. Project description

The Government of Rwanda and Agence Française de Développement (AFD) signed 5 years grant/loan agreements on 8th March 2023 to implement AFTER II Project (Appui à la Formation Technique et l'Emploi au Rwanda). AFTER II aims to improve technical and vocational education and learning conditions in order to strengthen the skills of youth in line with labor market requirements.

Project management will be provided by two contracting authorities: Rwanda Polytechnic (RP) for IPRC-related interventions, and Rwanda TV ET Board (RTB) for TVET schools-related interventions, through their respective Single Projects Implementation Unit (SPIU).

Expertise France will provide technical assistance to the project implementation. Short and long-term expertise are mobilized on the basis of a technical offer validated by AFD, with the agreement of the Rwandan party.

On the side of RP, the beneficiary sites are IPRC Karongi and IPRC Kitabi located in Karongi and Nyamagabe Districts. On the side of RTB, the beneficiary sites are Muhororo and Cyanika TVET Schools located in Karongi and Nyamagabe Districts.

AFTER II project is divided into 4 main components and 2 cross-cutting components:

- Component 1: The IPRC Kitabi and Karongi and TVET schools of Cyanika and Muhororo campuses are expanded, modernised and environmentally friendly
- Component 2: The training offer in the IPRC Kitabi and Karongi and TVET schools of Cyanika and Muhororo is strengthened and more attractive
- Component 3: The link between TVET providers and the private sector is strengthened, and employment and entrepreneurship support mechanisms are more efficient
- Component 4: The quality and leadership of RP and RTB as institutions in the TVET sector are reinforced
- Cross-cutting component 5: The TVET programs are more gender-responsive and inclusive and specifically address dropouts of the general education
- Cross-cutting component 6: Greening TVET – TVET programs provide youth with green skills and competencies for sustainable economic growth

2. Objectives

The main objective of this assignment is to strengthen CEFR-aligned English language teaching at Rwanda Polytechnic by building lecturers' capacity to effectively implement the CEFR approach and by developing a structured English Bridge Module that enables students below the A2 proficiency level to achieve the minimum language competence required for successful study in TVET programmes

The specific objectives of the assignment are to:

- Assess participating lecturers' existing knowledge, skills and practices related to the CEFR in order to identify their capacity-building needs
 - Strengthen lecturers' capacity to implement the CEFR through curriculum alignment, learner-centred teaching, assessment, and learner progress monitoring
- Develop a practical and context-appropriate English Bridge Module for students whose English proficiency is below CEFR Level A2, including appropriate teaching, assessment and learner-progress monitoring tools

3. Scope of the Assignment

The English language expert will:

1. Assess participant's existing knowledge, skills and practices related to the CEFR and identify their priority capacity-building needs
2. Design and facilitate practical training on:

- Understanding the CEFR and its application in higher education, including CEFR levels, descriptors, competencies and “can-do” statements
 - Aligning existing English modules and learning outcomes with the CEFR
 - CEFR-aligned teaching, lesson planning and assessment
 - Supporting mixed-ability and low-proficiency learners
 - Applying CEFR principles through practical exercises and microteaching
3. Develop a practical English Bridge Module for students below CEFR Level A2, including learning outcomes, content, teaching guidance, assessment tools and learner-progress monitoring tools
 4. Facilitate validation of the draft bridge module, incorporate agreed feedback and submit the final version in editable and PDF formats

4. Proposed Methodology

The expert will use a practical, participatory and collaborative methodology and should avoid an excessively theoretical approach. The training should focus on the practical application of CEFR principles in the participants’ daily teaching responsibilities

5. Deliverables

The expert will submit the following deliverables:

#	Number of days	Number of days
1	Initial Assessment Report: ▪ outlining assessment methodology and tools used; ▪ participants assessed; ▪ findings on lecturers’ current knowledge, skills and practices related to CEFR; ▪ identified capacity gaps and priority training needs; ▪ recommendations for adapting the existing training content.	4
2	CEFR Capacity-Building Package and Training Report ▪ including final training programme and agenda; ▪ training presentations and participant materials; ▪ practical exercises and tools; ▪ attendance list; ▪ summary of sessions delivered; ▪ participants’ pre- and post-training assessment results; ▪ key achievements, challenges and recommendations Note: A detailed training program and agenda shall be submitted in advance for approval	7 (5 days training session and 2 days for preparation and reporting)

3	Draft English Bridge Module for students below CEFR Level A2 as per the template pre-approved by Rwanda Polytechnic in editable formats	7
4	Final Validated English Bridge Module as per the template pre-approved by Rwanda Polytechnic in editable and PDF formats.	2
	Total	20 days

6. Requested profile

The expert should have:

- A master's degree in English language teaching, applied linguistics, TESOL, language education or a related field
- At least five years of professional experience in English language teaching or teacher/lecturer training
- Experience in applying the CEFR to English teaching, module alignment and language assessment
- Experience in conducting CEFR-related capacity building for English teachers or lecturers
- Experience in developing English bridge, foundation or remedial modules
- Evidence of at least two similar assignments successfully completed
- Experience working with higher education institutions will be an added advantage
- Prior experience working in sub-Saharan Africa, and in Rwanda or the East African region in particular, is highly desirable

In order to accomplish his/her mission, the expert will work under the supervision of Rwanda Polytechnic and the Expertise France component manager

Through the AFTER 2 project funds, Expertise France will provide technical and coordination support, as well as covering all the costs related to this assignment

7. Calendar

The assignment will be conducted in the period of August 2026 to November 2026. The Estimated number of days to perform this assignment is 20 days