

REGIONAL INITIATIVE FOR TEACHERS IN AFRICA-FACILITY

TERMS OF REFERENCE

Development of bi-plurilingual teaching programmes for Student teacher

- Cameroon -

TYPE OF EXPERTISE: International Expert

SUMMARY

Country Action Plan technical area	Initial training for preschool and primary school teachers
Action and main activity of the Country Action Plan (PAP)	<u>Main action</u> : integration of inclusive approaches to the pedagogy and didactics of bi-plurilingualism (multilingual teaching) - in both sub-systems - into the initial training of preschool and primary school teachers. <u>Activity</u> : development of bi-plurilingual pedagogy programme for student teacher
PAP indicator impacted	SND 2030 indicator: proportion of bi-plurilingual and multiculturalism teaching at primary level (obj 30%)
Facility indicator impacted	# of RTIA engaged countries implementing new or revised teacher education or professional development programmes
Implementation period	September - October
Total number of days planned	25 days
Expected deliverables	Bi-plurilingual teaching programmes
National implementing partners (Units in charge of interaction with experts)	Ministry of Basic Education (MINEDUB): Inspection Générale des Enseignements (IGE), Direction de la Planification, des Projets et de la Coopération (DPPC), Direction de l'Alphabétisation, Direction de l'Enseignement Maternel et Primaire (DEMP), DRFM Ministry of Secondary Education (MINESEC): Inspection Général des Enseignements (IGE) and Direction de l'Enseignement Normal (DEN) Teacher training colleges for general education (ENIEG) National Schools and Languages in Africa (ELAN) project team

1. PRESENTATION OF THE FACILITY FROM RTIA

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 Teachers Initiative for Africa (RTIA) - Facility 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

RESEN (2019) and PASEC (2019): cross-analysis of the results of RESEN, PASEC and a national evaluation carried out in 2016 by the Ministry of Basic Education's Learning outcome Evaluation Unit (Minedub) shows that the quality of learning is a challenge in Cameroon, with persistent low levels of learning achievement at primary level. For example, at the end of the primary cycle, 46.7% of sixth grade pupils are below the language proficiency threshold. The quality factors identified in the multivariate analyses of prior learning assessments provide a number of practical lessons that point to the need to improve teaching practices and the inadequacy of in-service teacher training.

Articulated with Sustainable Development Goal 4 and Agenda 2063 of the African Union (AU), the strategic orientations adopted by the Cameroonian authorities in the education sector are mainly recalled in three key documents:

- **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 bi-plurilingualism 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 to update 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

COUNTRY REQUEST FORM

central state in 2010. In accordance with the principle of progressivity, in 2018, 63 competencies were transferred by 21 ministries.

In practice, 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.

To date, only the package of activities covering Action 1.1 'Integrating inclusive approaches to the pedagogy and didactics of bi-plurilingualism (multilingual teaching) into the initial training of pre-school and primary school teachers - in both sub-systems' is being implemented. Activity 1.1.1 'Drawing up an inclusive framework document for the introduction of bi-plurilingualism in the initial training programme for student teachers (entry and exit profile of the bi-plurilingual student teacher, bi-plurilingualism competency framework)' is nearing completion.

3. MISSION SCOPE

3.1 MAIN OBJECTIVES

The consultancy mission concerns pre-school and primary education. It will essentially contribute to the strategy's objective of developing quality primary education to provide initial knowledge and skills for all. With this in mind, the SSEF plans to: (i) improve bi-plurilingual by creating and implementing specific curricula from pre-school onwards, (ii) strengthen the teaching of national languages, (iii) strengthen pedagogical supervision, as well as initial and in-service training for teachers, (iv) strengthen the use of ICT in teacher training, (IV) promote scientific and digital literacy.

One of the cross-cutting strategies of program 14 (steering and sector governance) is the coordination of teacher training, with MINESEC coordinating the training of primary school teachers and MINESUP coordinating the training of secondary school teachers, in order to align training content with the needs of the employing ministries and plan the numbers to be trained.

The main indicators of the SSEF and the National Development Strategy 2030 to which the present consultancy will contribute -directly or indirectly- are listed in the table below.

Source	Indicator	Target 2029-2030	comments
SSEF 2030 p.115 & SND30 p. 185	Proportion of bi-plurilingual and multiculturalism teaching at primary level	30%	The DPPC plans to integrate the information to be collected into the Ministry's annual statistics sheet for this indicator. The baseline is not provided. The target is only given in the SND 2030.

COUNTRY REQUEST FORM

SSEF 2030 p. 118	Number of teachers undergoing in-service training	16,174 teachers	
SSEF 2030 p. 121	Proportion of bi-plurilingual teachers at primary and secondary level	40%	Baseline not filled in
SSEF 2030 p. 121 & SND30 p. 185	Proportion of schools offering courses in codified local languages at primary and secondary level	60%	The baseline is not filled in. The target is only indicated in the SND 2030.

The main objective of this mission is to recruit an international expert to support the Cameroon Ministry of Basic Education (MINEDUB) in developing bi-plurilingual education programmes for student teachers in order to improve the quality of learning and further professionalise the teaching profession. The expert will be specifically required to:

- Design bi-plurilingual and multilingual teaching programmes adapted to the Cameroonian context.
- Ensure that the programmes to be developed are aligned with the inclusive policy framework document for the introduction of bi-plurilingualism in the initial training programme for student teachers (entry and exit profiles for bi-plurilingual student teachers, reference framework for bi-plurilingual skills) and the National Languages and Cultures programmes for student teachers.
- Ensure consistency with international standards and national priorities in education.
- Take into account synergies with the actions of Technical and Financial Partners.

3.2 METHODOLOGY & GENERAL APPROACH

The technical assistance mission will be carried out by an international expert, remotely and with in-country mission. The indicative methodology is as follows but not limited to - the consultant is expected to propose a more in-depth methodology in its application.

Phase	Activities	# of days	Description
Preparation phase	Document review/planning	3	Analyse des documents stratégiques nationaux et internationaux pertinents. Élaboration d'un plan de travail détaillé, incluant un calendrier des activités, des livrables et des réunions avec les parties prenantes.
Inception phase	Inception meeting	1	Inception meeting with key stakeholders to define expectations, specific objectives and methodology. Validation of work plan
Information gathering/data analysis phase	Preliminary consultations	5	Conducting surveys and interviews Compilation and analysis of collected data

COUNTRY REQUEST FORM

Programme Development Phase	Development of teaching programmes for bi-plurilingualism and multilingualism for student teachers	13	The expert will have six days to develop a draft based on the analysis carried out. A two-day workshop with a small group of specialists will enable the technical validation of the draft bi-plurilingual/multilingual teaching programmes developed by the expert. A one-day workshop , aimed at a larger group of around 50 people, will be devoted to the official validation of the programmes.
Finalisation and reporting phase	Revisions and adjustments	3	Drafting and submission of the final report detailing the programme development process, the methodologies used and the results obtained. Incorporation of amendments made during the validation phase. Interview transcripts will be appended.
Total		25	

Work Distribution

- **Remote Work:** Literature review, planning, data analysis, and part of the programme development will be carried out remotely.
- **Field Work:** Initial consultations, surveys and interviews, and the validation workshop will require field trips to Yaoundé.

3.3 STAKEHOLDERS

Stakeholders to be involved at least in gathering information and developing deliverables:

- The Ministry of Basic Education, the General Inspectorate of Education (IGE), the Department of Planning, Projects and Cooperation (DPPC), the Department of Human Resources (DRH), the Department of pre-primary and Primary Education (DEMP), the Department of Financial and Material Resources (DRFM) and the Department of Literacy (DAEBNFPLN) ;
- The Ministry of Secondary Education (MINESEC), the General Inspectorate of Education and the Department of Teacher Training,
- Teacher training colleges for general education (ENIEG)
- The National Schools and Languages in Africa (ELAN) project team
- Technical and financial partners, in particular EUD, IFEF, AFD, Unesco

3.4 KEY DELIVERABLES

The specific deliverables under this consultancy are as follows:

1. **Deliverable #1: scoping note**
2. **Deliverable #2: Draft of the bi-plurilingual teaching programmes**
3. **Deliverable #3: PPT of the validation workshop**
4. **Deliverable #4 : Final version of the bi-plurilingual teaching programmes**
5. **Deliverable #5: final report**

COUNTRY REQUEST FORM

Deliverables must be submitted in electronic format and validated by the Minedub focal point and the Facility within a maximum of 2 weeks after transmission. The consultant must ensure that the documents are clear, concise and meet the defined requirements.

The expert will also be expected to contribute to the collection of data required for monitoring the action plan, as part of the monitoring, evaluation, and quality assurance activities.

4 IMPLEMENTATION PROCEDURES

4.1 ESTIMATED NUMBER OF DAYS AND GENERAL SCHEDULE

Phase	Nombre de Jours prestés	Jours de mission	Mois d'intervention
Preparation phase	3	-	M1
Scoping phase	1	-	
Information gathering/data analysis phase	5	2	
Programme Development phase	13	6	M1-M2
Reporting phase	3	-	
TOTAL	25	8	

4.2 ROLES ET RESPONSABILITIES

Ministry of Basic Education (MINEDUB)

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

- Provide documentation
- Facilitate meetings with relevant stakeholders
- Organize and fund the pre-validation (technical validation) (2jrs)
- Comment on and approve deliverables
- Organize and fund the validation workshop (1jr) 50 participants
- Share deliverables with key stakeholders

The RTIA - Facility

The Facility will be responsible to:

- Contract and facilitate the integration of the consultant by providing all available documents and resources
- Monitor the consultant's work from start to finish
- Act as the main contact for the consultant
- Ensure quality assurance of deliverables in collaboration with the Ministry's focal point for this consultancy
- Contribute to internal and external knowledge management
- Validate deliverables by all parties
- Evaluate the consultant's overall performance for this mandate

The expert

The consultant will:

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

COUNTRY REQUEST FORM

- Ensure that all deliverables comply with the guidelines formulated at the mission scoping meeting, in accordance with the agreed timetable.
- Immediately inform the Regional Teachers' Facility of any difficulties in implementing the mission
- Implement all stages of the validated methodology
- Lead the start-up phase, including document review and scoping meeting
- Draft the minutes of the tripartite meetings between the Ministry, the Facility and the Expert (scoping meeting, etc.).
- Participate in debriefing meetings and regular updates at the initiative of the Ministry or the Facility.
- Ensure that stakeholders are consulted throughout the assignment
- Meet the requirements of monitoring-evaluation and quality assurance with regard to the collection of data relating to the methodology and deliverables produced (attendance list, feedback from the expert, feedback from participants in the work, including the Ministry's technical team)
- Behave with the highest level of personal integrity and commitment to the required standards of conduct

5. EXPERT PROFILE

Academic qualification

- Master's degree or higher in education, applied linguistics, language teaching or a related field.

General professional experience

- Minimum of 10 years of professional experience in the field of education, with proven expertise in teaching, pre-primary, primary, and teacher training.

Specific professional experience

- Work experience in similar contexts in Africa, preferably in Cameroon.
- Experience in developing bi-plurilingual education programmes.
- Knowledge of education policies in Africa and international standards in education.

Language skills

- Excellent command of French and English.

Soft skills

- Communication: excellent communication skills, both written and oral
- Teamwork: Ability to work as part of a team and collaborate with diverse stakeholders
- Skills in capacity building and adult education/training.
- The highest levels of personal integrity and commitment to adhering to required standards of conduct.

Assets

- Experience working with IFADEM or ELAN
- Experience in developing pre-primary education programme
- Knowledge of gender equality and relevant policy frameworks, including legislation on equal opportunities for men and women.
- Solid knowledge of sectoral education policies in Cameroon, including the national policy on inclusive education

Other assets: hold a level 1 field safety training (FST1) certificate issued within the last two years

Who can apply as an international expert?

According to the Facility's definition, an international expert responds to an open call for expertise on the international market, competing with experts from all over the world. An international expert is often, but not always, of a nationality other than that of the country in which the consultancy is deployed. An international consultant generally has skills that are rare on the national market and experience in different countries, which enables him to offer a comparative analysis of the areas of expertise concerned by the consultancy and a methodology that can be adapted to the national context.

6. HOW TO APPLY AND SELECTION PROCESS

Please enclose the following with your application:

- your CV (using the [Europass template](#))
- a technical proposal explaining the assignment, detailing the methodology used and a description of the implementation (8 pages maximum).
- If possible, please attach a sample of previous work similar to the above assignment (1 to 3 samples of work; extracts of complete deliverables are accepted). In each case, you must specify your role (principal author, major contributions, minor contributions, etc.).

The applicable daily rate will be in line 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://expertise-france.gestmax.fr/13601/1/rtia-w1-cam-1-1-3-development-of-bi-plurilingual-teaching-programmes-for-student-teacher-h-f/en_US

→ Application deadline: **24/08/2025, 11.55 pm Paris Time (UTC+2)**

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

"At the RTIA Facility, we value all experts as unique individuals and welcome the diversity of experience they bring to the Facility. As such, we have a strict TDR -PAP RDC policy of non-discrimination. We believe that everyone should be treated equally, regardless of sex, gender 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 feel that you have been discriminated against, please inform the RTIA team as soon as possible. Each complaint will be investigated appropriately."