

REGIONAL TEACHERS INITIATIVE FOR AFRICA-FACILITY

TERMS OF REFERENCE

Development of training modules on teaching bi-plurilingualism and national cultures and languages for trainers (ENIEG)

Cameroon

Expertise: Individual international expert

Technical area of the Country Action Plan	Initial training for preschool and primary school teachers
Main action and activity of the Country Action Plan (CAP)	<p><u>Main action</u>: integration of inclusive approaches to teaching and learning in bi-plurilingual and multilingual education (multilingual teaching) into initial training for preschool and primary school teachers – in both subsystems</p> <p><u>Activity</u>: Training modules on teaching bi-plurilingualism and national cultures and languages for teacher trainers</p>
Education and Training Sector Strategy 2023-2030 SND 2030 indicator	NSD 2030 indicator: proportion of teaching related to bilingualism and multiculturalism at primary level (target 30%)
Facility indicator impacted	# Number of countries participating in the RTIA that are implementing new or revised teacher training or professional development programmes
Implementation period	November/December 2025
Total number of days	25 days
Expected deliverables	Training modules on teaching bi-plurilinguism and national cultures and languages
National implementation partners (division responsible for interaction with experts)	<p>Ministry of Basic Education (MINEDUB): General Inspectorate of Education (IGE), Planning, Projects and Cooperation Division (DPPC), Literacy Directorate, Early Childhood and Primary Education Directorate (DEMP), DRFM</p> <p>Schools and National Languages in Africa (ELAN) project team</p> <p>Ministry of Secondary Education (MINESEC): General Inspectorate of Education (IGE) and Directorate of Teacher Training (DEN)</p> <p>Teacher Training Colleges for General Education (ENIEG)</p>

1. PRESENTATION OF THE FACILITY

The Regional Teacher Initiative for Africa (RTIA), a programme funded by the EU/EC through the Education Section (G3) of DG INTPA, aims to improve the learning outcomes and socio-emotional development of children in Africa by ensuring that teachers are more competent, motivated and inclusive 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 digitalisation and innovation.
2. Improve the quality, relevance and effectiveness of initial and continuing professional development for teachers, including through digital education, peer learning approaches and regional collaboration.

Within this framework, the Regional Teacher Initiative for Africa (RTIA) - Facility will support teacher policies and contribute to improving teacher training and professional development systems by (i) providing technical assistance for capacity building at the national level, (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 Teacher Initiative for Africa (RTIA) Facility will achieve the above objectives through three 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 programmes 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 generate new data and support the integration of findings into policy-making and the design of teacher training and professional development programmes.

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 results of the Initiative.

The Facility is funded by the European Union and co-implemented by the Partnership formed by three agencies from Member States: Expertise France for France, Enabel, VVOB and APEFE for Belgium, and EDUFI for Finland. Expertise France has been designated as the Coordinating Agency for this Partnership. With the Facility's governance structure serving as the governance structure for the Initiative, the Partnership is expected to work closely with UNESCO and the African Union Commission (AUC), which are responsible for the other two 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): a cross-analysis of the RESEN and PASEC results and a national assessment carried out in 2016 by the school achievement assessment unit of the Ministry of Basic Education (MINEDUB) indicates that the quality of learning is a challenge in Cameroon, with persistently low levels of achievement in primary education. For example, at the end of primary school, 46.7% of CM2 pupils are below the language proficiency threshold. The quality factors identified in the multivariate analyses of learning assessments provide some practical lessons that point to the need to improve teaching practices and the inadequacy of continuing teacher training.

In line with Sustainable Development Goal 4 and the African Union (AU) Agenda 2063, the strategic guidelines adopted by the Cameroonian authorities in the education sector are mainly set out in three key documents:

- **the Education and Training Sector Strategy (SSEF) 2023-2030** has established a strategic priority of "Relevance and quality of training". The vision is as follows: (a) an education system with a professional teaching/training staff, trained in their profession and able to ensure that development priorities are taken into account in training programmes in

line with international standards, which implies, in particular, "teachers/trainers adapted to socio-economic realities and the learning context" and "continuing training for teachers/trainers"; (b) an education system that promotes the values of living together and contributes to strengthening economic and cultural patriotism through "increased bi-plurilingualism and the promotion of multiculturalism in all strata of society through the creation and implementation of specific school programmes starting in pre-primary school". Cameroon's action plan under the Facility therefore contributes to operationalising the vision developed in the Education and Training Sector Strategy.

- **the National Development Strategy 2020-2030 (SND30).** The SND30 articulates the country's domestic and international commitments in the economic, social and environmental fields. It builds on the lessons learned from the implementation of the Growth and Employment Strategy Paper (GESP). 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's vision is to *"promote an education system that produces graduates who are sociologically integrated, bilingual, competent in a field that is crucial to the country's development, and aware of what they must do to contribute to it"*.
- **Law No. 98/004 of 4 April 1998 on the orientation of education in Cameroon.** This law establishes the general legal framework for education in Cameroon and applies to pre-primary, primary, general secondary and technical education, as well as teacher training.

Partnership agreement

Cameroon will soon benefit from funds from the Global Partnership for Education. The priority reform adopted by Cameroon in the Partnership Agreement concerns improving the quality of learning through the professionalisation of the teaching profession. Among other things, this reform should contribute to the transformation of the education system through professional, motivated and effective teachers for equitable, inclusive and quality learning.

Reform of ENIEG

In Cameroon, initial teacher training is managed by the Ministry of Secondary Education (MINESEC). In 2023, Decree No. 2023/434 of 4 October 2023 on the organisation and functioning of teacher training colleges repealed the previous provisions contained in Decree No. 80/195 of 9 June 1980. Future teachers must now hold a baccalaureate and complete a two-year training course at the Ecole normale des instituteurs de l'enseignement général (ENIEG). The Ministry of Basic Education (MINEDUB) has officially submitted a request to MINESEC for an update of the training curricula, in particular the introduction of teaching methods for bi-plurilingualism and national languages. In addition, the national authorities launched a reform of the ENIEG in 2023. The action on initial teacher training is a continuation of this reform. MINEDUB has submitted a request to MINESEC to update the training curricula for student teachers at the ENIEG.

Digitalisation

In 2007, MINEDUB published the first policy and strategy document on Information and Communication Technologies (ICT) for education following a comprehensive commitment by the relevant stakeholder. This document, entitled "ICT Policy and Strategic Framework for Basic Education in Cameroon", was updated in 2022 following the lessons learned from Covid-19. The objective of this ICT policy and strategic implementation framework is to ensure that ICTs are effectively integrated into the basic education sub-sector in order to achieve the objectives set out in the SSEF.

Decentralisation

In terms of local governance, the first powers were transferred to municipalities by the central government in 2010. In accordance with the principle of gradualism, in 2018, 63 powers were transferred by 21 ministries. The SND30 plans to increase the share of resources transferred to decentralised local authorities to at least 15% of the State budget by 2025. In practice, not all decrees relating to decentralisation are published in full. While decentralisation has made progress in basic education with the involvement of local authorities in the management of schools

(construction and rehabilitation of primary and preschools, management of the minimum package, etc.), this involvement remains dependent on the implementation of decentralisation at the national level⁽²⁾.

2.2 CONTEXT OF THE PAP – LINKAGES WITH PREVIOUS WORK

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

The 16-month CAP for Cameroon includes technical assistance activities aligned with national priorities for teachers. It must (i) respond to the partner's real needs, (ii) be coordinated with the interventions of technical and financial partners to enable synergies and avoid overlaps, and (iii) be integrated into ongoing reforms.

One PAP action has been under implementation since April 2025. It involves integrating inclusive approaches to teaching and learning in bi-plurilingualism into the initial training of preschool and primary school teachers in both subsystems. The first activity consisted of developing an inclusive framework document for the introduction of bi-plurilingualism into the initial training programme for trainee teachers (entry and exit profiles for bi-plurilingual trainee teachers, reference framework for bi-plurilingual skills), which will be finalised in September 2025. The implementation of the activities arising from the policy framework will begin in September with (ii) the development of national language and culture programmes for trainee teachers, (iii) the development of teaching programmes on bi-plurilingualism and multilingualism for trainee teachers. It will be essential to take into account the deliverables produced to ensure that the modules are consistent with the initial work.

3. SCOPE OF THE MISSION

3.1 MAIN OBJECTIVES

The consultancy concerns pre-school and primary education. It will contribute mainly to the strategy objective of developing quality primary education to provide everyone with basic knowledge and skills. With this in mind, the SSEF plans to: (i) improve the practice of bi-plurilingualism and multilingualism by creating and implementing specific school curricula from pre-school onwards, (ii) strengthening the teaching of national languages, (iii) strengthening pedagogical supervision and initial and continuing training for teachers, (iv) strengthening the use of ICT in teacher training, (v) promoting scientific and digital culture.

Programme 14 of the strategy (sectoral steering and governance) includes in one of its cross-cutting strategies the coordination of teacher training, with primary school teachers being trained by MINESEC and secondary school teachers by MINESUP, in order to align training content with the needs of the employing ministries and plan the number of teachers to be trained.

The main indicators of the SSEF and the National Development Strategy 2030 to which this consultation will contribute, either directly or indirectly, are listed in the table below.

Source	Indicator	Target 2029-2030	Comments
SSEF 2030 p.115 & SND30 p. 185	Proportion of teaching related to bi-plurilingualism and	30	The DPPC plans to include information to be collected in the Ministry's annual

COUNTRY REQUEST FORM

	multiculturalism at primary level		statistical report on this indicator. The baseline is not specified. The target is specified only in the SND 2030.
SSEF 2030 p.	Number of teachers participating in continuing education	16,174 teachers	
SSEF 2030 p. 121	Proportion of bi-plurilingual and multilingual teachers at primary and secondary level	40	Baseline not available
SSEF 2030 p. & SND30 p. 185	Proportion of institutions offering codified local language courses at primary and secondary level	60	The baseline is not specified. The target is only provided 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 training modules on teaching bi-plurilingualism for ENIEG trainers to help them deliver this topic. The expert will be specifically required to:

- Identify the needs of preschool and primary school trainers in relation to the documents governing initial teacher training (inclusive framework for the introduction of bi-plurilingualism in the initial training programme for trainee teachers, bi-plurilingual teaching programmes, etc.)
- Design two training modules on bi-plurilingual teaching and national cultures and languages adapted to the Cameroonian context.
- Ensure consistency with international standards, national priorities for preschool and primary education, and synergy with technical and financial partners.

3.2 METHODOLOGY & GENERAL APPROACH

The consultancy will be carried out by a team of two experts, one international and one national. The two experts will work closely together. An internal organisation will be developed by the team and formalised in the methodological note. A lead expert will be identified for coordination purposes. Each member of the team will be allocated 25 days of expertise.

An existing pair (international/national) is eligible (provided that applications are submitted individually).

The indicative methodology could be as follows, but the expert is invited to propose a more detailed and relevant methodology.

Phase	Activities	# of days	Description
Preparation phase	Document review/planning	3	Analysis of relevant national and international strategic documents. Development of a detailed work plan, including a schedule of activities, deliverables and meetings with stakeholders.

COUNTRY REQUEST FORM

Framing phase	Framing meeting	1	Framing meeting with key stakeholders to define expectations, specific objectives, terms of reference and working methodology. Validation of the work plan
Information gathering/data analysis phase	Initial consultations	5	Identification of needs
			Compilation and analysis of collected data
Module development and validation phase	Development of training modules on teaching bi-plurilingualism and national cultures and languages for teacher trainers (ENIEG)	12	<p>The expert will have six days of remote work to develop a draft based on the analysis carried out.</p> <p>The expert will have four days in Cameroon to consolidate the draft based on individual consultations with specialists and resource persons.</p> <p>A two-day workshop with a small group of specialists will be organised to amend and pre-validate the draft developed by the consultant. A one-day workshop for a larger group of around 50 people will be dedicated to the official validation of the programmes.</p>
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 reports will be appended.
Validation phase	Official workshop validation	1	One-day workshop for a larger group of around 50 people, dedicated to the official validation of the programmes by the competent authorities.
Total		2	

Work distribution

- **Remote work:** The literature review, planning, data analysis and part of the programme development will be carried out remotely.
- **Field work:** The working sessions and validation workshop will require on-site missions in Yaoundé.

3.3 STAKEHOLDERS

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

- The Ministry of Basic Education, the General Inspectorate of Education (IGE), the Planning, Projects and Cooperation Division (DPPC), the Human Resources Department (DRH), the Directorate of Early Childhood and Primary Education (DEMP), the Directorate of Financial and Material Resources (DRFM), the Directorate of Literacy
- the Ministry of Secondary Education (MINESEC), the General Inspectorate of Education, the Directorate of Teacher Training,
- Teacher Training Colleges for General Education (ENIEG)
- the Schools and National Languages in Africa (ELAN) project team.

3.4 MAIN DELIVERABLES

The specific deliverables for this consultation are as follows:

- 1. Deliverable #1: framework document**
- 2. Deliverable #2: training modules on teaching bi-plurilingualism and national cultures and languages for trainers (ENIEG)**
- 3. Deliverable #3: PPT of the pre-validation workshop (technical validation)**
- 4. Deliverable #4: PPT of the official validation workshop**
- 5. Deliverable #5: final report.**

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

The expert will also help to provide the data needed to monitor the action plan as part of the monitoring, evaluation and quality assurance activities.

4 IMPLEMENTATION MODALITIES**4.1 ESTIMATED NUMBER OF DAYS AND GENERAL TIMETABLE**

Phase	Number of days worked	Days on assignment	Month of intervention
Preparation phase	3	0	M1
Framing phase	1	0	
Information gathering/data analysis phase	5	0	
Module development and validation phase	1	7	M1-M2
Finalisation and reporting phase	3	0	
Validation phase	1		
TOTAL	25	7	

4.2 ROLES AND RESPONSIBILITIES**The Ministry of Basic Education (MINEDUB)**

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

COUNTRY REQUEST FORM

- Providing documentation available at MINEDUB
- Facilitating contact with relevant stakeholders
- Organising and financing the pre-validation workshop (technical validation) (2 days)
- Commenting on and approving deliverables
- Organising and financing the programme validation workshop (1 day)
- Share deliverables with key stakeholders

The RTIA Facility

The Facility will be responsible for:

- Contracting and facilitating the integration of the consultant by providing all available documents and resources and organising briefing sessions
- Monitoring the consultant's work from the start of the assignment until its completion
- Acting as the main point of contact for the consultant
- Ensuring quality control of deliverables in collaboration with the Ministry's focal point for this consultancy
- Contributing to internal and external knowledge management
- Validate deliverables in conjunction with the Ministry
- Evaluate the consultant's overall performance for this assignment

The expert

The expert will be responsible for:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines set out during the mission scoping meeting, in accordance with the agreed timetable
- Immediately inform the Regional Teacher Facility of any difficulties in implementing the assignment
- Implement all stages of the approved methodology until the final deliverables are submitted
- Lead the start-up phase, including the document review and the scoping meeting
- Prepare summary reports of tripartite meetings between the Ministry, the Facility and the expert
- Collect and enter the data needed to monitor the action plan as part of monitoring, evaluation and quality assurance activities (attendance lists, expert feedback, feedback from participants in the work)
- Ensure that stakeholders are consulted throughout the mission
- Behave with the highest levels of personal integrity and commitment to the required standards of conduct

5. PROFILE OF THE INTERNATIONAL EXPERT

Academic qualifications

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

General professional experience

- Minimum 10 years' experience in the field of education, with expertise in bi-plurilingualism issues in sub-Saharan Africa, preferably

Specific professional experience

- Experience working in similar contexts in Africa, preferably in Cameroon.
- Proven experience in training design
- Experience in developing teaching modules on bi-plurilingualism and national cultures for teacher trainers

COUNTRY REQUEST FORM

- In-depth knowledge of teacher training methodologies and educational reforms. Knowledge of inclusive teaching practices, including gender sensitivity.

Language skills

- Fluency in French and English

Interpersonal and general skills

- Excellent communication skills (oral and written).
- Ability to work in a team and collaborate with diverse stakeholders.
- Capacity building and training skills.

Assets

- Experience working in Cameroon
- Experience working with the ELAN and/or IFADEM project
- Knowledge of gender equality and relevant policy frameworks, including legislation on equal opportunities for men and women.

Other assets: hold a Level 1 field safety training 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 around 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, enabling them to offer a comparative analysis of the subjects covered by the consultancy and a methodology that ensures adaptation to the national context.

6. HOW TO APPLY AND SELECTION PROCESS

Please include the following with your application:

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

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://expertise-france.gestmax.fr/13710/1/rtia-w1-24-cmr-1-a-04-development-training-modules-teaching-bi-plurilingualism-international-h-f/en_US

Application deadline: **14/09/2025, 23:55 Paris time (UTC+2)**

The evaluation of the applications received will be based in particular on the following criteria: (i) the candidate's qualifications, (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 expectations of the assignment and the proposed methodology.

COUNTRY REQUEST FORM

"Within 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 non-discrimination policy. We believe that everyone should be treated equally, regardless of gender identity, sexual orientation, national origin, mother tongue, 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 RTIA team as soon as possible. Every complaint will be investigated appropriately."