

RÉPUBLIQUE DU CAMEROUN

*Paix-Travail-Patrie*

REPUBLIC OF CAMEROON

*Peace-Work-Fatherland*

MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES

MINISTRY OF SECONDARY EDUCATION

PROJET D'APPUI AU DÉVELOPPEMENT DU  
SECONDAIRE ET DES COMPÉTENCES POUR  
LA CROISSANCE ET L'EMPLOI

SECONDARY EDUCATION AND SKILLS  
DEVELOPMENT SUPPORT PROJECT

COMPOSANTE 1-DLI2/IGS-PF

COMPONENT 1-DLI2/IGS-PF



## CALL FOR APPLICATIONS

### FOR THE RECRUITMENT OF TUTORS/COACHES FOR THE TRAINING AND ACCREDITATION OF PRINCIPALS AND VICE-PRINCIPALS OF GENERAL SECONDARY SCHOOLS

#### 1. Background and rationale

On October 12, 2021, the Government of the Republic of Cameroon signed a financing agreement with the International Development Association (IDA), for the Secondary Education and Skills Development Support Project (PADESCE).

Created by Order No. 094/CAB/PM of October 12, 2022, PADESCE aims to improve equitable access to quality secondary education and technical and vocational skills adapted to the employment market, with a particular focus on girls.

In its component 1 (Support to the general secondary education sub-sector), Sub-component 1.2 (Strengthening capacity of school heads and beginning teachers), this project envisages the training and accreditation of principals and vice-principals of general secondary schools, otherwise known as DLI 2, following the results-based funding approach.

PADESCE is anchored in the National Development Strategy 2020-2030 (NDS30). Indeed, the Government has taken the firm determination to transform the structure of its economy with a view to attaining emergence in 2035, a transformation subject to the availability of competent and competitive human capital. The strategy of the Education Sector elaborated to this effect, is articulated around actions aiming at the deep structural transformation of the main levers of our education system: laws and regulations, institutions, structures and especially actors. The school head, who is the basic person responsible for the transformation of our education system and school governance, is an essential link in this process of developing the human capital necessary to support economic growth.

With the intention of making our education system more efficient, as far as the Secondary Education sub-sector is concerned (Component 1), PADESCE aims, in particular, to put in

place a more transparent, efficient and effective system of governance of schools. To this end, the main lines of action selected concern:

- ⇒ Improving quality of learning environment in general secondary education (DLI 1);
- ⇒ training and accreditation of school heads (DLI 2);
- ⇒ Professional induction of newly recruited teachers (DLI 3).

The overall aim of the training and accreditation of school administration officers is to strengthen their leadership and managerial capacities in pedagogical steering, coaching of teaching staff, school administration and governance. This training will also consolidate their capacities on the management of complaints, performance monitoring and evaluation, management of gender-based violence, school safety, ethics in line with the whole school approach, environment and climate change, etc.

To this end, a competency-based training and accreditation framework for school administration officers has been developed and validated by stakeholders.

The training will take place over a period of one year, and will follow a hybrid modality (face-to-face and distance learning). During this training, which is intended to be practical, school head and vice-principals will participate in e-learning activities, face-to-face workshops and will also be supported by coaches in the course of their duties in the schools for which they are responsible.

Within this scope, the Ministry of Secondary Education is launching a call for applications for the recruitment of tutors/coaches, who will be responsible for accompanying learners in this hybrid training.

## ***2. Main tasks***

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The tutor/coach will be the mentor, the true pedagogical referent for the learners. He will mainly ensure the functions relating to the reception and technical support of the learners, methodological support (working methods and organization, emotional support, communication and collaboration), self-regulation and metacognition, assessment and the function of the designated resource person.

## ***3. Qualifications and skills required***

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- University degree (Bacc/GCE A Level. + 5) ;
- Ideally, the tutor/coach could be an academic, a teacher-researcher, an education and training professional, a former head teacher, an educational inspector (former or current), a staff member in charge of monitoring and supervising the activities of school administrators or any other person with a good knowledge of school management;
- Have a good knowledge and practice of the usual working software (Office suite), as well as the usual electronic communication channels (chat, mailing, messaging, etc.);
- Excellent written and spoken command of English or French. Fluency in both languages is an asset;
- Ability to prioritize emergencies, ability to work within the framework of a results-based multi-annual program;
- Sense of organization and priorities, autonomy, method, rigour and meticulousness;
- Relational skills and diplomacy;



- High availability and reactivity;
- Experience as a coach or tutor is a major asset.

#### ***4. How to apply***

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To apply, please click on the following link: <https://form.jotform.com/230681742138557>.  
Each applicant should include the following items in their application:

- CV ;
- Covering letter ;
- Scanned copies of diplomas and certificates.

***The Minister of Secondary Education,***

