

## REGIONAL TEACHER INITIATIVE FOR AFRICA-FACILITY

### TERMS OF REFERENCE

#### DIAGNOSTIC STUDY ON THE IMPLEMENTATION OF THE STRATEGY FOR INFORMATION AND COMMUNICATION TECHNOLOGIES

Cameroon

TYPE OF EXPERTISE: INTERNATIONAL EXPERT

#### SUMMARY

Technical area of the Country Action Plan	Teachers' digital skills
Main action and activity of the Country Action Plan (CAP)	<p><u>Main action:</u> Review of the implementation of the ICT Policy and Strategic Framework for Basic Education in Cameroon (2022) and integration of bi- and multilingualism</p> <p><u>Activity:</u> Conducting a diagnostic study of the implementation of the strategy adopted for Information and Communication Technologies in 2007 and then in 2022.</p>
Education and Training Sector Strategy 2023-2030	<ul style="list-style-type: none"> <li>- Strengthen the use of ICT in teacher training;</li> <li>- Promote scientific and digital culture</li> <li>- Proportion of teaching related to bi-plurilingualism and multiculturalism at primary level (target 30%)</li> </ul>
SND 2030 indicator	
Facility indicator impacted	2.2: # of RTIA engaged countries implementing new or revised teacher education or professional development programmes to integrate digital competences
Implementation period	September - October
Total number of days planned	25
Expected deliverables	Diagnostic study report and operational recommendations (roadmap)
National implementation partners (units responsible for interaction with experts)	<p><b>Ministry of Basic Education</b> (MINEDUB)</p> <p>Planning, Projects and Cooperation Division (DPPC)</p> <p>Financial and Material Resources Directorate (DRFM)</p> <p>General Inspectorate of Education, in particular the Inspectorate of Pedagogy responsible for Educational Technologies</p> <p>Coordination of the Project to Support Schooling in Priority Education Areas (PASZEP)</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 digitalization 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.

In this context, 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 teaching 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 of the 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 learning outcome evaluation 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 sixth grade 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 in-service teacher training.

In line with Sustainable Development Goal 4 and the African Union (AU) Agenda 2063, the strategic orientations 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 practice of

bi-plurilingualism and promotion of multiculturalism in all layers of society through the creation and implementation of specific school programmes starting from pre-school". Cameroon's action plan under the Facility therefore 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 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 key area for 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 undergo two years of training 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 all stakeholders. An update to this document, entitled "ICT Policy and Strategic Framework for Basic Education in Cameroon", was produced in 2022 following 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 pre-primary schools, management of the minimum package, etc.), this involvement remains dependent on the implementation of decentralisation at the national level<sup>(2)</sup>.

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

On 6 June 2024, the Regional Teacher Initiative for Africa (RTIA) Facility 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 26 August 2024. A team of experts from the Facility then travelled to 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) teacher governance, and (4) teachers' digital skills.

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) fit into ongoing reforms. At this stage, the first action aimed at integrating bi-plurilingualism into the initial training of teacher trainees has received support from the Facility through the mobilisation of expertise.

The following activities are therefore underway: (i) development of an inclusive policy framework document for the introduction of bi-plurilingualism into the initial teacher training programme (entry and exit profiles for bi-plurilingualism teacher trainees, reference framework for bi-plurilingualism skills); (ii) development of national language and culture programmes for teacher trainees, (iii) development of bi-plurilingualism teaching programmes for teacher trainees, (iv) development of training modules on bi-plurilingualism teaching and national cultures for trainers (ENIEG).

## 3. SCOPE OF THE MISSION

### 3.1 MAIN OBJECTIVES

#### General objective

The overall objective of the study is to analyze the implementation of the 2007 and 2022 ICT policies in basic education in Cameroon (pre-primary and primary), identifying strengths, weaknesses, obstacles and opportunities, and by formulating operational recommendations and a roadmap for the effective integration of digital education, particularly in relation to bi-plurilingualism, in line with the SSEF 2030.

#### Specific objectives

The main specific objectives are as follows:

- **Analyze the implementation of ICT policies from 2007 and 2022 in basic education**, examining institutional frameworks, governance arrangements, resources mobilized, and teaching and administrative practices observed, in order to identify strengths, weaknesses, obstacles and opportunities in the implementation of the strategy.
- **Provide strategic guidance**: Propose a revision of the strategic priorities and formulate strategic recommendations in light of the findings of the implementation analysis phase.
- **Develop a realistic roadmap**: Co-develop a realistic roadmap in a participatory approach to strengthen the operationalization of the strategy, the integration of ICT in education and the achievement of the sector strategy objectives, taking into account technological developments and the integration of bi-plurilingualism.

### 3.2 METHODOLOGY & GENERAL APPROACH

The consultancy will be carried out by a team consisting of an international expert and a national expert. The two experts will work closely together. An internal organization will be developed by the team and formalized 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.

## COUNTRY REQUEST FORM

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

Phase	Activities	Description
<b>Preparation phase</b>	Document review/planning	<ul style="list-style-type: none"><li>- Analysis of strategic documents (ICT policies from 2007 and 2022, SSEF, SND30, etc.).</li><li>- Development of a detailed work plan, including a schedule of activities, deliverables and stakeholders to be consulted.</li></ul>
<b>Inception phase</b>	Inception meeting	<ul style="list-style-type: none"><li>- Inception meeting with key stakeholders to define expectations, specific objectives and methodology.</li><li>- Validation of the work plan.</li></ul>
<b>Information gathering/data analysis phase</b>	Consultations	<ul style="list-style-type: none"><li>- Conducting surveys and interviews.</li><li>- Compilation and analysis of collected data.</li><li>- Working sessions with key stakeholders for technical validation of results and initial recommendations</li></ul>
<b>Validation phase</b>	Validation workshop	<ul style="list-style-type: none"><li>- Two-day pre-validation workshop (with the ministry technical team). That will enable official validation of the study &amp; roadmap by the competent authorities through one-day validation workshop.</li></ul>
<b>Finalisation and reporting phase</b>	Revisions and adjustments	<ul style="list-style-type: none"><li>- Finalisation of the study, taking into account any inputs expressed during the validation process.</li><li>- Drafting/submission of the final report detailing the study development process, the methodology used, the results obtained and the recommendations.</li></ul>

### Work Distribution

- **Remote work:** The document review, the scoping meeting, part of the data analysis and the formulation of recommendations will be carried out remotely.
- **Field work:** part of the data collection, working sessions with key stakeholders and the validation workshop will require on-site missions in Yaoundé.

### 3.3 STAKEHOLDERS

#### Stakeholders to be involved at a minimum in information gathering and the development of deliverables:

- The Ministry of Basic Education (MINEDUB), the General Inspectorate of Education (IGE), the Planning, Projects and Cooperation Division (DPPC), the Human Resources Directorate (DRH), the Directorate of pre-primary and Primary Education (DEMP), the Directorate of Financial and Material Resources (DRFM), the Directorate of Literacy, Non-Formal Basic Education and Promotion of National Languages (DAEBNFPLN);
- the coordinator of the Support for Schooling in Priority Education Zones (PASZEP) project, the regional delegates for basic education;
- among technical and financial partners, particular attention will be paid to the IDB, IFEF, UNICEF and UNESCO.

### 3.4 MAIN DELIVERABLES

The specific deliverables for this consultation are as follows:

- **Deliverable #1:** scoping note

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- **Deliverable #2:** diagnostic study and roadmap on the implementation of the strategy adopted for information and communication technologies in 2007 and then in 2022
- **Deliverable #3:** 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 collect the data necessary to monitor the action plan as part of the monitoring, evaluation and quality assurance activities.

**NB:** experts will draft the conclusions of tripartite meetings between the ministry, the Facility and experts (scoping meetings, etc.).

### 4 IMPLEMENTATION MODALITIES

#### 4.1 ESTIMATED NUMBER OF DAYS AND GENERAL TIMETABLE

Phase	Number of days worked remotely	Number of days worked on site	Month of intervention
Preparation phase	3		M1
Scoping phase	1		
Information gathering/data analysis phase	9	9	M1-M2
Validation phase		1	
Finalisation and reporting phase	2		
<b>S/TOTAL</b>	<b>15</b>	<b>10</b>	
<b>TOTAL</b>	<b>25</b>		

#### 4.2 ROLES AND RESPONSIBILITIES

##### The Ministry of Basic Education (MINEDUB)

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

- Providing documentation available at MINEDUB
- Facilitating contact with relevant stakeholders
- Organising and financing the two-day pre-validation workshop and providing a workspace
- Organising and funding the one-day validation workshop and provide workspace
- Commenting on and approving deliverables
- Sharing 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 within the RTIA Facility
- Validate deliverables in conjunction with the Ministry
- Evaluate the consultant's overall performance for this assignment

### **The Consultant**

The consultant, in collaboration with the national consultant, will be responsible for:

- Review and comment on these Terms of Reference (ToR)
- Ensure that all deliverables comply with the guidelines set out at the mission briefing 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 report is submitted
- Lead the start-up phase, including the document review and the scoping meeting
- Draft the conclusions of the tripartite meetings between the ministry, the Facility and the experts (scoping meeting, etc.)
- Participate in debriefing meetings at the initiative of the ministry or the Facility
- Ensure that stakeholders are consulted throughout the mission
- Meet the monitoring, evaluation and quality assurance requirements with regard to data collection on the methodology used and deliverables produced (attendance list, expert feedback, feedback from participants in the work, including the technical team within the ministry)
- Behave with the highest level of personal integrity and commitment to the required standards of conduct

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

- **International expert:**
  - Conducting the desk review and preliminary interviews, which can be done remotely
  - Development of survey tools, participation in in-depth interviews, data analysis
  - Facilitation of working sessions and pre-validation workshop
  - Drafting of the scoping note, diagnostic study report, roadmap and final report
- **National expert:**
  - Facilitating contact with national stakeholders, contributing to the mapping of key actors and people to meet during consultations
  - Conduct interviews with local stakeholders.
  - Contributing to data collection (including the development of data collection tools) and analysis.
  - Co-facilitation of working sessions and of pre-validation workshop
  - Co-elaboration of the scoping note, diagnostic study report, roadmap and final report.

## **5. PROFILE OF THE INTERNATIONAL EXPERT**

### **Academic Qualifications**

- Master's degree (minimum 5 years of higher education) in Education Sciences, Information and Communication Technologies for Education or a related field.

### **General Professional Experience**

- Minimum 10 years' experience in the education sector with expertise in Information and Communication Technologies.

### **Specific professional experience**

- Proven experience in analyzing or evaluating ICT policies in education, particularly in basic education.
- Proven experience in the design, implementation, or evaluation of education policies.
- Good knowledge of education systems in sub-Saharan Africa, particularly that of Cameroon.
- Participation in projects or studies related to the integration of digital technology into teaching practices and/or teacher training

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### Language skills

- Excellent command of French and English.

### Soft skills

- Ability to work effectively in a team and to collaborate in a multicultural environment
- Skills in participatory facilitation, multi-stakeholder workshop facilitation and policy co-construction.
- Experience in technical and political dialogue, ability to navigate an institutional context

### Assets

- Experience working with ministries of education in Cameroon, particularly MINEDUB
- Experience working with IFADEM or ELAN
- Good knowledge of issues related to equity, gender and inclusion in access to ICT.

Additional asset: Level 1 field safety training certificate obtained 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 comparative analysis and in on 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](#)),
- a technical proposal,
- 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/13612/1/rtia-w1-cam-4-1-1-diagnostic-study-information-and-communication-technologies-international/en\\_US](https://expertise-france.gestmax.fr/13612/1/rtia-w1-cam-4-1-1-diagnostic-study-information-and-communication-technologies-international/en_US)

Application deadline: **24/08/2025, 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, and (iv) the financial offer (including VAT).*

*"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."*