

ACG-SmartEd Republic of Cameroon Basic Education Support ACG-GPE SmartEd

Republic of Cameroon Basic Education Support Project (CAMBESP).

Terms of Reference for Programme Development Consultants

**(****School infrastructure and facilities development Consultant)**

# Background

1. The Arab Coordination Group (ACG) is a strategic alliance of 11 Arab nations’ financial institutions that provides a coordinated response to development financing. Since its establishment in 1975, ACG has been instrumental in supporting sustainable development in developing economies and communities for a better future. It has provided over 5,000 development loans in the public sector to over 130 countries around the globe.
2. The Islamic Development Bank (IsDB) is a multilateral development finance institution and member of the ACG, focused on fostering socio-economic development in its 57 Member Countries (MCs) across four continents (Africa, Asia, Europe, and South America). The IsDB mission is to promote comprehensive human development, with a focus on the priority areas of alleviating poverty, improving health, promoting education, improving governance, and prospering people.
3. The Global Partnership for Education (GPE), established in 2002, has evolved over the years as the leading global partnership focused on education in developing countries. The mission of the GPE is to galvanize and coordinate a global effort to ensure access to inclusive, equitable, and quality education for all children. The GPE mobilizes international financing and promotes efficient use of international and national resources to support developing countries in attaining education goals and sector strategies.
4. The GPE Multiplier is an innovative finance instrument that catalyzes education system transformation by crowding in new and additional external funding for the implementation of countries’ priorities for system transformation as identified in their [partnership compact](https://www.globalpartnership.org/content/partnership-compact-development-guidelines-draft)[[1]](#footnote-2) or, in its absence, an education sector plan or similar planning document. The ACG-GPE SmartEd was launched in December 2021 to leverage GPE Multiplier grants allocations with additional funding from ACG member institutions to significantly scale up investments in the education sector of eligible member countries.
5. IsDB is the technical lead and coordinating ACG member institutions on the initiative. To operationalize the first phase of the initiative (2023-2025), the ACG members are committing a blended US$ 400 million co-financing to promptly unlock and access GPE Board approved US$ 100 million notional allocation for innovative partnership education programming in the select eligible member countries including Cameroon. This represents additional funding for education at a ratio of $1 GPE grant to $4 ACG member institution concessionary loan. This is above the required ratio of 1$ GPE grant to a $3 funding mobilization threshold by eligible member countries to access the GPE Multiplier grant for education programming funding support.
6. ACG-GPE SmartEd provides a reliable single window and opportunity for fast-tracking mobilization of external funding to access GPE grants as well as keeping the cost of lending minimal with concessionary loans. The initiative creates incentives and facilitates additional education funding for eligible member countries as it promptly mitigates the bottlenecks of delays, high cost of lending, and inability to mobilize sufficient matching funds to fully access GPE Multiplier grants that are associated with conventional/traditional options.
7. The Government of Cameroon has expressed interest and met specified criteria for ACG-GPE SmartEd financing and programming support. The country has a Project Profile detailing the proposed SmartEd project development objective, target results, and impact areas. These are consistent and aligned with the national educational development priorities and strategies to transform the education system to efficiently and sustainably deliver inclusive equitable basic education and enhanced learning outcomes.

# The Consultancy.

1. Based on evidence-based contextual analysis and stakeholders’ engagement, the proposed ACG-GPE SmartEd project for the Republic of Cameroon will focus on, and deliver specific outputs and outcomes in the following key results areas:
	1. Access and equity in education provision through, but not limited to, school infrastructure development, provision of adequate gender-sensitive WASH facilities, enhancing learning conditions of schools, ensuring school safety and security as well as promoting and facilitating inclusive education.
	2. Improved education quality and learning outcomes mainly through curriculum reforms, qualitative teacher professional development and support, facilitating adequacy and relevance of Learning materials and ICT/digital infrastructure & resources.
	3. Systems strengthening for enhanced efficiency and resilience in service delivery through institutional and systems capacity development for credible and functional EMIS, evidenced-based planning, quality assurance as well as sector performance monitoring and feedback.
2. This consultancy is to provide professional/technical inputs in the design and development of the proposed project compliant with IsDB and GPE guidelines and quality standards. Five (5) individual experts will be engaged as a team of program development consultants to undertake the consultancy. The team of project development consultants will comprise the following:
	1. Lead/Planning and Management Consultant (Team Leader).
	2. School infrastructure and facilities development Consultant.
	3. Teacher professional development and support Consultant.
	4. Curriculum and Learning Materials Consultant.
	5. ICT/Digital learning delivery Consultant.

# Consultancy Assignment and Tasks.

1. The overarching assignment and tasks of the consultancy team are:
	1. Perusal and review of GPE and IsDB policy/strategy documents, guidelines and templates for clarity on the requirements for ACG-GPE SmartEd project development.
	2. Review of relevant Government policies, development plans, databases, and analytical reports as well as documents of Development Partners’ programs and other credible documents to establish the programming context for the proposed project.
	3. Conduct of analytical Situation Analysis/Sector Diagnosis for evidence and basis to inform and determine the priorities, focus result areas, required interventions, and effective programming approach and implementation strategies.
	4. Engagement with the government, Local Education Group (LEG), DPs, and other project stakeholders as appropriate to ensure that the project scope and activities are developed/designed in an inclusive, participatory, and coordinated project development process.
	5. Development of the proposed project’s Theory of Change (ToC), costed Intervention matrix, Results Framework (RF), Implementation Plan as well as Monitoring and Evaluation (M&E) framework/plan.
	6. Drafting, preparation, and finalization of the required project documents (Project Preparation Review Report (PPRR), Project Appraisal Document (PAD), and GPE Multiplier Grant Application) that are compliant with GPE and IsDB guidelines, templates, quality assurance review feedback and required standards for approval.

# Consultancy Deliverables.

1. Inception Report detailing the approach, strategies, methodology, and work plan for executing the consultancy.
2. Draft Project Preparation Review Report (PPRR) Document for quality assurance review (QAR) for compliance with funding agency (IsDB/GPE/ACG) requirements.
3. Draft Project Appraisal Document (PAD) for quality assurance review (QAR) for compliance with funding agency (IsDB/GPE/ACG) requirements.
4. Final Project Application Package (PAD and GPE Multiplier Grant Application) approved by IsDB and GPE Boards
5. Final Consultancy Report compliant with IsDB template.

# Responsibilities and Tasks of the School infrastructure and facilities development Consultant.

1. The following will be the responsibilities and tasks of the successful and engaged consultant for this role:

1. Conduct a situation analysis, needs assessment, and stakeholders’ engagement to:
	1. Establish the status of the school infrastructure and facilities (encompassing classrooms, furniture, and WASH) provision in the Republic of Cameroon in relation to inclusive equitable quality education service.
	2. Identify and analyze the policy, planning, and operational context and framework for school infrastructure and facilities provision in the Republic of Cameroon.
	3. Identify challenges and potential leverages for improving school infrastructure and facilities (including WASH) provision in schools to facilitate and promote inclusive, gender-responsive quality education service delivery in the Republic of Cameroon.
	4. Map and rank the basic education schools in the proposed project in terms of infrastructure and facilities needs and depravity.
2. Participate in project preparation review and project appraisal missions of the proposed required by IsDB.
3. Support the MoES and ISDB to:
	1. Determine the proposed project’s package (components, specifications, and standards) of school infrastructure and facilities intervention/support to facilitate and promote inclusive, gender-responsive quality education service delivery.in schools.
	2. Establish the financial implications and costs of all components of the package (including civil works BOQs and procurements)
	3. Develop selection criteria for schools to benefit from the proposed project’s package of infrastructure and facilities intervention/support.
	4. Draw a list of schools that will benefit from the proposed project’s infrastructure and facilities intervention/support package and component for each school.
4. Articulate effective implementation approach and strategies to provide the proposed project’s infrastructure and facilities intervention/support cost-effectively and efficiently to beneficiary schools.
5. Draft and finalize all aspects of the proposed project documents (PPRR, PAD, and GPE Multiplier Application) relating to school infrastructure and facilities development compliant with IsDB and GPE templates and approval requirements under the supervision of the Lead/Planning and Management Consultant and IsDB RHA Task Team Leader.
6. Support the Lead/Planning and Management Consultant and contribute to the development and finalization of the:
	1. Variable Component of the Variable Component of the proposed project consistent with [2019-03-GPE-guidance-note-variable-part-financing-EN.pdf (globalpartnership.org)](https://assets.globalpartnership.org/s3fs-public/document/file/2019-03-GPE-guidance-note-variable-part-financing-EN.pdf?VersionId=OfTIeU2B.B6wm8vxeVjQe6Q2hFvDHwdD) and approval standards of IsDB and GPE.
	2. Theory of Change (ToC), Results Framework, Implementation Plan, Monitoring & Evaluation (M&E) Framework, and Project Risk Matrix of the proposed project.
7. Make required inputs to proposed project documents, including PPRR, GPE Quality Assurance Reviews (QARs) Response Matrixes, PAD, and final Application, under the supervision of the Lead/Planning and Management Consultant and IsDB RHA Task Team Leader (TTL).
8. Make required inputs in the preparation and finalization of the Inception and Final Consultancy Reports of the proposed project under the supervision of the Lead/Planning and Management Consultant.

# Qualifications and Experience

1. A minimum of an advanced/Master's level degree in civil/structural engineering and associated fields.
2. At least ten years of professional practice and cognate work experience in building and facilities development and management.
3. Experience in professional engagement in school infrastructure and facilities development and management will be an added advantage.
4. A strong understanding of the sub-Saharan Africa sustainable development challenges and the education context of the Republic of Cameroon.
5. Experience in professional work and inputs to development programs of major bilateral and multilateral organizations will be an added advantage.
6. Strong interpersonal skills and ability to dialogue with diverse stakeholders to create consensus around issues and capable of working in multi-cultural environments.
7. Effective time management and organizational skills to ensure qualitative outputs under strict deadlines.
	1. High-level competence and evidence of strong (written and oral) command in the use of both English and French Language. Preference will be given to French-speaking candidates.

# Location, Reporting, and Time Frame of Assignment:

1. The Consultant will be based in his/her country of residence.
2. The consultancy will involve travel to the Republic of Cameroon for the Project Preparation and Project Appraisal missions for engagement with the government, the Local Education Group (LEG), and key stakeholders as required by IsDB.
3. The consultant will have dual reporting responsibility to the:
	1. Lead/Planning and Management Consultant who will be his/her technical supervisor; and
	2. IsDB Regional Hub of Abuja (RHA) Task Team Leader (TTL) will have administrative and management oversight of the consultancy.
4. The time frame for consultancy engagement will be over a period of four (4) months from January 2024 to April 2024. This time frame is however subject to amendment should the need arise and as may be determined by IsDB.

# Contract arrangements:

1. The contract will be on a lump sum based on the agreed remuneration and schedule of payment. The consultant will be entitled to professional fees and travel costs covering ticket, accommodation, and Daily Subsistence Allowance (DSA) and any other expenses consistent with IsDB policy and rates.
2. The contractual details of the assignment will be reflected in the formal contract to be signed between the consultant and the Islamic Development Bank (IsDB).

# How to Apply

1. The RH Abuja is soliciting interest from qualified consultants to provide the services outlined above. Consultants who wish to express their interest must provide details on their availability for the services, a comprehensive Curriculum Vitae (CV) that includes relevant publications and assignments, and a sample of similar works they have previously completed.
2. Candidates who are interested in submitting their Expression of Interest should do so through the IsDB Procurement, as well as the designated email addresses for submission provided.
3. For Queries and Clarification: General -– Kindly email ichalare@isdb.org (cc: JGaye@isdb.org)
4. The financial offer must contain the fee for services based on the deliverables in this Terms of Reference.

**Closing Date: December 25, 2024**

1. The partnership compact is a statement articulating how a GPE partner country intends to work together with partners around a priority reform that has the potential to catalyse system change. It is also the basis for determining the focus and modalities of GPE grant resources. [↑](#footnote-ref-2)