

UNESCO IICBA WEBINAR: ICT and distance learning  
in tertiary education institutions during school  
closure

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# MAP OF CAMEROON



# REPUBLIC OF CAMEROON

- Population: 23.44 million (World Bank, 2016)
- Majority of population is very young (45% below 15yrs; 64% below 25yrs – significant pressure on the education sector)
- Country Size: 475,442 sq. km/183,442 sq. miles
- HEIs: State-owned 8 [two Anglo-Saxon]
- Other Higher Institutions of Learning: 201

# REPUBLIC OF CAMEROON

- Central Africa, bordering the Bight of Biafra, between Equatorial Guinea and Nigeria
- Geographic coordinates - 6 00 N, 12 00 E
- **Area: Total:** 475,440 sq. km (**land:** 472,710 sq km. **water:** 2,730 sq km)

# HOW THE GOVERNMENT SUPPORTS TERTIARY EDUCATORS TO CONTINUE DELIVERING QUALITY EDUCATION IN AN ONLINE ENVIRONMENT

- Enabling policy framework (e.g. taxes free for computers and related accessories)
- Regional and international policy initiatives (e.g. MOUs with COL; collaboration with NOUN, AAU)
- Provision of resources (human & material)
- Capacity building (Missions to attend relevant conferences and seminars (in-house and external capacity building opportunities))
- Appointment of officials for online teaching and learning (e.g. DED coordinators etc.)
- Budgets of public HEIs have heads/line to support ODL

What types of capacity-building are being provided to tertiary educators lacking skills for teaching in digital platforms?

- Local and international conferences/seminars/workshops on relevant topics
- Course writing workshops
- Workshops on the development and implementation of ODL policies and its various components
- Workshops/seminars on online delivery options

## SUPPORT TO TERTIARY EDUCATORS WORKING IN REMOTE OR RURAL CONTEXTS TO ENSURE THAT HE CAN CONTINUE

- For the most part public HEIs are located in contexts that are enabling.
- For others, enabling environments laid down in policy documents
- Mentoring by public HEIs to ensure basic respect of policy expectations

How the government is enabling educators in contexts without access to the internet or digital technologies?

- Use of public transportation system (UB)
- Use of print (e.g. UB, with support from COL has worked with NOUN to design and deliver programs)
- Plans to ensure availability of digital technologies



What other innovative models of support are being delivered to teachers to ensure education can continue?

- Technical allowances
- Budgetary subventions to enable educators do the things they will like to do to ensure that education can continue

What resources has the government provided to tertiary educators working from home?

- Communication allowances to HODs, program coordinators and other appointed officials