

The Cameroon Education Plan 2013-2020

Professional development in
teaching: challenges and
solutions.

The Cameroon Education Plan 2013-2020

Professional development in teaching: challenges and solutions.

Abbreviations

BTS	Brevet Technicien Supérieur
ENIEG	École Normale d'Instituteurs de l'Enseignement Général
ENIET	École Normale d'Instituteurs de l'Enseignement Technique
ENS	École Normale Supérieure
ENSET	École Normale Supérieure de l'Enseignement Technique
MINEDUB	Ministry of Basic Education (Ministère de l'Education de Base)
MINEFP	Ministry of Employment and Vocational Training (Ministère de l'Emploi et la Formation Professionnel)
MINESEC	Ministry of Secondary Education (Ministère des Enseignements Secondaires)
MINSEP	Ministry of Sports and Physical Education (Ministère des Sports et de l'Education Physique)
MINESUP	Ministry of Higher Education (Ministère de l'Enseignement Supérieur)
PLAN-EPT	National Action Plan- Education for all (Plan d'Action National de l'Education Pour Tous)
TVET	Technical and Vocational Education and Training

Introduction

This paper draws on information readily available on the Cameroon education plan 2013-2020 related to teacher training and teaching for global competence. The Cameroon education plan 2013-2020 explores lessons learned from previous education strategies, analyses the strengths and weaknesses of the education and training system and suggests possible opportunities.

Demographic context

Population: 23,344,000 (2015)

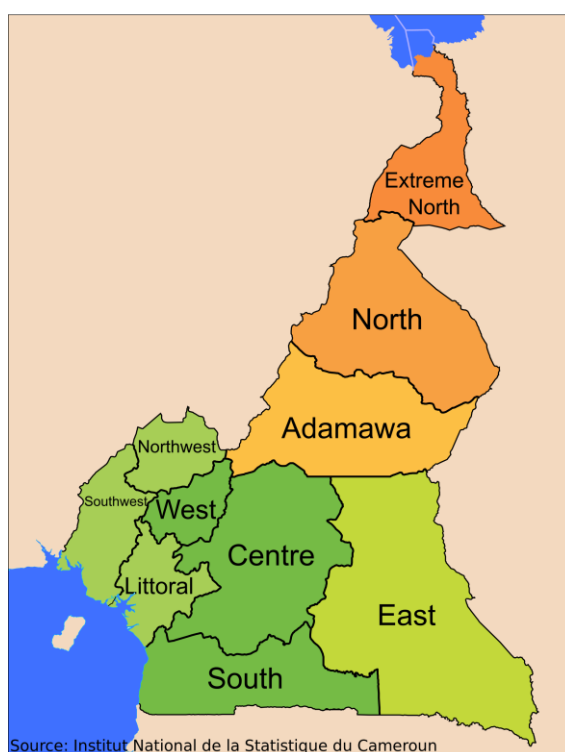
Youth population¹: 4,733,000 (2015)

Median population age (population aged 14-25): 18.5 (2015)

Annual population growth²: 2.1% (2010-2015)

Young people represent more than 50% of the population. It is expected the demand for education will increase. The urban population has grown at an accelerated pace from 14% in 1950 to 58% in 2010. This trend is expected to continue between 2010 and 2020. Figure 1 shows the 10 subdivisions of Cameroon. The population is unequally distributed over the territory. This contributes towards education inequality.

Figure 1: Map of Cameroon



The Organisation and Structure of the Education System.

Education is decentralised under five ministries³:

MINEDUB: is responsible for nursery, primary and teacher training education.

MINESEC: is responsible for general and technical secondary education.

MINESUP: is responsible for University and professional higher education.

MINEFP: is responsible for vocational training for all school leavers.

MINSEP: is responsible for all youths sporting activities.

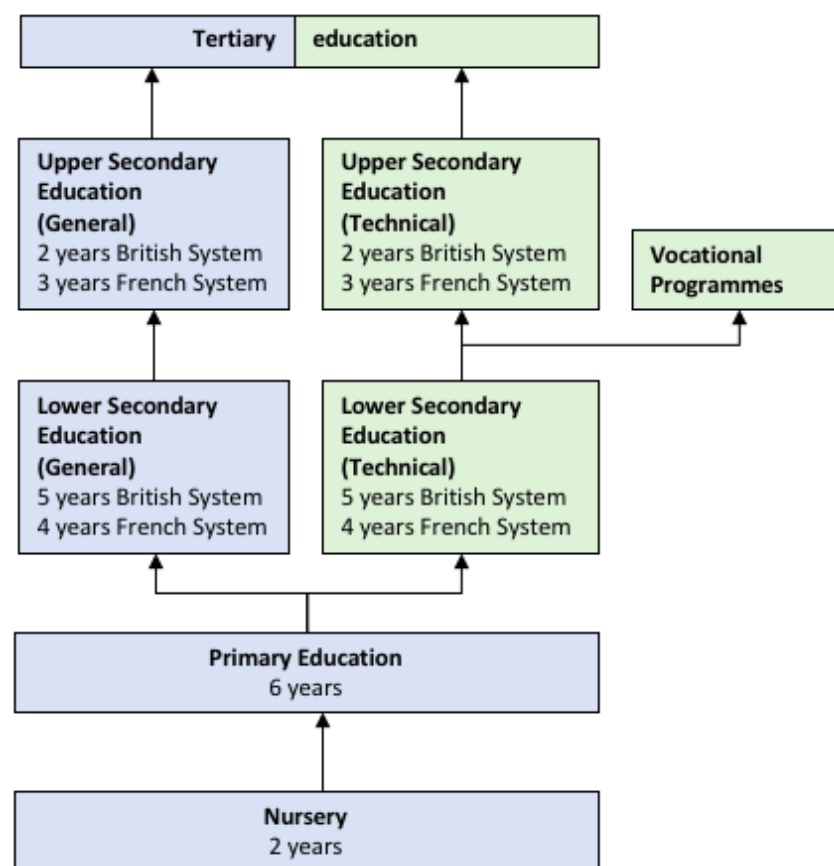
¹ UNESCO-UNEVOC. (2015).

² République du Cameroun. (2013).

³ Nsolly & Charlotte (2016).

The Cameroonian education system consists of two subsystems: the British subsystem and the French subsystem. Figure 2 summarises the Cameroonian education structure. Pre-primary education is the first level of schooling. The duration of pre-primary education is 2 years, however, in some cases it can be 3 or 4 years. The duration of primary education is 6 years for both subsystems. The total duration of general education for both subsystems is 7 years, however, the composition of the British and French secondary education systems differ. The British secondary education system consists of 5 years of lower secondary education and 2 years of upper secondary education. The French education system involves 4 years of lower secondary education and 3 years of upper secondary education. Secondary technical training has the same structure. Secondary technical training has the same structure.

Figure 2: The Cameroonian education system



Teacher training in Cameroon

Various pathways to teaching exist in Cameroon⁴. Both government and private institutions deliver teacher training.

Government teacher training: individuals can receive primary school teacher training through ENIEG/ENIET. Secondary school teacher training can be received through ENS. TVET teacher training takes place at ENSET institutes.

⁴ Djeumeni Tchamabé, M. (2015).

Private teacher training: trainees can receive school teacher training at private institutions accredited to deliver teacher training.

Universities: some universities offer a Bachelor of Education to doctoral degrees in Education.

Relevant Cameroonian Education System Challenges

- **Inadequate curricula and training programmes⁵:** In the 1990s there was a reform of the curriculum of the teacher training colleges in Cameroon. Teacher training remains theoretically focused and lacks experiential learning.
- **Inadequate quality and availability of textbooks, teaching and learning resources:** There is a lack of key teaching and learning materials in schools.

Broad directions for education

The country's 2035 vision of development calls for a major redefinition of the tasks assigned to schools as well the adoption of fundamental principles of governance. Schools remain responsible for developing citizens, fostering: individuality, economic understanding, collective responsibility, moral values, intellectual ability, political and civic understanding.

The Law of Orientation of Education in Cameroon (1998) outlines the following responsibilities of schools:

- The development of citizens rooted in their culture whilst being respectful and open to the world with a general interest in the common good;
- The development of universal ethical values of dignity, the sense of honour, honesty, integrity and discipline;
- The delivery of family education;
- The fostering of bilingualism and fluency in national languages;
- The introduction to culture and practice of democracy, respect for human rights and freedoms, justice and tolerance, the fight against all forms of discrimination, the love of peace and dialogue, civic responsibility and the promotion of regional and sub-regional integration;
- The culture of love, effort and hard work, the pursuit of excellence and the spirit of partnership;
- The development of creativity, initiative and entrepreneurship;
- The physical, athletic, artistic and cultural development of the child;
- The promotion of hygiene and health education.

⁵ The World Bank. (2017).

Cameroonian Education system: solutions

- **Reforming curricula:** A consultation platform bringing together individuals from all sub-sectors (from preschool to higher education) will review all curricula. Focus will be placed on strengthening bilingualism, citizenship and environmental education and the spread of ICT.
- **Increasing the availability of textbooks and teaching materials:** The government has decided to encourage a book policy that will promote local publishing and the availability of books.
- **Promoting innovative teaching methods:** stimulating pedagogical practices should be used to promote teacher professionalism and improve student learning. There will be a focus on the use of ICT and the analysis of class practices.
- **Expanding the use of ICT in education and training.** Education and training will be modernised through the integration of ICT. It will:
 - Strengthen the capacity of teachers and support staff to use computer tools and digital teaching resources;
 - Promote new opportunities and new training tools (e-learning, distance learning, tutorials etc.);
 - Improve the learning environment in schools.

References

Djeumeni Tchamabé, M. (2015). La formation pratique des enseignants au Cameroun. *Formation et profession* 23(3),169-180.

Nsolly, B., Charlotte, M. (2016). Integration of ICTs into the curriculum of Cameroon primary and secondary schools: A review of current status, barriers and proposed strategies for effective Integration. *Journal of Education and Practice*. 7 (23), 89-106.

République du Cameroun. (2013). Document de Stratégie du Secteur de l'Education et de la Formation (2013-2020) Yaoundé: République du Cameroun.

The World Bank. (2017). Education Reform Support Project
<http://documents.worldbank.org/curated/en/724281490019873400/pdf/ITM00184-P160926-03-20-2017-1490019871802.pdf> [Accessed 15 February 2018].

UNESCO-UNEVOC. (2015). World TVET Database Cameroon.
http://www.unevoc.unesco.org/wtdb/worldtvetedatabase_cmr_en.pdf [Accessed 15 February 2018].