



Republic of Cameroon
Peace - Work - Fatherland



DRAFT DOCUMENT OF THE SECTOR WIDE APPROACH / EDUCATION

TECHNICAL COMMITTEE FOR THE ELABORATION OF THE SECTOR WIDE APPROACH / EDUCATION

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Accromyns and Abbreviations

PTA	Parents-Teachers Association
BEPC	Brevet d'Etudes de Premier Cycle
BTS	Brevet de Technicien Supérieur
FMTE	Framework for Medium Term Expenditure
C2	Class Two
C3	Class Three
CIE	Coefficient of Internal Effectiveness
FSLC	First School Leaving Certificate
ICIT	Interuniversity Centre of Information Technology
CL	Class Level
C4	Class Four
C5	Class Five
C1/SC1	Class One / Special Class One
DDNE	Divisional Delegation of National Education
PDNE	Provincial Delegation of National Education
DSPR	Document for the Strategy of Poverty Reduction
CHS	Cameroon Household Survey
NHSP	National High School Polytechnic
TTC	Teacher Training College
EFA	Education For All
FALSS	Faculty of Arts, Letters and Social Sciences
FAPR	Financial Assistance for Pedagogic Resources
FIT	Fast Track Initiative
AFCC	African Financial Community Currency (FCFA)
FLPS	Faculty of Law and Political Science
GCE O/Level	Government Certificate of Education, Ordinary Level
GCE A/Level	Government Certificate of Education, Advanced Level
SIBE	Sub-divisional Inspection of Basic Education
ITDR	Institute of Training and Demographic Research (IFORD)
CIIR	Cameroon Institute of International Relation (IRIC)
UIT	University Institute of Technology
MINEDUB	Ministry of Basic Education
MINESEC	Ministry of Secondary Education
MINPLAPDAT	Ministry of Planning, Programming and Regional Development
MINESUP	Ministry of Higher Education
MINEFOP	Ministry of Labour and Professional Training
MINEFI	Ministry of Economy and Finance
NICT	New Information and Communication Technologies
MDO	Millennium Development Objective
GDP	Gross Domestic Product
HIPC	Heavily Indebted Poor Countries
SRNES	State Report on the National Educational System
AIDS	Acquired Immune Deficiency Syndrome
C1	Class One
PSCR	Primary School Completion Rate
GMR	Gross Mortality Rate
GSR	Gross Schooling Rate



ICT	Information and Communication Technologies
ARR	Average Repeating Rate
NSR	Net Schooling Rate
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
PEZ	Priority Education Zone





Annual Schooling Rate (ASR): For a given level of education, this indicator measures the schooling population of students in relation to the entire schooling population of a given age group. E.g. At the primary level, the rate is equal to the number of pupils multiplied by 100 and divided by the population of six to eleven years of age (in the Francophone system).

Net Schooling Rate (NSR): The relationship between the total number of students of schooling age within the school system and the total population of schooling age of the same age group.

Access Rate (AR): For a given level of education, this indicator measures the population of non-repeaters in relation to the age for this level. The calculation is done by taking the number of non-repeaters of a given level in relation to all those of age for the level. As an indicator of the level of schooling, the Access Rate is preferable to the Gross Schooling Rate, giving that it takes into consideration the schooling loss.

Success Rate (SR): This is the proportion of an age group which accedes to the final year.

Continuity Rate (CR): For an academic cycle, the Continuity Rate is equal to the percentage of students of an age group who start school the same year and who reach the final year together.

Transition Rate (TR): This is the proportion of students that succeeds to move from one level of education to another.

Schooling Profile (SP): This indicates the proportion of the population that effectively has access to the first class in primary school, and how the schooling of the children is affected.

Average Repeating Rate (ARR): It is the relationship between the number of repeaters for a particular year and the total number of registered students of the previous year.

General Average Schooling Rate (GASR): Proportion of the population (of a given age group) in a school at the time of this investigation.

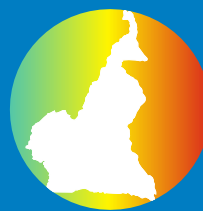
Training Rate (TR): For a primary institution, this is the relationship between the number of pupils and the number of teachers. It can be calculated for a group of schools or for all schools within a given administrative circumscription.

Estimate of the partition of teachers in schools: This represents the influence of factors other than the number of students in the partition of teachers in schools. It is estimated by $(1-R_2)$ where R_2 is the coefficient of the decreasing number of teachers in schools as compared to the number of students.

Coefficient of Effectiveness (CE): This is defined as the relationship between the number of years students theoretically necessary to produce the number of students who accede to the final year (number of students in the final year at the time of observation and the length of the academic cycle) and the number of years students effectively consumed, among which are the additional years, due to repeating, and those wasted due to dropouts. In an ideal situation where there are neither repeaters nor dropouts, this report will be equal to 1.



Introduction



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Characterised by a morose economic situation, an obvious demographic growth especially among the youths, and an international environment subjected to advanced scientific and technological changes, the education sector in Cameroon is today compelled to modernisation.

In reaction to this, the different ministries in charge of education came together with strategies to face these new changes. Unfortunately the absence of coordination and consultation during the preparatory phase of the ministerial strategies resulted to contrasting and non coherent point of views.

For this reason, the Ministries in charge of the education sector (MINEDUB, MINESEC, MINESUP, MINEFOP), in February 2005, came up with a Sector Wide Approach which reflects a common and coherent vision of education in Cameroon.

This strategy falls in line with the intention of implementing the dispositions of the Constitution, the Laws on orientation of education and higher education, the major orientations of the Document for the Strategy against Poverty Reduction (DSPR), as well as Cameroon's commitment (EPT, FTI, ODM, etc.) in favour of education for all, and more importantly, the universalization of primary education as a target for the educational system in 2015.

Thus, the development of the education sector has to be supported by an increase in public resources allocated for education.

In addition to this, there is need for vocational training as a means of professionalizing the teaching profession, of developing human resources and the putting in place of a mechanism for regulating the flux at the end of each academic level. All this was done in view of integrating graduates into the production system. During the meeting, the following points were discussed:

- The regulation of access in relation to the demographic impact;
 - The improvement of efficiency and the preservation of quality;
 - The challenges of relevance;
 - Equity;
 - Interaction between the different levels and the teaching methods;
 - Governance;
 - Sustainable and effective funding of the system.

These strategies are in line with government's preoccupation to render the education sector a major actor in the promotion of active and responsible citizenship. Today, this objective is one of the conditions for the implementation of a vast programme for reforms in the entire education sector. It is only through such a programme that any national or foreign financial support can produce investment and bring about development.

The government's political impetus stems from the fact that all over the world, the strongest added values depend on the



Techniques put in place for production and exchange, which makes of knowledge an essential resource, a decisive comparative advantage in the competition of major contemporary economies.

The challenge for the government is thus to put in place a reactive educational system with the assistance of technical and financial partners. Such a system will take into consideration, and will anticipate, the needs of the national economy.

The present sector wide approach is thus:

- a framework that integrates educational development actions in relation

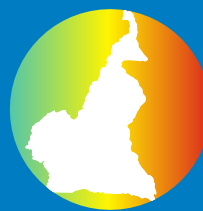
to the objectives of national development;

- a framework for consultation with the civil society and partners in development;
- a framework for the coordination of government action and for external support, in particular that from the Fast-Track Initiative;
- a framework for financial coherence and for a medium term budgeting;
- a framework for defining and organising the analytical works to clarify the development of the sector.



CHAPTER 1

Contexte global du développement de l'Education



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I. The demographic and social context

I.1. Overall demographic data

One of the main strategic objectives of government policy for development is the mastering of the demographic growth in order to be able to harmonise the growth with the country's economic capacities. The population of Cameroon is estimated by the National Institute for Statistics at 15 292 000 inhabitants. This information will be updated after the present census, giving that the last census was conducted in 1987. Although the level of urbanisation is regionally unequal, it is generally high. Evaluated at 37.8% in 1987, the rate of urbanisation today stands at 43%.

The general population density is about 33 inhabitants per KM², with a major difference between the urban and the rural areas. The majority of the population is relatively young, with 45% below 15 years of age and 64% below 25 years of age. The average age is about 22 years. In 2003 life expectancy was 56.5 years (54.5 for men and 59 for women). There is a slight deficit in the number of men, that is, 97 men for 100 women.

The national average birth rate has progressively reduced as a result of the Family Planning Programme. The birth rate moved from 41.7% (between 1987 and 1992) to 39.7% (between 1993 and 1997) and to 38.2% (between 1998 and 2000).

Generally the mortality rate is still high; 49%, with the effect of HIV/AIDS. The

infant-juvenile mortality (children between 0-4 years) has moved from 126 to 151 for every 100 000 births.

According to UN projections based on an analysis of the different investigations carried out in households, Cameroon is in a phase of demographic transition: the total annual growth rate which was 2.8% at the end of the 90s is presently 2.3%. This is expected to drop below 2% by 2010.

I.2. The schooling population

In spite of the demographic transition, the schooling population (4 - 24 years of age) is expected to increase by 2015, moving from 805 million in 2004 to about 11 million (an increase of more than three-quarters). This will cause an increase in school demand.

Specifically:

- at the pre-nursery (4 - 5 years of age), the population will move from 1 064 000 in 2004 to 1 220 000 by 2015;
- at the primary (6 - 11 years of age) the population will move from 2 914 800 to 3 500 000 by 2015;
- at the first cycle of the secondary (12 - 15 years of age/ 13 - 17 years of age), it will move from 1 674 000 in 2004 to 2 234 400 by 2015;
- at the second cycle of the secondary (16 - 18 years of age/ 18 - 19 years of age), it will move from 1 003 400 to 1 379 600 by 2015;
- at the level of higher education (19/20 - 24 years of age), it will move from 1 773 058 in 2004 to 2 437 451 by 2015.

I.3. The impact of HIV/AIDS on the educational system

The prevalence rate of HIV within the 15 - 49 years age group was 5.5% in 2004. In both urban and rural areas, this rate is 60% higher for women than for men.

The infection rate of both men and women is growing rapidly with:

(i) Age: Women are infected earlier than men (the highest prevalence rate (10.3) is registered for women between 25 - 29 years of age, while it is 8.6% for men between 35 - 39 years of age;

(ii) The level of education, particularly for women: Those with a primary or secondary level of education are twice more affected than those without any level of education;

(iii) The matrimonial status: Single women (separated, divorced, widows) have a higher rate of infection than those who have never been married;

(iv) The economic welfare in households: The prevalence of HIV is about thrice higher in rich homes than in poor ones;

(v) Young women of 23 - 24 years of age are seven times more affected than those of 15 - 17 years of age (source: Demographic and Health Investigations in Cameroon, 2004).

Although the prevalence rate is lower than in other African countries, it has two consequences on the educational system:

1) There is a growing number of orphans as a result of the illness. This calls for particular measures to be taken to ensure the

schooling of such children. The World Bank estimates that about 12% of the population of schooling age would be affected by this blight by 2015. To this number should be added children who become orphans as a result of other reasons;

2) The death of teachers, as a result of AIDS, as well as their absence from school, as a result of other illnesses, is perceptible. It is estimated that each year about 500 teachers are unable to provide their services as a result of AIDS, and that a good number of them die prematurely. It is also estimated that by 2015 between 1200 and 1500 primary school teachers will have to be replaced each year because of deaths caused by the pandemic.

I.4. The social context

The social demand of education corresponds to the request for places in the educational system expressed by both individual and families. On the other hand, the economic demand corresponds to the request for quality labour expressed by the productive system. Both the economic and social demands express the desire for the society to benefit from the products of education and the possibility to support the financial burden. Educational demands in Cameroon have been in different phases: in the 1960s and 1970s only the school could provide access into the class of 'CADRES' who, without any academic titles, could benefit from a material situation and a comfortable social rank. This situation led to a 'boom' in the social demand of education, which was a reflection of a model conceived in African countries at the wake of



Of independence, to face the challenges of development. The situation was reinforced by the 1961 Addis-Ababa conference on education in Africa, which, in its recommendation on economy, stated that, **'Teaching in good conditions must be a productive investment which contributes to economic growth'**.

The growing tendency in social demand is particularly manifested at the following three levels: the primary, the secondary and the tertiary. Meanwhile technical and vocational education are neglected in favour of general education.

An explanation is the fact that more social value is given to the latter type of education than to the others.

In relation to the economic demand, adjustments have been made within the professional milieu, giving the weaknesses of the present system which is unable to provide products in conformity with the needs of enterprises. The economic crisis started in the mid 80s with serious consequences like unemployment and the lack of access to basic social needs (education, health, food, social protection, etc.). From this moment both the social and economic demands of education received a hard blow. Although the social demand remained high in absolute value, it suffered in relative value. The value of formal education started diminishing in the eyes of the public, giving that education no longer had the same virtue as was the case before the adjustment. There was also rejection of the economic demand, because not only did the products fall short to correspond to needs, but their qualities were not also those needed.

This situation questions the present system

which can no longer satisfy its main consumers: the family and the enterprise. There is thus need to shape the school to the consumer's taste: men who find fulfilment through access to knowledge and enterprises that are developed with a man-power trained to their taste.

II. The macro-economic context (And public finances)

II.1. Inventory of fixtures

There was a regular and harmonious growth in Cameroon between the time of independence and the mid 70s: the actual GDP witnessed an annual 4% increase in growth due to an economy boosted by petroleum products: an annual 13% from 1977 to 1981, then 8% from 1982 to 1985. Unfortunately the country had a set back in the mid 80s due to the drop in the prices of raw material. This was followed by a severe recession. The situation changed with the devaluation of the CFA franc in January 1994. This brought back the actual GDP to about 5% in 1994/95.

The triennial economic programme adopted by government in 1997 gave satisfactory results. The actual GDP stabilised at 4.5% annually, while inflation dropped to an annual 1%. The balance of trade remained positive; the deficit in current transactions was reduced by half, from 3% in 1997/1998 to 15% in 1999/2000, while the budgetary balance (financial commitment) was stabilised at about 2% GDP.

After the positive results of the 1997 triennial economic and financial programme adopted by government, Cameroon started



the 2000-2004 period on a good footing by being eligible for the initiative of the alleviation of the debts of heavily indebted poor countries. This was crowned by the attainment of the decision point in October 2000. During this period, the GDP growth rate moved from 4% in 2000 to 3.9% in 2004.

At the level of the job market, characterised by the development of the informal sector, the rate of unemployment of the active population reached 8%, 18.9% in the urban areas and 2.3% in the rural areas, with Yaounde and Douala registering unemployment rates of 26.5% and 21.5% respectively.

Non petroleum budgetary resources moved from 875.1 billions in 2000 to 973.4 billions in 2004. The effect of the increase in prices of petroleum products on the revenue did not fill the gap caused by the reduction in production during that same period. Petroleum revenue moved from 438.3 billions in 2000 to 337.7 billions in 2004; a reduction of 30%.

Faced with the obligation of paying its external debts, the government adopted a number of measures (quarterly programming of budget allocation, the suppression of advance disbursement of funds, regulating the capacities of service vehicles according to position and rank, etc.) aimed at a strike control of current expenditure with a GDP that moved from 13.5% in 2000 to 11.4% in 2004. The low consumption of the investment budget, due to the complexities in the attribution of public contracts, was a major reason in the drop of the budgetary resources allocated for public investment. In relation to the percentage of the GDP, public investment expenditure dropped to 2.2% in 2004.

Although the management of the HIPC resources is done within the framework of the State budget, Cameroon validated 129 projects for a total amount of 300 billions FCFA. This was done with the help of the *Consultative and Follow-up Committee in Charge of HIPC Funds* put in place to ensure transparency and temporary processing.



Table 1: major indicators of Cameroon's economy

Years	1999	2000	2001	2002	2003	2004	2005	2006
Current GDP prices (in billions of FCFA)	6171	6612	7061	7583	7917	8378	8757	9400
GDP at stable 2000 (billion FCFA)	6326.6	6612.4	6910.9	7187.9	7482.7	7747.1	7965.2	8304.5
Real GDP annual growth (in %)	4.3	4.5	4.5	4.0	4.1	3.5	2.8	4.3
Sector wide partition (annual growth in %)								
Primary sector	6.4	3.6	3.73	3.7	3.7	4.2	3.9	4.0
Secondary sector	3.3	4.3	1.0	0.8	0.8	0.5	-0.8	3.9
Tertiary sector	6.4	4.4	8.5	7.3	7.3	5.4	4.7	4.6
Poverty rate (% population)			40.0					38.6
Population	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8
GDP/head	1.5	1.7	1.7	1.2	1.3	0.7	0.0	1.5
Consumption per head	1.2	1.9	0.2	1.7	4.2	-0.6	-3.4	-2.7
Prices (annual growth in %)								
GNP reduction		2.5	2.3	3.4	0.3	2.3	1.7	3.1
Consumption price	7.8	14.4	2.8	2.8	0.6	0.3	1.5	1.8
Components of demand (in percentage of GDP)								
Consumption	80.8	79.7	81.0	81.0	82.2	80.6	79.0	75.7
Private	71.3	70.2	70.7	70.8	72.2	70.4	68.2	65.0
Public	9.5	9.5	10.2	10.2	10.0	10.2	10.8	10.8
Public finances (in percentage of GDP)								
Out of donation revenue	15.0	19.9	17.7	17.9	16.8	15.6	17.0	18.4
Expenditure	13.9	15.6	16.9	16.0	15.5	13.8	15.0	16.2
<i>Current</i>	11.9	12.1	13.6	13.3	13.3	11.6	12.0	12.3
<i>in stock</i>	1.9	3.3	3.3	2.5	2.1	2.2	3.0	3.9
Expenditure on education in billions of FCFA *	151.8	181.8	203.1					
in % of State revenue	18.1	16.6	15.6					
in % of State expenditure	14.8	18.0	17.3					
in % of GDP	2.75	3.12	3.21					
Current expenditure on	137.4	158.	182.					
Current expenditure on education (in billions of FCFA)	137.4	158.1	182.1					
in % of current State expenditure	16.7	18.7	19.1					
in % of GDP	2.48	2.71	2.88					
Capital expenditure (in billions of FCFA)	14.5	23.7	21.0					
External debts (in percentage of GDP)								
Outstanding discount bills			60.0	52.2	49.0	43.9	39.2	34.2
Services			4.2	5.2	5.6	4.5	3.7	2.9
Interest			1.4	1.9	1.9	1.4	1.1	0.8
Source: MINEFI/DAE								

* On the basis of the execution of the budget (MINEDUB and MINESUP)



The total balance (basic engagement without assistance) in percentage of GDP moved from 2.0 % in 2000/01 to 1.5% in 2004. During this period, the accumulation of internal debts increased. Payments effected during the 2005 budgetary exercise enabled the government to put an end to this form of balance financing.

In relation to the percentage in budgetary expenditure, resources allocated for the social sector (education, health, social welfare and employment) saw an increase from 18.5% in 2000 to 25.3% in 2005. This is proof of Government's commitment to fight against poverty. The share of the budgetary allocation for the productive sector (infrastructure and rural development) also saw an increase, moving from 10.5% in 2000 to 14.5% in 2005. Thus, Government policy of allocating resources falls in line with the objectives of the document on the Strategy of Poverty Reduction. The outstanding discounted bills, which in essentially bilateral (62%) witnessed a drop during the 2000-2004 period, moving from 4416.3 billions FCFA (68% of GDP) in 2000 to 3545 billions FCFA (42.3M of GDP) in 2004. An explanation to the reduction in stock of the external debt is as a result of the alleviation from the moment of the attainment of the decision point of the HIPC initiative in October 2001. Because Cameroon was unable to attain the completion point during this period, she could not benefit from the alleviation of her debts. Within the framework of the 2006-2008 Programme, efforts are being made towards macro-economic stability, the mobilising of revenue and a better management of expenditure in

order to attain the completion point in 2006. The “HIPC effort” will be a 27% reduction of Cameroon's external debts in relationship to the level obtained after the normal processing.

Other than the completion point, new alleviation processes will be carried out by partners in development, mainly France, which will cancel all Public Aid to Development debts within the framework of the **contrats de développement désendettement-C2D**. More than 700 billions, spread out over fifteen years, will be cancelled once the completion point is attained.

Recent evolutions show that the economy of the country has dropped from 4.1% in 2003 to 3.5% in 2004. It is estimated at 2.8% in 2005, but is expected to increase to 4.3% in 2006. Within the perspective of the demand, the growth is retarded by internal demands. There is a drop in private consumption on the GDP with a negative growth in 2005 whereas public consumption is on the increase. Be it from the public or the private component, investment is on the increase. The positive contribution to the growth of external demand since 2004 particularly the exportation of services and non petroleum products, tends to be reinforced. During the period of this investigation, the inflation rate remained below 3%. The price index of household consumption moved from 2.8% in 2000/01 to 0.3% in 2004. The inflation remained attributable to foodstuff (main component of the index) which production was satisfactory in spite of the increase in urban demands.



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Years	1999	2000	2001	2002	2003	2004	2005	2006
Current GDP prices (in billions FCFA)	6171	6612	7061	7583	7917	8378	8757	9400
Current GNP prices for 2000(in billions FCFA)	6326,6	6612,4	6910,9	7187,9	7482,7	7747,1	7965,2	8304,5
<u>Real GDP</u> annual growth_(in %)	4.3	4.5	4,5	4,0	4,1	3,5	2,8	4,3
Sector partition (annual growth in %)								
Primary sector	6.4	3.6	3,73	3,7	3,7	4,2	3,9	4,0
Secondary sector	3.3	4.3	1,0	0,8	0,8	0,5	-0,8	3,9
Tertiary sector	6.4	4.4	8,5	7,3	7,3	5,4	4,7	4,6
Poverty rate (% population)			40,0					38,6
Population	2,8	2,8	2,8	2,8	2,8	2,8	2,8	2,8
GNP/person	1,5	1,7	1,7	1,2	1,3	0,7	0,0	1,5
Consumption per person	1,2	1,9	0,2	1,7	4,2	-0,6	-3,4	-2,7
Prices (Annual growth in %)								
GDP deflator		2.5	2,3	3,4	0,3	2,3	1,7	3,1
Consumption rate	7.8	14.4	2,8	2,8	0,6	0,3	1,5	1,8
Components of the demand (in percentage of GDP)								
Consumption	80.8	79.7	81,0	81,0	82,2	80,6	79,0	75,7
Private	71.3	70.2	70,7	70,8	72,2	70,4	68,2	65,0
Public	9.5	9.5	10,2	10,2	10,0	10,2	10,8	10,8
Public finances (in percentage of GDP)								
Out of donation revenue	15.0	19.9	17,7	17,9	16,8	15,6	17,0	18,4
Expenditure	13.9	15.6	16,9	16,0	15,5	13,8	15,0	16,2
<i>Current</i>	<i>11.9</i>	<i>12.1</i>	<i>13,6</i>	<i>13,3</i>	<i>13,3</i>	<i>11,6</i>	<i>12,0</i>	<i>12,3</i>
<i>In capital</i>	<i>1.9</i>	<i>3.3</i>	<i>3,3</i>	<i>2,5</i>	<i>2,1</i>	<i>2,2</i>	<i>3,0</i>	<i>3,9</i>
Expenditure on education in billions Fcfa *	151,8	181,8	203,1					
In % of State revenue	18,1	16,6	15,6					
In % of State expenditure	14,8	18,0	17,3					
In % of GDP	2,75	3,12	3,21					



Current expenditure on education (in billions Fcfa)	137,4	158,1	182,1					
In % of current State expenditure	16,7	18,7	19,1					
In % of GDP	2,48	2,71	2,88					
Expenditure in capital (milliards Fcfa)	14,5	23,7	21,0					
External debt (in percentage of GDP)								
On the way			60,0	52,2	49,0	43,9	39,2	34,2
Service			4,2	5,2	5,6	4,5	3,7	2,9
Interest			1,4	1,9	1,9	1,4	1,1	0,8
Source : MINEFI/DAE								

* On the basis of the execution of the budget (MINEDUC AND MINESUP)

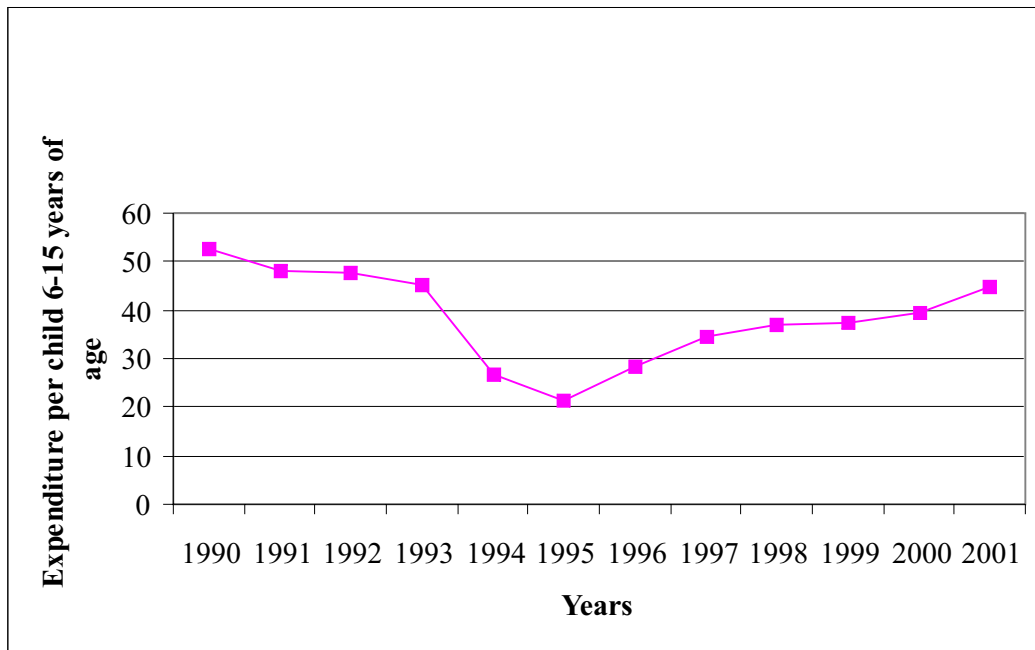
Public resources for education are on the one hand, part of the total state budget and on the other hand arbitrages carried out both at the level of the Government and of Parliament. In current terms and in a general manner, public expenditure for education doubled between 1990 and 2002. When compared to the state revenue, we realised that there is a drop, given that at the beginning of the 1990s it was about 22% but today it is 16%. In proportion to state expenditure, there was a slight improvement on the basis of total expenditure between 1990 and 2001 (from 15.2% in 1990 to 17.4% in 2001) and a full stability on the basis of current expenditure (from 18.8% in 1990 to 19.1% in 2001). The impression of general stability of the effort by the government for the educational system is in a manner corroborated by the fact that

public expenditure expressed in terms of percentage of the country's GDP moved from 3.3% and 3.4% in the years 1990 to 1993 to 3.2% of the GDP in 2001. However there is an identified dynamics of a substantial weakening between the beginning and the middle of the 90s (public expenditure represented only 1.7% of the GDP in 1996 following the cut in salaries) followed by a progressive but less significant revival.

One way of examining public expenditure on education consists in expressing it in monetary terms and then relating it to the population the resources are meant for. **Graph 1** below shows the evolution with time of this indicator for the age group of 6-15 years.



Graph I: Evolution of current expenditure on education per child of 6-15 years (in billions FCFA in 2002)



This indicator can be interpreted as a measurement of government's ability to offer educational services to the youth. In terms of the evolution within the past 13 years, we have a V form and a “concave” in the middle of the decade. It could also be argued that if the budgetary situation for the educational system has improved since 1995, it still falls below the situation that prevailed in 1989 or 1990. The total current expenditure of the sector related to the number of children of the age group (6-15 years of age) was 44 800FCFA in 2002 per child, whereas this same indicator was 52500FCFA in 1989.

The choice of the age group (6-15years) may be somewhat arbitrary but this is of little importance giving that the tendency is the same for every age group.

II.2. Economics perspectives by 2015

The 1st strategic axes of the Document for the Strategic Reduction of Poverty are on the

promotion of a stable macroeconomic and budgetary framework. In order to take into account the national economic situation of the international environment and of the newly adopted strategies, the DSRP guidelines were updated in 2005. It was generally realised that the current growth is still not sufficient to improve on the living condition of the population and to enhance the revenue of each Cameroonian. The Government's long term objective is to gradually increase the growth rate of the GDP to at least 7%, which will enable an increase in real GDP per person of 3% to 4 %, the minimum required for a sensible reduction of poverty in order to attain the millennium objectives. In 2005 the growth rate was estimated at **2.8%**. This rate is expected to move from 4.3% in 2006 to 4.6% in 2008 and will be above 5% annually from 2008-2015.

In the primary sector, the average growth of agricultural production will be

4.3% annually, giving the increase in population and thus of the internal demand, and of the development of the sub-regional market and of the supply of local industries.

In the secondary sector, the growth rate would be 6 %. This, in a general manner, depends on the production of hydrocarbon, energy and basic infrastructures like roads. In the absence of other oil fields, petroleum production will decrease in Cameroon. Although there are lesser prospects, these will not be unfavourable as in the past, giving that the rates will fall around -5%.

Manufacturing industries will have to support the growth by an average 6.5% giving advancement in the transformation of wood and the strength of the agro-industries, of the cement industry and of the metallurgical industry. The boosting of investment in the energy sector will enable an increase in the production of electricity, which will booster growth in the sub-sector. The project for the construction of new hydraulic power stations (Natchigal, Lom Pangar, Memvele and colonies) will contribute in the improvement of energy supply. The construction of these stations will accelerate the growth of the sub sector which greatly influences production in other sectors.

The tertiary sector will witness an increase in its activities related to new information and communication technologies (computing, internet) and to the mobile telephone giving the spin-off of optic fibre. These are signs of growth in this sector. With the start of the financial market, important changes in the financial sector would be felt in the tertiary sector. Giving the

above reasons, the growth rate in the tertiary sector will remain at an average of 6.5% annually.

The aggregation of these three sectors will generate a GDP growth rate of between 5% and 6% by 2015.

II.3. Implications in public finance

Giving the reduction in petroleum revenue, state resources, by 2015, will be about 15% of the GDP. Non-petroleum revenue will stabilise at about 13% until 2015. The current fiscal and custom reforms, the widening of the tax base through the reduction of tax exemption and more stringency in the application of special taxes, and the introduction of the tax reform on revenue will enable to improve on non petroleum revenue in percentage of non petroleum GDP. Thus, revenue from non petroleum products will be maintained at an average of 13% of non petroleum GDP.

Consequently, the budgetary balance will witness a favourable development while financial needs will remain moderate, considering the efforts done.

It is expected that total public expenditure, in proportion to the GDP, will remain at current level in order not to hinder the annual growth rate by an excessive taxing of the productive sector. In this context, we could anticipate an extension of public expenditure in priority sectors such as education, the reduction of the debt service, especially after attaining the completion point of the HIPC initiative.

Within such conditions, it is by a more favourable inter-sectarian arbitrage to education that the education sector is liable of finding additional resources to ensure its development and the financing of the sector



wide approach. The latter anticipates a financial assistance that will elevate to 3.5% the contribution of education to the GDP. To realise this objective, it will be necessary to

reduce public expenditure on education to less than 22% of the national public resources by 2015, and to allocate half of this for primary education.

Table 2: Medium term macroeconomic previsions 2006-2015

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Current GDP prices (in billions FCFA)	9399,9	9833,9	10452,9	11157,6	11936,1	12871,5	13869,7	14863,4	15872,2	16907,6
Constant GDP prices for 2002	8304,5	8611,7	9006,0	9459,8	9955,2	10579,3	11227,9	11844,8	12451,3	13059,7
Growth and poverty										
Poverty rate (% population)	38,6					35,5				32,7
Annual growth (in %)										
Population	2,8	2,8	2,7	2,7	2,7	2,7	2,7	2,7	2,7	2,7
GNP/person	1,5	0,9	1,9	2,3	2,5	3,6	3,4	2,8	2,4	2,2
Consumption per person	-2,8	-1,7	-0,5	0,6	1,4	1,9	1,4	0,1	-0,1	-0,2
Constant GDP prices	4,3	3,7	4,6	5,0	5,2	6,3	6,1	5,5	5,1	4,9
(percentage of GDP)										
Out of donation revenue	18,4	17,8	17,1	16,7	16,3	15,9	15,5	15,2	14,9	14,7
Petroleum	5,8	5,0	4,4	4,0	3,7	3,3	3,0	2,8	2,5	2,3
Non petroleum	12,5	12,8	12,8	12,7	12,7	12,6	12,5	12,4	12,4	12,3
Non petroleum (% GDP non petroleum)	13,6	13,7	13,5	13,3	13,2	13,1	13,0	12,9	12,8	12,7
Expenditure	16,2	16,7	17,2	17,0	16,4	16,0	15,6	15,3	14,9	14,5
Current	12,3	12,1	12,2	11,9	11,3	10,9	10,4	9,9	9,6	9,3
in capital	3,9	4,6	5,0	5,1	5,1	5,1	5,3	5,4	5,3	5,2
General balance, basic order to pay	3,3	2,2	0,9	0,7	0,8	0,8	0,8	0,8	0,9	1,0
General balance, basic funds	2,1	1,7	0,4	0,2	0,4	0,4	0,4	0,4	0,4	0,4
(in percentage of GDP)										
Financing	-2,1	-1,7	-0,4	-0,2	-0,4	-0,4	-0,4	-0,4	-0,4	-0,4
Net external	1,1	0,4	1,4	1,4	1,1	1,0	0,9	0,8	0,8	0,7
Net internal	-2,2	-2,1	-1,8	-1,6	-1,5	-1,4	-1,3	-1,2	-1,1	-1,1
Residual needs	-1,1	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Debts (in percentage of GDP)										
External debts										
On the way	0,34	0,32	0,30	0,28	0,27	0,25	0,24	0,23	0,22	0,21
Service	0,03	0,02	0,02	0,02	0,01	0,01	0,01	0,01	0,01	0,01
Interests	0,01	0,01	0,01	0,00	0,00	0,00	0,00	0,00	0,00	0,00

Source: MINEFI/DAE



III. Organisation and structure of the educational system

III.1. Organisation of the educational system in Cameroon

The Cameroonian educational system, born out of a double Anglo-French heritage is varied and multifaceted.

In addition to its linguistic duality and modalities (English in the North West and South West Provinces and French in the other eight Provinces), is the diversity of the teaching orders. Thus, on the one hand there is the public teaching order and on the other hand the private teaching order which comprises the secular private, the catholic private confessional, the protestant private confessional and the Islamic private confessional.

In spite of this diversity, the supervision of the Cameroonian educational system is done by the State. By way of legislation or regulatory, the state,

- defines the system of education;
- decides on the programme contents and textbooks to used;
- fixes the creation, opening, functioning and financing modalities of both schools and private training institutions;
- decides on the systems and evaluation modalities of pupils and students, organises all national official examinations, and draws up the academic calendar for the entire country;
- controls private training schools and institutions.

In short, the state is the main organising

institution of the Cameroonian educational system. Through its orientation and decisions, it influences educational demands and supplies more than any other agent or institution.

III.2. The structure of the Cameroonian educational system

The diagrams below give the general structure of the Cameroonian educational system; these apply to both the public and the private sectors. It should be noted that the Anglophone subsystem is mainly based in the Northwest and Southwest provinces, although there are Anglophone schools in other parts of the country (notably in the major cities of Douala and Yaounde). The Francophone subsystem dominates in the other eight provinces. Higher education is practiced in six state Universities as well as in a good number of private institutions.

In addition to higher education, which is common to both subsystems, each subsystem is composed of five levels of education: the pre-nursery, the primary, the post primary, the secondary and the teacher training. The first level is the nursery which goes for 2 years. The primary level is 6 years in the Francophone subsystem and 7 years in the Anglophone subsystem. From 2006, both subsystems will be standardised at 6 years.

Although the length of time at the secondary for both subsystems is 7 years, each subsystem is segmented differently into sub-cycles (5 years for the first cycle and 2 years for the second cycle in the Anglophone subsystem; 4 years for the first cycle and 3 years for the second cycle in the Francophone subsystem). The implementation of the 1998



Law on Orientation enabled the harmonisation of the length of the cycles in both subsystems. Technical Education is divided into two cycles of 4 and 3 years respectively. Post-Primary Education is in charge of taking care of a number of pupils from the primary for two years. The BEPC marks the end of the first cycle in the Francophone subsystem while the General Certificate of Education Ordinary Level (GCE O/L) marks that in the Anglophone subsystem. On the other hand, the Baccalauréat marks the end of the second cycle in the Francophone subsystem while the General Certificate of Education Advanced Level (GCE A/L) marks that in the Anglophone subsystem. While access into

the tertiary is free for holders of the Bacalauréat and the GCE A/L, that into public service training institutions (and into some private institutions) is subjected to an entrance examination. As concerns vocational training, the sector is not yet well organised. A profound and methodical reflection is on the way which will enable the sub-sector to acquire a real mechanism for information, coordination, regulation and consultancy on the one hand, and on the other hand, a viable and effective system for supervision, support and monitoring of the human resources the country needs to promote employment (dependent or independent) and thus to develop its system of production of wealth.



Schéma I : STRUCTURE DU SOUS-SYSTEME FRANCOPHONE

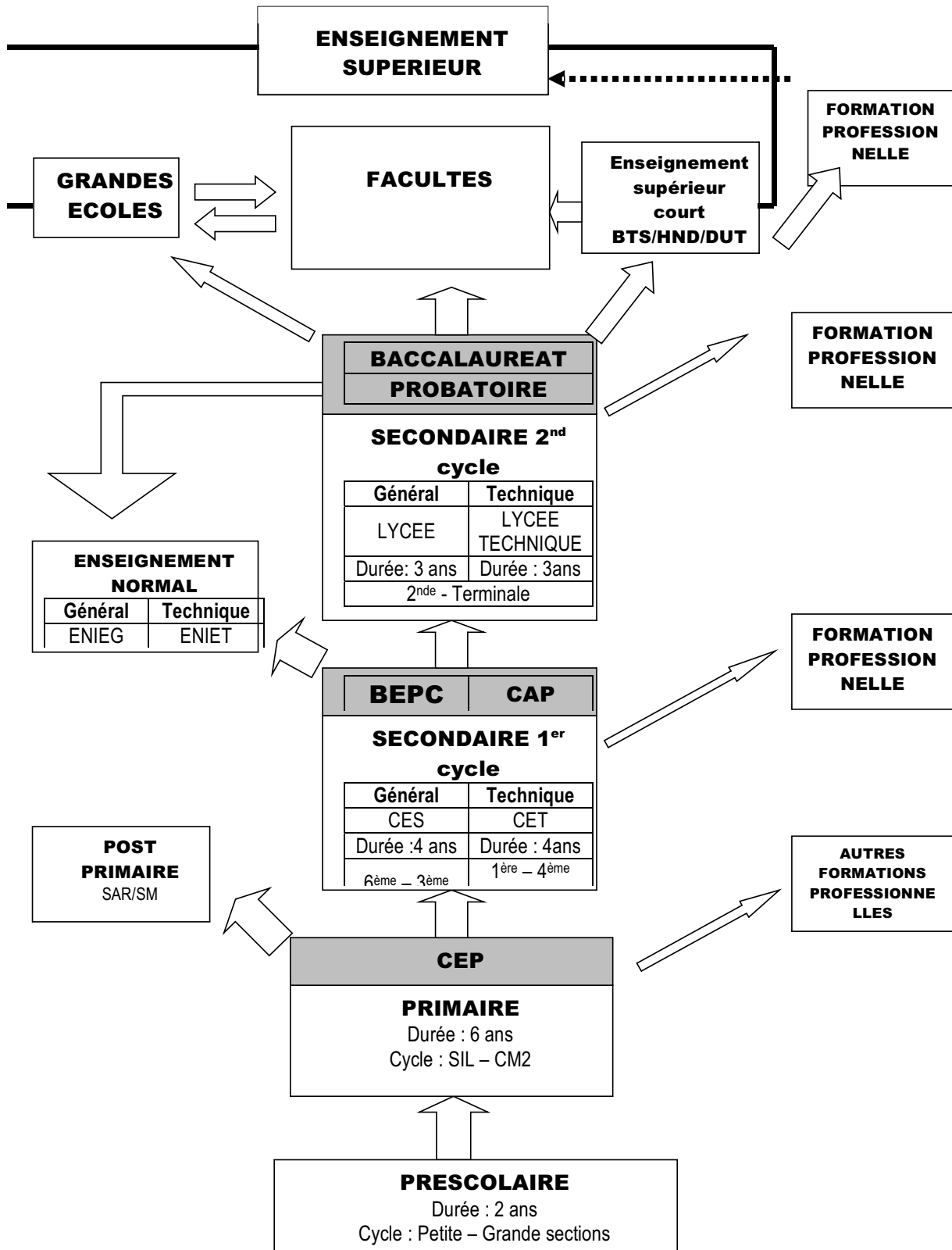
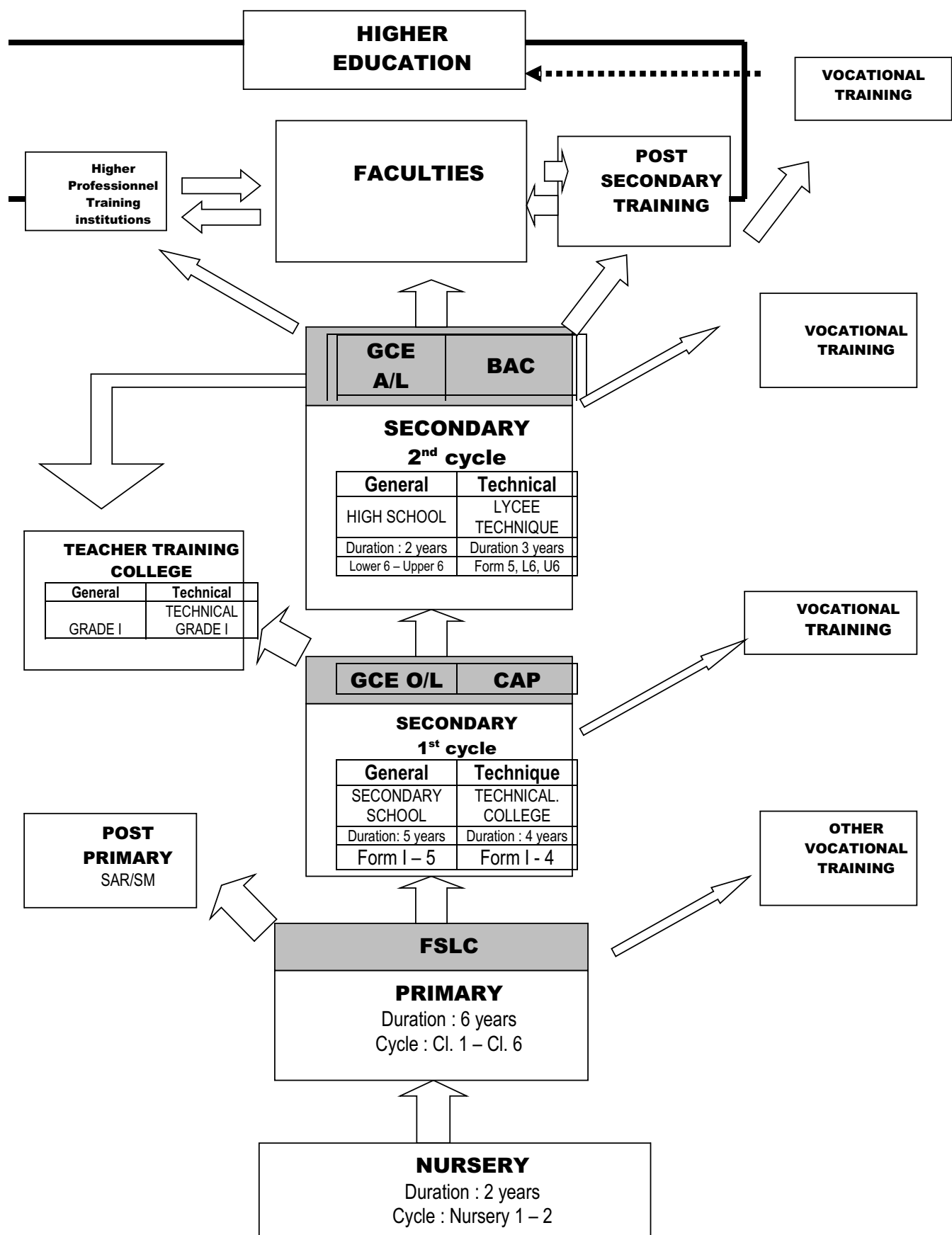


Diagram II: STRUCTURE OF THE ANGLOPHONE SUBSYSTEM



IV. Current major orientations of the national educational policy

IV.1. The prescriptive mechanism

The current prescriptive mechanism can be characterised by the following features.

- **First: the consecration of education by the National Constitution as a major mission of the State:** this assertion comes from the fact that the Preamble of the Constitution of 16th January 1996 states that;

- a) The State guarantees the education of the child.
- b) Primary education is compulsory.
- c) The organisation and the control of education at every level is the responsibility of the State.

- **Second: the recognition of Education as a national Priority:** Law n° 98/004 of 14 April 1998 on the orientation of education in Cameroon and law N°2001/055 of 16 April/2001 on the orientation of higher education both contain explicit purviews on this aspect in their articles 2 and 3 respectively.

- **Third: the implementation of a special legal system in support of private education:** This is law N° 2004/022 of 2nd July 2004 fixing rules relative to the organization and the functioning of private education in Cameroon and all the legislative and regulatory dispositions of the law of 16th April 2001 on the orientation of higher education and especially decree N° 2001/829/PM of 19th September 2001 fixing the general rules applicable to private higher education institutions.

- **Forth; the deliberate choice of an**

administrative legal system which favours the mastering, by the state, of the institutional development of Education: the present system provides for:

- a) The discretionary creation and opening of public training institutions by the State all over the national territory;
- b) The conferment of certificates at all levels is the exclusive competence of the State;
- c) The institution of a legal system of “prior authorization” by State Administration for any training offered by private promoters;
- d) The implementation of a regulation instituting both the preparation of pupils and students of private institutions for national certificates and a mechanism of acknowledgement and of the issuing of academic equivalences to foreign certificates.

- **Fifth: the institutionalization of the promotion of equal opportunities for every Cameroon.** This is seen at the following levels of the 1998 and 2001 laws on orientation:

- a) The state guarantees access to training institutions for those who fulfill the academic requirements and in relation to the capacity of each institution.
- b) Institutions of higher learning have put in place policies that enable students of all social class to have access to higher education.

- **Sixth: the obligatory character of primary education and free primary education in public schools.** This means that public authorities have the obligation of putting in place, all over the national territory,



effective conditions for the implementation of this constitutional prescription.

IV.2 Missions assigned to the educational system

The laws of 1998 and 2001 assign new orientations to the Cameroonian educational system, which are conveyed in the following objections:

- The training of citizens, who are rooted in this culture, but open to the world and respectable of the general interest and of the common goal;
 - The promotion of science, culture and social progress;
 - The solidifying of the sense of ethnics and of national consciousness;
 - The promotion of democracy and of the development of a democratic spirit;
 - The development of creativity, of a sense of initiative and of an enterprising spirit;
 - The training and improvement of the managerial staff;
 - The promotion of bilingualism and the mastering of indigenous languages;
 - The search for excellence in every field of knowledge;
 - The physical, sporting, artistic and cultural training of the child;
 - The promotion of hygiene and health education;
 - The education on family life.

IV.3 Biculturalism

Whereas bilingualism is established at

the level of higher education, the educational system at the lower level is organized into two subsystems; the Anglophone and the Francophone subsystems, through which the national option of biculturalism is reaffirmed. Both subsystems coexist with each having its specificities in its methods of evaluation and certification.

VI.4 Training

Out of the family circle, the primary school is the major system of training which ensures the child's fundamental education. The state assigns it the objective of providing a solid base for the continuous training and development of the Cameroonian child. The other levels of education and training are build on the primary level. For this reason its vocation is to inculcate in the child the essential learning tools (reading, writing, oral expression, counting, problem solving) and the basic educational contents (knowledge, aptitudes, values, attitudes) which the young Cameroonian needs to be able to solve the immediate problems of survival and of learning all through his life. Thus, particular attention is paid to the mastering of the two official languages (English and French), the promotion of hygiene as well as health and nutritional education.

The other levels of education (particularly secondary and tertiary) which are in charge of perfecting medium and high level managerial skills, have as mission to inculcate in the young Cameroonian general ethical values to enable him to know, understand and appreciate the Cameroonian cultural diversity, to develop in him the sense of taking initiatives and an enterprising spirit and the promotion of excellence in every



aspect of knowledge. In addition to the knowledge, these levels of education should provide for the learner, through vocational and technical trainings, the practical know-how in order to enable efficient and effective integration into the production system. For this reason, semiprofessional milieus as well as decentralized territorial bodies should converge to define training programmes to evaluate learners' knowledge and to finance training courses.

VI. 5 International commitments

At the international level, Cameroon adheres to a number of initiatives in the field of education, among which are:

- **The International Declaration of Education For All** adopted during the World Conference on education for all (Jomtien, Thailand, 5-9 March 1990) which agreed on the universalisation of basic education and the reduction of illiteracy before the end of the 1990s.

- **The Dakar Action Framework** for Education For All adopted during the

World Forum on Education (Dakar, Senegal, 2000), which reaffirmed the commitment of members, including Cameroon, to realized the objectives of Education For All by 2015;

- The indicative framework of performances of the accelerated initiation for the attainment of the Education For All objectives (**Initiative Fast- Track**) put in place by developed countries (G8 in particular) to help developing countries attain

the education for all objectives by 2015.

- * **The Revised Convention on Technical and Vocational Education** adopted in 2001 during the 31st session of the United Nations General Conference on Education, which recommended the suppression of barriers between levels and domains of education, between education and the job market and between the school and the society, by rendering technical and vocational education an integral part of the basic general education of each and everyone in the form of initiation to technology, to the job market as well as to human values and accepted norms for responsible citizenship;

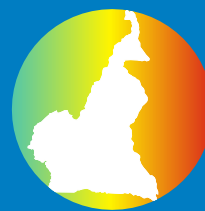
- **The conclusions of the International Conference of Experts on General Secondary education** in the 21st century, organized by UNESCO (Beijing, China, 21-25 May 2001), which proposed ways for the restructuring of general secondary education in order to enable it face the challenges of mass and to improve on its quality and its importance;

- **The International Declaration on Higher Education and the Priority Action Framework for Changing and Developing Higher Education** adopted during the international conference on higher education (Paris, UNESCO, 5-9 October 1998), which recommended a widening of access to higher education base on merit, the renovation of the system and institutions of higher learning, and the strengthening of relations with the society, especially the job market.



CHAPTER 2

A diagnosis of the Educational sector



**DRAFT
DOCUMENT
OF THE SECTOR WIDE
APPROACH / EDUCATION**

I. Salient elements of the diagnosis

The diagnosis revealed a malfunctioning of the national educational system. From a general perspective, it is realized that the volume of public resources allocated to the sector (particularly for the primary level) is relatively low, and that almost half of the population of young people in the country has not got a complete primary education (the minimum to enable them read and write at adult age). Meanwhile a good number of those trained at the level of higher education is not able to effectively integrate into the national production sector. Such a situation is inevitably unfavourable for any economic growth or the fight against poverty.

At the primary level where some progress has been made, the number is still low, giving that only 55% of a given age group completes the cycle. In addition to this, the shortage of finances has on one hand had a negative consequences on teachers (a resort to poorly paid teachers and to home teachers), and on the other hand, on the functioning pedagogic conditions of the schools. As a consequence, there is a deficiency in terms of the quality of services provided, the effectiveness and the equity.

The non-mastering of the flux of students in higher education has led to a considerable increase in the number of students (notably since 1990), without any change in the financial situation. This has led

to fallen standards in teaching conditions (public expenditure per student has been reduced by half since 1990) and a great number of repeaters and dropouts. In a more devastating manner, and giving the demands, in both quantity of quality of the job market, the situation has given birth to a high number of unemployed from the system. This has brought about a poor management of public credit.

Giving the increasing number of students at the level of secondary education, much resource was used in the sector. This is as a result of the weaknesses in the regulation of the flux between the study cycles, on the one hand, and the high unit price because of the high expenditure on support staff at the level of the faculties and the high specialization of lecturers.

The diagnosis generally reveals the need to improve on the manner of managing the system (the management of the staff and that of the pedagogy in particular). The diagnosis also reveals the total absence of vocational training.

Below is a detailed account of the diagnosis of the national educational system.

II. An analysis of the schooling rate (access and academic profile)

II.1-Evolution of the schooling population by level and type of education

1.1.1. Evolution of school attendance

During the period 1985-95, the educational system, like the entire country,



suffered from the blow of the economic crisis. This was generally expressed by **an evolution in U of the school attendance**. However, this tendency was slightly different depending on the level and type of education.

***At the pre-nursery**, the number of school attendance is still low. In 1990, there were 94,000 children at this level. The beginning of the decade was characterized by a drop in the number. Since 1995, the number of registration at pre-nursery has been increasing yearly, and in 2003/2004 it saw an increase of almost 27%. This tendency is as a result of two contrasting evolutions: while private education was developing, public education was losing in numbers during the first years of the decade, only to stabilize later. In 2003, the Anglophone subsystem was 22% of the total number.

*** At the primary** there were about 2 million pupils in 1990. Because of the economic crisis earlier mentioned, this number dropped during the period 1993-1995 but it later rose to almost 3 millions in 2004 (22% in the Anglophone subsystem). This was essentially due to the reduction in school fees (1 500FCFA annually and per child) from the 2000-2001 academic year for public schools, which was almost 76.5% of the total number of pupils as against 24.6% for the private in 2003.

*** At the post-primary** the number moved from 13 000 pupils in 1990-91 to 17 000 in 2000-2001. Because the idea was to privilege the secondary level, between 1990-91 and 1995-96, the number reduced drastically (from 13 000 to 8 000 pupils). This level of education is totally controlled by the public sector.

*** At the general secondary education** the evolution is comparable between the two cycles. The number registered in 2000-01 was 67% more than that registered in 1990-91. The average growth rate was 5.3% all through the decade, while that of children of corresponding age increased by an annual rhythm a bit below 2%. During this period the schooling population increased at this level of education. In 2003, out of 669 129 students, public schools had 471 565, about 70.47% of the total number as against 29.53% for the private sector.

*** In technical and vocational secondary school** the number, on the one hand, saw an average increase rate for both educational cycles and on the other hand an increase close to that registered in general secondary education. During the entire decade, the proportion of the number of students in the technical section, out of the total number at the secondary level was almost constant (about 18%). Once again, the greater part is in the public sector with the private sector representing only 38.98% in 2003.

*** In teacher training** the number moved from 5000 students in 1996-97 to almost 13000 in 2000- 01. This was a sign that teachers resumed teaching when the country, during the second half of the 90s, recovered from the financial crisis. Note should be taken of a drop of about 47.8% in 2003 04 because of the non-integration into the public service of the horde of teachers trained during the preceding years.

*** In higher education** contrary to the other levels of education which witnessed a slowdown in their numbers in the middle of the 90s, the number in higher education



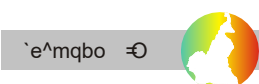
increased considerably during the decade, from 29 000 students in 1990-91 to more than 92 000 (excluding foreign students) in 2004. With the exception of the pre-nursery which is dominated by the private sector,

the Cameroonian educational system, which as a whole witnessed an increase in its numbers, is largely dominated by the public sector (cf table 3)

Table 3: Evolution of the school population per level and type of education

Academic level	1985/86	1990/91	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Pre-nursery											
Public	73 571	93 605	81 504	87 318	91 708	103 908	113 648	125 674	135 996	138 716	175 970
Private		58 971	45 642	45 405	44 020	47 798	48 869	52 783	51 539	52 570	62 773
		34 634	35 862	41 913	47 688	56 110	64 779	72 891	84 457	86 146	113 197
Primary											
Public	1 705 319	1 964 146	1 874 873	1 931 129	2 023 809	2 133 707	2 237 083	2 689 052	2 723 371	2 798 523	2 906 732
Private		1 473 110	1 443 652	1 448 347	1 477 381	1 557 606	1 610 700	1 963 008	2 084 562	2 142 086	2 222 051
		491 037	431 221	482 782	546 428	576 101	626 383	726 044	638 809	656 437	684 681
General secondary											
1 st Cycle	260 158	409 729	480 190	484 461	500 222	504 677	554 830	618 283	618 147	669 129	762 053
Public		270 445	316 925	319 744	330 147	333 087	366 188	438 283	467 520	504 586	576 760
Private		164 971	225 017	220 623	244 309	246 484	263 655	311 181	326 613	354 666	392 431
2 nd cycle		105 474	91 908	99 121	85 838	86 603	102 533	127 102	138 907	149 920	184 329
Public		139 320	163 265	164 717	170 075	171 590	188 642	179 000	150 627	164 543	185 293
Private		84 985	115 918	113 655	125 856	126 977	135 822	127 090	107 012	116 899	126 828
		54 335	47 347	51 062	44 220	44 613	52 820	51 910	43 615	47 644	58 465
Post primary (public)											
		13 357	8 033	11 277	13 769	14 202	15 834	17 464	15 625	13 875	
Technical secondary											
1 st Cycle		90 051	108 519	108 020	112 085	122 122	143 839	146 469	141 757	137 044	139 317
Public		65 737	79 219	78 855	81 822	89 149	106 687	107 134	104 572	102 009	
Private		26 952	49 116	48 890	50 730	56 164	67 213	62 138	66 887	65 248	
2 nd cycle		38 785	30 103	29 865	31 092	32 985	39 474	44 996	37 685	36 761	
Public		24 314	29 300	29 165	30 263	32 973	37 152	39 335	37 185	35 035	
Private		9 969	18 166	18 082	18 763	20 773	23 406	22 814	19 509	18 381	
		14 345	11 134	11 083	11 500	12 200	13 746	15 521	17 576	16 654	
Teacher Training											
				5 339	7 080	9 402	9 521	12 732	9 605	9 739	5 068
Tertiary											
Public	14 293	29 457	38 145	38 674	49 265	60 534	65 677	68 311	77 705		85 790
Private							6 417	5 176	6 616	7 213	7 000

Source: MINEDUC and MINESUP



II.1.2 Evolution of the general schooling rate (GSR)

In a general manner, the entire schooling rate remained stable in the pre-nursery and the secondary. On the contrary the rate reduced in the primary and increased considerably in the tertiary. In concrete terms:

* **At the pre-nursery** the schooling rate in 2003-04 is 16.6% while in 1990 it was 13.3%. The population at this level has remained stable for almost 15 years. The relative stability is as a result of the combined effect of the increase in number in the private sector (from 35000 in 1990 to 73000 in 2000) and the drop in number in the public sector (from 59000 in 1990 to 53000 in 2000). It should be noted that generally the number is low. In addition to this, pre-nursery is mostly in urban areas and limited to those who can avoid the school fees for each child (more than 30 000 FCFA) annually for private schools and 75 000 FCFA for public schools).

* **At the primary**, after a drop in GSR (between 1990 and 1995) caused by the economic crisis, there was a slow increase in number followed by a major increase in 2000. Today the GSR is above 100%. This does not

mean that every child of school age will effectively attain this level of education giving the relatively high rate of repeating and dropouts before the final year.

* **In general secondary education**, after a stagnation of the general schooling rate, about 25% for the first cycle and 18% for the second cycle, there was a considerable increase in the first cycle from the year 2000.

* **In technical secondary education** it should be noted that contrary to many countries in the region, Cameroon has a relatively developed first cycle technical secondary education. The GSR estimated between 6% and 7% corresponds to a quarter of the population in general education. The general schooling rate at the second cycle is low with a figure between 3% and 4% which has not witnessed an increase for the past thirteen years.

* **In higher education** there is a positive and sustained evolution of the population indicator, which moved from 287 students (per 10 000 persons) in 1991 to 504 students (per 10 000 persons) in 2001. The number almost doubled within ten years. In 2004 the GSR is estimated at almost 5.8%, that is, more than 552 students per 10 000 persons.

Table 4: Evolution of the general schooling rate (%) per level and type of education

	1990/91	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
<i>Pre-nursery</i>	13,3	9,9	10,3	10,5	11,6	12,4	13,3	13,9	13,8	6,6
Primary	96,3	81,2	81,6	83,4	85,7	87,7	102,8	104,7	105,4	100,1
General secondary 1st Cycle	25,3	25,3	24,8	24,8	24,2	25,8	28,8	28,8	32,1	35,3
General secondary 2nd cycle	18,8	18,6	18,2	18,1	17,7	18,8	16,3	16,3	16,4	19,8
Total general secondary	22,6	22,6	22,0	22,0	21,5	22,9	23,6	23,6	25,5	
Technical secondary 1st cycle	6,1	6,3	6,1	6,1	6,5	7,5	7,3	7,1	6,7	
Technical secondary 2nd cycle	3,3	3,3	3,2	3,2	3,4	3,7	3,8	3,7	3,4	
Total technical secondary	5,0	5,1	4,9	4,9	5,2	5,9	5,9	5,0	4,9	
Tertiary (students/100 000 inh.)	254,2	287,3	283,2	353,9	423,2	439,2	453,7	503,6	509,6*	

Source: School map, MINEDUC 2002/03 and 2003/04



IN BRIEF

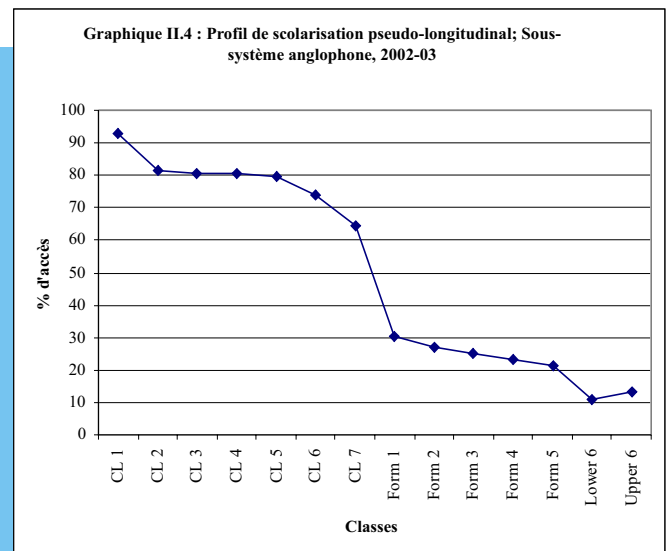
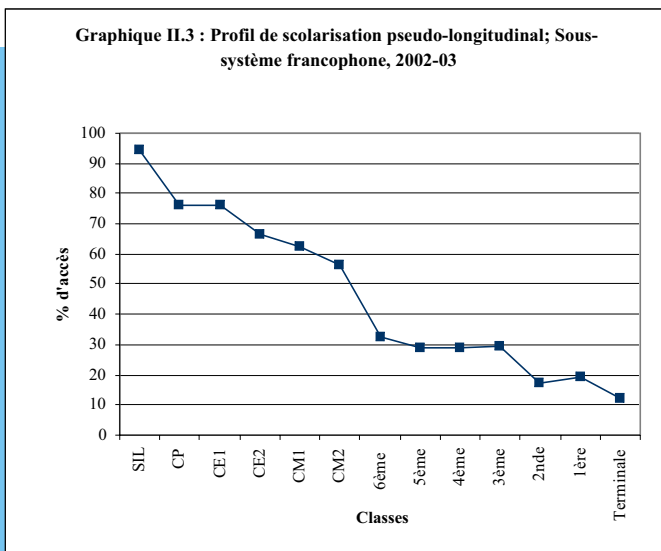
With the exception of the teacher training, the rest of the educational sector, during the past ten years, witnessed a considerable increase in the schooling rate, which attained more than 100% in the primary and 25% in general secondary.

* An analysis of the schooling profile

Statistics for the general schooling rate (GSR) have to be used with much caution, especially in evaluating the schooling population. Not only is the rate

swelled by repeaters (because of double counting, so that a GSR equal or greater than 100% does not mean that every child is educated), but it represents only an average of the study cycle, whereas there could be dropouts along the way. This is why an academic profile is important. It enables a comprehension of the number of children who effectively enter school and the number that effectively graduates from the different cycles.

Graph III: The academic profile of the two subsystems, 2002-2003 academic year



In 2002-2003, about 94% of children of age to enter class 1 (in the Anglophone subsystem) and SIL (in the Francophone subsystem) had access to primary education, but only 75% attained class 6 in the Anglophone subsystem and 57% attained CM2 in the Francophone subsystem. **The Cameroonian system is thus characterized by a good number of access at the primary level, but a weak number of completion, especially in the francophone subsystem.** However these analysis, as well as those in

other country, show that only six successful years of studies, at least, can guarantee at more than 80% an irreversible literacy at adult age.

This perspective is compromised by a number of obstacles;

- The absence of a complete cycle in certain schools (particularly in rural areas and especially in the northern part of the country) which hinders children from completing the cycle;

- The incoherence between



educational demand and supply in certain areas where there are schools, but unfortunately some children cannot attain them because of family constraints, the life-style of certain social groups (nomads) and child labour.

- Repeating, which demands for additional expenditure and which brings about dropouts and/or

discourage parents?

A reduction in the number of repeaters will constitute a major element in retaining pupils in primary schools.

III. An analysis of the differences by level and type of education

III. 1. Differences linked to gender

These analyses will be carried out following the different levels of education.

*** At the primary**

Table 5: Gross Primary Schooling Rate (%) according to gender and province, 2002/03 and 2003/04

Province	2002/2003				2003/2004			
	Boys	Girls	Total	Parity index	Boys	Girls	Total	Parity index
Adamawa	108,8	83,6	96,7	0,77	113,83%	80,87%	97,26%	0,71
Centre	128,3	120,3	124,3	0,94	114,48%	112,24%	113,37%	0,98
East	101,5	97,1	99,5	0,96	109,62%	97,58%	103,72%	0,89
Far North	102,4	64,0	83,5	0,62	113,06%	70,75%	92,01%	0,63
Littoral	111,2	102,9	106,9	0,93	93,37%	89,18%	91,27%	0,96
North	135,9	78,8	107,2	0,58	117,28%	74,94%	96,66%	0,64
North West	87,5	88,7	88,1	1,01	96,27%	90,54%	93,43%	0,94
West	117,9	132,1	124,4	1,12	129,65%	119,26%	124,41%	0,92
South	115,6	122,3	118,7	1,06	105,49%	105,35%	105,42%	1,00
South West	92,8	98,9	95,7	1,07	85,17%	79,22%	82,15%	0,93
Total	109,0	97,2	104,9	0,89	108,14%	92,05%	100,14%	0,85

Source: School map, MINEDUC 2002/03 et 2003/04

Looking at the situation during the two academic years 2002/2003 and 2003/04, it is realized that the rate of girls in the primary is inferior to that of boys, with a ratio of 12:16. Today the girls/boys index parity is 0.90 (EDSC III, 2004). However, if the schooling rate of girls at the primary is close to that of boys in most of the provinces, which is interpreted by a parity index (relation of calculated indicator for girls to the relation of calculated index for boys) close to the unit in most provinces, the particular cases of the North, Far north and Adamawa provinces, where the parity indices are 0.63, 0.64, and 0.71 in 2003/04 respectively should be taken

note of. **This means that the ratio of pupils in school is 3 boys for less than 2 girls.** A possible reason for this is cultural influences (early marriages for young girls, certain believes) and the question of child labour.

It is realized from the analysis that this state of things (gender differences) is manifested from the moment of access into the first year of the primary (parity index of 0.92) and it amplifies in the course of the cycle. Girls have a lesser chance than boys to complete the cycle (parity index of 0.83). **A comparison of the parity index of access and continuity shows that, as compared to boys, the continuity of girls at the primary**



cycle is lower than their access. Taking into account these two phenomena, it is realized that two boys on three and one girl on two complete the primary cycle.

*** At the general secondary**

By studying the differences within the different schooling aspects (access, continuity or follow-up and completion) as was the case with the primary and by making a distinction between the primary and secondary cycles, the following points can be made:

- The transition from primary to secondary, which is averagely 55%, is generally favourable to girls (58% as against 53% for boys). Whereas girls are disfavoured when we look at the access rate (parity index of 0.92). This contrasting situation is perpetuated at the completion level where lesser girls than boys complete the first cycle, whereas girls do better in the cycle (77,4% as against 76.2% for boys);
- The transition of girls from the first to the second cycle of the general secondary is inferior to that of boys (54% for girls as against 62% for boys);
- The number of girls who continue in the second cycle of the general secondary is lower than that of boys

(54.6% and 76% respectively).

*** At the technical secondary**

The schooling rate at the first cycle of the technical secondary, in 2003/2004, is lesser than that at the same level in the general secondary. Thus, the number at this level of education represents only 7% of the total population of age for the level. In a general manner, the GSR for boys is higher than that for girls. This is confirmed if we look at the access rate. However, there is a higher rate of continuity for girls than for boys.

*** At the tertiary**

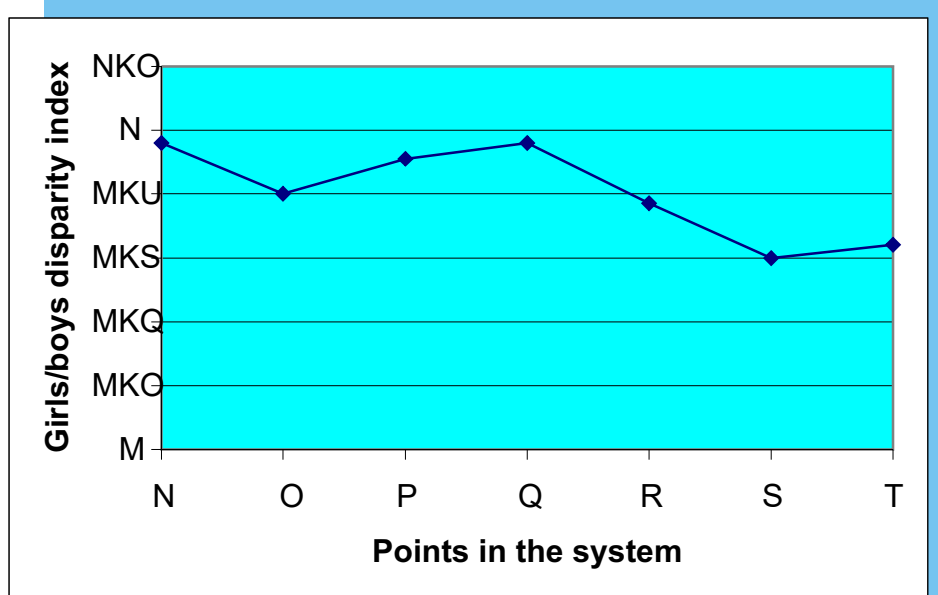
If we look at the number registered into state universities in 2002, we realize that girls are less educated with a parity index of 0.64, that is, two female students for three male students.

IN SUMMARY

The Cameroonian educational system is marked by differences according to gender at the primary level (access and continuity), at the first cycle of the secondary (where the differences are less), at the first cycle of the secondary (where the differences are less), whereas they are higher at the second cycle, and stable at the tertiary.



Graph IV : Index of Girls/Boy differences in the system



- 1 : Access into the first year primary ;
- 3 : Access into the first year of the 1st cycle secondary
- 5 : Access into the first year 2nd cycle
- 7 : Higher education

- 2 : Access into the final year of the primary
- 4 : Access into the final year of the 1st cycle secondary
- 6 : Access into the final year of the 2nd cycle

III. 2 Differences in relation to the area of residence (or geographical)

The phenomenon of schooling is far from being homogenous all over the national territory. The area of residence is the most important differential factor with about 40 points difference between urban and rural areas. The difference is 60 points if we compare the North and Far North provinces to those of the Centre, Littoral or South.

There is a low level of schooling for children in the Northern provinces (both boys and girls) at all levels of education.

III. 3 Differences in relation to revenue

In the investigation carried out in Cameroonian households (ECAM II, 2000/2001), the chances for a child to go to school depend on the parents' revenue.

The following table illustrates this fact:

Table 6: Logistic estimations of the probability of access to school, 2001

Quintile revenue	Coefficient	(significant threshold)
1 st quintile (20 % + poor; Ref.)	=	=
2 nd quintile of revenue	+0,292	***
3 rd , 4 th and 5 th quintiles revenue	+0,710	***



From the above table, it can be deduced that a child from a poor home (belonging to the higher revenue quintile) has more than 30% chances of going to school than one from a family of the lesser revenue quintile (20% + poor). This probability increases as the family falls within a high revenue quintile.

The differences (as far as access into the primary is concerned) in relation to the revenue noted becomes more pronounced the higher the level of education as seen in the table and following the general schooling rate at the secondary as revealed by the EDSC III (2004) survey.

Table 7: General Secondary Schooling Rate (GSSR) of the population with household rights, (EDSC III 2004)

Quintile Revenue	Male	Female	Total
1 st quintile (20 % + poor)	13,6	9,1	11,5
2 nd quintile revenue	20,6	12,1	16,4
3 rd quintile revenue	39,7	31,0	35,5
4 th quintile revenue	64,7	58,1	61,5
5 th quintile revenue (20%+rich)	100,4	90,1	95,2

At the tertiary level, there are no students from the first or the second revenue quintile. These figures reveal a high level of economic and social inequality within the Cameroonian educational system.

IV. The internal effectiveness of the system

The analysis of the internal effectiveness is related to what the real internal situation of the different academic cycles is, namely the flux of students,

repeaters and dropouts and the influence of the factors of school organization on academic results (continuity, students' needs).

IV. 1 The question of repeaters in the Cameroonian educational system

As illustrated in table 8 below, the Cameroonian educational system is facing a serious problem of repeaters.

Table 8: Proportion of repeaters (%) per academic level, 1990-2002

	1990-91	1995-96	1997-98	1998-99	1999-00	2000-01	2002-03		
	Number of Cameroonians						Total	Francophone	Anglophone
Primary	27,5	25,0	27,5	27,3	27,5	24,8	25,8	28,1	17,4
General secondary 1	20,2					24,6	15,3	16,0	12,1
General secondary 2	27,0					21,8	26,2	27,5	13,0



In a general manner, **repeating is relatively frequent in Cameroon.**

- For the past two decades, at the primary level, repeating is averagely 25%.
 - At the secondary level, **it is equally high, 15.3% for the first cycle and 26.2% for the second cycle in the general education in 2002/2003.**

Meanwhile there is a marked difference between the two subsystems: the Francophone subsystem is characterized by a higher level of repeating than the

Anglophone subsystem: 11 points more for the primary, 4 for the first cycle of the secondary and 14.5 for the second cycle, that is to say, twice the number of repeaters for this cycle.

It is also worth noting that in Cameroon, the frequency of repeating is high in all the classes of the different academic cycles, although it is higher in some, notably: the first class at the primary level (34%) and the final classes at the secondary level, as illustrated in table 9 below:

Table 9: Rate of repeating (%) per subsystem and by grade, 2002/2003

Cycle	Primary							1 st cycle secondary					2 nd cycle secondary		
	SIL CL1	CP CL2	CE1 CL3	CE2 CL4	CM1 CL5	CM2 CL6	CL7	6 ^e JS1	5 ^e JS2	4 ^e JS3	3 ^e JS4	JS5	2 nd SS1	1 ^{ère} SS2	Term
Francophone System	36,0	23,9	32,5	23,7	26,9	22,7	-	11,8	11,2	16,5	27,3	-	14,1	33,6	39,9
Anglophone System	21,2	16,8	17,3	16,5	20,4	20,1	8,2	7,1	6,3	10,2	11,3	16,7	15,6	7,1	-
Total	33,6	22,5	29,8	22,1	25,3	22,0	(8,2)	10,9	10,3	15,4	25,0	(16,7)	14,3	30,3	(39,9)

This observation is valid for both subsystems. In both Anglophone and Francophone institutions, the first class at the primary level is characterized by a level of repeating higher than that in every other class, whereas the final class of the cycle registers a lower repeating rate, especially in the Anglophone subsystem where it is half of the lowest rate at the other levels. On the contrary, at the first cycle of the secondary, the first classes have a lower repeating rate, whereas the final class of the sub-cycle has a high repeating rate of 11 and 7 points higher than the other classes for the Francophone and Anglophone subsystems respectively.

A marked difference between the subsystems is seen at the second cycle of the secondary. In the two preceding cycles on the whole, the structure of the repeating rate is comparable between the Francophone and

the Anglophone subsystems, even if the levels in the latter are clearly lower. In the Francophone system the profile of repeating rate in the second cycles of the secondary is similar to that of the first cycle: a low rate at the beginning of the cycle and a higher rate at the final year and, for the Anglophone subsystem it is similar to that of the primary: a higher rate at the beginning of the cycle but a lower rate at the final year.

It is evident that if the repeating rate for the different classes of a given cycle presents similar characteristics, those concerning the final year of the different cycles are also related to the specific conditions of the transition between cycles for the CM2 and 3^{ème} classes, and the obtaining of the Baccalauréat at the Terminale class. In addition, behaviours at the level of these different transitional classes



are quite different: at the final year of the primary, the rates are low, whereas they are high for the final year of the first cycle of the secondary. In spite of the low transition rate between the primary and the secondary (cf. paragraph 1), it seems few pupils decide to repeat the final year in the primary in order to try a second time to obtain a place in the secondary.

The contrary is seen at the final year of the first cycle of the secondary: many students repeat the class of Troisième or that of Junior Secondary 5 so as to have a chance the following year to get into the second cycle.

We can assume that when a child gets to this level, the capabilities demonstrated

and the investment made to get to the level justify the additional cost for repeating, in order for him/her to obtain the baccalauréat.

IV. 2 The measuring of internal indicators of effectiveness

Many indicators known as **internal efficiency coefficients** enable the evaluation of wastage in the management of public credits as a result of the high number of repeaters and dropouts from school. For the educational system, this can be calculated according to cycles.

Table 10 below provides elements for the training at the first three levels of education for the year 2002-2003, as well as estimates of the efficiency indices.

Table 10: Internal effectiveness in the flux of students per cycle, 2002-2003 academic year

Cycles \ Subsystem	Total	Francophone	Anglophone	
Primary				
Number of years of the cycle		6	7	6
(1) Theoretical number of years-students useful in the cycle	840,4	355,8	484,6	478,7
(2) Number of years-students effectively consumed	1328,1	582,5	745,6	660,9
(3) Number of years-students wasted as a result of dropouts	212,2	100,6	111,6	48,2
(4) Number of years-students wasted as a result of repeating	275,7	126,1	149,4	134,0
Coefficient of total internal effectiveness (1)/(2)	63,3%	61,1%	65,0%	72,4%
Coefficient of total internal effectiveness taking into consideration only dropouts (1)/((2)-(4))	79,8%	78,0%	81,3%	90,9%
Coefficient of total internal effectiveness taking into consideration only repeaters (1)/((2)-(3))	79,3%	78,4%	80,0%	79,7%



College			
Number of years in the cycle		4	5
(1') Theoretical number of years-students useful in the cycle	715,5	362,7	352,8
(2') Number of years-students effectively consumed	883,4	426,5	456,8
(3') Number of years-students wasted as a result of dropouts	72,0	6,7	65,4
(4') Number of years-students wasted as a result of repeating	95,8	57,1	38,6
Coefficient of total internal effectiveness (1')/(2')	81,0%	85,0%	77,2%
Coefficient of total internal effectiveness taking into consideration only dropouts (1')/((2')-(4'))	90,9%	98,2%	84,4%
Coefficient of total internal effectiveness taking into consideration only repeaters (1')/((2')-(3'))	89,2%	86,6%	91,5%
High School			
Number of years of the cycle		3	2
(1'') Theoretical number of years-students useful in the cycle	450,5	206,9	243,6
(2'') Number of years-students effectively consumed	598,6	350,8	247,8
(3'') Number of years-students wasted as a result of dropouts	50,3	72,0	21,8
(4'') Number of years-students wasted as a result of repeating	97,9	71,9	26
Coefficient of total internal effectiveness (1'')/(3'')	75,3% *	59,0%	98,3% *
Coefficient of total internal effectiveness taking into consideration only dropouts (1'')/((2'')-(4''))	90,0% *	74,2%	109,8% *
Coefficient of total internal effectiveness taking into consideration only repeaters (1'')/((2'')-(3''))	83,7%	79,5%	89,5%
Coefficient of total internal effectiveness of all the cycles ((1)+(1')+(1'')) / ((3)+(3')+(3''))	71,4% *	68,1%	74,5% *

The general internal efficiency coefficient (IEC) for the entire Cameroonian educational system is 71.4%. **This means that about 30% of resources allocated for the educational system is wasted**, because on the one hand it is used to pay for the years of repeating and on the other hand, it is used to pay individuals who will not be in the cycles that correspond to the unit of education right to its end.

At the primary, the IEC is estimated at 63.3%. This has the following consequences:

- The inability for pupils to preserve the aptitudes of reading and writing at adult age;
 - The waste of more than 35% of allocated resources.

If we compare the IEC of both subsystems, we realize that, that of the Anglophone system is generally more effective than that of the Francophone subsystem (65% as against 61.1%).

At the first cycle of the secondary, the IEC is higher for the Francophone subsystem. It is estimated at 85%, that is,



about 8 points higher than in the Anglophone system.

At the second cycle of the secondary, the efficiency is even lower than in the primary cycle. For the Francophone subsystem, dropouts are responsible for the low level of IEC (59%) which is inferior to that of the primary level. Generally this cycle is slightly more efficient than the primary, but less than the first cycle of the secondary.

At the tertiary, the rate of failure is estimated at 70% for the first year in the faculties. Note should also be taken of the low rate of success at the BTS national examinations. However, it should be noted that the absence of information hinders a precised study of the internal efficiency.

V. Education and the job market in

Cameroon: external efficiency

This chapter looks at the external efficiency of the system which measures the performances of the youths from the educational system in the production sphere.

Tableau 11: Partition of the employment situation of the active population (25-34) according to their level of education and following the sector of activity and the type of job

Level of education	Formal sector					Informal sector	Unemployment	Total
	Higher Cadres	Average cadres	Workers	Without any qualification	On their account			
None	0	0	2	1	1	81	15	100
Uncompleted Primary Class 6	0	0	3	3	2	77	16	100
Uncompleted General Secondary 1	0	1	5	4	4	66	20	100
Uncompleted Technical Secondary 1	0	1	10	4	3	56	26	100
Completed General Secondary 1	0	2	13	6	4	45	30	100
Completed Technical Secondary 1	0	2	14	8	7	46	24	100
General Secondary 2.	1	6	20	6	5	33	30	100
Technical Secondary 2.	2	7	14	5	5	34	33	100
University 1 st and 2 nd Year	2	18	14	4	3	11	48	100
University 3 rd Year and +	25	12	9	4	3	12	35	100
Total	2	3	8	4	3	57	24	100

Source: ECAM II

V.1 Enhancing human capital

According to the ECAM II survey, 2.89% of youths between 25 and 34 years are either occupied or are in search of a job. 75% of those occupied are in the informal sector with a generally low level of education. In spite of the underemployment that prevails, employment is today according to the level of education in the modern sector.

In terms of efficiency, it is realised that there is a net difference between those from the first cycle of Technical Education, who integrate better in the production sector, and those from the second cycle who integrate less.

For those who graduate from Higher Education, only 37% is able to conveniently integrate into the job market. This situation poses the problem of the balance between training and employment.

In a general manner, the employment situation of young Cameroonians between 25 and 34 years of age and according to the highest level of education is as follows :



This hardly glooming image is partly as a result of the current situation of the job market in the country.

V.2 The state of the job market in Cameroon

The job market in Cameroon is characterised by a segmentation into two juxtaposed sectors: a modern structured sector and an informal non-structured sector.

Since the 80s, the job market in Cameroon has generally been characterised by an uneven growth between employment demands and supply. **In the modern sector, the rate of qualified job demand is growing rapidly while salaried job offer has a lesser growth rate.** In the urban areas, the contribution of the modern sector to job supply moved from 49% in 1987 to 26% in 2001. This decline benefits the informal sector, which occupies 80% of the active population and an unemployment evaluated

at almost 18.9% in the urban area and 2.3% in the rural area, with 25.6% and 21.6% points in Douala and Yaounde respectively. Contrary to the modern sector, the gap between employment demand and supply in the informal sector and specifically in the rural sub-sector is lower.

In any case, this situation can be explained by:

- The imbalance between qualified job demand and the profiles and the real needs of the production system;
- The absence of a regulatory mechanism of the flux in relation to the job market;
- The absence of a well-defined system for vocational training. From the following table, it is realized that the profile of those who seek for jobs is different from the structures of the jobs,

Table 12: Illustration Training Employment disequilibrium

<i>Employment structure</i>	<i>Profile of candidates</i>
Unqualified labourers (48 %)	Without any special vocational preparation (62%)
Qualified technicians and workers (40%)	Vocational and technical training (10%)
Professionals (8%) et Managers (4%)	Higher education graduates (28 %)

Source: Outline constructed from the data of the Tecresult Eduplus report

VI The quality of the educational services offered

To understand the quality of the Cameroonian educational system, we will rely on the results obtained, which on the one hand are measured in terms of acquired training by the pupil at the primary and secondary levels and in terms of integration into the job market for what concerns

technical and higher education.

VI.1 Results and effectiveness of the system

Results of the investigation carried out at the primary level (PASEL) show that the knowledge acquired by pupils in term of training is relatively mediocre.

To better apprehend the reasons for these mitigated results, it is necessary to analyse the means put in place (school



conditions) as well as the efficiency and effectiveness of the allocation of such means.

a) Managerial conditions

At every level of education, the quality of services offered suffer from a number of problems, which at certain levels is manifested with more acuteness in the public sector. Among these, we can cite:

- **The shortage in teaching staff in general and in particular that of certain subjects;**
- **The shortage of reception facilities;**
- **The shortage of basic commodities.**

In actual fact, at the pre-nursery in 2003/2004, the ratio of pupil/teacher is 20, whereas that of the number of pupils per class is 35.6. Of the 2338 nursery schools counted all over the national territory, 1095 have access to electricity, 1829 have toilets/latrines, 1160 are fenced and 594 have libraries with a total of 151636 textbooks. Most of these commodities are found in private nursery schools: 3 out of 5 schools have access to electricity (as against 1 out of 4 for public schools); 2/3 are fenced as against 2/7 for public schools); one school out of four in the private sector has a library, as against 2 out of 9 in the public sector; libraries in private nursery schools have an average of 365 textbooks as against 60 textbooks for those in public schools.

At the primary in 2003/2004, the ratio of pupil/teacher is 52.6 and 51.4 pupils per class. There is shortage in teaching staff and in reception facilities (the estimated need is 25000 teachers and 16000 classrooms); the ratio of pupil/teacher is superior to the Fast-Track Initiative (FIT) norms.

As concern basic commodities, 1

private school out of 3 has access to electricity as against 1/10 for public schools. This is the same with fencing. For toilettes/latrines the relationship is 7/10 for the private and 5/10 for the public; out of 10 private schools, 2 have an auditorium as against 1 for public schools. However, out of 10 public or private schools 2 have a library, 3 have a medicine chest and only 1 has a parent/teacher association. 4 public primary schools out of 10, as against 3/10 for the private, have a dispensary.

At the **General secondary** in 2003/2004, there were 61 students per class in public schools and only 38 per class in the private. If we look at the ratio of students per seat in specialised courses (science laboratories, computer sciences, and language classes) it is 1/100 for public schools and 8/100 for the private. It should also be noted that there is an acute shortage of teachers for French and English Languages at the first cycle of the general secondary. In fact, the average daily schedule is 51 hours and 29 hours, far from the required 22 hours. The problem is worst in both the first and second cycles for Mathematics with daily schedules of 32 and 28 hours respectively.

For basic commodities it was realised that:

- 3 public schools out of 10 have a gymnasium;
- 1/5 have a library (as against 5/9 for private schools)
- 4/7 has a school canteen (as against 3/4 for private schools).
- 1/3 have a dispensary (as against 5/9 for the private)

In all, **Secondary education** suffers from the **shortage of reception**



infrastructure, basic commodities and teaching personnel for French,, English and Mathematics.

For the tertiary, if the teacher/student ratio reveals differences between Universities (for example 1:25 in Buea, 1:42 in Douala) these are more noticeable within the same university, especially between faculties and specialised institutions. For example, in the University of Yaounde I, the ratio varies from 1:5 in ENSP to 1:40 for the FALSS. In Yaounde II, we can compare the ratio of IFORD (1:3) or of IRIC (1:13) to that of the FLPS (1:162). In Dschang, the ratio is 1:97 for the Faculty of Law and Political sciences as against 1:7 for the Faculty of Agronomy and Agricultural sciences. In Ngaoundere, the ratio is 1:50³, whereas in the University Institute of Technology (IUT) it is

1:5. Because of this shortage, there is an intensive use of part-time lecturers whose numbers at times is superior to that of permanent lecturers. Thus, it is difficult to evaluate the pedagogic quality of higher education in the faculties with such low ratios and a massive presence of part-time personnel whose management is difficult to ensure, giving the present conditions. The professional overload of lecturers, who are in charge of lectures in Universities, leads them to compress their schedules, which of course has repercussion on the students' schedule. It is not unlikely that courses are compressed within a few days of the week from 7:15 a.m to 9 p.m. without any practical or tutorials because of the lack of adequate space, equipment and personnel.

Tableau 13: Teacher/student ratio, professor/student ratio and support staff/student ratio in State universities

University	Buea	Douala	Dschang	Ngaoundere	Yaounde I	Yaounde II	Average ratio
Teacher/student ratio	1:28	1:27	1:35	1:36	1:30	1:42	1:33
Professor/student ratio	1:296	1:543	1:389	1:122	1:1463	1:277	1:222
Support staff/student ratio	1:18	1:31	1:21	1:32	1:23	1:28	1:25

Most of the universities (except Buea) do not have regularly updated students' information booklets, which can enable the students know the administrative and pedagogic organisation of their faculties and University, the needs of each department, the teaching schedules and programmes, the modalities for assessment, campus activities (sporting, cultural, associative), services offered, orientation documentations, social assistance etc.

To these could be added certain difficulties peculiar to some campuses like

Yaounde II, which lacks public transportation facilities, in spite of its 16km from the capital city. For this reason students are obliged to “sort it out for themselves” in order to get to a campus where they will have to go for hours without water nor a library, only for a few hours of classes.

In such a climate it is not surprising that the pedagogic atmosphere will be tensed with the student's major preoccupation being survival by every possible means to obtain his/her certificate. It is thus necessary for the institution to remind the student of the



Principles of respect and university ethics.

b) The academic Programmes

Apart from the programmes for the primary level, which have been elaborated following a competent approach, **the rest of the Cameroon educational system is suffering from inadequacy between the teaching programme and the needs of a productive system, on the one hand, and on the other hand from its maladjustment to scientific and technological evolutions.**

This explains why products of the system find it difficult to integrate into the production sector.

This state of things calls for a revision of the programmes with the hope of rendering them more professional in order to meet up with the country's economic needs and options and to enable a harmonious social integration of the products from the educational system.

c) Availability of textbooks and pedagogic material

Giving their prices or their unavailability, textbooks and other pedagogic material are out of the reach of students and teachers.

The implementation of the minimum package, which was a decision by the

authorities to support free education, gave rise to mitigated results because of its lateness, its approximate quality and its insufficient quantity. Generally, the rate of buying of textbooks by students is low: with the exception of textbooks for French language and Mathematics, owned by 7 students out of 10 and 6 students out of 10 respectively, the other textbooks are owned only by 3 students out of 10. For textbooks other than those mentioned above, most students go in for second hand textbooks. The analysis of the disparity within provinces reveals that in the Anglophone provinces, the level of ownership of language textbooks is higher because of the preference for second hand textbooks.

As concerns teachers, the level of non ownership of textbooks is high: one teacher out of 2 owns a text book in French language, 3 out of 10 have a textbook in Mathematics, and 1 out 10 has a textbook in sciences.

The absence of a national policy on academic text books and didactic material has resulted to a monopoly in the publishing and distribution of these books, which has led to a disorder in the selection of textbooks, high cost and shortage of specialised textbooks



Table 14: Rate of ownership of the mean textbooks by students 1990/2000 (%)

Type of textbook	Student		Teacher	
	State	Rate	Student's reader	Teacher's guide
French	New	42	17	50
	Used	27		
	Total	69		
English	New	17	44	08
	Used	14		
	Total	31		
Mathematics	New	29	81	37
	Used	24		
	Total	53		
Sciences	New	17	65	12

If there are available textbooks for the general secondary, this is not the case with technical and vocational education where textbooks are not only inadapted but scarce and very expensive.

At the tertiary (with the exception of Buea) the generally poor state due to lack of means, documentation centres and university libraries has rendered the student entirely dependent on notes given by the lecturer. This deprives the student of autonomy and of every possibility of elaborating a personal working methodology, without which one cannot talk of higher education

d) The qualification of teachers

At every level, the Cameroonian educational system is suffering from the shortage of qualified teachers. This has led to the employment of unqualified persons, a situation which prevails more in the private sector.

At the **primary level**, there are three categories of teachers: civil servants, part-time teachers and parent teachers. If the first two categories have undergone adequate training, the last category is mostly recruited amongst holders of secondary school

certificates (BEPC, Probatoire, Bac, O/L, A/L) who have no pedagogic training and who mostly earn a monthly remuneration of 20.000FCFA for nine months. In private education, the majority of teachers are non-qualified (56.6% as against 13.8% for the public sector). This means that the private sector suffers more from the lack of qualified staff.

A similar situation prevails at the secondary level, which is worsen by the instability of the personnel.

At the tertiary, it is realised that the number of lectures with professorial rank in State universities is low. There are 233 professors and associate professors in the following proportions: 18% in Yaounde I; 14% in Yaounde II; 10% in Ngaoundere; 9% in Buea; 8% in Dschang and 6% in Douala).

This shortage in the number of lectures with professorial rank is critical in the quality of the lectures and the promotion of research in addition to the fact that they have to give lectures, supervise doctorate students and others in the second and third cycles, train senior and assistant lectures, supervise part-time lectures, give an impulse to research,



activities are low; there is no training programme for assistant lecturers (the latter have the heaviest time schedule) in order for them to complete their thesis and postulate for the post of permanent lecturers.

As concerns the pedagogy, the fact that on the one hand it is not fully taken into consideration in the promotion criteria of lectures and, on the other hand, the absence of training and refreshal courses in the domain of pedagogy, the pedagogic competences of lectures is weak.

e) The working conditions of teachers

Cameroonian teachers are demotivated and feel disaffection with a profession that no longer guarantees an image-enhancing social status.

The drastic drop in academic standards is also as a result of the severe cut in the salaries of teachers, which weakened their purchasing power. It is true that the austerity measures were imposed on all civil servants, but the situation of teachers has not been improved upon, as it is the case with other corps of the public service. For this reason, **teachers have a feeling that their living standards have dropped in relation to the GDP per person and in relation to other professions that had comparative end-of-career indices** before 1994. Since 1994, the standards of teachers have generally dropped by half of their nominal value, whereas prices have doubled. This caused a drop of 75% in the purchasing power. **In 2005, the same teacher is paid at a level of GDP lower than before 1993.**

Teachers like administrative personal, who are also affected by the same evolution, general suffer from poor working conditions -

no offices, no secretariat material, no libraries, and no documentation. These mediocre conditions discourage young talented persons from postulating for a teaching career (especially in technical and higher education). The conditions oblige a good number of teachers to embark on other strategies, for family and personal survival, which are less “profitable” for the school. The search for external lucrative activities reduces teachers' viability, of which pupils and students complain.

f) The health of schools and universities

Given the **absence of a coherent polity and adequate structures**, the Cameroonian educational system is unable to assume its double calling, which on the one hand is to promote health through education and on the other hand to ensure a better health for members of the educational community: health conditions in most training centres are poor (lack of sick bays, inefficient health insurance mechanisms for teachers and students).

Moreover, major endemics such as HIV/AIDS and malaria have an impact on the educational system. These reduce the supply and the quality of services and increase needs. According to EDSC III (2004) the rate of sero-prevalence is higher among the educated population from which most teachers are recruited.

VII. Cost and financing of the educational system

The contribution of the State in financing the educational system in Cameroon is low (15% on public expenditure in 2005) whereas that of parents is very



high. In 2002, 30% of teachers in public primary school were “those paid by parents”. If to these, we add teachers paid by users in private primary schools (23% of pupils in the primary are in private schools, which are poorly subsidized), then we will discover that almost 40% of pupils have teachers remunerated by parents. The survey in households (ECAM 2001) reveal that private expenditure from families is 44% of the total expenditure engaged for primary schools.

The total current expenditure for the entire system in 2001 was 415 billion francs CFA; 182 billions for the state, that is 43.85% and 233 billions for households, that is 57.15%. From the above, we can conclude that:

- The budget allocated for education (15%) is far below what is allocated for education in other countries with the same level of development as Cameroon, and where such a budget is situated around 20%;
- The partition of public expenditure on education by level is as follows:
 - * Nursery or pre-nursery: 4%
 - * Primary: 37%
 - * Secondary: 44%
 - * Tertiary: 15%

This intra-sector partition is far from the minimal criteria of performances recommended within the framework of the Fast Track Initiative, which holds that 50% of expenditure in education be allocated to primary education for its rapid universalization.

Moreover 86% of state expenditure is for salaries, the remaining 14% being insufficient to improve on the quality of the system.

In a general manner:

-The educational system, up to this date, has been unable to obtain the necessary financial resources to sustain the cost of good quality education;

- The reduction of expenditure per student/pupil is the result of a combination of unanticipated factors, especially for what concerns technical secondary education and higher education;

- The diminishing of financial resources has reached a level such that the quality of technical secondary education and university production has heavily suffered.

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Management and governance of the educational system

The Cameroonian educational system is plagued with many management problems

VIII-1 Management of the educational system

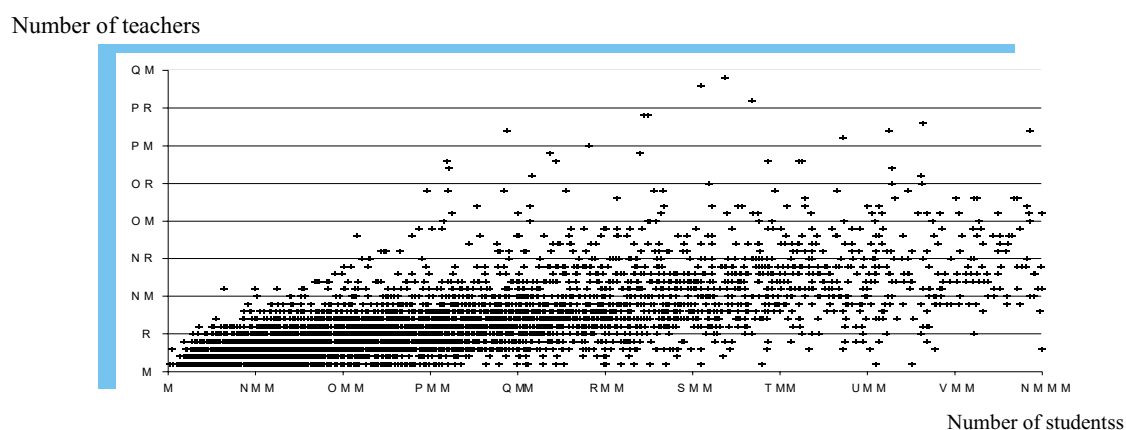
D) Management of the teaching staff

The administrative management of the educational system is retarded by the under use of the personnel which is manifested on the one hand by the non mastery of the number of personnel and on the other by the multiplicity of the status of teachers.

As concerns the mastery of the number of personnel the different censuses carried out in the Ministries in charge of Education indicate a considerable gap between the personnel counted on the field. This situation stems from the excessive centralisation on decision-making concerning the transfer and payment of the personnel. One of the consequences is the irrational deployment of teachers in the institutions and teaching specialties at all levels of the educational system (primary, secondary, university).

It is in this light that, in the primary section, where a study was carried out, there is almost no objective ratio between the number of students and the number of teachers of a school as presented in the graph below:

Graph V: Relation between number of students and teachers in government primary schools (2002-2003 school year, in schools with less than 1000 students).



The graph above shows a significant degree of unknown factors in the distribution of personnel in schools. **This degree of uncertainty (indicator of the inequitable distribution of teachers) is equal to 0.45.** This means that 45% of cases of transfer of

teachers in primary schools is triggered by something else other than the number of students in these schools. This uncertainty is equally perceptible between provinces where some disparity is observed (cf table 15 below).

Table 15: Average number of teachers for a primary school of about 280 students (national average), according to province.

Province	Number of teachers [School of 280 students]
Adamawa	4,05
Centre	6,03
Far North	6,27
East	4,81
Littoral	6,27
North	4,02
North West	5,25
West	5,50
South	7,02
South West	5,69
Total	5,52

In higher education, the average number of teaching and administrative staff is very unequal from one university to another. This disparity is due to the presence of different specialisations.

The proportion of teachers of professional rank varies from one to four depending on the university without that this difference is justified by a policy of determined personnel

As concerns the status of teachers, primary education faces the problem of managing teachers with different statuses meanwhile they perform the same functions: parent teachers, council teachers, probationary teachers and civil servants. The bridge between these different statuses is not clear or at least is simply formality. Parent

teachers are recruited locally by PTAs with a salary often less than 20.000 FCFA per month for a period of 09 months. Council teachers are recruited and paid by the councils (9300 teachers). Probationary teachers and civil servants are recruited and paid by the state.

The management of probationary teachers today constitutes a major worry. They are about 13.000 of such teachers with 1700 integrated into the public service in October 2000, 1700 others in 2005 and the process has to continue in 2006.

In government nursery and primary schools, there are PTA teachers and council teachers. A census carried out puts their number to 9300 in 2002-2003. They are not paid by the state, but by Parent Teachers Associations (PTA), or by the councils



(council teachers) with the uncertainty that goes with these structures.

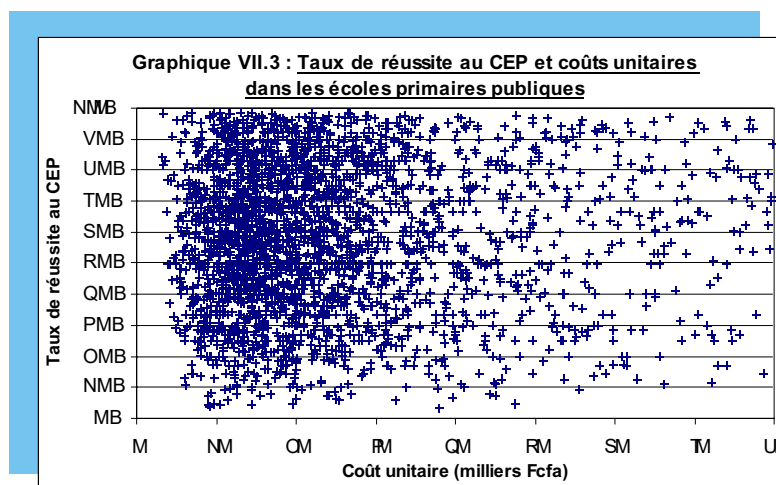
Generally, by outlining the specificities inherent to every level of education, the educational corps suffers from the lack of professional prospects: **There is no existence of a veritable carrier profile for Cameroonian teacher** (or where it exists, it is not put in to practice) as the efforts of the state in terms of (in- house) training of teachers is relatively marginal. The preference of administrative posts by teachers to the classroom is one of the illustrations.

i) Pedagogic management

The Pedagogic management of training institutions as carried out is more random than rational.

In effect, a good pedagogic management consist of spelling out in a strict manner the resources put at the disposal of training institutions and the results (learning) from learners. In this light, we could hope that the results of learners at the level of the institutions become better considering the significant means put at their disposal. In the primary for example, there doesn't exist till date an evident relation between the resources put at the disposal of a school and the results of students as indicated in graph VI below.

Graph VI: Success rate at the CEP and unit costs in government primary schools.=



This graph clearly shows that with equal resources, there is extreme disparity in the results of primary schools, and that the same results could be obtained with the cost per student moving from simple to tenfold

At the secondary and higher education levels the absence of data (and as such a

study) in the relation between the resources allocated and the results of learning is a clear indication that this basic pedagogic management principle is not sufficiently taken into consideration in the allocation of resources to schools.

VII.2 Governance of the educational system

i) Participative management of Communities

The law of orientation of education of 14th April 1998 and the law of orientation of higher education of 16th April 2001 allow for the implication of the educational community in the management of education. In this frame, the government instituted in 2001/2002 schools advisory councils charged with the functioning of the school. State universities, on their part, have board of directors carrying out the same functions.

From the PETS (Public Expenditures Tracking Survey) carried out in 2004 with the aim of evaluating the effective participation of communities in the management of schools, colleges and high schools, it stands out that in 2001/2002.

- 91.7% of primary schools saw their budget approved by school advisory councils and this percentage went up to 93.6% in 2003.
- 98.7% of secondary school institutions held their school council at least once.

It should however be noted that despite the interest of parents, their lack of training constitutes a serious handicap in the follow-up of school activities. Furthermore, the non-publication of the subventions allocated to schools does not enable all the members of the council to ensure a transparent use of the said resources. At the level of universities, the effective participation of university partners,

the socio professional milieu in particular, in the management of the university remains limited and unequal. On the other hand, practically, the different stake holders complain of an excessive concentration of income/ resources and decision making at the services of the (rectorate) of the university.

ii) Planning capacity and information system

The Cameroonian educational system lacks worthwhile indicators and a performant statistics information system which could avoid sailing in the dark and sometimes confusion. The quality of learning, the future of graduates, the keen observation of local stakeholders, the desire to surpass needs in order to orientate information, to diversity sources of financing do not seem to interest all those managing of the educational system with the same intensity.

Progress of management in the Cameroonian educational system is attributed to d'un affinement of statistics data to the point where it is difficult to formulate policies which will be far better than those found in the system. Statistics information on the educational system is a common good which should be collected at all levels, to be used in the management of training institutions, and to forward to the administration for its proper management for the good of all.

Equally, **the culture of piloting by results is not yet deeply embedded in the Cameroonian educational system due to the poor method of evaluation in the educational system (training schools, institutions).**



Formation constitue un sérieux handicap pour le suivi des activités de l'établissement scolaire. De plus, la non diffusion des subventions allouées à l'établissement ne permet pas à tous les membres du conseil de s'assurer de l'utilisation appropriée desdites ressources. Au niveau des universités, la participation effective des partenaires de l'université, les milieux socioprofessionnels en particulier, à la gestion de l'université reste encore limitée et inégale. D'autre part, sur le plan pratique, les différents acteurs se plaignent d'une concentration excessive des moyens et de la prise de décision au niveau des services communs (Rectorat) de l'université.

ii) Capacités de planification et système d'information

Le système éducatif camerounais manque d'un véritable tableau de bord et d'un système d'informations statistiques performant qui éviteraient de piloter à vue et parfois dans le brouillard. La qualité des apprentissages, le devenir des diplômés, l'écoute attentive des interlocuteurs locaux, le souci d'aller au devant des besoins afin d'orienter les formations, de diversifier les sources de financement, ne paraissent pas animer tous les gestionnaires du système éducatif avec la même force. Les progrès de la gestion dans le système éducatif camerounais sont tributaires d'un affinement des données statistiques dans la mesure où il est difficile de formuler des politiques dont la précision dépasserait celle des connaissances disponibles sur le système. L'information statistique sur le système éducatif est un bien collectif qu'il appartient de collecter à tous les niveaux, d'utiliser pour la gouverne des institutions de formation, et de transmettre à l'administration pour sa propre gouverne et le bien de tous.

De même la culture du pilotage par les résultats n'est pas encore bien ancrée dans le système éducatif camerounais à cause de la faiblesse du dispositif d'évaluation du système éducatif (établissements de formation, institutions).

La loi d'orientation de l'éducation au Cameroun de 1998 stipule que l'Etat procède à l'évaluation régulière du système éducatif (article 30) et la loi d'orientation de l'enseignement supérieur de 2001 indique que l'enseignement supérieur est soumis à l'obligation d'évaluations périodiques (article 32). Les objectifs de ces évaluations sont a) l'instauration d'une culture et d'une pratique de l'évaluation et b) l'amélioration de la qualité, de la pertinence et de l'efficacité du système éducatif. Toutefois dans la pratique, cette évaluation n'est pas faite de manière systématique. La loi d'orientation de l'enseignement supérieur stipule par exemple que les modalités d'évaluation sont fixées par voie réglementaire, mais ces modalités pratiques n'ont jamais été explicitées que ce soit en matière d'auto-évaluation que d'évaluation externe.

iii) Des structures de l'Inspection et du Contrôle pédagogique

La chaîne de supervision pédagogique s'étend de la base au niveau central. Le tableau suivant présente les types d'encadreurs, les effectifs et la zone de compétence correspondante.



Table 16: Distribution of supervisors of basic education classified according to category, specialisation and area of jurisdiction.

N°	TITRES	NUMBER	ZONE OF COMPETENCE
01	Inspector General for learning	01	national
02	Pedagogic Inspector/ EMPN	01	national/EMPN
03	Pedagogic Inspector / BIL	01	national/BIL
04	Pedagogic Inspector	01	National/INFO
05	National Pedagogic Inspector/EMPN	06	National/ /EMPN
06	National Pedagogic Inspector /BIL	06	National/ /BIL
07	National Pedagogic Inspector /INFO	06	National/ /INF
08	Provincial Pedagogic Inspector Coord./EMP	10	01/ province
09	Provincial Pedagogic Inspector Coord /BIL	10	01/ province
10	Provincial Pedagogic Inspector Coord	10	01/ province
11	Provincial Pedagogic Inspector /EMP	30	03/ province
12	Provincial Pedagogic Inspector /BIL	30	03/ province
13	Provincial Pedagogic Inspector /INFO	30	03/ province
14	Pedagogic Advercers	116	02/ division
15	Directors of ENIEG	58	01/ ENIEG
16	Service Head for studies and Internship	58	01/ENIEG
17	Pedagogic Animators	232	04 at most per ENIEG
18	Departmental Inspector	318	01/Department or district
19	Head Masters	8000*	01/School
20	Animator	57000*	03 at most per primary school

As such, Bafoussam with about 100 schools is placed in the same level with Batié (10 schools), as concerns Pedagogic supervision.

The qualification of supervisors is not homogenous and sufficient. In effect, although these enteria exist to appoint people to posts of Pedagogic responsibility, many supervisors don't have the required competence to carry out their duty. The non-existence of a specialised institution for the training of this type of officials is the main cause. In effect, only student teachers of science of education in the higher teacher's training college (ENS) are trained for pedagogic supervision, administration and educational planning. The new training strategy to be put in place ought to take these points into consideration.

Training structures generally lack adequate logistics equipment: computer and

office equipment, communication equipment, office furniture, libraries and pedagogic resource centres. Schools are functioning with reduced budgets.

The lack of determination of responsibilities as concerns the obligation of accountability and the unclear definition of relations in the supervision chain bring about disorder in the realisation of actions. In the primary for example, there is a confusion of the roles between/among the department of nursery, primary and Teacher training colleges and the general inspectorate of teaching. The role of administrative and financial controllers of sub divisional inspectors takes precedence over pedagogic duties.

Pedagogic evaluation (inspection) is not taken into consideration in the follow up of the career of teachers. In effect, only the administration note is taken into



consideration for the advancement of teachers and their supervisors. This is an essential factor which contributes to the weakening of supervision.

i) Structure of inspection and control of services

General Inspection of services (GIS) is a central control and evaluation structure of central and external services of ministries in charge of education. It is controlled by a general Inspection reinforced by three inspections of service.

The GIS has the following mission:

- The evaluation of the application of the regulation in force in terms of functioning and management;
- The fight against corruption;
- The protection of state property.

It is faced with a certain number of problems with the most important being:

- Internally, **quantitative insufficiency**

of human resources (three inspectors of services and some personnel for the control of ten provincial delegations and certain schools), **the absence of a procedure manual for the follow up, evaluation and control of services** (necessity of defining the norms and rules of control) and **the insufficiency of financial means to cover the taking care of the structure;**

- Externally, **the absence of relay services on the field ready to ensure a first level of evaluation and control.**

When it concerns control and evaluation, these preoccupations indicate the degree and complexity of the challenges to be met by GIS in a context where the fight against corruption inscribed in its missions demands, to be carried out successfully. A permanent and desuasive presence in places where informal accords and negotiations are carried out which put in jeopardy the administrative and financial regulations and the control power of the state.



VIII.3 Conclusion

In conclusion, a more qualitative management is expected by the entire educational community. It will be grossly disappointed if its efforts to renovate its practices are lost in the ashes of the administration and the central power. Reciprocally, even if transparency is something mythical, the ministries in charges of education should help the schools to throw light on their conditions of functioning.

An evaluation procedure of Public and Private training institutions ought to be put in place to inform the educational community at regular intervals on its merits, progress and to propose solutions to its difficulties. Armed with this information, the ministries in charge of education could convincingly plead the cause of training institutions to government and representatives of (forces vives) of the country. They will surely obtain additional means / funds if they can give assurance of efforts accomplished.

MERITS AND DIMERITS OF THE SYSTEM

The merits and demerits of the system despite the many difficulties it faces, the Cameroonian educational system has some merits:

- The functional structure exists and covers the entire national territory;
- The existence of 02 official languages (French and English) as language of instruction and communication is an advantage to the country;
- The elaboration of a SWAP/ Education
- Community participation exists but should be reinforced and better regulated;
- The political will to assainissement et du redressement is perceptible and indicates the possibility of profound change;
- The active participation and interest of investors to contribute to the amelioration of the quality of primary education are perceptible;
- The existence of private education (nursery, primary secondary and university) which is expanding;
- Access is satisfactory in the primary in relation to ODM;
- L'amorce of a policy of decentralisation of education
- Reflexions in view of the elaboration of a policy of professional training;
- The putting in place of policies in view of integrating the NKT in teaching and research;
- The effective deconcentration of the financial management of state universities;
- The possibilities of creating revenue generating activities in order to finance state universities.



The demerits of the system: Generally, the educational sector has the following demerits.

- Basic education (primary education) is far from being made available to all children of school age (the net scolarisation rate in primary education remain low: 78% in 2004)
- The rate of achievement nears/is close to 60% in the primary in 2003;
- Inequality to access to school to the detriment of girls;
- Inequality to access to school to the detriment of the poor;
- Regional disparity is great as concerns the location of the structures, equipment and the distribution of teachers;
- The average rate of repeating nears 30% in the primary;
- Internal efficiency remains low at all levels of education;
- The inadequacy training / employment: the education and training received had a limited external efficiency; it does not prepare

the youths to confront the employment market which is more demanding and evaluative;

- Learning and working conditions are poor;
- Pedagogic organisation is largely insufficient at all levels;
- The absence of a passerelle between the different levels and types of education
- The number of teachers is insufficient, they are poorly distributed, at times under used especially in big urban towns and in the rural zones they are at times less qualified and less performant;
- The lack of school manual and other didactic materials by both teachers and students;
- A pedagogic system of evaluation which does not take into consideration successes of students,



- Within the system, there exists problems of coherence and co-ordination which hamper its smooth functioning;
- The planning system is less efficient due to a poor system of statistical information and a less qualified personnel;
- The excessive centralisation of the administration of education has as consequence, slowness in procedures, the lack of clarity in the definition of the responsibilities of services;
- The flow of information and the system of orientation are limited;
- Insufficient co-ordination and

vulgarisation of policies related to the development of the NICT;

- The poor administrative and financial management does not enable a mastery of the system;
- Insufficient financial resources;
- The insufficient respect of budgetary norms;
- The non mastery of costs expenditure;
- Insufficient mastery of the exigencies of socio-professional milieu;
- Generally inefficient system of administrative evaluation, and follow up

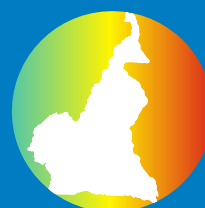
These disfunctionings and inefficiency of management are costly and do not facilitate the allocation of resources which ought to be used for the development and amelioration of the school programme, the teaching conditions and the quality of education and training.

From the above (and all that was stated earlier) a harmonious development strategy of the educational sector is imperative. Its guiding principles and priority domains (axes) will be outlined in the next chapter.



CHAPTER 3

Guidelines and priority domains of the strategy



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III.I Reference principles for the global strategy of the education sector

III.I.I The major options of the strategy

Conscious of the important role of education in the development of human resources in general and the fight against poverty, the government has decided to elaborate a global strategy of the educational sector calqued from the Dakar action plan (EPT 2000) and on the millennium objectives for development.

The major options proposed in this strategy are as follows:

1. Attain the universalisation of the primary cycle to realise the end of six years of education an improvement of the quality of educational services offered and a private financing of services limited to those parents who wish and who have the financial means.

To meet these objectives, it is envisaged

- i) To significantly reduce the frequency of repeating,
 - ii) To recruit only qualified teachers, under a new status (**auxiliary teachers**) and paid reasonably by the state to resorber progressively the category of probationary teachers and teachers paid by the P.T.A.
 - iii) To gradually improve the student-teacher ratio from 59:1 to 40:1,

- iv) To significantly increase resources allocated to the different pedagogic intrants and improve the different aspects of the management and governance / control of the system

2. **Extend préscolaire coverage (nursery education), especially the development of the community and in particular the less privileged.**

3. **Ensure training in higher and secondary technical education which in terms of quantity and quality will be able to meet the challenges of the Cameroonian economy.**

4. The main objective being the universalisation of the primary cycle, the proportion of the age group concerned with access to the highest levels in the system ought to be limited, **a regulation to fix this becomes necessary.** This reflexion in this light and clearly, distinguishes the two cycles of general secondary education; 1) the first cycle has the task of progressively moving towards a large coverage, but attaining universalisation in 2015 is still a long way to go due to both financial and logistics problems; the aim is to ensure an increase in the number of students at this level; ii) the second



cycle is viewed as attached to higher education, justifying the taking into consideration of the capacities of students in this cycle. With emphasis laid on the quality (more science series, laboratories, computer studies), the number consequently has to be adjusted.

5. Developing professional training will ameliorate the quality of training, productivity, and contribute in regulating the flux, particularly at the end of the primary and the first cycle of the secondary. The strategy adopted consists of rendering this procedure both socially acceptable and economically efficient. A proportion of these youths will benefit from a short professional training, centred on the profession / job and ensure their smooth and efficient insertion in the productive system.

III.1.2 Guiding principles of the strategy of the educational sector

Seven principles guide the actions carried out in the frame of the proposed strategy:

a) Reduction of all sorts of disparities (equality and equity)

The right to education which calls for a democratisation of the system holds states that the state ensures education for all in primary education and equal chances of access to quality education in the other levels and types of education. Measures to be taken

to promote equality and equity imply positive discrimination in the allocation of resources. Particular attention will be laid on questions of gender, children from poor background, the area of location as well as a diversification of the training programmes in relation to the needs and capacities of individuals.

b) Liberalisation of education offers

The government of Cameroon guarantees the right (of private organisations, individuals, local entities, religious and managed educational structures in conformity with the rules and regulations in force and following their own principles. The state had to out to encourage the development of private structures within a common national strategy.

c) Efficient and well co-ordinated partnership

The government of Cameroon, out to create or reinforce a serene atmosphere, will develop a wider partnership which is efficient and better organised such that the resources available to all stake-holders and partners. (Local bodies, religious denominations, local communities NGOs, enterprises, individuals) should be invested without difficulties in the educational sector.

d) Parallelement to the responsabilisation of the different levels of hierarchy especially schools and universities, obligation of results as well as the transparent and efficient management of resources allocated to the system will be viewed as a working principle. The real impact of the management of educational activities will be measured through learners, families and the community in a larger sense.



In the light of a participative management of the school, communities (PTA, village development committees, association of elites, teacher syndicates, decentralised bodies, enterprises, Ngos etc) will be called upon to actively take part in the educational affairs of their localities.

a) Deconcentrated and decentralisation management.

The decentralisation and deconcentration of the management of education are inevitable in an advanced context of regionalisation, where local entities have to correctly ensure the development of education at the grassroot in line with the powers conferred to them by the law. For a better understanding of basic needs, the government will reinforce the periphery around rectorates (higher education), provincial delegations, divisional delegations and sub divisional inspectorates.

b) Attainment of high quality norms:

Quality comes from the maximisation of efforts by all the direct stake holders and a good co-ordination of the actions of all the structures to promote at all levels a school of excellence. It entails, in the area of school projects and on the basis of an efficient research-action on factors of quality to promote a performant school where all the learners brought up to succeed and to go as far as possible in education. In a bid to ameliorate the teaching-learning process, particular attention shall be laid on the putting in place of a pertinent curriculum, a good evaluation and remediation system, as well as the reinforcement of the competence of teachers and the school environment. There is the need

for a structure capable of controlling the implementation of these norms to reduce the disfunctionings that could be observed.

c) Mastery costs / expenditure

The rational use of available resources in order to avoid waste, the adoption of objective criteria in the allocation of resources to the different structures, fight against corruption and constitutes the basis of management at all levels.

III.2. Priority areas of the sector wide approach

Regarding the situation of education and training in Cameroon and the level of education of the country, the priority of the educational sector are as follows: i) the universalisation of primary education, ii) the improvement of access and equity in the other levels and types of education in relation to the available resources and the needs of the society, iii) improvement of the quality of education at all levels and iv) the improvement of management and control.

III.2.1 Universalisation of primary education

In a more specific manner, primary education in Cameroon is obligatory, as stipulated by the 1996 constitution. It has as objective the satisfaction of the fundamental educational needs of all Cameroonian children, to provide to all children of school age the basic education they need for their individual development as well as that of the country. Elsewhere, the universalisation of primary education contributes to the respect of the right of the child to education and contributes to the fight against poverty. The experience of other countries in this domain



like the Mauritius Island, Namibia, Cape vert, as well as the different studies available, show that it is not possible to ensure the sustainable development of the country, to attain a satisfactory economic growth rate in short and medium terms, to ensure a more organised social life with a taux d'achèvement close to 60% in the primary education and a sustainable literacy rate of adults close to 48%, as is the case in Cameroon today.

III.2.2 Improvement of access and equity in the other levels of educations in a defined structure

The generalisation of primary education has some consequences on the other levels of education. In the absence of a policy to regulate influx; these levels of education are called upon to absorb a significant number of students and the increase in number of students far exceeds the resources available. This situation will inevitably lead to degradation in the quality of education at these levels. The government envisages putting an end to this entire educational system by putting in place a policy of control and equity to regulate it will enable the first cycle of secondary education to continue the basic training started in the primary with the resources available.

As concerns the second cycle, its objectives will be to serve as a basis for a quality higher education orientated towards the employment market.

III.2.3 Improvement of the quality and pertinence of education offered

It does not suffice to improve access and equity to attain an efficient and

sustainable education, although this education is massive, should also be efficient. I should not only attain national standards but also universal standards as stated by UNESCO. This is the reason why the respect of norms that concern education should be cardinal. This is equally the reason why emphasis should be laid on the search for efficiency, the improvement of the out put of the system through the different actors namely; the students, learners, teachers, education administrators, the entire educational community on the development of curricula with priority given to practical disciplines to favour the development of a culture of enterprise o work among the learners, on the development of a culture of evaluation and prospects for the future through the introduction into the system of modern information and communication technologies.

III.2.4 Improvement of management and control

The educational system as conceived will only be judged dynamic and performant by all only if the necessary and available human resources are managed in a rational and transparent manner.

This goal can only b meet with the existence of a worthwhile information system, the decentralisation of the management of education, the responsabilisation and instrumentation of the different hierarchical levels, as well as the obligation of results from personnel in charge of piloting the system.



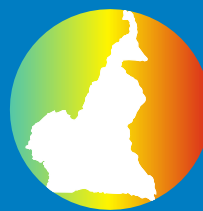
III.3 Summary of envisaged actions in the educational system by 2015.

Mobilisation of resources and levels of education	Concepts	Specific measures
<p>çÄäääë~íáçÑ~íáçã~ä êÉçìèÁÉë</p>	<p>*= mēáçē~íáçÑ~íáçã~ä ÄiÇÖÉ=</p> <p>*= mēáçē~íáçÑ~íáçã~ä ÉÇiA~íáçã</p>	<ul style="list-style-type: none"> •= ^ääÇ~íáçÑ~Äçí = OOBçÑiÄääÄ êÉçìèÁÉç= •= ^ääÇ~íáçÑ~Äçí = ÉÇiA~íáçã êÉçìèÁÉç~éää~éé ÉÇiA~íáçã
<p>mēÉJàièèÉéó</p>	<p>*= fáAèÉ~éÉ~ÄçíÉ~ÖÉ</p> <p>*= bÑçèí~ÖÉ~éÇçí~éÇé~ÜÉ= ÄèÉ~íáçÑ~Äçáíááíó ~éÉJàièèÉéó ÉÇiA~íáçã</p>	<ul style="list-style-type: none"> •= fáAíáá~ÄçáíááíáÉ= íç~ÇÉíÉáçééÉ= àièèÉéóÉÇiA~íáçã~ä èìè~éççé~öçáÉ= •= báÄçíè~ÖÉ~ÜÉ= ééáí~íÉÉÄíçéá~ÜÉ= ÇÉíÉáçéáÉáçÑ Ñçéá~éÉJàièèÉéó ÉÇiA~íáçã
<p>mēáã~éó</p>	<p>*= e~éäçááë~íáçÑ~ÜÉ= ~äÖäçéÜçáÉ~äÇÑè~äÄçéÜçáÉ éóèíÉä=</p> <p>*= ~íí~ääD~ÄÜóíÉäÉçÑ~ÜÉ= ééää~ééÄóÄä~Äó~OMNR</p> <p>*= fáééçíÉäÉáí çã~ÜÉèì~ääíçÑ ÉÇiA~íáçã</p> <p>*= kÉí ~éí~íìè~ÑçÉ~ÄÜÉéè E~íñááá~éé~ÄÜÉéè~ÑçíííèÉ= éÉÄèíáíáÉ~äÇ~ÜÉè~äéÑçéá~íáçã çÑè~éíááÉ~É~ÄÜÉéè~äÇmq = íÉ~ÄÜÉéè</p>	<ul style="list-style-type: none"> •= oÉÇiAíáçã~äÜÉè~íÉ= çÑèÉéÉ~íááÖ •= oÉÇiAíáçãÇÉä~é~éí= ÇÉééáí~íÉÇiA~íáçã •= fáééçíÉäÉáí çÑ~ÜÉ= é~íáçÑ~É~ÄÜáá~ÖM èííÇÉáíè~éÉÉ~ÄÜÉéè Äó~OMNR~F •= fáééçíÉäÉáí çÑ~ÜÉ= ÄçáéáÇÉè~íáçã íÉ~ÄÜÉéè
<p>çáèè~ÄóÄä~ÉÄçãÇ~éó ÖÉäÉè~ÉÇiA~íáçã</p>	<p>*= fáAèÉ~éÉ~ÄçíÉ~ÖÉ</p> <p>*= éÉ~íáçãçÑ~ÖÉäÉè~äíÄKóÄäÉ= çÑçÄèÉèí~íáçã~ÑóÉ~éè</p> <p>*= qÜäèíÄ~ÄóÄä~Ää~É~ÑçääçíÉç Äó~éíÄ~ÄóÄä~ÑçéáÉáí~íáçã~P= óÉ~éè</p>	<ul style="list-style-type: none"> •= oÉÇiAíáçã~ä éÉéÉ~íááÖ fáAèÉ~éÉ~äçã~é~éçÉ= ééáí~íÉÇiA~íáçã •= fáAèÉ~éÉ~Äçí= ééáí~íÉÇiA~íáçã •= oÉÇiAíáçã~ä ~Çááááéíè~íáçã ÉñéÉäÇáííèç~ÜÉ= ÄÉäÉÑçéáÉç~ÖçÖáÄ ÉáíáéÉè •= fáAèÉ~éÉ~äçã ÉñéÉäÇáííèÉè

<p>pÉAçãÇAóAãÉÉAçãÇ~öö ÖÉãÉë~ÉÇIA~íãçã</p>	<p>*= jçÇÉë~íÉ~áãAéÉ~éçÑ AçíÉë~ÖÉ~íÉ</p> <p>*= oÉÖiã~íÉÉáíéçáíçÜáé AóAãÉëÉã~íãçç~íÜÉáíãAÉë~áã ÜáÖÜÉçÇIA~íãçã</p> <p>*= pÉéãçíéãáééçíÉãÉáíçÑ íÜÉëí~ááíçÑÉÇIA~íãçã</p>	<ul style="list-style-type: none"> •= fáAéÉ~éçÉã~é~éçÑ ééáí~íÉÇIA~íãçã •= fáAéÉ~éçÑ~áÇç= ééáí~íÉÇIA~íãçã •= oÉÇIAíãçãáã ~Çãáááéíé~íãçÉ ÉnéÉãÇáííéç~íÜÉ ÁÉãÉÑáÑÉÇ~ÖçÖáA ÉáíéãÉë •= oÉÇIAíãçãÇÉã~íããÉ ÇÉçÇáíéãçãé •= fáAéÉ~éçãã ÉnéÉãÇáííéçíÜÉë íÜ~ãé~ã~éãáã íÉ~ÁÜÉëé
<p>mçëíéãã~éç</p>	<p>JháíÉëÖé~íÉççã~íãçã~é~áááãÖ</p>	<p>=</p>
<p>qÉÁÜáãAÉÇIA~íãçã</p>	<p>J=aÉíÉãçé~áÉí~é~áááãÖçããAóáááãÉ íáíÜ~íÜÉë~áÉÉÇçÑíÜÉÉãçãçãó= *= fáééçíÉ~íÜÉëí~ááíçÑé~áááãÖ</p>	<ul style="list-style-type: none"> •= ^ã~áóéíÜÉëéÉéÉã éçíÉáíã~éÑíÜÉëÉÁíçé •= aÉíÉãçé~éíãÉéëÜáé íáíÜ~íÜÉÉãçãããA= éÉÁíççç~áãAéÉ~éíÜÉë éí~ãÇ~éçÑÉÁÜáãA~ã ÉÇIA~íãçã •= oÉÇIAíãçãáã ~Çãáááéíé~íãçã ÉnéÉãÇáííéç~íÜÉ ÁÉãÉÑáÑ éÉÇ~ÖçÖáAÉáíéãÉë
<p>sçã~íãçã~é~áááãÖ</p>	<p>`éÉ~íãçãçÑ~íóéÉçÑçã~íãçã~é~áááãÖ íÜáAÜã~ãW</p> <p>*= fáééçíÉ~íÜÉëí~ááíçÑé~áááãÖ</p> <p>*= fáééçíÉ~éçÇIAíãíãé</p> <p>*= c~Aáááí~íÉéÉÖiã~íãçãçÑ~ã= áãÑáíçÑéíÇÉáíé~áãíÜÉçãÑÉÉãíãã~ã AóAãÉçÑÉÇIA~íãçã</p> <p>*= báéíéÉ~ÁÉííÉééçÑÉééãçã~ã áãéÉéíãçã</p>	<ul style="list-style-type: none"> •= ^ã~áóéíÜÉë éçíÉáíã~éÑíÜÉë éÉÁíçé •= aÉíÉãçé~éíãÉéëÜáé íáíÜ~íÜÉÉãçãããA= éÉÁíççç~áãAéÉ~éíÜÉë éí~ãÇ~éçÑÉ •= íçã~íãçã~é~áááãÖ •= `ÉéíãNáA~íãçãÇ= ~ÁããçíãÉÇÖÉãÉãAó= íÜÉëí~íÉçÑíÜ~í~Ü~é ÁÉÉã~AéíãéÉçÜáãÑ~é •= aÉíÉãçé~mÉÇ~ÖçÖáA ÉãÖááÉÉéããÖ
<p>eáÖÜÉÉÇIA~íãçã</p>	<p>*= kiãÁÉë~çÑéíÇÉáíé~áãéÉã~íãçãç= éçééãAáááíçÑÉééãçóãÉáí= *= `éÉ~íãçãçÑçãéí~ãAÉÉ~éááãÖ *= aÉíÉãçéãÉáíçÑéAãÉáíãNáÇ= ééçÑÉééãçãçã~áááãÖ</p> <p>*= míííããÇãéã~ÁÉçÑ~éíééçéí= ãÉÁÜ~áãéãç~íÜÉëí~áááãÖ íÉ~ÁÜÉëéãÇç~éÉéÉ~éÁÜ</p>	<ul style="list-style-type: none"> •= `éÉ~íãçãçÑ~éíééçéí= ÑiãÇÑçãÜÉëí~áááãÖçÑ íÉ~ÁÜÉëé •= `éÉ~íãçãçÑ~éíééçéí= ÑiãÇÑçãÉéÉ~éÁÜ •= oÉÇIAíãçãáãíÜÉë áíãÁÉé~çÑéíÇÉáíé= ~Áéç~Ççã= éíÁíÉáíãçãéLéÁÜçã~éé Üáé •= aÉíÉãçéãÉáíçÑ ééáí~íÉÇIA~íãçã •= ^ããçã~íãçãçÑéíÉ= éíÁíÉáíãçãçç~ééáí~íÉ ÉÇIA~íãçãK

CHAPTER 4

Priority intervention programme



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To meet the challenge of a harmonious development of the educational sector, the strategy proposed leans on a number of objectives to attain, through well-circumscribed operational procedures.

1st Objective: Extend access to education while correcting the disparities.

The objective of the government is to increase access to education to all children of school age and to maintain them in the system till the end of the cycle. Special emphasis will be laid on the reinforcement of the education of boys and girls living in priority education zones (the far North, North, Adamaoua, South West and North West provinces, areas of under scolarisation in big cities and zones around the borders), as well as children from poor and vulnerable background, including marginalised groups like the pigmies and the Bororos etc.

Sub Objective 1: Encourage the development of training of the younger children.

Concerning the younger children, the government envisages promoting pre nursery education and encourages initiatives in favour of the development of the younger children in communities to globally prepare them for future studies. As such, to ensure a rapid development of this sub sector, it will entail.

- to take the pre school/ pre-nursery rate

from the present 15% to 21,1% in 2015, that is taking the number from 148 000 in 2003 to 260 000 in 2015;

- for the state to encourage private initiatives in the creation of kindergadens and nursery schools by increasing state subvention per child from 0,7% of GNP to 2,0% GDP in 2015 to take the number from 87,000 in 2003 to 110000 in 2015;
- For the state to support, through subvention per child which will move from 0% GDP presently to 7,0% GDP in 2015 the actions of NGOs and communities, to create community pre school centres, by drawing from the lessons of the ongoing experiment in the country to move the number from 6 000 (2003) to 80,000 in 2015;
- For the state to master the cost of government pre-nursery by bringing the cost per child from 20% GDP presently to 14,0% GDP in 2015.

Strategies

To attain this objective, the following must be considered:

- The reinforcement of capacities and practices of local councils, NGOs, communities and families for the promotion of Pre nursery education;
- The construction of community clos (community pre nursery centres) in the national territory;



- State subventions to local council for the encadrement of kids.

Sub objective 2: attain access and completion in primary education.

As concerns primary education, the aim of government related to the universalisation of this level of education is to enable every child of school age to benefit from quality education by 2015. It aims at equipping every child with a sound moral, civic and intellectual background to serve as a base for access to the secondary cycle. In this light, the government envisages meeting the universal completion of all children in primary school, especially children from poor homes and girls. Consequently, it will entail:

- Moving the access rate in primary education from a 5% in 2003 to 100% by 2008;
- Raising the net global scolarisation rate of 102% (2800000 pupils) presently to 111% (3900.000 pupils in 2015);
- Identify adequate measures to ensure that vulnerable children are included in the system.

Strategies: Attaining this objective depend on demand and supply.

Actions of supply:

Ensure continuity in education. To attain this, then is the need to:

- The putting in place of a strategy of expanding multigrade classes in scarcely populated rural zones in thickly populated

zones. This measure ought to be accompanied with the recruitment and training of the appropriate personnel;

- The construction of 1800 4000 class rooms per year in the light of the fast-track in 2015 (the needs estimated to about 40 000 new classes by 2015 (the norm stated by the fast-track being 40 pupils per class);
- The priority construction of classrooms in schools with incompleted cycles to ensure continuity;
- The putting in place of a construction, rehabilitation and maintenance strategy in order to sustain the duration of the infrastructure.
- The recruitment of at least 3 000 contact teachers per year up till 2015 to solve the deficit observed. It should be noted that from 2007, all the new primary school teachers will be recruited as “contact teachers” in the public service. The new career profile of teachers contained in the status of the teaching personnel will ensure greater stability (the possibility of integrating into the required age into the public service after 10 years on the basis of merit).
- The recruitment of new teachers and the transformation of probationary teachers must be adjusted in the budgetary allocation, moving from 0.77% to 1.5% of the GNP in favour of primary education within 5 years, the budget could support without any problem the integration of



probationary teachers and the recruitment of new teachers needed to expand the system. If this evolution requires 10 years, the probation any teachers ought to be made permanent after so many years in this status, probably between 7 and 10 years.

- The creation of taps and toilets in primary schools;
- The redeployment to the field of teachers posted to administration services

Actions on demand

- The reinforcement of the free nature of primary education especially on didactic material, school fees and teachers;
- The sensitisation of parents as well as communities on the necessity of educating their children especially the girls;
- The suppression of the phenomenon of repeating within the sub cycles of the primary;
- The reinforcement of the education of girls through specific measures like social mobilisation;
- The posting to areas hostile to the education of girls of teachers who originate from these areas;
- Taking into consideration gender problems in the curriculum, in the initial and continuous training of teachers;
- The putting in place, in collaboration with partners of a scholarship and aid

system based on criteria of positive discrimination, destined to intelligent girls in mathematics, sciences, to poor and children of rural areas;

- The identification of vulnerable groups, evaluation of their needs and definition of an appropriate strategy of assistance, in collaboration with all the ministries concerned local councils, NGOs, the religious community and traditional authorities.

Sub objective 3: Increase access to retention in secondary general education: (Development in quality and quality of the first cycle with the available resources, for the second cycle, its vocation will be to constitute a base for a quality higher education oriented towards the labour market).

The aim of secondary general education is to reinforce the educational level to enable them continue higher studies or receive professional training. The sub sector shall be reformed to enable it correctly carry out this mission. In this perspective, it is expected to;

For the first cycle,

- Take the number of people who have access to the first cycle of secondary general education from 504 600 (2002) to 800 100 in 2015;
- To move the completion rate of about 28% in 2003 in the first cycle of secondary education to about 35% by 2015;
- To take the share of the private sector



In the student population from the present 30.3% to 41% in 2015.

Strategies

In this light, the following actions will be carried out:

- The rehabilitation of existing school infrastructure and the development of an efficient maintenance system;
- The development of accommodation facilities (after a reforming the programmes);
- The encouragement of the private sector in the development of this sub sector through the increase of the subvention per student respectively from the present 0.3 to 3.6 points of the GDP/head in the first cycle in 2015 and from the present 0.1 to 1.1 of the GDP/head in the second cycle in 2015;
- The piloting of the training of teachers in relation to the development needs of the educational system;
- The reinforcement of the capacities of teachers in the acquisition of pedagogic techniques which takes into account the gender approach;
- The increase of the proportion of present expenditure excluding salaries (in the total current expenditure) respectively from 31.6 to 36% in the first cycle and from 36.4 to 40% in the second cycle by 2015.

Sub objective 4: Increase access to secondary technical education.

It entails above all, developing a new sub sector policy oriented towards satisfying the needs of the labour market and a clear definition of the role of the state and the private section in relation to their respective advantages. As is the case with secondary general education, the development of this sub sector demands a greater participation of the private sector.

Concretely, it entails:

- To take the student Population from 137 600 in 2002 to 170 000 in 2015 after reforming the Policy;
- To increase the contribution of the private from 39.2% to 41.2% by 2015.

Strategies: To attain this objective, the following measures must be put in place:

- The sensitisation of the population on the role and importance of technical education in order to eliminate the negative prejudices that people have of technicians;
For example those who promote the FAWE Network (Forum for African Women Educationalists)
- The reinforcement of the information system on the labour market and the putting in place of a mechanism of professional insertion and follow up of careers;
- The putting in place of a pilot mechanism through a state / private sector partnership;
- Support to private technical education through subvention per student equal



to 2.1% of the GDP/head;

- The specialisation of certain high schools in professional branches (agricultural, industrial, commercial affairs and studies, arts, mode, hotel management);
- The creation specific pilot institutions of technical education according to ecological zone, in order to benefit from the opportunities offered by the milieu;
- The preparation of an investment plan in line with the news policy.

Sub objective 5: Increase access to professional training

This has to do with professional training which is generally short, organised and diversified, developed on the one hand in the light of improving productivity especially in the informal sector, and on the other hand to contribute in the regulation of the influx at the end of the primary cycle and other cycle of education.

Concretely, the state engages to:

- Offer by the year 2015 professional training to 35% of primary and first cycle secondary school leavers to 1 000 young advanced level holders, and 2 000 students from the system;
- Increase the number of learners in professional training from the present 0 to 129 400 by 2015.

Strategies:

The following measures will concretise these

options:

- The analysis of the situation of professional training;
- The putting in place of a development policy of the sub sector piloted by demand (in conformity with the needs of the economy) in the first phase, and the acceleration of expansion of supply, in the second phase on the basis of an evaluation carried out;
- The development of an efficient partnership between the state and the private sector especially the very small, small and medium size enterprises (VSE/SME) end owned with training tasks and which have to be supported by the state;
- The putting in place of a reference framework for selection and contractualisation of vocational training by alternating with SME, and the creation of space as well as reinforcement mechanisms of the training relationship;
- The identification of strategies and finance mechanisms of this sub sector before the investment programme;
- The implication of local councils, syndicates as well as development partners in the expansion efforts of training;
- The elaboration and rationalisation of the map of professional training in order to absorb, in existing disciplines or which will be put in place, about 25% of primary school leavers in 2008 and 50% in 2015;



The reinforcement of the legal and financial autonomy of the centres, institutes and other professional training structures, who will have the status of service providers in the framework of a tripartite management (state employers workers) where the state plays a regulatory, advisory and coordination role, while continuing to render training services;

- The re examination of training diploma award strategy, in the light of a partnership with professional corporations and the 'chambres de metier';
- The restructuring of rural handicraft in order to encourage the emergence of a handful of rural enterprises which will limit rural exodus.

Sub objective 6: Increase equity and improve access to quality higher education

The pressure of demand at the level of higher education will be a major challenge that government must overcome, while respecting the norms of quality and the exigencies of equity.

As such, government has to diversify opportunities, involve all the stakeholders and put in place an adequate institutional framework to improve access. Concretely it entails;

- Increasing the student population in state universities from the present 105 000 to 138 000 in 2015 with particular emphasis on the science and technology series where the

population will increase respectively from 20 659 (2002) to 30 000 in 2015 and from 4.446 (2002) to 10.000 by 2015;

- Development a distant learning programme in higher education in a way that 18 000 students could be involved by the year 2015;
- Support private higher education in order to increase its student population from 6737 (2002) to 30 000 by 2015.

Strategies:

The strategies to put in place are as follows:

- The rehabilitation of the six existing state universities and the take off of all technological and professional faculties;
- The subvention of private higher education to the tune of 2% GNP/head for each student;
- The creation and opening of the three new dominantly scientific and technological universities in Maroua, Bamenda and Ebolowa with faculties in different localities;
- The development of a transnational training programme in science and technology in the frame of a sub regional university free zone (CEMAC) , in the light of regional intergration;
- The development of innovative and non conventional methods in higher education; e-learning, distant learning, virtual university (université virtuel).



2nd Objective: Ameliorate the efficiency and quality of education

Priority here will be accorded to the internal improvement of the quality of educational service. It will entail improving learning in the primary and secondary through the development necessary innovations, to enable students attain the minimum required level of knowledge and competences.

In this light, the following will be done:

- Develop the education of kids;
- Reduce school dropouts ;
- Improve pedagogic training;
- To revise teaching programmes and professionalise them;
- To develop a culture of evaluation and piloting through results;
- To develop and valorise research;
- To facilitate access to and availability of manuals and didactic material to students and teachers;
- To inculcate to students and learners the culture of enterprise;
- To improve the health of stake holders in education and finally;
- To promote access to the new information and communication technologies in the system of training.

Sub-objective 1: Significantly reduce school dropout in primary education

- Bring the present GRR of 30% to about 10% by 2015.

- Increase the completion rate from 57% in 2003 to 100% by 2015 in primary education.

Strategies:

Strategies put in place are summarised as follows:

- Elaboration of a policy to develop community based child education.

In effect, studies show that support to the development of the education of the child increases the percentage of students who enter primary schools, as well as maintaining them in the system.

Particular emphasis will be laid on the control of the quality and the assurance that DPE activities become an integral part of the transition towards school. Children becoming to particularly vulnerable groups especially girls have this far less benefited centred on developing and testing models and materials for activities and programmes of the DPE which are less costly at the level of communities, through research. An integrated approach will be developed to take into consideration feeding, health, cognitive and psychological development, as well as literacy strategies with particular emphasis on the transition towards primary education. In a second phase, we will proceed to the generalisation of DPE initiatives tested positively in phase 1.

- Reduce repeating in the sub cycles of primary education; to this effect, educational authorities envisage proceeding to a revision of the system of evaluation and certification thanks to the creation of three levels (class 1, class 2, class 3, class 4, class 5, and class 6). In



this context, the content of programmes is structured on two years of study without the possibility of repeating between two classes of the same level. Teachers will be equipped with competences in formative evaluation (to help them follow the progress of pupils in the cycle and help children who are slow learners) and in summative evaluation (used at the end of every level such that access to the next level be/is correctly regulated on the basis of pertinent learnings).

- Else where, particular emphasis will be laid on conceptual information and the sensitisation of the educational community on the disadvantages of repeating in the educational system and on the necessity of improving retention in schools.

Accompanying measures to this disposition are on:

- The revision of methods of teaching, training and learning;
- The application of a new pedagogy (remedial lessons and pedagogic assistance for learners who have difficulties);
- The reduction of number of pupils per class to 40 by 2015 (fast-track initiative);
- The posting of qualified and experienced teachers to the classes of the first and last levels;
- The evaluation system will be revised to facilitate measuring progression in learning, verify acquisition and determine the degree of mastery of knowledge/competences. Remedial

lessons are envisaged in primary education for pupils who are deemed weak.

- The systematisation of the measurement, of intellectual/academic achievement of the student (MLA/UNESCO, PASEC...)
- The systematisation of the honour roll for the best pupils in all primary schools;
 - The generalisation of the use of the teacher's guide in primary schools;
 - The intensification of visits by pedagogic inspectors to schools;
 - The generalisation of continuous training of teachers;
 - The responsabilisation of educational establishments and in general the entire educational body as concerns pedagogic projects included in school projects which will be institutionalised and generalised.

Sub objectives: Significantly reduce school drop out in secondary general education

To attain this, the following have to be taken into consideration:

- Bring the TMR rate from 17% in 2003 to about 10% for the first cycle by 2015 and from 25.6% in 2003 to about 14% for the second cycle by 2015;
- Bring the completion rate from 27% in 2003 to 35% by 2015 in the first cycle and from 11% in 2003 to 13% by 2015 in the second cycle of secondary general education.



Strategies:

As concerns the secondary, apart from previous measures which are not specific to the primary, the following measures will be taken;

- Intensive responsabilisation of academic institutions and in a general manner the entire educational body as concerns pedagogic projects included in school projects which will be institutionalised and generalised;
- Reinforcement of orientation activities which will lead after the observation cycle (the first two years of the secondary cycle, that is either towards college, technical education or professional training of insertion.

Sub objective 3: Significantly reduce school drop out in higher education. To achieve this, the following have to be done

- Reduce the average duration to obtain the Bachelor's degree from six years in 2004 to four years in 2015;
- Increase the completion rate of the first cycle of university studies from 40% in 2004 to 80% in 2015;
- Increase the success rate in official examinations from 25% in 2004 to 8% in 2015. to attain these objectives, the government envisages putting in place and efficient pedagogic training policy in university institutions. The elements

of this policy are described in the sub objectives treating specifically the amelioration of the quality of pedagogic training.

Sub objective 4: Develop a culture of evaluation and piloting through by results in the educational system.

Strategies:

To achieve this, the following measures will be taken.

- Institution of a culture of evaluation and piloting through results in the primary and secondary.

In this effect two complementary approaches evaluating the performance of schools will be put in place: auto evaluation and standardised external evaluation.

Firstly, auto evaluation is conceived to enable teachers to evaluate their personal performance, as well as that of students by providing them training in the evaluation of learning. It will also equip the teaching staff with the know-how to be able to evaluate the weaknesses and strengths of their teaching, training and learning programmes and to adopt their pedagogic practices to these solid foundations.

Secondly, the development standardised external evaluation capacities will consist in putting in place a permanent evaluation system of educational progress (like MLA, PASEC...) The standardised evaluation system will improve the decision making system and dynamise appropriate actions geared towards improving academic acquisitions.



- Functional information through piloting through results from evaluation (follow up of means, general behaviour including the presence of teachers, retention and learning); as concerns higher education, an agency for the modernisation of higher institutions of learning will be created, changed among others with:
- To conceive institutionalised quality control mechanisms, accreditation, follow up and habilitation;
- To put in place an evaluation mechanism of academic activities, professionalisation and support to/for development;
- To constantly study renown/performant systems and introduce pertinent innovations by proposing initiatives to government which will render the higher education system move performant while envisaging its auto financing.

Sub objective 5: Improve the quality of pedagogic training.

In this light, the following strategies will be applied:

Strategies:

- Restructuring of the chair of pedagogic supervision;
 - Train secondary school teacher to be multi disciplinary;
 - Put in place quality teaching of the sciences which will be accessible to all

students through the approach combining the provision of demonstration Kits and laboratories.

This could be carried out in two phases.

* Phase I

- Selection of intervention zones for the kits strategy;
- Elaboration of teaching modules;
- Acquisition of kits;
- Training of a group of teachers to test the kits in a pilote zone to be determined;
- Equipment and training of teachers in the new technologies for 50% colleges and high schools;

* Phase 2

- Development of the approach on a high scale in the case where the experiment of with kits succeeds
- Development continuous training programmes for teachers and for heads of establishments and inspectors (full capacity use of training schools) with particular emphasis on the evaluation of learning. Distance learning will be envisaged for inclusion;
- Professionalisation of education in training schools by making know-how to be the foundation of all knowledge transmitted to learners, to enable the learners;
- Reinforcement of training and pedagogic control;
- Reinforcement of budgetary allocations destined to pedagogic



training missions. The proportion of pedagogic expenditure will be increased in current expenditure;

- Revision of the status of teachers while clearly defining the career profile and taking into consideration the difficulties faced by primary and secondary schools in enclave zones.
- The institution of motivating measures for teachers (teacher's card which will enable a reduction of 50% on health, transport and academic franchise etc), be they public or private. In higher education, despite the eventual costs associated to the increase in (salary earners, the government is determined to improve the working conditions of personnel of the teaching corps, to ensure that each student registered in any institution of higher learning is educated/trained by excellent pedagogues. Traditionally apart from teaching, teachers of higher education are involved in other activities like research, administration, the supervision of students work etc. this activities are cardinal in the success of students especially those from poor background. Teachers involved in this, benefit from appropriate advantages for their contributions. Through these considerations, the government intends to bring to light the fact that excellence in the transmission of knowledge is an essential component in the quality of the envisaged is an essential component in the quality of the envisaged higher education system. Consequently, it engages to:

- To put in place an attractive recruitment mechanism, quality teaching personnel, who, through their actions will contribute to the national economy;
- The putting in place of a promotion policy of the teaching corps which will ensure that pedagogic excellence will be the basis for promotion;
- The creation of centres for excellence for the perfection of pedagogic skills in universities;
- The institution of scholarships in the perfection of methodology in doctoral training courses;
- The constitution of critical mass of competence in domains of strategic importance to the national economy by making use of international expertise;
- The putting in place of a system of the allocation/of state subvention to universities which will take into consideration performance in pedagogy;

Sub Objective 6: Revision of programmes

In primary education, the new teaching programmes are presently being revised according to the competence approach.

In the secondary general, secondary technical professional training and higher education, efforts will be geared towards promoting are broad based, global, integrated, and diversified Curriculum which will be flexible and adapted to the real needs of the child and the society.



Concerning specifically secondary general education at the end of the first cycle of the secondary, the student ought to be able to:

- Reason logically;
- Know, understand and appreciate the cultural diversity of Cameroon;
- Communicate in English and French (orally and written);
- Use methods and/or methods of observation and interpretation of natural and physical phenomena;
- To behave like responsible citizens, knowing their fundamental rights and duties;
- To be creative and efficiently use the knowledge acquired in the context they find themselves;
- To be able to insert themselves in professional life;
- Show prove of sense of criticism and tolerance; after high school, the student should be able to;
- To be able defend/arguer opinions in French and English be it written o spoken (and in a national language);
- To be responsible citizens in the society;
- Actively participate in the resolution of the daily problems of the community and its environment for sustainable development;
- Create/or manage small production units/enterprises;
- Have a sense of direction and be able to take decisions;
- Be able to acquire books and read;

- Pursue higher studies;
- Use a computer (treat a text, use tables, the Internet etc).

Strategies:

In the secondary general education, the amelioration of teaching programmes entail the following:

- The restructuring of secondary education into an observation phase of two years, followed by a first cycle of three years which will lead to certification and a second cycle of two years which will suppress the certificate of probation and confer an end of second cycle diploma in line with the 1998 law of orientation
- The revision of programme contents: In this light, there will be created charged each general inspection an organ charged with the continuous reform of contents in relation to the needs of the society and the system of evaluation;
- The reform of evaluation methods and techniques;
- The flexibility of these programmes will be guaranteed in view of their adaptation to the environment;
- The systematisation of the broadcast of new teaching programmes to all users.

As concerns technical education and professional training, the improvement of the quality entails the formulation of a new policy oriented towards demand and the development of an efficient synergy with the private sector. This synergy will be realised Anough.



- A partnership procedure with the private sector which will define the priorities and the general policy of the sector;
- The creation of a national orientation and professional training council;
- The creation of a support fund for professional training organised around a tripartite board of administrators (State, Employers, Employees), a national secretariat and a manual of procedures (which will help in controlling the financial influx, to furnish students with material to submit financement projects, to evaluate the project proposals on the basis of predefined criteria; to follow up and evaluate the execution of professional training projects, finally, to disseminate information within professional and educational circles). As concerns higher education, the reforms of programmes is aimed at making the system coherent and reactionary in relation to the needs of the socioprofessional environment. Each certificate holder should have a good knowledge of the professional environment whether it is related to his discipline or not and should be able to create and manage a small and medium size enterprise. Elsewhere, the higher education system should prepare the student to take advantage of the opportunities offered by regional integration and globalisation, by equipping him with communication skills which will enable him work in a

multicultural environment, in a spirit of tolerance and acceptance of diversity. Consequently, the government is engaged in ensuring that the teaching of the humanities, will move in line with the national strategy of cultural, economic and technical cooperation with all spheres of development. In this light, it will entail:

- Restructuring training programmes in the general disciplines in order to reinforce their coherence with the national development objectives: Each training discipline/series must have 20% of professional credit courses;
- Continue and finish, the LMD reform to facilitate the physical mobility and transfer of students within/between faculty and ensure that the certificates and courses are of value when compared to other institutions;
- Generalise training in enterprise creation in all departments in universities;
- Generalise the practise of internship in professional milieu for students and teachers;
- Reinforce cooperation between MINESUP, MINESEC and MINEFOP in view of a better coordination between secondary and higher education;
- Systematise the periodic revision of teaching programmes and updating training equipment;
- Ensure the mastery of the two official



languages by all graduates of higher education;

- Create training and perfection centres in foreign languages in universities;
- Reinforce the capacity of higher education to open the country to difficult and profitable development domains especially Asian, Arabic and Latino-american cultural spheres through the creation of specialised centres;
- Develop transfer and valorisation activities;
- Extend humanity and ethical lessons to all disciplines;

- Reinforce capacities in terms of strategic management and evaluation of university research;
- Create and put in place the University Research Foundation, as an efficient relay of the FARP initiative supported by PASE to reinforce the coherence of government action and facilitate the implication of socioprofessional milieu in terms of orientation, financing and evaluation of university research;

Sub Objective 7: Development and valorisation of university research

In an international environment characterised by permanent brain drain to the benefit of developed countries and the search for knowledge, especially in domains which are important to the development of the country, the government is engaged in increasing the efficiency of university research, by orienting it towards the objectives of the training of trainers and support to the amelioration of the quality of teachings, this will be viewed in the following strategies:

- Elaborate a strategic development plan of university research and define the priority areas in terms of university teaching and research, associated to doctoral unit;
- Support cooperation with national research and valorisation institutes;

Sub Objective 8: Facilitate the accessibility and availability of textbooks and other didactic material in primary and secondary schools through out the country

Strategies:

- Put in place a new national policy of textbooks and didactic material which abolishes monopoly;
- Elaborate a lending/borrowing system of these text books, put it in place and test it in some regions, audit and evaluate the system and propose it for expansion;
- Render operational the national text book and didactic material approval council;
- Distribute textbooks to schools to render effective the measure taken by the head of state which makes primary education free;
- Create book banks in the primary and develop libraries in the secondary;
- Acquire micro-science kits;



- Provide subventions for the distribution of textbooks for a better accessibility and maintenance of a single price all over the country;
- Encourage North-South Partnership in order to develop local publication and reduction in costs;
- Train national specialists in textbooks and other didactic material;
- Modalities of acquisition, use and conservation of textbooks and other didactic material will be stipulated by particular texts.

In the particular case of higher education, the objective will be to facilitate access to global documentation resources and to promote scientific and technical production. The following strategy is prescribed.

- Putting in place of a strategy of mutualisation of methods in order to democratisise access to global documentation resources within the framework of a unique specialised structure: The Interuniversity centre for documentation resources, whose feasibility studies was done by PASE;
- The putting in place of a programme of modernisation of libraries in universities and faculties;
- Support for the production of pedagogic material in the universities;

Sub Objective 9: Promote health care in schools and universities in order to improve learning and social insertion capacities.

Government remains convinced that health, environmental and family life education constitutes an essential prerequisite to attain complete and sustainable human development.

In this light, the fight against HIV/AIDS in school aims at reducing the propagation of this epidemic in the community in general, and significantly reduces its impact on the educational system in general. Preventive education will be promoted and supported.

Strategies:

To attain this objective, it will entail:

- Carrying out more coherent reforms on school and university health care which will take into account the norms, level of teaching, education and health sector wide approaches;
 - Reforming medico-educational and university inspections to centre their actions on health education especially on AIDS, hygiene and reproductive health;
 - Sensitising and associating parents: we will proceed to intensifying the sensibilisation of the entire educational community through the media (radio, television, newspaper...), round tables, seminars, discussions, sketches etc.
 - Introducing annual consultations in schools and university institutions;



- Integrate transversal programmes related to these questions in the curricula of basic education, thereby ensuring their generalisation and sustainability.

This integration will particularly concern:

- The introduction in the school programmes of the training of trainers, training modules on family life education and on HIV/Aids;
- The introduction of a paper/question on HIV/Aids in the FSLC and GCE/CEP and BEPC and in final year exams in ENIEG;
- The training of teachers and support staff (Personnel of health education, counsellors,) to the methods of prevention and fight against HIV/Aids.
- Care to persons living with HIV/AIDS (it will entail the psychosocial care of students living with HIV/AIDS as well as their parents, in conformity with the national strategic plan for the fight against AIDS) more over, action in favour of the rights of the child in the context of Aids (in particular, as concerns the fight against discrimination/stigmatisation of children infected with HIV/AIDS and Aids orphans in school) will be intensified.
- The coordination of actions of different partners (to do this, a concerted action plan will be adopted with the different partners). (Ministries in charge of education, communities, NGOs, Traditional

authorities, International organisations...), follow up/evaluation (The partitioning of the action plan into short, medium and long term will facilitate the follow up/evaluation of the strategy for the fight against Aids and STDS in schools. To achieve this there will be a systematic collection of information).

Sub Objective 10: Promote access to the new information and communication technologies in the training system in general.

The government of Cameroon, determined to promote the development of the new information and communication technologies in the educational system, reaffirms its goals through the use of this tool as a factor of improving on the quality of education and learning in schools, reinforcing institutional capacities of ministries in charge of the educational sector with the possibility of external and internal communication at reduced costs.

Strategies:

To attain this, the following are necessary:

- Introduce computer studies in the school programmes of the primary and secondary;
- Create new multimedia centres and reinforce the capacities of those existing in primary and secondary schools;
- Exonerate computer accessoires destined to schools from custom duties



in a bid to reduce the cost of these computers;

- Reinforce the equipment of central and decentralised services in charge of education with computers;
- Train teachers and staff of central and decentralised services of ministries in charge of education.

Concerning higher education, where there exists a consensus on the importance of the development of the new information and communication technologies it will entail:

- Supporting as a matter of priority the training of specialists in all the sectors of the NICT;
- Improve the quality of teaching through the continuous reinforcement of the capacities of the teaching personnel in the domain of education technologies;
- Generalise the training in computer science to all the disciplines of the first cycle of universities;
- Pursue the development of communication infrastructure (intranets) in the university campus;
- Encourage the use of the NICT through a policy of mutualisation of available means through the CITI;
- Put in place an Interconnection network of universities;
- Encourage the development of the NICT in higher education institutions through contribution by the entire nation;
- Reinforce the capacities of universities in terms of the management of the development of the NICT;
- Support the production of numerical contents.

3rd Objective: Develop an efficient partnership with the different stakeholders of the social corps.

Sub objective 1: Include the socioprofessional milieu in the elaboration of training programmes for technical and professional education

As concerns technical, technological and professional education, their redynamisation will require on the one hand, an analysis of the real needs of the productive sector of the economy and on the other hand, the development of a new policy for the sub sector. This will be based on new strategies oriented towards demand in order to satisfy the exigencies of the labour market. The development of these strategies will enable the identification of new finance mechanisms of this sub sector of education.

Strategies:

In this light, it is incumbent on educational authorities to:

- Engage discussion with the socio-economic and professional sector;
- Include the private sector in the definition and the putting in place of university and professional training programmes;
- To systematise studies on the external efficiency of this type of education in view of a continuous adjustment of training programmes taking into account the evolution of the labour market;
- To render effective the existing training programme;



- To integrate knowledge that will favour self employment in the curricula;
- To create a framework as well as mechanisms to reinforce the relationship training/employment;

More over, and specifically in higher education, the following strategies will be envisaged:

- Provision of each university with an interaction framework with the socioprofessional milieu;
 - The institution of a sabbatical leave for teachers;
 - Generalisation of the practice of internships in the professional milieu for both students and teachers;
 - Reinforce capacities to support the training of personnel of universities in industrial activities and support to development;
 - A more competitive budgetary allocation at the disposal of the agency for the modernisation of institutions of higher education, to support the emergence/development of joint/mixed university-industries research laboratories;
 - The immersion of universities in technopoles and innovation centres will make universities to become reference centres for services and creation of enterprises;
 - The putting in place of a regulatory disposition which will enable the definition of the status of professionals who take part in university teaching;

- The immersion in professional milieu of teachers of higher education will be systematised and enhance the dispositions above through motivating measures in view of a multicriteria evaluation of teachers to enable the taking into account of scientific, management, administrative, support to development activities in the management of the dissemination of technological knowledge;
- Diversification and dissemination of technological knowledge;
- Restructuring of training programmes in the general disciplines to reinforce their coherence with the objectives of national development: each discipline must include 20% of professional credit courses;
- The creation within universities of a service to facilitate the professional insertion of graduates, to have information on the access of students to the labour market.

Sub objective 2: Define and promote a partnership approach between the State and the private sector.

This model will be based on a reciprocal engagement of partners to put everything in place to ensure the amelioration of education and its efficient management.

Strategies: Measures aimed at the following will be taken:

- Put in place the new law on private education in Cameroon. In this light, measures have to be taken;



- Simplify procedures for the creation and opening of schools;
- Encourage the creation of schools in rural areas;
- Improve the quality of teaching and mechanisms of pedagogic and administrative supervision;
- Increase the scope of influence of the state through multi support ranging from subvention in cash to the posting of teachers to private schools and the improvement of infrastructure. It should be noted, concerning the criteria for the allocation of subventions that the nature of courses offered, the number of students trained, the location of schools activity and its academic performances will among others be given a pride of place.

4th Objective: Improve the management and control of the educational system

Particular attention shall be accorded to the improvement of management and control in the educational sector through the decentralisation of the management of resources, participative management, mastery of expenditure and the reinforcement of institutional capacities.

Sub objective 1: Decentralise the management of educational resources

It will entail modernising and reinforcing management of the educational sector, in order to reduce uncertainty rate of 45% observed in the allocation of teaching personnel in the primary and generally to

improve the capacity of the system to render quality educational services. To attain this, each decentralised structure shall specialise in a particular duty. As such, the province shall be in charge of planning of educational resources, the management of teaching personnel and light maintenance of infrastructure; the division will essentially be in charge of the financial administration of educational structures under its command and finally, the sub division will take care of pedagogic supervision.

Strategies:

In this light, measures have to be taken by competent authorities related to the control of work posts in order to rationalise the management of the teaching personnel and, to the reallocation of overstaffed teachers to different stations.

Concretely, it will be incumbent on the ministries in charge of education to:

- Clearly specify the role of the provincial service as an organ of the management of teaching personnel;
- Integrate the educational institution in its environment;
- Introduce transparency and control in the management of resources through the publication of the budgetary allocation (given to the institution) and a double evaluation (external and internal);
- To train personnel in modern techniques of management;
- To reinforce the capacities of ministries in charge of education at the level of central and external services. The



reinforcement of institutional capacities requires a massive training of personnel both on the management of resources and the use of the computer.

- Management of resources: Emphasis will be laid on decentralisation, which guarantees the simplification and efficiency of procedures. At this level, emphasis will be on the training of heads of institutions whose know-how in the management of goods and persons has a serious effect on efficiency even on the educational system.
- Training in the use of the computer: the density and variety of information caused by decentralisation and the urgency to get information at all times necessitates the need for more modern management tools. The mastery of the new information and communication technologies is thus a necessity. This will be coupled with the need for training in maintenance and maintenance of equipment.

Concerning the clarification of the responsibilities in the management of personnel, government has transferred the handling of careers of the teaching personnel from the ministry of public service to the ministries in charge of education through SIGIPES. In these conditions, the ministry of Public Service will only intervene in statutory and regulatory matters. Equally, the grading of teachers will no more be done by prefects and governors of provinces; it shall be done by the competent authorities in the ministries in charge of education.

Finally, the payment of salaries of personnel will be transferred from the ministry of finance to the ministries in charge of education.

As concerns bringing personnel management centres nearer to beneficiaries, while waiting the decentralisation of the entire state machinery whose text of application, in conformity with the Cameroonian constitution promulgated in 1996, are presently under elaboration, we will talk of deconcentration. Delegation of specific powers will be done in order that no level intervenes in the domain of competence of the other. The chart conceived and retained envisages three levels of deconcentrated competence:

- The central level for teacher training
- The provincial level with accountability to the central level (for secondary, primary and nursery education);
- The divisional level in collaboration with the provincial level (with accountability to the central level) for primary and nursery education through provincial coordination.

It is important to underscore that the central level will guaranteed equality, equity and legality. This level will exclusively be concerned with:

- The management of teacher training colleges (personnel and training programmes);
- The distribution of budgetary allocations between divisions for nursery and primary education;



- The distribution of budgetary allocations between teacher training colleges;
- The distribution of quotas in terms of advancement between divisions and provinces;
- The management of the status of personnel in collaboration with the Ministry of Public Service;
- The exercise of disciplinary powers over heavy sanctions and the role to appeal sanctions taken at deconcentrated levels;
- The recruitment of teachers in secondary general and technical education;
- The organisation and regulation of movements of personnel between provinces;
- The appointment and transfer of heads of schools and personnel of inspection;
- The management of applications for leave;
- The management of the number of teaching personnel. The provincial level will be in charge of;
- The putting at the disposal of divisions of teaching personnel in relation to job position;
- The appointment of heads of primary and nursery schools;
- The grading of teachers and personnel of the department of inspection;
- Proposals to aptitude lists for functions of inspectors and heads of schools;
- The meting of initial disciplinary

sanctions (letters of observation, written queries, suspension of salaries with report to the central level);

- The career management of teaching personnel, personnel in the department of inspection report to the central level;
- Organisation of continuous training of teachers and their supervisors;
- Permission of absence of less than ten days;
- The recruitment of support staff in case of vacancies (in the secondary);
- Notification of administrative leave. At level of the division, it will be in charge of;
- The transfer of teachers put at the disposal of the division;
- The organisation of the transfer of teachers;
- Proposals for appointment to the post of heads of schools on the basis of aptitude lists;
- The meting of minor disciplinary sanctions apart from written queries;
- The management of the career of teachers and heads of schools;
- Including names in the aptitude list for functions sub divisional inspectors of primary and nursery education;
- Permission of absence for is not more than three days;
- Elaboration of a continuous training plan for teachers and their trainers;

At the level of the sub division, the administrative and pedagogic responsibilities are as follows:



- Control of the presence of teachers in their stations and their assiduity;
- Keep the index file of personnel;
- Give permission of absence which does not exceed 48 hours;
- Proposals for grading of personnel;
- Proposals of job position in collaboration with councils;
- Proposals for the inclusion in the aptitude list for posts of heads of schools;
- Animation of continuous training of teachers and the recycling of administrative personnel.

At the level of schools, heads of schools will be competent to:

- Give the first administrative grade
- Keep the index file of personnel;
- Organise the duty of the agents under his control;
- Proposals for inclusion in aptitude lists;
- Control of assiduity with proposals of sanctions for services not rendered;
- Initial disciplinary sanctions (letter of dissatisfaction of services, letters of observation, warning);
- Permission of absence of less than one day;
- Recruitment of support staff in case of teaching vacancies;

School councils will be consulted in cases of assiduity and absenteeism of teachers as well as during recruitment of support staff.

The deconcentration of the management

of teaching personnel also concerns their salaries. The Ministry of the Economy and Finance will still be in charge of liquidation of expenditure but the administrative decision on either to pay an agent or not will henceforth depend on the ministries in charge of education and professional training. The aim of this strategy is to reduce the errors that are frequently observed, to also reduce administrative bottlenecks, and eradicate fraudulent practices. The number and costs of expenditure of teachers will thus be mastered. To achieve this, a sub directorate in charge of salaries has been created at the central services. The provincial delegate will be the one to order payments for secondary education personnel and the divisional delegate will give the order for nursery and primary education.

Sub objective 2: Promote good governance in the educational system

The following strategies to be put in place are summarised below:

Strategies: Institute participative management of schools

The deconcentrated management of schools entails participatory school management through their integration in the community. Texts creating school councils will make this option palpable. It is however important that these texts are effectively applied in all schools.

Therefore, if the daily management of schools is the duty of schools, it is important to note that at the level of the local education community, school councils are supervisory, control and evaluation organs.



Henceforth, the life of the academic institution will be centred around a “school project”, which is an annual or pluriannual development programme of each academic institution. This development plan, elaborated in conjunction with the local educational community, will be communicated to hierarchy and will constitute the point of focus of the “council” as concerns its adoption and following up.

As concerns higher education, the following will be taken into consideration:

- Institute concertation with the different stakeholders of the university community;
- Put in place a veritable policy of the management of human resources with a system of merit and gratitude of members of the university community (teachers support staff, students);

This participatory approach stabilises the school in its functions of educating the child and the adolescent, transmission of methods of work, development of personality and facilitate insertion into professional and social life.

1. Improvement of the information system and reinforce the planning capacity of the sector. Henceforth, it will entail to have at any moment, a prospective and clear vision of the educational system, to have statistics on demand and supply of education. The measures to put in place in this light are as follows:

- J Provision of school and university identity card;
- J Training of personnel of regional

structures of education in the management techniques of school identity cards;

- J Redeployment of the treatment and production of school statistics in regions;
 - J Inclusion of statistics courses and management of school registers in the training programmes of primary and secondary school teachers;
2. The creation of a good governance observatory (texts related to the creation, organisation and functioning of a good governance observatory in the ministries in charge of education had been taken) this observatory has as principal missions;
- J Observing the functioning of services under the ministries in charge of education;
 - J Proposing institutional measures or any other measure in view of eradicating factors which lead to poor management of disfunctioning of the educational system; factors of poor management of services and all the cases of corruption.

The observatory equally has to detect and single out civil servants and state agents who distinguish themselves by their professional consciousness.

3. The reinforcement of control and evaluation structures of the educational sector.

It will involve the introduction of transparency and control in the management of resources. The creation of new



organisational charts like the general inspectorate in charge of teaching close to the general inspectorate of services, fulfil this desire. Control will be carried out at two levels: internal and external.

At the internal level: the general inspectorate of services, will have the power of general evaluation of the functioning of the different levels of decision-making: academic institution, sub divisional inspectorate, divisional delegation, provincial delegation, central services. Its staff shall be increased and its reports shall be public. Control by pedagogic inspections, competence and the manner of serving teachers, shall be reinforced. Aptitude lists established by pedagogic inspections shall be greatly taken into account during appointments and transfers. It shall be the same for annual reports of school councils.

At the external level, there shall be a network of financial controllers directly attached to the Ministry of Finance and who shall be consulted on decisions having a financial incidence at every level of management: distribution of employment, attribution of advancement quotas, decisions on access into the public service and promotion to a new grade shall be put in place. The budget allocated to sub divisional inspectorates for the functioning of schools shall be made public. Within academic

institutions, an ad hoc commission which emanates from school councils shall be in charge of the admission of students and the recruitment of qualified part time teachers.

4. Redynamisation of the national council of education:

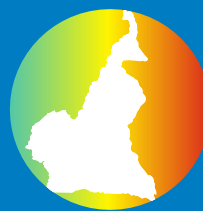
To ensure the elaboration and putting in place of a national policy of education, the government shall organise and enable the National Council of Education go functional. It shall be in charge of:

- J Expressing an opinion on the definition and orientation of government policy on basic, secondary education, teacher training, professional training and higher education;
- J Expressing an opinion on the different orientations of teaching programmes
- J Formulate directives and make recommendations on the functioning of the educational system;
- J Ensure the application of the dispositions of the law of orientation of education in Cameroon;
- J Overcome problems related to education;
- J Give an opinion to the non-formal approach of education, on dual training and on distance education.



CHAPTER 5

The financial policy of the sector



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The concrete execution of measures envisaged by the strategy is costly and needs to be financed where will this financing come from? The financing of education depends on the possibility of the state to mobilise internal and external resources. The success of the educational policy depends on the one hand on the mode of financing which will be put in place and on the other hand, accompanying measures aimed at stimulating creativity, excellence and good governance. The programme of the development of education and training which has to strengthen economic, technical and social performance will benefit from the support of the state, local councils, communities, the private sector as well as development partners. Budgetary resources, which will be allocated to the different ministries in charge of education, will enable the priority attainment of the objective of a quality universal primary education by 2015. To attain this goal, the budget allocated to education shall move from the present 16% to at least 20% up till 2015 with 50% allocated to primary education alone. That of local councils has to progressively evolve to attain 10% by the year 2015 in order to better confront recurrent burden and expenditure on investment.

To attain these objectives, the following strategies are necessary:

Strategies:

- The sensitisation of development partners, NGOs, communities and

private individuals for a significant investment in educational expenditure and in a more substantial manner for secondary, professional and higher education levels. It should equally contribute in enabling communities, private promoters, NGOs and the civil society to finance the development of the young child. The state will contribute within the available means.

- Government primary education is free and remains government's priority; Expenditure shall be equilibrated between the levels and types of education with priority given to this sub sector. It entails progressively increasing the quota of expenditure of the primary in the functioning budget from 45% in 2015 to about 50% by 2015.
- The financing of secondary education shall be partly done by the state.

The inevitable participation of beneficiaries shall be discussed and codified in a cost recovery charter. The involvement of private promoters in the expansion of the sub sector and the improvement of its quality shall be greatly encouraged. In this light, it will entail:

- J Putting in place the necessary infrastructure on the basis of a partnership with the state, local councils, communities, the private sector etc.;



J Maintaining a system of assistance to poor children and vulnerable groups;

J The government shall put in place a support fund for the development of technical and professional education;

J Budgetary and extra budgetary resources allocated to the sub sector shall be increased on the basis of the directives in the first phase of the programme.

- The financing of higher education shall be shared between the state and decentralised local councils (subventions), students (school fees), and university institutions (income generating activities) which would lead to relative autonomy in financial matters. Within the means available, the state shall maintain its policy of assistance to vulnerable groups and promotion of excellence. In this light, the state will take charge within the means available of costs related to salaries, reinforcement of personnel and development and research programmes. Strategies to put in place in this sub sector shall be based on the following:

i) The creation of a competitive fund to be financed by state and private contributions, managed by the Agency for the modernisation of Universities which has as mission, the development of higher education. That is:

1) Reinforce professionalism;

2) Develop technologies of

information and communication;

3) Develop university research;

4) Encourage pedagogic innovation.

ii) The visible increase of public investment in the higher education system. To this effect, 15% of state financing of the educational sector shall be dedicated to higher education.

iii) Learning fees levied on physically fit persons shall be redistributed to the benefit of higher education with the aim of supporting the national policy of professionalisation.

iv) The involvement of institutions in the search for complementary financing. This will bring about the intensification of income generating activities. The level of state financial contribution shall depend on income generation. Motivations of all kinds shall be put in place for personnel involved in the generation of resources.

v) Financial contribution of the entire nation towards the modernisation of the university system. In this light, the government shall come up with an initiative of national solidarity materialised by education bank supported by the entire Cameroonian society.

vi) The putting in place of an objective mode of financing based on collaboration between the state and institutions with mechanisms to evaluate results.

vii) The rationalisation of the



contributions of direct beneficiaries of higher education by moderating the fees of certain students in relation to certain vocational trainings.

viii) The rationalisation of contributions of institutional beneficiaries to the development of higher education by:

a) Making the contributions of institutional organisations, exclusive

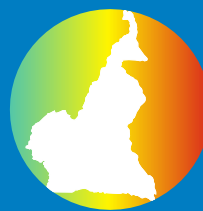
beneficiaries of the products of some institutions of higher of higher education (medicine, training of trainers, diplomats...) more objective;

b) Sensitising the ministerial departments and other public services to integrate the issue of the development of human resources in their strategic sectorial plan, by including provisions put in place by higher education.



CHAPTER 6

Operational framework of the strategy



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Chapters III and IV have enabled us to define the orientations and strategic objectives susceptible to develop in a sustainable manner the national educational sector.

Four major strategic objectives have thus been identified to serve as guide to measures aimed at ameliorating the performance of the national educational system. These objectives are as follows:

- Increase access to education and retention in the system while eliminating disparities;
- Improve the efficiency and quality of education;
- Develop an efficient partnership with the different social stakeholders;
- Improve the management and governance of the educational system.

From a look at the state of affairs and envisaged resources, these objectives target a certain number of actions, which will be viewed in programmes and projects as well as their implementation modalities. In this light, this present chapter is made up of three sectors:

- Implementation measures;
- Implementation plan;
- Support and follow up evaluation mechanisms of the strategy;

VI.1 Major guidelines in the implementation of programmes and projects

In order to ensure the harmonisation of actions carried out by all the stakeholders implicated in the putting in place of the sector wide approach/education, four major principles will be adopted:

- The strategy document as a reference document;
 - The coordination of deconcentrated ministerial services as implementation partners;
 - Contractualisation and subsidiarity;
 - Equity and the participative approach.
- i) The strategy document of the sector of the sector wide approach/education as reference document.

The validation and adoption of the strategy document of the educational sector will indicate the unique vision of the sector. As such, government and development partners will have a unique reference framework, which will guide all actions engaged, and all resources towards well-defined objectives.

The poor concentration capacity between the many stakeholders in the said sector, source of antagonism, and dispersion of resources in the past, could be significantly



reduced if all the stakeholders decide to conform to the general framework of development stipulated by the strategy.

This approach has to be extended to other regions (provinces) in order to institute coherence at the decentralised level. The exercise will constitute making a decision of national objectives at the regional level, the identification of corresponding projects and the planning of actions to be implemented. To this effect, the development initiatives in the sector engaged by each of the stakeholders should be mentioned, to be validated, the coherence of actions envisaged with the strategy of the global sector of education.

ii) Coordination of decentralised ministerial services as implementation partners

In the past, each section of the educational sector evolved independently putting in jeopardy the coherence which even existed in the educational system. It is hoped in the future that there will be a better synergy of actions for all the levels of education with the understanding that the extrants of a level are the intrants of the higher level. This synergy ought to be fostered and structured within a regional coordination of deconcentrated services of ministries in charge of education. This coordination is the implementation organ of the strategy on the field.

iii) Contractualisation and subsidiarity

In the light of the concretisation of partnership with other members of the social stakeholders, the state intends requesting the services of private service providers. To this

effect, the authorities will put in place reforms aimed at ameliorating motivations and the promotion of subsidiary instances capable of carrying out the functions that had been done earlier. It concerns particularly local councils, associations, NGOs and the private sector.

Actions engaged by public administrations should take into account local capacities; the state should not only get involved when the others have failed. Also, development programmes and projects ought to clearly indicate the involvement of local stakeholders in the programmed activities.

iv) Equity and the participative approach the reduction of all kinds of inequalities at all levels guarantees equal chances to access to education.

Elsewhere, the total adhesion of the entire educational community to the sector wide approach/education constitutes one of the key elements of success.

VI.2 The implementation plan

The implementation plan, developed in the form of a matrice, centres around each of the strategic objectives presented below:

- Programmes and sub-programmes
 - Follow up indicators
 - Criteria for prioritising projects
 - The ministerial departments in charge
- i) Programmes and sub-programmes

The methodological approach used to identify the programmes and projects consisted in laying emphasis on problems, which constituted the leitmotive for the



elaboration of the strategy. By overcoming the constraints of the first order, strategic objectives were obtained, the objectives of the second order gave way to sub programmes and finally the constraints of the third order gave way to different projects.

ii) Follow up indicators

For each project, one or many objectively verifiable indicators will be defined. They will constitute the basis for follow up-evaluation of each programme as well as the entire programme.

iii) Criteria of prioritisation of projects

For projects which aim at the same objective, a criterion of prioritisation was defined to select the projects.

VI.3 Support and follow up evaluation mechanisms of the strategy.

The follow up and evaluation of development activities provide authorities, project managers and the civil society the best way of learning from experience, improving on services, to be accountable to the parties involved, to rectify the the short comings and to remain in line with the objectives initially envisaged. For more efficiency in the implementation of the sector wide approach/education, two types of structures are envisaged:

- A pilot sectorial committee charged with support and follow up of the implementation;
- Ministerial committees charged with the follow up of the implementation of

ministerial development strategies of the educational sector;

VI.3.1 The pilot committee

Placed under the Ministry in charge of Planning and Regional Development, the pilot committee is in charge with:

- The reinforcement of activities which could lead to the amelioration of the educational system under the auspices of the different ministries involved in the sector on the one hand and between development partners on the other;
- The follow up of the implementation of engagements undertaken by Cameroon and related to the development of the educational sector;
- Harmonisation of procedures in the sector;
- The validation of the conformity of programmes and projects to sector wide approach;
- Information of stakeholders of the sector;
- Supervision of the realisation of administrative documents;
- The search for durable solutions to the financing of the sector wide approach/education;
- Follow up of the implication of NGOs and associations, private individuals, representatives of the educational communities, development partners in the programming and follow up of interventions.



The committee shall comprise, apart from representatives of designed sectorial ministries, representatives of the private sector and the civil society.

In case of need, the president could call any person who is physically or morally fit from the domain.

In the accomplishment of its mission, the pilot committee disposes of an executive organ called “permanent secretariat”. It is mainly responsible for:

- Preparing meeting of the pilot committee and writing reports;
- Ensure coherence between programmed operations;
- Work in collaboration with ministerial follow up/evaluation committees of the strategy;
- Ensure coherence of sectorial programming in relation to ministerial policy;
- Take part in all studies on the educational system
- Put in place and manage the different data in the light of follow up-evaluation;
- Centralise, bring to light and analyse all information on the educational sector;
- Prepare administrative documents (with investors and other partners) of the educational sector;
- Follow the execution of current programmes and projects in the sector.

VI.3.2 Ministerial committees

Ministerial committees coordinate the actions of implementation of the strategy within the different sectorial ministries. The operational unit of the ministry technically supports each ministerial committee. Specifically, the operational unit in the ministry:

- Executes recommendations from the ministerial committee of implementation;
- Establish the indicators and methods of data collection;
- Collection and analysis of data transmitted by provincial/regional antennae;
- Elaborate semester reports on the implementation of the strategy at the level of the ministry;
- Prepare the draft budget, action plans and programme of annual activities.

The operational unit is assisted in its activities by its provincial/regional antennae which:

- State provincial/regional priorities in terms of objectives and interventions;
- Validate the programming of interventions at the provincial/regional level;
- Verify the adequacy of interventions with priorities and needs at the provincial level and propose necessary measures of reorientation;



- Follow up the execution of projects of the sector at the level of the province;
- Elaborate semester reports.

VI.3.3 Measures and methods of collection and treatment of data necessary for follow up/evaluation.

The follow up-evaluation of the implementation of the sector wide approach/ education shall be done through the collection and analysis of information in the form of studies, investigations, follow-up missions, seminars, workshops or meetings. The structures involved will essentially be central and external services of ministries in charge of education who could, as need arises, call for external expertise.

VI.3.4 Instruments

Follow up-evaluation requires a minimum (of) instrument among which are:

i) Procedure manual: elaborated with the participation and validation of partners involved in the implementation of programmes and projects, it shall be a document essentially dedicated to the management of human, budgetary and financial resources. It will enable the codification of all the interactions in order to tackle in a homogenous manner, the different tasks that these structures will face.

ii) Evaluation schedule: They shall be elaborated both on the macro domain (global sector, ministry) and micro domain (programmes and projects). They will serve as indicators for follow up-evaluation activities.

iii) Action plan: will enable the annual division of the functioning of organs of coordination and follow up-evaluation.

VI.3.5 Support mechanism

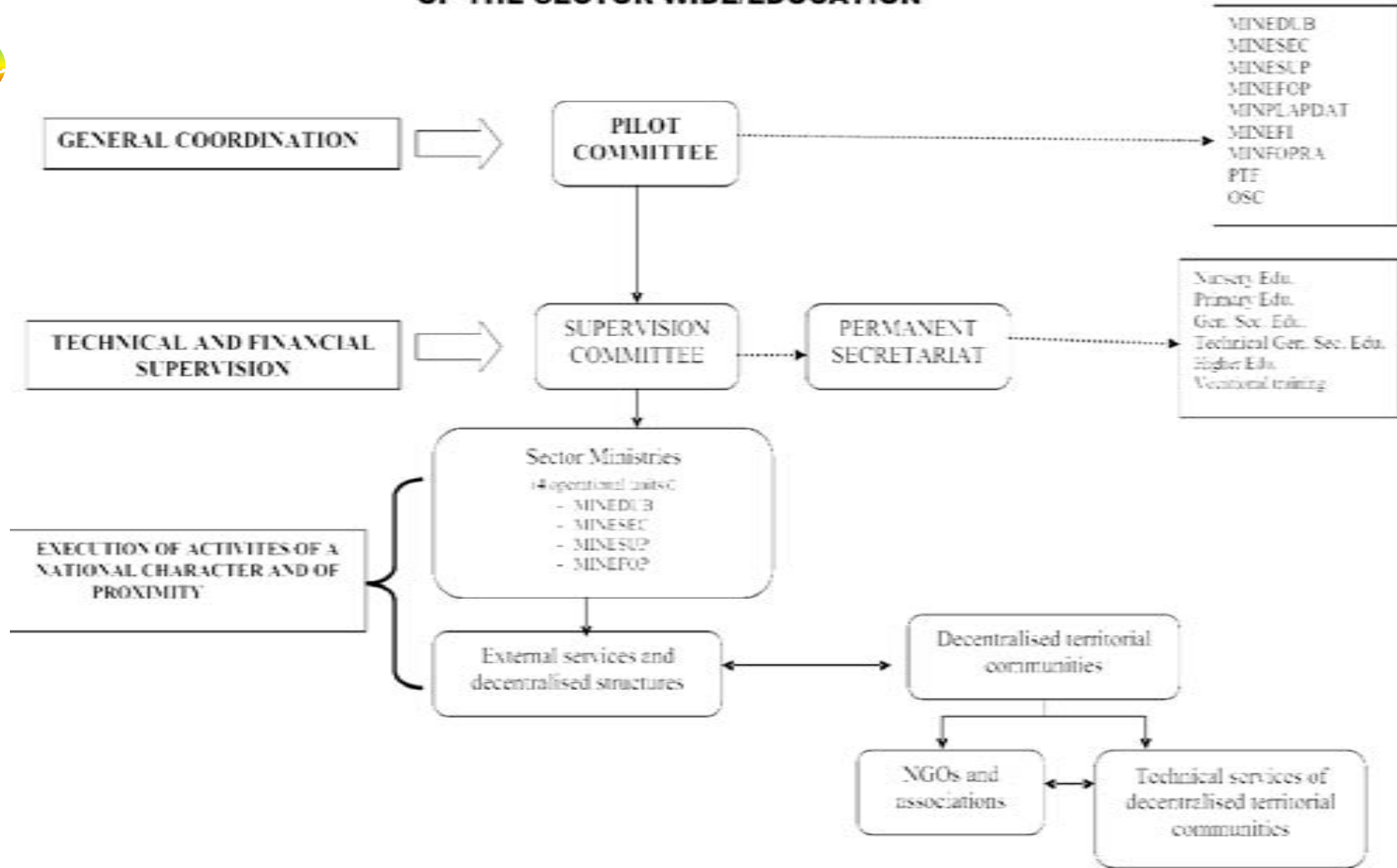
In order to control the disbursement of funds for projects, it is proposed that a special transfer account controlled by the Ministry of the Economy and Finance be put in place. This account shall be financed by government funds (investment expenditure allocated to the educational sector), special government assistance (HIPC funds for example) and the support of development partners. The major objectives that favour the putting in place of this account are:

- The simplification of financing procedures of each development partner (following the recommendations of the Paris declaration on assistance);
- The shared responsibility between the government and different partners in the financing and the implementation of the sectorwide approach/education.





DIAGRAM FOR THE PUTTING IN PLACE AND FOLLOW-UP-EVALUATION OF THE SECTOR WIDE/EDUCATION



Elements of the letter of intent (Government # development partners)

Framework of concertation and partnership with donors Taking the Paris Declaration on the efficiency of assistance as base, the partnership framework between the government and donor countries has to be guided by the following principles:

- i) Share with partners the objectives and aims to attain annually;
- ii) Harmonisation of the financial procedures of donors;
- iii) Put in place of a regular consultation process with partners to reduce difficulties related to the implementation;
- iv) Joint follow up/evaluation;
- v) Sharing of information

a) Principle 1: Share with Partners the objectives and aims to attain annually.

At the beginning of each budgetary year (February March), the committee for the implementation of concertation with partners and in conformity with the ten year action plan fixes the programming of activities for the year. This occasion is also used to define programme for annual evaluation.

b) Principe 2: Harmonisation of administrative and financial procedures

The need for l'alignement implies that donors lay emphasis on the procedures of the recipient country.

The partners are to clearly engage to:

- Link their financing to a series of conditions and/or to a total number of indicators;
- Use institutional structures as much as possible (in terms of the management of public finances, accounting, audit, award of contracts, elaboration of results and follow up frameworks) recipient country.

Elsewhere, in order to attain wider collective efficiency, donor countries in Paris engaged to put in place in the recipient country common measures for planning, financing, saving, follow up, evaluation and the informing the authorities of their activities and contributions to assistance.

c) Principle 3: The systematisation of regular consultations

Members of the committee need to meet regularly in cabinet meeting (monthly) and in joint mission (every six months) and in a more regular manner as the need arises. These consultations are intended to examine the evolution of actions carried out, provide lasting solutions to problems on the field.

d) Principe 4: Joint follow up evaluation

It entails that government and development partners should ensure that the targeted objectives have been attained or are in the process of being attained. As such, following a defined calendar of mutual accord, all the parties (government and donors) jointly supervise the follow up evaluation missions through the indicators earlier defined and adopted.



e) Principle 5: Sharing of information

Donnor countries should help the recipient countries to ameliorate the contribution estimates assistance by providing them with the terms of the pluriannual engagements. On its part, the

recipient country must promise to publish credible, transparent and up to date information on the execution of the budget on the one hand and on the other hand to enable partners to regularly know the state of advancement of institutional reforms.



Conclusion

The present document on the sector wide approach/education is a working document, which enables a reflection on the major ills within the national education system:

a) How to tackle the demographic pressure at each level/of education.

The present document is a reflection on the (unavoidable) track of **the regulation of the flux in the middle of the system:** to this effect, the reflection distinguishes in a clear manner, the two cycles of general secondary education:

i) The first cycle is progressively moving towards a modern coverage, but we will still be far from the 2015 objective for both logistic and financial reasons. At this level, the idea is to improve on the numbers although knowing that all those who will graduate by 2015 will not move to the first cycle of the secondary;

ii) The second cycle is considered as part of the higher system with well-defined numbers in terms of the function of those who will ultimately become students. The numbers will have to be limited and an accent put on the aspect of quality training (more on scientific subjects, laboratories, computer science). We will find ourselves in a situation where the regulation of the flux of young people who graduate from primary school and from the first cycle of the secondary will

renders them rejected; the strategy retained consists in rendering the procedure more socially and economically effective; it would be made possible for these young people to undergo short vocational training which will enable their integration into the productive sector of the economy and to promote competence that will generate benefits in the sector.

a) How to reconcile, during this period of financial scarcity, the imperatives of universalization of primary education and the need to preserve quality in the higher part of the system.

Given that the education sector is one of government's priorities, this reflection suggests that primary education should be free. The higher part of the system (technical secondary education and higher education) must ensure quantitative and quality training, which will be judged in reference to, demands of the national economy.

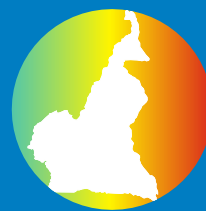
a) How to improve on the quality and the relevance of the national education system

A thorough revision and a coherent programme for teaching and pedagogic methods as well as for reinforcement the capacities (infrastructure, equipment, personnel, and organisation) are unavoidable necessities.



APPENDIX 1

Logical framework for the sector wide approach/Education



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Strategic objectives	Increasing access and the continuity in education while reducing the disparities		
Sub-strategic objectives	Encouraging the training of the young child		
Intervention logic	Sources/means of verification		
Soughted finality	Impact indicators		
11.1 Increasing the coverage of pre-nursery education in rural areas, especially community-based education	-Rate of preschool from 15% to 21% in 2015 ; - Number of schooled children in communities which will move from 0 to 80 000 in 2015		MINEDUB school chart Annual report of the UNICEF regional office activities
11.2 Increasing the capacities of communities and NGOs in the development of community-based training	-Number of assisted communities ; -Number of assisted NGOs		MINEDUB/DEPM activity report
11.3 Encourage private initiative in the creation of day nurseries and nursery schools	-Number of created and functioning private institutions/year ;		MINEDUB/DEPM activity report
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
11.1.1 Construction and opening, over 10 years, of 6400 community schools (640/year) in 318 departmental inspectorates (rural areas)	Number of schools constructed and opened/year	-Decentralised communities ; -Annual report by IGS or DPPC	-The State and development partners ensure the financing
11.2.1 Campaign for the sensitisation of rural communities on the development of the young child	-Percentage of sensitised communities ; -Number and the importance of the campaigns organised yearly	-Activity reports of NGOs in charge of the sensitisation; -Decentralised communities	-Actions undertaken for the sensitisation and information of the population ; -Sociocultural barriers are identified and dealt with
11.2.2 Training of trainers (passage to the UNICEF experimental stage)	Number of trained trainers	MINEDUB/DEPM UNICEF activity report	Training manual produced on the basis of the UNICEF experiment
11.3.1 State subvention, through local communities, to NGOs for the managing of structures for the young child	Number of structures with subvention	MINEDUB/DEPM UNICEF activity report	-Government subvention to NGOs available in time ; -A follow-up committee for



Strategic objectives	Increasing access and the continuity in education while reducing the disparities		
Sub strategic objectives	Attaining universal access and completion in the primary		
Intervention logic	Sources/means of verification		
Soughted finality	Impact indicators		
12. 1 Increase the rate at the primary from 95% in 2003 to 100% by 2008	-Access rate into primary education ; -Girl/boy parity index at the level of access into the primary		MINEDUB school chart
12. 2 Increase the completion rate from 56% in 2003 to 100% by 2015	- Completion rate ; - Girl/boy parity index at the level of completion from the primary cycle		MINEDUB school chart
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
12.1.1 Organisation of sensitisation and information campaign with an accent on the sending and maintaining of girls in schools	-Percentage of sensitised communities and the number and importance of campaigns organised per year	-Activity report, - Investigation by APEE, AME	-Actions undertaken for the sensitisation and information of the population ; -Sociocultural barriers are identified and dealt with
12.1.2 Granting of scholarships to primary school pupils from priority intervention zones, with 60% reserved for girls	- Number of grant winners ; -% of girls among ZEP grant-holders ;	-Annual activity report -MINEDUB school chart	A policy for the identification and the minimum charge, in terms of education, of the vulnerable and defined population
12.1.3 Construction of 8300 taps and 8300 blocs of 4 latrines in primary schools	-Number of taps constructed and handed over ; -Number of blocs and latrines constructed and handed over	-Decentralised communities ; -Annual report by IGS or DPPC	An economic and well-defined construction policy
12.1.4 Construction of 40000 classes (4000/year) in public primary	-Number of classes constructed and	-Decentralised communities ;	An economic and well-defined construction policy



Strategic objectives	Increasing access and the continuity in education while reducing the disparities		
Sub-strategic objectives	Increasing access and continuity in the general secondary		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
13. 1 Increase the number of those who have access into the 1 ^{er} cycle of the general secondary from 576 760 in 2003 to 801 000 in 2015	-Number of registration into the 1st cycle of the general secondary ; -Rate of coverage		MINESEC school chart
13. 2 Increase the parity between girls and boys from 0.86 in 2004 to 1 in 2015 at the level of the 1 ^{er} cycle of the general secondary	- Girl/boy index parity		MINESEC school chart
13. 3 Increase access rate from about 12% in 2003 in the 2 nd cycle of the general secondary from about 13% by 2008	-Access rate into the 2 nd cycle of the general secondary		MINESEC school chart
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
13.1.1 Rehabilitation of school infrastructure following an effective maintenance policy	-Number of rehabilitated schools ;	- DPPC report; -Decentralised communities	A policy of maintenance and of rehabilitation of infrastructure is clearly defined and implemented
13.1.2 Construction of 6000 classrooms in general secondary education with priority to the ZEP	-Number of classrooms constructed in ZEP	-Decentralised communities ; -IGS/DPPC annual report	-Availability of financial resources ; -A very economical policy for construction is defined
13.1.3 Encouragement (through subvention) of the private	-The part of the private sector in the population of the	-MINESEC school chart; -Annual report of	-Government subvention for the private sector increased and available in time ;



Strategic objectives	Increasing access and the continuity in education while reducing the disparities		
Sous-objectif stratégique	Increasing access and continuity in general technical secondary		
14. 1 Increase the number of those who have access into general technical secondary from 137 600 in 2002 to 170 000 in 2015	-number of registration into the technical secondary ; -Rate of coverage		MINESEC school chart
14.2 Increase the share of the private sector in the schooling population from 39,2% (2002) to 41,2 % in 2015	Percentage of number in technical secondary registered in the private		MINESEC school chart
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
14.1.1 Sensitisation of the population on the importance of technical education	-Number of sensitisation campaigns/year	-Activity report ; - Investigation by APEE and by communities	Sensitisation messages must valorise technical/technological education; present its potentials an its practical use.
14.1.2 An elaboration of a policy for the technical education sub sector after analysing the existing one	Elaborate policy	MINESEC/UNESCO	The policy elaborated must come from a wide consultation with the sociopolitical milieus on the one hand and with the educational community on the other hand
14.1.3 Construction and rehabilitation of existing structures according to the new fields of study	Number of constructed and rehabilitated structures	MINESEC/DPPC	A very economical policy for construction is defined
14.1.4 Construction of 10 specialised technical high schools (1/year)	Number of high schools constructed	MINESEC/DPPC	A very economical policy for construction is defined
14.2.1 Implementation of a policy for the support of the private sector through subventions and control of the quality	A functional policy put in place	MINESEC/SDEP	Private structures are authorised and monitored, both at the level of the quality of the pedagogy and the management of resources



Strategic objectives	Increasing access and continuity in education while correcting the differences		
Sub strategic objectives	Increasing access to vocational training		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		verification
15. 1 -- To offer by the year 2015 a professional training to 35% of graduates from the primary cycle and from the 1 st cycle of the secondary; 1000 holders of the A/L and 2000 university students	<ul style="list-style-type: none"> - % des «régulés» à l'issue du primaire admis en formation d'insertion - % des «régulés» à l'issue du premier cycle secondaire admis en formation d'insertion - Nombre de jeunes bacheliers admis en formation d'insertion - Nombre d'étudiants qui abandonnent leurs études admis en formation d'insertion - Nombre total des jeunes en formation professionnelle d'insertion 		<ul style="list-style-type: none"> - MINEFOP professional training chart - Annual activity report
15. 2 Assist NGOs and communities in the development of professional training	<ul style="list-style-type: none"> -Number of assisted communities ; -Number of assisted NGOs 		<ul style="list-style-type: none"> - MINEFOP/DFOP activity report
15. 3 Encourage private initiative in the creation of professional training centres	<ul style="list-style-type: none"> - Number of newly authorised training centres ; - Number of authorisations issued 		
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
15.1.1 Elaborate a policy for the development of the professional training system	<ul style="list-style-type: none"> - Available document for the elaborated policy 	MINEFOP activity report	<ul style="list-style-type: none"> - appropriation and implementation of the policy - availability of resources
15.1.2 Accelerate the scope of supply professional training	<ul style="list-style-type: none"> Number of new professional training structures 	MINEFOP activity report	<ul style="list-style-type: none"> - availability of resources
15.1.3 Develop a strong partnership with enterprises in charge of professional training	<ul style="list-style-type: none"> - Available plat-form for collaboration - number of authorisations issued 	MINEFOP activity report	<ul style="list-style-type: none"> - Systematising training norms - Availability of human resources
15.1.4 The putting in place of a reference framework for the selection and contractualisation of professional training by alternance with SME	<ul style="list-style-type: none"> - Available Plat-form for State-SME collaboration 	MINEFOP activity report	<ul style="list-style-type: none"> - appropriation of new reference framework - availability of resources



Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
15.1.5 The creation of a space and mechanisms to reinforce the training/employment link	- Available reference framework	Activity report for MINEFOP and partner structures	- adherence by all partners - availability of resources
15.1.6 Identification of strategies and financing mechanisms for out-of-investment programme training	- Available document for the policy of financing	MINEFOP activity report	- adherence by all partners - appropriation and implementation of the policy
15.1.7 The reinforcing of legal land financial autonomy of professional training centres	- Available document for financing strategies	Activity reports from the General inspection and support services	- the effective implementation of new dispositions
15.1.8 The restructuring of the rural artifact sections/home economic section (SAR/SM) in view of facilitating a vivier of rural entrepreneurs and to limit rural exodus	- update legal land regulatory framework - Number of restructured SAR/SM	- Activity report of the General Inspectoriat and support services	- availability of resources
15.2.1 Sensitisation campaign for communities and NGOs on the development of professional training	- Percentage of sensitised communities and the number and importance of campaigns organised yearly	- Activity report of NGOs in charge of sensitisation ; - decentralised communities	- actions undertaken for the sensitisation and information of the population - sociocultural barriers are identified and dealt with
15.2.2. Develop a strong partnership with NGOs in charge of professional training	Platform for available partnership	Activity reports	- Coordination of activities - available resources
15.3.1 Subvention and other types of assistance accorded by the State to promoters of private professional training centres	- Number of structure accorded subvention - Activity reports	Activity reports	- maximising resources - systematising budgetary allocation per objective



Strategic objectives	Increasing access and continuity in education while correcting the differences		
Sub strategic objectives	Increasing the equity of an improved access to quality higher education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
16.1 - = Increase the number of university students from 105 000 to 138 000 in 2015 ; - = Increase the percentage of students in the scientific and technological departments from 6% to 10% in 2015. - = Maintain the number of students in the Arts and Sciences at 50 000 - = Increase by 50 % the number of students in the Sciences (30 000) - = Multiply by 2,5 the number of professional students (10 000) - = Increasing the number of students for distant training to 8 000 in 2015	- = % of students in State universities ; - = % of students in the Sciences and Technology; - = % of students in the Arts and Sciences; - = % of students admitted for professional training; - = % of students admitted for distant learning;		- Chart for Universitaire and Professional institutions - Activity reports
Strategies	Indicateurs de suivi/performance	Sources/moyens de verification	Conditions critiques
16.1.1 Rehabilitating the six State universities and rendering operational all technical and professional institutions	- = Budgetary allocation	Activity reports	The State and development partners ensure the financing
16.1.2 Developing private higher education supply ;	- % of students registered in private higher education institutions; - number of newly created private institutions	Chart for Universitaire and Professional institutions	The capacity of financing in infrastructure and purchasing of equipment by private promoters and other partners in development The availability of subvention and other assistance by the State and partners
16.1.3 Creation and opening of three new science and technological universities in Maroua, Bamenda and Ebolowa with faculties in other localities;	- = Signed and applied creation texts - = Available construction plan - = Available budgetary allocation	Reports on the delivery of works and the installation of equipment = Technical report by experts	The capacity of financing in infrastructure and purchasing of equipment by the State and other partners in development
16.1.4 Development of a trans -border training offer, of a technical and scientific nature, within the framework of a university free zone with a sub -regional vocation (CEMAC), within the perspective	- Available plat -form for collaboration and partnership	Reports from CEMAC, CEAC	- = Appropriation of the partnership plat-form - = Capacity of financing by partner countries



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Reducing in a significant manner of the waste in general secondary education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
22. 1 Reduce the ARR from 17 % in 2003 to about 10% for the 1 st cycle by 2015 and from 25.6% in 2003 to about 14% for the 2 nd cycle by 2015	-Average repeating rate in the 1 st cycle ; -Average repeating rate in the 2 nd cycle of the general secondary		MINESEC school chart
22. 2 Increase the rate of completion in the 1 st cycle of the general secondary from 27% to 35% in 2015 ; and that of the 2 nd cycle from 10% to 13% by 2015	- Completion rate at the 1 st cycle of the general secondary; - Completion rate at the 2 nd cycle of the general secondary		MINESEC school chart
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
22.1.1 Increased responsibility of schools within the framework of the pedagogic project	Elaborated pedagogic project		
22.2.1 Reinforcement of orientation structures in colleges and high schools	Operational orientation services		

Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Reducing in a significant manner of the waste in higher education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
23. 1 Ramener la durée moyenne d'obtention de la licence de six ans en 2004 à quatre ans en 2015 ;	- % of graduates after, at least, four years		-University chart -Report of the Inspector General in charge of Academics MINESUP
23.2 Increase the rate of completion from the first cycle of the university from 40 % in 2004 to 80% in 2015 ;	- Completion rate in the first cycle of the university		
23.3 Increase the success rate in national examination from 25% in 2004 to 80% in 2015	- Success rate in national examinations (BTS/HND)		
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Improving on the quality of vocational training		
Intervention logic			Sources/means of verification
Soughted facilities	Impact indicators		
23. 1 Improve on the acquisition and the transparency of major qualification and competenes adapted to the job market	-Available text of application - Available procedural manual		Inspection report
23. 2 Mastering the new technologies in the production, transformation and distribution of agricultural, live stock, fishery, etc products	New available and applied training programmes		Report from experts and support services
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
23.1.1 Revision of the system of evaluation and certification through the generalisation of the approach by competence	Signed and applied regulatory texts	Activity report by MINEFOP and support services	- systemisation of the approach - availability of resources
23.1.2 Rationalisation of the number to be trained in terms of the absorption capacities of the training structures	Signed and published decision by MINEFOP		- effective implementation of established norms according to the demand
23.1.3 Sensitisation of the educational community and the training of teachers in the new evaluation system	Number of trainers and teachers trained in the approach by competence	Activity reports of NGOs, decentralised communities	- actions for the sensitisation and information of the population
23.2.1 Elaboration of training programmes on the new production, transformation and distribution technologies in agriculture, live stock, fishery etc in rural areas	Elaborated programme and available pedagogic material	Reports from experts and support services	- appropriation of new information programmes - availability of resources
23.2. 2 Increased responsibility of training structures/educational community within the framework of pedagogic projects	Elaborated pedagogic project	- Inspection report	- coordination of normalisation activities of pedagogic input - availability of resources
23.2.3 Reinforcement of the capacity of orientation structures within colleges and high schools	Operational orientation services		Availability of resources to ensure the running of orientation structures



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Developping an evaluation culture in primary education		
Intervention logic	Sources/means of verification		
Soughted finalities	Impact indicators		
Install a culture of evaluation and piloting by results in the primary			Reports from pedagogic and service inspections
23. 2 Render operational information by piloting through results from the evaluation (followed by means, and behaviours, thus the presence of teachers, continuity, learning)			Reports from Pedagogic inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
23.1.1 Elaboration of a new evaluation system (self and hetero evaluation) of teachers and pedagogic trainers	New avaluation protocole elaborated for teachers and pedagogic trainers (standard tool ffor evaluation)		
23.2.1 Training of pedagogic supervisors (18 IPN, 30 IC and 90 IPP, 318 IAEB) in the new system of evaluating teachers and trainers	Number of trained supervisors + elaborated training report		



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Developing a culture of evaluation in general secondary and technical education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
24. Install a culture of evaluation and piloting by results in the secondary			Reports from pedagogic and service inspections
24. 2 Render operational information by piloting through results from the evaluation (followed by means, and behaviours, thus the presence of teachers, continuity, learning)			Reports from Pedagogic inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
24.1.1 Implementation of an evaluation system on basis of the policy developed in the sub sector	Signed text defining the evaluation system		
24.2.1 Elaboration of standard evaluation tools (self and hereto evaluation) of teachers and pedagogic trainers	New avaluation protocole elaborated for teachers and pedagogic trainers (standard tool ffor evaluation)		
24.2.2 Training of pedagogic supervisors (155 IPN, 70 IC and 400 IPP) in the new system of evaluating teachers and their trainers	619 trained supervisors + elaborated training report		



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Developping a culture of evaluation in vocational education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
23. Install a culture of evaluation and piloting by results in vocation training	Available text of application		Reports from Pedagogic inspections
23. 2 Render operational information by piloting through results from the evaluation (followed by means, and behaviours, thus the presence of teachers, continuity, learning)	Available text of application		Reports from Pedagogic inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
23.1.1 Elaboration of standard evaluation tools (self and hereto evaluation) of teachers and pedagogic trainers	New avaluation protocole elaborated for teachers and pedagogic trainers (standard tool ffor evaluation)	Reports from pedagogic inspections	Appropriation of new evaluation system
23.2.1 Training of pedagogic supervisors in the new system of evaluation of teachers and their trainers	Number of trained supervisors + elaborated training report		- Availability of resources

Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Developping a culture of evaluation in Higher education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
2.3 Install a culture of evaluation and piloting by results in Higher education	- appropriation of new technics of evaluation by officials		Reports from Pedagogic and service inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
2.3.1 Creation of a modernising agency of higher education institutions	Signed text of application	Reports from experts	- acquisition of financing - puttig in lace and the running of the follow-up committee
2.3.2 Elaboration of standard evaluation tools (self and hereto evaluation) of teachers and pedagogic trainers	New avaluation protocole elaborated for teachers and pedagogic trainers (standard tool ffor evaluation)	Activity report from support services	Appropriation of new evaluation tools
2.3.3 Training of pedagogic supervisors in the new system of evaluation of teachers and their trainers	Number of trained supervisors + elaborated training report		Available training manuals



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Improving on the quality and pedagogic training in primary education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
25.1			
25.2			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
25.1.1 Restructuration of the chain of pedagogic supervision	Text structuring the supervision chain		
25.2.1 Systematisation of the continuous training teachers and pedagogic supervisors	Training and implentation plan + Number of trained persons		
25.2.2 Redefinition of the missions assigned to teacher training schools	Defined mission and signed application text		

Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Improving on the quality of pedagogic training in general secondary and technical education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
26. 1			Reports from pedagogic and service inspections
26. 2			Rapports des Inspections de pédagogie
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
26.1.1 Restructuring the chain of pedagogic supervision	Text structuring the supervision chain		
26.2.1 Systematisation of the continuous training teachers and pedagogic supervisors	Training and implentation plan + Number of trained persons		
26.2.2 Redefinition of the missions assigned to training institutions for secondary schools teachers (ENIET, ENS, ENSET)	Defined mission and signed application text		



<i>Strategic objectives</i>	Improving on the effectiveness and quality of educational services		
<i>Sub strategic objectives</i>	Improving on the quality of pedagogic training in vocational training		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
26.1 Develop a device for training, methods and pedagogic tools meant for adults with an activity in related sectors	<ul style="list-style-type: none"> - Available legal and regulatory texts - Available procedural manual 		<ul style="list-style-type: none"> - Reports from inspections and support services
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
26.1.1 Restructuring the chain of pedagogic supervision	Text structuring the supervision chain	Reports from experts and support services	<ul style="list-style-type: none"> - the effective implementation of new reforms - availability of resources
26.1.2 Systematisation of the continuous training teachers and pedagogic supervisors	Training and implementation plan + Number of trained persons	Reports from human resource services	<ul style="list-style-type: none"> - availability of resources



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sus strategic objectives	Improving on the quality of pedagogic training in higher education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
2.2.1 Restructuring the pedagogic supervision chain;	- appropriation of the reforms by officials		Reports from the General Inspectoriat MINESUP
2.2.2 Intensifying activities related to research, administration, and supervision of students' works by lecturers.	- Activity report ; - Number of publications		
2.2.3 .The putting in place of a quality scientific teaching by an approach combining the supply demonstration of kits and laboratories	- Nouveaux équipements pédagogiques disponibles - Appropriation de nouvelle pédagogie		
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
2.2.1.1 Create centres for excellence for the pedagogic perfecting in universities	Signed and applied creation text	- Activity reports from support services	- acquisition of infrastructure and equipment - training of personnel - conditions for the running of the centres for excellence
2.2.1.2 Putting in place an interesting device for recruitment and continuity within a quality teaching corps, which will put an accent on the constitution of a critical mass within important strategic disciplines for the national economy	Available text of application	Activity reports	- availability of a strategic document for recruitment
2.2.1.3 Institute scholarships for pedagogic perfection and introduce modules on methodology in doctoral courses	- Number of scholarship attributed - Elaorated and available training modules	Activity reports from the General Inspectoriat in charge of academics	- Available financial allocation to this effect ; - New elaborated and distributed modules
2.2.1.4 Putting in place a system for the allocation of public subvention to universities, which takes in account performances in matters of pedagogy	- Criteria for performance in available pedagogy - Sum of the subvention and other contributions		Systematising public subvention by objectives
2.2.2.1 The constitution of critical masses of competence in strategic important domain Of the national economy by bring in International expertise;	- number and types of targeted domains	-Activity reports from the Inspection Générale in charge of academics - Activity reports	Appropriation and effective implementation of the logical framework
2.2.3.1 Intensify practical classes in scientific courses during class lessons and in laboritories, etc.	- % training hours assigned for practical works	-Activity reports from the General Inspectoriat	Availability of infrastructure and the necessary equipment



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Revision of programmes in primary education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
27. 1			Reports from pedagogic and service Inspection
27. 2			Reports fom the Pedagogic inspection
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
27.1.1 Revision of the teaching programmes according to the approach by competence	Published programme		
27.1.2 Systematic distribution of the new teaching programmes to all users ;	160 000 distributed programmes		
Establishment of certificates for the past ten years ;	Percentage of graduates established at each schedule		

Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Revision of programmes for general secondary education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
28. 1			Reports from the General Inspectoriat for pedagogy and services
28. 2			Reports from Pedagogic Inspetions
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
28.1.1 Restructuring cycles and fields of study	Signed text of application		
28.2.1 Reform of teaching programmes	Valide programme		
28.2.2 Training of NPI, IC, IPP in the elaboration of programmes according to the approach by competence	155 NPI, 18 IC and 400 trained IPP + training report		
28.2.3 Systematic distribution of the new teaching programmes to users	160 000 Distributed programmes		
Establishing certificates for the past ten years	Number of established certificates		



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Revision of programmes for vocational training		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
27. 1 Adapt training programmes to the needs of the productive sector	New available for training		Reports from the inspection, experts and support services
27. 2 Promote a widely shared, general, integrated, diversified, flexible curriculum adapted to the real needs of the productive system	New available criteria		
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
27.1.1 Revision of training programmes and pedagogic methods in view of a training-employment option	Available new programmes	Reports from the inspection, experts and support services	- availability of resources
27.1.2 Revision of teaching programmes according to the approach by competence	Published programmes		- available resources to ensure the effective implementation of the programmes
27.1.3 Systematic distribution of the new teaching programmes to users	Distributed programmes		- Effective implementation of the reforms and their appropriation by partners involved with training activities
27.1.4 Resructuring cycles and fields of study	Signed application text		
27.1.5 Training of pedagogic trainers in the elaboration of programmes according to the approach by competence	Number of trained supervisors + elaborated training report	Reports from the human resource service	- availability of resources
27.1.6 Diffusion systématique des nouveaux programmes d'enseignement auprès de tous les utilisateurs ;	Number of programmes distributed	MINEFOP activity reports	- availability of financial resources
27.2.1 Elaboration of new vocational training programmes orientated towards a demand in synergy with the productive sector and social partners	Number of elaborated and validated programmes	Reports from experts and support services	- appropriation of new programmes - systematising of the training on the new programmes



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Revision of teaching programmes in higher education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
2.4. Promote a widely shared, general, integrated, diversified, flexible curriculum adapted to the real needs of both the learner and the society	- available curricula		Activity reports from support services
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
2.4.1 Restructuring training programmes in general fields of study in order to enhance their coherence with the objectives of national development	- number of vocational credit units per training field of study	Activity reports from support services	Availability of the training programmes by field of study
2.4.2 Completing the LMD reform in order to facilitate the physical and virtual mobility, the transfer of students from one university to another	- validated and implemented LMD reform		Appropriation of LMD reforms
2.4.3 Generalise training in the creation of enterprises in all the departments of the universities	- % training modules in the creation of enterprises	Reports from support services	Systematising training in the creation of enterprises
2.4.4 Generalise the practice of internships in vocational milieus for both lecturers and students	- Number of lecturers admitted for vocational training	Reports from the Inspection of academics	Availability of budgetary allocation for internships
2.4.5 Reinforcing cooperation ties between MINESUP, MINESEC and MINEFOP in view of a better articulation between the secondary cycle and higher education	-Elaborated and implemented framework for collaboration and consultation	Activity reports	- Availability of a collaboration framework - Putting in place of a follow-up committee
2.4.6 Systematising the periodic revision of teaching programmes and the renewal of training equipments.	- Calendrier de réévaluation des programmes élaboré et validé	Rapport de l'inspection académique	- Disponibilité des moyens de fonctionnement des services d'appui - appropriation des nouveaux programmes
2.4.7 Assurer la maîtrise des deux langues officielles par l'ensemble des diplômés de l'enseignement supérieur ;	- % of courses taught in both languages	- Report of the evaluation of bilingualism from students	- Availability of didactic material
2.4.8 Creation of centres in universities for the training and perfecting in foreign languages	Signed creation text	Activity report from the Inspection of academics	- acquisition of funds - putting in place and running of the follow-up committee
2.4.9 Creation of specialised study centres in line with current major development poles	Signed creation text		
2.4.10 Developing activities for transfer and the increase in value of competence	Number of signed partnership agreements	Activity reports from support services	Appropriation and putting in place of a partnership framework
2.4.11 Extending to all fields of study human and ethical lessons	- Number of elaborated and validated training modules	Report from the Inspection of academics	Systematising of training



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Facilitating the accessibility and availability of quality textbooks and didactic material to pupils and teachers in the primary		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
29. 1			Reports from pedagogic and service Inspections
29. 2			Reports from the pedagogic Inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
29.1.1 Definition of a policy for textbooks and other didactic materials	Signed and distributed policy document		
29.2.1 Restructuring the National Commission for school manual and other didactic materials	Signed text		
29.1.2 A gradual disposal of the textbooks and pedagogic guides to all teachers	Number of distributed manuals and pedagogic guides		
29.1.3 A gradual disposal of school manuals to all students	Number of school manual distributed		
29.1.4 A gradual disposal (3000/year for 10 years) of an updated map of Cameroon in all public schools.	Geography maps available in schools		

Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Facilitating the accessibility and availability of quality textbooks and didactic material to students and teachers at the general secondary and technical		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
30. 1			
30. 2			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
30.1.1 Definition of a policy for textbooks and other didactic materials	Signed and distributed policy document		
30.1.2 Restructuring the National Commission for school manual and other didactic materials	Signed text		
30.2.1 Construction/rehabilitation of school libraries	Reception marksheet + available pedagogic manuals and guides		
30.2.2 Gradual equipping of libraries	Reception marksheet + Number of available school manuals		
30.1.3 Training of national inspectors in the evaluation of school manuals	Number of trained pedagogic inspectors		



Strategic	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Developing and increasing the value of university research		
Intervention logic			Sources/means of verificatin
Soughted finalities	Impact indicators		
2.5 Increase the effectiveness of university research by putting more emphasis on the training of trainers and support in the improvement of the quality of lecturers	Number of available research projects		-= Activity report of the Inspection of academics - Reports on publications
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
2.5.1 Elaborate a strategic development plan for university research	Available plan for implementing the strategy	- Activity report of the Inspection of academics - Activity report from support services	Appropriation and funds for the development plan
2.5.2 Promote the emergence of thematic poles for excellence in matters of teaching and university research, associated to doctoral schools	- Available plat - form for collaboration		Capacity for the putting in place of a plat-forme for collaboration
2.5.3 Sustain cooperation with national institutions of research and valorization	Available plat - fom for cooperation		
2.5.4 Reinforcing capacities in managerial strategies and in the evaluation of university research	- Number of trained lecturers	Report from the Inspection of academics	- Systematising of the training - available resources
2.5.5 Creation of a Foundation for University Research	Signed creation text	Reports from experts and support services	- acquisition of funds - putting in place and running of the follow-up committee



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Facilitating the accessibility and availability of quality textbooks and didactic material to students and teachers at the general secondary and technical		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
2.6 Improve on the access to general documentation research and sustain scientific and technical production	-= Share of the budget allocated to centre for documentation research -= Number of scientific and technical productions		Reports from pedagogic and service Inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
2.6.1 Creation of an Interuniversity Centre for Documentation Resources (ICDR)	Document for the policy of mutualisation of elaborated and valided means	Reports from experts and support services	Appropriation and the putting in place of a mutualisation policy
2.6.2 Putting in place a programme for the modernisation of libraries in universities and schools ;	Elaborated programme for the modernisation of libraries		- acquisition of funds - putting in place and running of the follow-up committee
2.6.3 Suataining the production of pedagogic contents in universities.	Number of pedagogic supports produced		- Availability of means for the running of support services . appropriation of new programmes



Strategic objectives		Improving on the effectiveness and quality of educational services	
Sub strategic objectives		Promote health in both schools and university in order to improve on learning capacities and social integration	
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
31. 1 Render health, environmental, and family education an essential guarantee in order to attain a complete and sustainable human development			
31. 2 Reduce the impact of major endemics (HIV/AIDS, malarias, etc.) on the educational community			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
31.1.1 Elaborate a more coherent reform for health policy in schools and universities which takes into consideration norms, level of education, the sector wide approaches for education and health	Operational policy put in place	Reports from services in charge of health in MINESUP/MINEDUB MINESEC	Appropriation and implementation of new reforms
31.1.2 Procède in the reform of school and university medical inspections on order to focus their actions on health education, especially AIDS, hygiene and reproductive health	Number of reformed school and university medical inspections		The reform of inspections follows norms defined by the new policy for school and university health
31.1.3 Sensitise and involve the educational community in matters of hygiene	- Number of round-tables, seminars, educative talks, sketches etc.		- Systematising sensitisation campagne - Identifying and mastery of socioculturaal barriers
31.2.1 Equipping 10 000 primary schools with health kits	Nombre de kits de santé distribués/ école et Nombre d'écoles ayant reçu un kit de santé		
31.2.2 Equipping 1000 public secondary schools with health kits	Number of health kits distributed// secondary school and number of schools that recieved a health kit		
31.2.3 Construction of sick bays in schools and universities	Number of sick bays constructed		
31.1.3 Training/refreshal courses for support staff in methods for the prevention of STD, HIV/AIDS in school and university milieus	Number of trained persons	Report from the inspection of academics/pedagogic inspection	-coordination of activities -availability of means
31.1.4 Introduction dans les programmes d'enseignement et ceux des écoles de formation des formateurs des modules sur le VIH/SIDA et les IST	Two regulatory signed texts		- availability of didactic material



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objective	Promoting access to the new information and communication technologies within the system		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
32. 1 Use the NICT as an aspect to improve on the quality of teaching and the learning of pupils and students.			
32. 2 Use the NICT to reinforce (internal and external) communication capacities in ministries in charge of education and universities.			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
32.1.1 Introduction of training modules (initial and continuity) in NICT	Elaborated training modules		
32.1.2 Training of teachers in NICT	Number of trained teachers		
32.1.3 Elaboration of training modules for students	Elaborated training modules		
32.1.4 Generalisation of computer training in all fields of studies at the first cycle in the university.	Elaborated and applied training modules		
32.1.5 Creation and construction of 58 computer units in primary schools (one per division)	Signed texts + receipt marksheets		
32.1.6 Creation and construction of six new multimedia centres in six high schools	Signed texts + reception marksheets		
32.1.7 Development communication infrastructures (intranets) within university campuses	Number of infrastructure put in place		
32.1.8 Assistance in the training of specialists in critical mass in every sector of the NICT			
32.2.1 Reinforcement of computer equipments in central and external services in ministries in charge of education.	Equipment distributed + reception marksheets		
32.2.2 Putting in place of CITI and interconnection networks of universities with the use of optic fibres.			



Strategic objectives	Improving on the effectiveness and quality of educational services		
Sub strategic objectives	Promoting access to the new information and communication technologies within the general training system		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
28.1 The mastering of NICT through training	Ownership of ICT by users		Report from inspections, experts and support services
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
28.1.1 Appeal for the exoneration of custom duties on computer material destined for training.	Signed application text	Report from inspections and support services	- putting in place of an appeal strategy
28.1.2 Creation of new multimedia centres	Signed creation text	Report from inspections and experts	- availability of resources
28.1.3. Introduction of computer training modules into the training programme	New elaborated and adopted modules	Report from inspections	- systematisation of training on this module - availability of resources
28.1.4 Reinforcement of computer equipments in central and external services in ministries in charge of education.	-= auditing in sector ministries - = new equipments	Report from technical service inspections	- availability of resources
28.1.5 Training of pedagogic personnel in the elaboration of programmes according to approach by competence	Number of trainers trained + training report		- availability of financial resources - systematisation of training actions
28.1.6 Systematic dissemination of the new teaching programme to users	Number of disseminated programmes		- availability of financial resources
28.1.7 Elaboration of new vocational training programmes oriented towards a demand in synergy en synergie with the productive sector and social partners	Number of elaborated and validated programmes		- appropriation of new programmes - availability of resources



<i>Strategic objectives</i>	Developping an effective partnership with other members of the social corps		
<i>Sub strategic objectives</i>	Involving other sicio-professional milieus in the elaboration of training programmes for technical and vocational education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
41. 1			
41. 2			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
41.1.1 Collaborative with the professional socio-economic sector with real needs for the Cameroonian job market ;	Available study report		
41.1.2 Creation of space and mechanisms for concertation between school –socio-economic and professionals.	Signed and published regulatory text		
41.2.1 Elaboration of curricula integrating self-employment and non-salaried employment diamensions	Elaborated curricula		



Strategic objectives	Developping an effective partnership with other members of the social corps		
Sub strategic objective	Involving other socio-professional milieus in the elaboration of training programmes for higher education		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
3.1. Promotion of social and tripartite dialogues in view of employment training.	-= Number of validated programmes within a partnership framework -= Rate of youth employment		Reports from pedagogic and service Inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
3.1.1 Creating an interface centre for each university with socio-professional milieus ;	- interface centre put in place	Activity report of the Inspection of academics and support services	- putting in place and the functioning of the follow-up committee
3.1.2 Creation of sabbatical for teachers	Number of teachers on sabbatical	- report from the services of human resources	- appropriation of new dispositions - systematisation of the dispositions
3.1.3 Generalise the practices of internship within professional milieus for teachers and students	Number of teachers and students admitted for internship		
3.1.4 Reinforce the training of university personnel in industry related activities and support to development	-= Number of trained personnel -= Number of mixed research laboratories university – operational industry		- availability of resources
3.1.5 Restructure training programmes in general fields of studies to reinforce their coherence with the objectives of national development	Number of vocational credits	Activity report of the Inspection of academics and support services	availability of resources
3.1.6 Create within universities a support service for the insertion of graduates	Signed and available text of creation		-= coordination of activities -= availability of resources



<i>Strategic objectives</i>	Developping an effective partnership with other members of the social corps		
<i>Sub strategic objective</i>	Define and promote a partnership between the State and the private sector		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
42. 1 Render concrete and visible the role of the private sector in the offer of educative services	New law on private education in Cameroon, voted and promulgated		
42. 2 Render fonctional the Partnership			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
42.1.1 State-private sector consultation on the implementation of the law on technical education	Signed plat-form for consultation		
42.2.1 Implementation of the law on technical education	Signed application text		
42.2.2 Training of partners in the formulation of projects for vocational training	Number of trained persons		
42.2.3 Private incitations (subventions and diverse assistance) for the creation of training offers (nursery, primary, vocational education)	Number of created and functioning structures		



Strategic objectives	Improve on the management and governance of the educational system		
Sub strategic objectives	Decentralise the management of resources meant for education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
51.1 réduire de 45 % l'aléa observé dans l'allocation du personnel enseignant du primaire	Subsection (1-R ²) in the partition of teachers		
51.2 Improve on the capacity of the system in offering educative services			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
51.1.1 Spécification de chaque niveau territorial décentralisé dans une tâche unique de supervision	Signed regulatory text		
51.2.1 Training of personnel of external services in modern management techniques	Number of trained persons		
51.2.2 reinforce the institutional capacities of the ministries in charge of education at the level of central and external services			

Strategic objectives	Improve on the management and governance of the educational system		
Sub strategic objectives	Decentralise the management of resources meant for education		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
4.1. Modernise and reinforce the management of the educational sector	Implementation of new reforms		Reports from pedagogic and service Inspections
	Indicateurs de suivi/performance	Sources/moyens de vérification	Conditions critiques
4.1.1 Introduce transparency controls in the management of resources	-= dissipation of budgetary envelopes - activities marksheet	Rapports financiers	Appropriation des méthodes de gestion transparente
4.1.2 Training of personnel in the techniques of modern management ;	- number of trained persons	- reports from the services of human resources	-= systematisation of the training - appropriation of techniques at the individual level



<i>Strategic objectives</i>	Improve on the management and governance of the educational system		
<i>Sub strategic objectives</i>	Promote good governance within the educational system		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
52. 1 Reinforcet human and material capacities of management organs			
52. 2 Render more functional structures in charge of gouvernance and control of the quality of the educative system			
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
52.1.1 Sensibilisation de la communauté à l'importance de la gestion participative	Available report on sensitisation		
52.1.2 Training of member of school councils in particitive management	Number of trained officials		
52.2.1 Redynamisation of observatories of good gouvernance within the ministeries in charge of education	Operational observatory		
52.1.3 Elaboration and implementation of a programme for the computerisation of structures (centralised and decentralised) of the ministeries in charge of education	Elaborated and implementated computerised programme		
52.1.4 Reinforce control structures and the evaluation of the education sector	Number of effected controls + number of vehicles bought		
52.1.5 Improve the information system and reinforce the capacitiesof planning of the education sector	Updated school maps+vocational training card+ university card		
52.2.2 Redynamisation of the National Education Council	Held council		



<i>Strategic objectives</i>	Developping an effective partnership with other members of the social corps		
<i>Sub strategic objectives</i>	Define and promote a partnership between the State and the private sector		
Intervention logic		Sources/means of verification	
Soughted finalities	Impact indicators		
3.2. Improve on the education offer and its management in an effective and efficient manner	Effeciency and effectiveness of the educational system		Reports from pedagogic and service Inspections
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
3.2.1 Implemtation of the new law on private higher education in Cameroon	Available legislative text	Activity reports from Academic Inspection	Appropriation and mplementation of dispositions stipulated by the law
3.2.2 Simplify procedures for the creation and opening of schools for higher education	New and availabe procedural manual	-activity reports from technical services	Appropriation et mise en œuvres des nouvelles dispositions statutaires
3.2.3 Improve on the quality of teaching and the mechanisms of pedagogic and administrative supervision	- newly elaborated procedural manual in concertation with the private sector	Report from academic inspection and support services	- appropriation and application of news pedagogic dispositions
3.2.4 Widen the scope of State intervention by multiform assistance	-= liquid subvention - = number of teachers transfered to private schools	Financaial report	- = systematisation of State subvention - = optimisation of resources

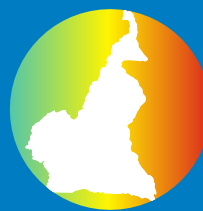


Strategic objectives	Improve on the management and governance of the educational system		
Sub strategic objectives	Promote good governance within the educational system		
Intervention logic			Sources/means of verification
Soughted finalities	Impact indicators		
4.2.1 Install participative management in schools	- Responsibilising schools in matters of management = -		Reports from pedagogic and service Inspections
4.2.2 Improve on the system of information and reinforce the capacities of planning of the sector	= University and Professional School card = Appropriation of planning techniques =		
4.2.3 Renforcer les structures de contrôle et d'évaluation du secteur de l'Education	- Nombre de responsables formés en contrôle et évaluation de la qualité des enseignements dans le supérieur =		
Strategies	Follow-up/performance indicators	Sources/means of verification	Critical conditions
4.2.1.1 Install a framework for consultation with the different components of the university community	- number of meeting held	Activity report	- massive participation of those involved - implementation of resolutions and recommendations
4.2.1.2 Putting in place of real management policy of human resources	- a system of merit and of acknowledgement of members of the university community put in place	Rapports d'activité de l'inspection académiques et des services de gestion des ressources humaines	- effective implementation of the policy - availability of resources
4.2.2.1 Development of the school map scolaire and that of the university ;	- school and university maps available	Activity reports from Academic inspection	
4.2.2.2 Training of personnel of regional structures of education in the techniques of management of school and university maps ;	- number pf trained officials	Rapports d'activités des services de gestion des ressources humaines	- availability of resources
4.2.2.3 Redeployment of the dispositions for the traitment and production of schools and university statistics in regions.	- Available infrastructure and equipment - Number of officials trained in statistics and in the handling of school and university registers =	Activity reports from technical services	
4.2.3.1 The creation of an observatory for good governance	= - signed creation text	Rapports d'activité de l'inspection académique	
4.2.3.2 Redynamisethe National Education Council	- nouveau manuel des procédures disponible et mis en œuvre		- appropriation procedural manuals - availability of resources



APPENDIX 2 :

financial simulations proposed policies



**DRAFT
DOCUMENT
OF THE SECTOR WIDE
APPROACH / EDUCATION**

Following the definition of policies, it is important to have cost estimates through a financial simulation model for the entire sector from pre-nursery to the university. In effect, the precise definition and calibrage of measures are necessary to ensure that the programme is sustained financially in a medium term, having in mind the fact that this aspect will be evaluated in 2015. In this light, many scenarios have been estimated. They are presently below.

Analysis of the different scenarios retained and identification of the reference scenario

These analyses are inscribed in a common framework (simulation method) whose parameters are varied to identify many scenarios. The scenario method is made up of three major sections: **i)** a resource section which identifies the evolution of national public resources for the sector. These resources are determined from projections of the Ministry of the Economy and finance on the anticipated evolution of the GNP. It also takes into consideration fiscal pressure and the proportion of national public resources allocated to the educational sector; **ii)** a section of current expenditure sub divided into as many sub section as there exist different levels and types of education, and **iii)** a section of capital expenditure, which is limited here to the expenditure on the construction of buildings for primary and the two cycles of secondary general education.

a) An estimate of resources

Before examining the different scenarios, which dwell essentially on expenditure, it is important to make an estimate of national public resources, which are likely to be allocated to the sector by 2015. In the course of 2002, the income of the state represented 17,9% of the GDP, and current expenditure for the sector, 15,8% of this; being an amount of 214 billion F CFA, which is equivalent to 2,8% of the GDP. This figure is really lower than the regional average (3.3%).

b) Development scenarios of the system and corresponding expenditures.

- **Scenario O: A status quo situation to avoid.**

In this initial scenario, the status quo is maintained on the one hand in terms of the mobilisation of public resources (taking into account of national macro economic perspectives and maintaining the level of priority of the sector up till 2015 at 15,8% observed in the course of the year) and on the other hand in terms of the flux of students and functioning of educational/educative services at/to the different types and levels of education; meanwhile, the universal completion of the primary is simulated.

The results of this scenario of status quo shows without clearly that this perspective is not absolutely a possible option for the educational policy of the country in the coming ten years. In effect, a good policy



should at the same time be preferably reasonable from the stand point of the educational services offered to the population and also sustainable in the financial domain by ensuring equilibrium between expenditure and resources. Whereas this initial scenario does not satisfy any of the two conditions. In effect, the current expenditure of the sector stands at 767 billion FCFA (of 2002) in 2015, meanwhile national resources as of this same date is estimated at 323 billion. Elsewhere, despite its very high cost; this scenario is not satisfactory from the point of the services offered. In effect, it does not envisage any progress in the completion of pre-nursery education (15%), the maintenance of the teacher-student relationship to the highest level of 59:1 in the primary, as well as the level of the frequency of repeating and the modest level of expenditures for pedagogic entries.

In the secondary, the initial scenario envisaged the maintenance of the transition rate between the primary and the secondary, as well as between the two secondary cycles to their present level; one of the consequences is the substantial increase in the number of students in the two cycles of study (multiplication by a coefficient greater than 2 in each of the two cycles). On the basis of the increasing number of students in the second cycle of the secondary, the statu quo envisages a significant increase in the number of students in higher education which will reach, close to 200 000 in 2015, with two thirds of them in the letters and law disciplines; this scenario maintains the unit cost at its low level registered in the present

period. This scenario confirms both the insufficient level of the services while stating the difficulties of employment of those trained in the labour market.

On the whole, we note that, this scenario, apart from being extremely costly, is less attractive in terms of the services offered to young Cameroonians. It is however socially fragile for no measures have been taken to facilitate the professional insertion of youths who finish primary or first cycle secondary general education.

- **Scenario 1**

In reference to the initial scenario, scenario 1 proposes a measure which is more satisfactory on the one hand because it envisages an effective mobilisation of public resources but also on the other hand because it aims at correcting the deficiencies observed in the present period by proposing more efficient solutions both in the domain of the internal efficiency of the quality of educational services offered as well as that of external efficiency in reference to the structure/needs/exigencies of the Cameroonian economy and the national labour market.

In a conservative manner, the first scenario use as reference the amount of 410 billion F CFA in 2015, the result of a fiscal pressure (and parafiscal) of 10% of the GDP (a drop compared to the present situation but which takes into account the anticipated reduction in petroleum income)



and of an equal priority fixed at 20% for education in 2015 a figure which corresponds to an increase as compared to the present situation but which constitutes the minimum level of mobilisation of public resources for education following the fast-track initiative). Let us now examine the measures taken to organising of the different levels of education. Here, one envisages the universal completion of the primary in 2015; which has as effect:

- The increase of the number of students from 2.8 million in 2002 to 3.9 million in 2015.
- The amelioration of efficiency through the reduction in repeating (from 26% in 2002 to 10% in 2015)
- The amelioration of the quality of services through the reduction of the student-teacher relationship from 59 in 2002 to 40 in 2015, which implies the increase in the number of teachers from 36 000 in 2002 to 85 000 in 2015 and that related to expenditure of functioning excluding salaries from 28% in 2002 to 33% in 2015 with the essential dedicated to pedagogic entries.

Elsewhere, this scenario anticipates

the putting in place of a permanent teaching corps comprising civil servants on the one hand and on the other hand auxiliary teachers-former probationary teachers and those newly recruited who will be paid by the state (the equivalent of 82 000 F CFA per month in 2004). Current expenditure will thus move from 73 billion in 2002 to 266 billion F CFA (from 2002) in 2015.

According to this scenario, the quantitative completion of the pre-nursery education will move from 15% in 2002 to 33% in 2015, implying that the number of students concerned will move from 139 000 children in 2002 to 407 000 in 2015. A reference strategy is an important alternative to the community option which will admit in 224 000 children in 2015; this formula is advantageous considering its reduced cost to public finances, its efficiency (observed in other countries of the region and its impact on the rural population especially the less privileged. In this scenario, the volume of current expenditure in the pre-nursery will move from 6.7 billion F CFA in 2002 to 19.1 billion F CFA in 2015. Concerning the first cycle of the secondary general, the scenario envisages that the proportion of the age group which attains form 5 (3^{ème}) could move from 28% in 2002 to 50% in 2015. It is to be noted that this perspective is very ambitious (from every indication very difficult to put in place) for the number of students at this level of education will then move from 505 000 in 2002 to 1 145 000 in 2015. The rate of repeating will move from 15 to 10% and the number of students in the private sector will stand at 30%; as the number of students in



these structures have to move from 150 000 students in 2002 to 343 000 in 2015; this scenario envisages a per head subvention corresponding to 14% of the cost of a student in the government school. The number on roll will move from 40 in 2002 to 50 in 2015 and, current expenditures excluding salaries of teachers (in proportion of total current expenditures excluding salaries of teachers (in proportion of total current expenditures), from 31% in 2002 to 40% in 2015 (with a major increase of expenditures for pedagogic entries).

In the second cycle of secondary general education, the intention is to limit the number of students to levels compatible with the envisaged development of higher education (itself carried out on the basis of the needs of the society and the Cameroonian economy); in the same light, it aims at significantly ameliorating the quality of educational services offered. The number of students at this level will move from 164 000 students in 2002 to 205 000 in 2015 and the number in the private sector, from 30 to 32%. In these conditions, the frequency of repeating could move from 25% in 2002 to 14% in 2015 (due to a strict admission procedure and the amelioration of quality). Concerning the quality of services, the scenario envisages a reduction of 36 to 30 of the number of students per division and expenditure excluding salaries will move from 34 to 55% of current total expenditure. This figure will rise to 77 billion FCFA in 2015 (from 2002) as against 20 billion FCFA in 2002. Concerning technical education and professional training, this scenario (but equally in all the other scenarios) makes a

fundamental distinction between technical education (in the classical sense) and professional training (in the light of activities aimed at rapidly inserting individuals in the productive sector).

In technical education, the situation anticipates an increase in the number of students from 139 000 to 170 000 and more or less maintain the contribution of private education to about 40%.

But the most important characteristic of this situation is that it envisages the putting in place of mechanisms and professional training structure to insert the youth who do not continue studies in general education (or technical) after primary and or first cycle secondary education. 50% of these “regular” youth (except from those who do technical education) would have access to this training financed by the state, even if this activity could be realised according to varied means, especially in the framework of a partnership with the private sector.

Finally in higher education it is envisaged that the total number of students by 2015 will be 138 000 with a double diversification of courses offered: the first dimension will consist of distributing students between; **I**) Government schools (90 000 in 2015), **II**) private schools (which would be well integrated in the sector wide approach especially through a subvention for each student from the state budget, which could accommodate 30 000 in 2015, and **III**) students registered in the distant education option (18 000 students in 2015). The second diversification will be done among students of government schools with maintenance of



the number of students registered in the letters and law but an increase of 50% of students in the science disciplines and a multiplication by 2.5 of the number of students in professional training. Elsewhere, the first situation envisages an increase of between 25 and 30% of the level of current expenditure per student in the different departments. Finally, it envisages the creation of a budgetary allocation for the training of teachers (initial and continuous) of higher education as well as the financing of higher education research.

On the whole this situation has many laudable characteristics for the sector by 2015. That said, the level of current expenditure in this first scenario is more than that of resources susceptible of being available (a total sum of 318 billion F CFA). It is important to revisit the development programme of the sector to render it progressively compatible with the resources.

- **Towards a situation which ensures reasonable objectives for the development of the sector and which is compatible with the estimated resources in 2015**

To move towards a scenario which is financially sustainable, logistic aspects were first of all taken into consideration: where it was impossible to accommodate the number of students envisaged in the first scenario, they were reduced in a reasonable manner. This being insufficient, we sought to selectively select the expenditure of the different levels of education, except the primary, in a bid to make it comfortable within the available means. The completion and quality of services offered. It was noticed

that without increasing the level of mobilisation of national resources, we were forced to be situated in excessively restrictive configurations for coverage and quality to these levels of the system by the year 2015.

On the basis of this, budgetary estimates for the educational sector was increased: **i)** after discussions with the Ministry of Finance, it seemed possible to first of all envisage the proportion of state resources in the GNP in 2015 to 16% instead of 15%. This enables the envisaging of the increase of state resources even without changing the level of priorities initially envisaged in its favour. But this increase turned out to be clearly insufficient to the point that we project the contribution of the state to education in 2015 to 22% (against 20% in the initial scenarios). In this case, the total amount of financial resources allocated to the educational sector will be 481 billion FCFA in 2015. Despite these great efforts by the government compared to the present situation (and to that of initial scenarios), we note that public expenditure in education will represent only 35% of the GNP in 2015, a ratio which remains very low compared to that of sub Saharan countries with performant educational system, which stands today at 40%.

At the end of this processus (a description of the main parameters which characterise the different situation/scenarios which were estimated is provided / given in table 18), a new reference scenario/situation has been elaborated. Its main characteristics are summarised in table 2 below.



Comparatively, one notes that the average of current expenditure of the educational sector in proportion to national public/state resources in countries comparable to sub Saharan Africa is 21%. As example, this figure is estimated at 24% in Niger, 25% in Chad, 18% in Senegal, 17% in Mali, 28% in Kenya, and 30% in Tanzania and Uganda. These figures indicate on the one hand that the target value for the year 2015 of 22% in Cameroon (against approximately 16% in the present

period) is not extraordinarily elevated and on the other hand, giving their variability from one country to another, this parameter is a matter of national choice.

At the end of this process (a description of the main parameter which characterises the different scenarios which were estimated is given in table 18), a new reference scenario has been elaborated. Its main characteristics are summarised in the table below.



Table 18: Main estimates (expenditure in billions of Fcfa in 2002)

Elements	Situation in 2002	Situation in 2015						
		Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5	Scenario 6	Scenario 7
National resources								
Public resources in % of GNP	17,9 %	15,0 %	15,0 %	16,0 %	16,0 %	16,0%	16,0%	16,0%
Current educational resources in % of state resources	15,8 %	20,0 %	20,0 %	22,0 %	20,0 %	22,0 %	22,0 %	22,0 %
Available educational resources	214	410	410	481	437	481	481	481
Current expenditure								
Pre nursery								
Pre nursery rate	15 %	33 %	23 %	23 %	20 %	21 %	21 %	21 %
Number of educated people	139 000	407 000	283 000	283 000	250 000	260 000	260 000	260 000
Community donation	0	224 000	100 000	100 000	80 000	80 000	80 000	80 000
Current expenditure in the cycle	6,7	19,1	13,2	13,2	11,0	11,9	11,9	11,9
Primary								
Completion rate	57,6 %	100	100	100	100	100	100	100
Number of educated people	2 799 000	3 873 000	3 873 000	3 873 000	3 873 000	3 873 000	3 873 000	3 873 000
% of repeaters	25,5 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %
Contribution of private education	23,5 %	12,7 %	12,7 %	12,7 %	12,7 %	12,7 %	12,7 %	12,7 %
Pupils/ teachers in government schools	59,3 %	40	40	40	40	40	40	40
Total number of teachers in government schools	36 098	84 557	84 557	84 557	84 557	84 557	84 557	84 557
Contribution of civil servants	47,2 %	17,2 %	17,2 %	17,2 %	17,2 %	17,2 %	17,2 %	17,2 %
Current expenditure apart from salaries of teachers/total current expenditure	28,1 %	33 %	33 %	33 %	33 %	33 %	33 %	33 %
Subvention private education	3,1	2,0	2,0	2,0	2,0	2,0	2,0	2,0
Current expenditure in the cycle	73,1	265,9	265,9	265,9	265,9	265,9	265,9	265,9
Secondary general 1st cycle								
Completion rate in the cycle	28 %	50 %	32 %	32 %	30 %	35 %	37 %	35 %
Number of educated people	504 600	1 144 500	801 100	801 100	686 700	801 100	846 000	801 000
Proportion of repeaters	15,2 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %
Contribution of private education	29,5 %	30 %	30 %	30 %	35 %	35 %	35 %	35 %
Students according to division in the government school	40,3	50	55	55	55	55	55	50
Total number of teachers in government schools	11 407	20 392	12 977	12 977	10 328	12 050	12 738	13 255
Contribution of civil servants in recruitment		100 %	75 %	75 %	25 %	50 %	50 %	50 %
Current expenditure apart from salaries of teachers/ total current expenditure	31,4 %	40 %	40 %	40 %	35 %	38 %	38 %	36 %
Subvention to private education	0,3	8,7	6,2	6,2	3,8	4,4	4,6	3,8
Current expenditure in the cycle	51,0	159,2	98,6	98,6	70,5	86,3	91,0	91,2
Secondary general 2nd cycle								
Completion rate in the cycle	11,6 %	13 %	13 %	13 %	12 %	13 %	13 %	13 %
Number of educated people	164 500	205 100	205 100	205 100	189 400	205 100	205 100	205 100
Proportion of repeaters	24,6 %	14 %	14 %	14 %	14 %	14 %	14 %	14 %
Contribution of private education	30,3 %	32 %	36 %	36 %	36 %	41 %	41 %	41 %
Students according to divisions in government schools	36,4	30	40	40	45	45	45	40
Total number of teachers in government schools	4 024	7 314	5 136	5 136	4 214	4 211	4 211	4 737
Contribution of civil servants in recruitment		100 %	100 %	100 %	100 %	100 %	100 %	100 %

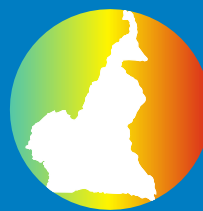


Contribution of civil servants in recruitment		100 %	100 %	100 %	100 %	100 %	100 %	100 %
Current expenditure apart from salaries of teachers /	34,1 %	55 %	45 %	45 %	40 %	40 %	40 %	40 %
Total current expenditure								
Subvention to private education	0,1	2,0	2,0	2,0	1,2	1,5	1,5	1,1
Current expenditure in the cycle	20,1	76,9	44,8	44,8	33,5	33,6	33,6	37,8
Technical education								
Total number of students	137 600	170 000	170 000	170 000	170 000	170 000	170 000	170 000
Contribution of the private sector	39,2 %	41,2 %	41,2 %	41,2 %	41,2 %	41,2 %	41,2 %	41,2 %
Subvention to private technical education	0	3,6	2,4	2,4	1,9	2,4	2,4	2,1
Current expenditure in the cycle	24,2	54,4	49,9	49,9	49,4	49,9	49,9	46,2
Vocational training								
% of regularly registered students in vocational training		50 %	35 %	35 %	35 %	35 %	35 %	35 %
Students in vocational training	0	161 400	129 400	129 400	136 000	129 400	129 400	129 400
Current expenditure	0	58,7	37,3	37,3	29,5	28,3	28,2	28,3
Higher education								
Number of students in the arts and law	49 000	50 000	50 000	50 000	50 000	50 000	50 000	50 000
Number of science students	20 659	30 000	30 000	30 000	30 000	30 000	30 000	30 000
Number of students in professional schools	4 446	10 000	10 000	10 000	10 000	10 000	10 000	10 000
Number of distant learning students	0	18 000	18 000	18 000	18 000	18 000	18 000	18 000
Number of students in private education	6 737	30 000	30 000	30 000	30 000	30 000	30 000	30 000
Subvention to private education	0	2,0	2,0	2,0	2,0	2,0	2,0	2,0
Expenditure on social activities for students	3,6	11,0	10,5	10,5	7,0	8,4	8,4	8,4
Support to the training of teachers	0	1,8	1,4	1,4	1,2	1,3	1,3	1,3
Support to research	0	1,2	0,9	0,9	0,8	0,9	0,9	0,9
Number of students abroad benefiting from subventions	2 500	3 000	3 000	3 000	1 000	1 000	1 000	1 000
Expenditure on students abroad	1,9	3,2	3,2	3,2	0,8	0,8	0,8	0,8
Total current expenditure	27,6	81,3	66,7	66,7	55,0	60,8	60,8	60,8
TOTAL CURRENT EXPENDITURE	214	719	580	580	518	540	545	546
Total current financial needs	-	309	170	99	81	59	64	65
Total current financial needs primary	-	61	61	48	48	48	48	48
TOTAL EXPENDITURE IN CAPITAL *	-	36	33	33	33	33	33	33

* Only expenditure corresponding to the construction of classrooms in primary and secondary general education (evaluations are based on the average cost of a classroom of 8.5 million Fcfa (TTC), that is 15 500 USD following the present exchange rate .For (these two levels neither do the needs of the system (central and decentralised services) nor those corresponding to the increase in the present stock of classrooms. The capital needed for the other level (namely technical, professional and higher education) are not estimate.



**APPENDIX 3:
DRAFT OF THE PROVISIONAL
action plan of the sector
wide approach/education
OCTOBER 2005**



**DRAFT
DOCUMENT
OF THE SECTOR WIDE
APPROACH / EDUCATION**



COMPONENT I: ACCES

OBJECTIVE 1 : Increase access and equity to education while eliminating disparity

Sub objective1 : Develop the training of the young child

<i>Actions to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Sensitization of the educational community and training of trainers (generalization of the UNICEF approach)	= - Percentage of communities sensitized and sensitization report = - Number of trainers trained	2006		20	
		2007		20	
		2008		20	
Construction of 1000 nursery schools in divisional headquarters	- Signed contract - 10 buildings constructed + reception note by the state and 90 by the other partners	2006			
Construction and opening of 6400 schools in 318 sub divisional inspectorates (rural areas)	640 public schools and 38400 children trained	2006		0.5	



<i>Action to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
State subvention to NGOs and local councils to take care of structures charged with the education of the child	Elaborated budget document + number of structures subsidized	2006		64	
		2007			
		2008			
		2009			
		2010			
		2011			
		2012			
		2013			
		2014			
		2015			
		2015			
				8284	

SUB-OBJECTIVE 2 : Increase access to primary education

<i>Actions to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with Implementation	Total cost (in millions of FCFA)	Source of financing
Organisation of sensitisation and information campaigns of communities with particular emphasis to the sending and maintaining of girls in school	Available campaign reports		PASE Projet	PM	PASE Programme
		2006		300	



<i>Action to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total coast in millions ofFCFA</i>	<i>Source of financing</i>
Awarding of scholarship to primary school pupils in priority zones with 60% reserved for girls	State of payment of scholarship+ number of beneficiaries	2006		300	
		2007			
		2008			
		2009			
		2010			
		2011			
		2012			
		2013			
		2014			
		2015			
Construction of 8300 water points and 8300 buildings of 4 latrines in primary schools ;	Number of water points and buildings latrines constructed and reception note for the period 2005-2010	2006		4750	
		2007		8227	
		2008		8227	
		2009		8227	
		2010		8227	
		2011		8227	
		2012		8227	
		2013		8227	
		2014		8227	
		2015		8284	
Construction of 40000 classrooms in public primary education ; •=	4000 classrooms constructed; 2000 constructed by the state, 2000 by other sources of financing +reception note	2006		34000	
		2007		34000	



<i>Action to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total coast in millions ofFCFA</i>	<i>Source of financing</i>
	4000 classrooms constructed ; 2000 by the state ,2000 by the other sources of financing+ reception note	2008		34000	
	4000 classrooms constructed; 2000 by the state , 2000 the other sources of financing + reception note	2009		34000	
	4000 classrooms constructed; 2000 by the state, by the other sources of financing + reception note	2010		34000	
	4000 classrooms constructed; 2000 by the state, 2000 by the other sources of financing + reception note	2011		34000	
	4000 classrooms constructed; 2000 by the state, 2000 by other sources of financing + reception note	2012		34000	
	4000 classrooms constructed; 2000 by the state, 2000 by the other sources of financing + reception note	2013		34000	
	4000 classrooms constructed; 2000 by the state, 2000 by other sources of financing + reception note	2014		34000	
	4000 classrooms constructed; 2000 by the state, 2000 by the other sources of financing + reception note	2015		34000	



<i>Action to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost in millions ofFCFA	Source of financing
Recruitment of 30000 new teachers for primary and nursery education	1700 teachers recruited as civil servants +recruitment decision	2005			2448
	1700 teachers recruited as civil servants +recruitment decision	2006			4896
	3 000 contract teachers +recruitment decision	2007			7776
	3 000 contract teachers +recruitment decision	2008			10656
	3 000 contract teachers +recruitment decision	2009			13536
	3 000 contract teachers +recruitment decision	2010			16416
	3 000 contract teachers +recruitment decision	2011			19296
	3 000 contract teachers +recruitment decision	2012			22176
	3 000 contract teachers +recruitment decision	2013			25056
	3 000 contract teachers +recruitment decision	2014			27936
2600 contract teachers +recruitment decision	2015			30432	



SUB-OBJECTIVE 3 : Increase access to secondary general education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Construction of 6000 classrooms in secondary general education with priority to ZEP ;	600 classrooms constructed; 200 by the state budget and 400 by other sources of financing	2006		5100	
	600 classrooms constructed; 200 by the state budget and 400 by other sources of financing	2007			
	600 classrooms constructed; 200 by the state budget and 400 by other sources of financing	2008			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2009			
	600 classrooms ; 200 by the state budget and 400 by other sources of financing	2010			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2011			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2012			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2013			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2014			
	600 classrooms constructed ; 200 by the state budget and 400 by other sources of financing	2015			
Recruitment of 15000 teachers for secondary general education	1500 teachers recruited + recruitment decision	2006		2160	
	1500 teachers recruited + recruitment decision	2007		4320	
	1500 teachers recruited + recruitment decision	2008		6480	
	1500 teachers recruited + recruitment decision	2009		8640	
	1500 teachers recruited + recruitment decision	2010		10800	
	1500 teachers recruited + recruitment decision	2011		12960	
	1500 teachers recruited + recruitment decision	2012		15120	
	1500 teachers recruited + recruitment decision	2013		17280	
	1500 teachers recruited + recruitment decision	2014		19440	
	1500 teachers recruited + recruitment decision	2015		21600	



Sub objective 4 : Increase access to technical education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Sensitise the public on the importance of technical education	Percentage of communities sensitised and sensitisation report	2006			
Analysis of the situation of technical education	Elaborate study report	2006			
Elaboration of a policy of the technical education sub sector	Elaborate policy	2006-2008		PM	
Construction of 10 specialised technical high schools	1 specialised high school +reception note	2008		PM	
	1 specialised high school + reception note	2009			
	1 specialised high school + reception note	2010			
	1 specialised high school + reception note	2011			
	1 specialised high school + reception note	2012			
	1 specialised high school + reception note	2013			
	1 specialised high school + reception note	2014			
	1 specialised high school + reception note	2015			
Construction and rehabilitation of existing structures in relation t o new disciplines	reception note	2008		PM	
	reception note	2009			



<i>Action to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total cost in millions of FCFA</i>	<i>Source of financing</i>
Construction and rehabilitation of existing structures in relation to new disciplines	reception note	2008		PM	
	reception note	2009			
	reception note	2010			
	reception note	2011			
	reception note	2012			
	reception note	2013			
	reception note	2014			
	reception note	2015			

Sub objective 5 : Increase access to vocational training

<i>Actions to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total cost (in millions of FCFA)</i>	<i>Source of financing</i>
Sensitise the public on the importance of vocational training	Percentage of communities sensitised and sensitisation report	2006			
Analysis of the situation of vocational training	Elaborate study report	2006			
Elaboration of a policy of the vocational training sub sector	Elaborate policy	2006-2007		PM	
Construction of 10 model training centres	1 constructed training centre + reception note	2008		PM	
	1 constructed training centre + reception note	2009			
	1 constructed training centre+ reception note	2010			
	1 constructed training centre+ reception note	2011			
	1 constructed training centre+ reception note	2012			
	1 constructed training centre+ reception note	2013			



<i>Action to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total cost in millions of FCFA</i>	<i>Source of financing</i>
	1 constructed training centre+ reception note	2014			
	1 constructed training centre + reception note	2015			
Construction of 17 centres and rehabilitation of 185 SAR/SM + 6 existing government training centres in relation to the new disciplines	1 training centre constructed + anumber of SAR/SM rehabilitated + 1 centre rehabilitated centre + reception note	2006		PM	
	1 training centre constructed + anumber of SAR/SM rehabilitated + 1 centre rehabilitated centre + reception note	2007			
	2 training centres constructed + number of SAR/SM rehabilitated + 1 centre rehabilitated + reception note	2008			
	2 training centres constructed + number of SAR/SM rehabilitated + 1 centre rehabilitated + reception note	2009			
	2 training centres constructed + number of SAR/SM rehabilitated + 1 centre rehabilitated + reception note	2010			
	2 training centres constructed + number of SAR/SM rehabilitated + 1 centre rehabilitated + reception note	2011			
	2 training centres constructed + number of SAR/SM rehabilitated + reception note	2012			
	2 training centres constructed + number of SAR/SM rehabilitated + reception note	2013			
	2 training centres constructed + number of SAR/SM rehabilitated + reception note	2014			
	2 training centres constructed + number of SAR/SM rehabilitated + reception note	2015			



Sub objective 6 : Increase access to higher education (to be completed)

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Creation of a university free zone	Signed text	2006			
Application du the decree of 19 january 1993 creating new universities :					
Faculty of industrial engineering (University of Douala)	Signed text			PM	
Faculty of medicine and pharmacy (University of Douala)	Signed text			PM	
Institute of halieutic sciences (University of Douala)	Signed text			PM	
Faculty of engineering (University of Buea)	Signed text			PM	
College of technology	Signed text			PM	
University institute of wood technology (university of Yaounde I)	Signed text			PM	
Creation and making operational of three new universities	Signed text	2008			
Increased state support to the private sector to encourage higher education training; especially in short professional training programmes and in the first cycle of fundamental disciplines	Amount of subvention disbursed + reports on the activities supported	2006-2015		PM	
The putting in place of a distance training programme	Functional disposition				



COMPONENT II: QUALITY

OBJECTIVE 1: Increase the quality of education offered

Sub-Objective1: Significantly reduce school dropout in primary education (reducing the repeating rate from 26% to 10% by 2015, the completion rate from 57% to 100% by 2015)

Actions to be undertaken	Indications of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Généralisation of development programmes for the young child (Programmes, material and teaching methods) experimented by UNICEF in rural areas	Elaborate programmes and available pedagogic material	2006-2008			
Putting in place of a text which divides the primary cycle in to three levels	Signed texts	2006-2007			
Reduction of the size of classes to a maximum of 40 ;	Signed and published decisions by MINEDUB	From 2006 to 2015		P.M.	-
Sensitisation of the new evaluation system	Available sensitisation reports	From 2006 to 2009		PM	PASE
Revision of the system of evaluation and certification ;	Regulatory text	From 2006 - 2009		-	-
Training of teachers in the new evaluation system	Number of teachers trained	From 2006 - 2015			



<i>Action to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost in millions of FCFA	Source of financing
Generalisation of the approach by competence experimented by the Education Project II	920 trainers and 45 000 teachers trained in the approach by competence	From 2006 - 2015			
Put at the disposal of teachers teaching guides in main subjects(French, English, mathematics, civic and moral education, sciences) in schools	Delivery note	From 2006		PM	State budget
Systematization of the recognition of honour rolls in primary schools	Text instituting the recognition of honour rolls in schools	From 2006		PM	
Provision of vehicles and motorcycles to pedagogic inspectors to facilitate pedagogic visits to schools	248 vehicles and 100 motorcycles bought				
Including schools / educational community in pedagogic projects ;	Elaborate pedagogic programme	From 2006		-	-
Revision of teaching methods : application of a differential pedagogy (remediation and pedagogic assistance to students in difficulties)	Methods of teaching implemented	From 2006 - 2010			



Sub-Objective 2: significantly reduce school dropout in secondary general education =

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total costal (in millions of FCFA)	Source of financing
Implication of schools in pedagogic projects	Elaborate pedagogic project	From 2007 - 2008		PM	
Reinforcement of orientation structures in schools and colleges	Functional orientation services	2006			

Sub objective 3 : Develop a culture of evaluation in primary education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Elaboration of a new evaluation system (auto et hetero evaluation) of teachers and pedagogic trainers	New evaluation protocol of teachers and trainers elaborated (standardized evaluation instruments)	2007		PM	
Training of pedagogic supervisors (18 IPN, 30 IC and 90 IPP, 318 IAEB) in the new system of evaluation of teachers and their trainers	619 Supervisors trained + elaborate training report	From 2007 - 2008		PM	



Sub objective 4: develop a culture of evaluation in secondary education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Put in place a system of evaluation based on the development policy of the sub sector	Signed text defining the system of evaluation				
Elaboration of standardised evaluation instruments of / for teachers and trainers (auto and hetero evaluation)	New elaborate evaluation protocols of teachers and trainers (standardised evaluation instruments)	2007		PM	
Training of pedagogic supervisors (1 55 IPN, 70 IC and 400 IPP) in the new system of evaluation of teachers and trainers	619 Supervisors trained + elaborate training report	From 2007 - 2008		PM	

Sub objective 5 : Develop a culture of evaluation in professional training

Actions to be undertaken	Indication of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Put in place of a system of evaluation based on the development policy of the sub sector	Signed text defining the system of evaluation	2006		PM	
Elaboration of standardised evaluation instruments (auto and hetero evaluation) of teachers and pedagogic trainers	New elaborate evaluation protocol of teachers and trainers (standardized evaluation instruments)	2007		PM	
Training of pedagogic supervisors in the new system of evaluation of teachers and trainers	Number of supervisors trained + elaborate training report	From 2007 - 2008		PM	



Sub objective 6 : Develop a culture of evaluation in higher education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Creation of an autonomous agency charges with the modernisation of higher education institutions	Signed text	2006			
Put in place an autonomous agency charges with the modernisation of higher education institutions	Functional agency	2007			

Sub- objective 7 : Ameliorate the quality of teaching in primary education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Restructuring of the pedagogic supervision chain	Text structuring the supervision chain	From			
Systematisation of the (in house) training of teachers and pedagogic supervisors	Elaborate training programme + Number of personnel trained	From			
Provision of motorcycles and vehicles to pedagogic supervisors to facilitate pedagogic visits in primary schools	251 vehicles and 100 motorcycles bought	From			
Construction of 500 lodgings for headmasters of government primary schools in enclaved areas	50 lodgings constructed + reception note	2006			HIPC Funds (Imputation 934)
	50 lodgings constructed + reception note	2015			
Redefinition of the missions assigned to teacher training schools	Signed texts	2006		PM	



Sub- objective 8 : Ameliorate the quality of teaching in secondary education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Systematisation of (in house) training of teachers and pedagogic supervisors	Elaborate training plan + Number of personnel trained	From			
Provision of vehicles to pedagogic supervisors in order to facilitate pedagogic visits to secondary schools	12 vehicles 4X4 bought	From			
Construction de 30 lodgings for principals, vice principals and discipline masters of specialised technical high schools	3 lodgings constructed + reception note	2006			HIPC Funds (Imputation 934)
	3 lodgings constructed + reception note	2007			
	3 lodgings constructed + reception note	2008			
	3 lodgings constructed + reception note	2009			
	3 lodgings constructed + reception note	2010			
	3 lodgings constructed + reception note	2011			
	3 lodgings constructed + reception note	2012			
	3 lodgings constructed + reception note	2013	20		
	3 lodgings constructed + reception note	2014	20		
	3 lodgings constructed + reception note	2015	20		
Construction of 30 lodgings for principals, vice principals and discipline masters of secondary general education	3 lodgings constructed + reception note	2006			



<i>Action to be undertaken</i>	<i>Indicators of verification</i>	<i>Phases and time limit</i>	<i>Officials charged with implementation</i>	<i>Total coast in millions ofFCFA</i>	<i>Source of financing</i>
Construction of 30 lodgings for principals, vice principals and discipline masters of secondary general education	3 lodgings constructed + reception note	2006			
	3 lodgings constructed + reception note	2007			
	3 lodgings constructed + reception note	2008			
	3 lodgings constructed + reception note	2009			
	3 lodgings constructed + reception note	2010			
	3 lodgings constructed + reception note	2011			
	3 lodgings constructed + reception note	2012			
	3 lodgings constructed+ reception note	2013			
	3 lodgings constructed + reception note	2014			
	3 lodgings constructed + reception note	2015			
Redefinition of missions assigned to training schools of teachers of the secondary ENI ET, ENS, ENSET)	Defined mission and signed text of application	2006-2008			

Sub objective 9 : Ameliorate the quality of pedagogic training in professional training (to be insertedF

Actions to be undertaken	Officials charged with implementation	Phases and date limits	Indicators of verification	Total cost (in millions of FCFA)	Source of financing

Sub objective 10 : Ameliorate the quality of training in higher education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Putting in place of an efficient system of evaluation and valorisation of pedagogic activities	Signed text, protocol, and elaboration of instruments of evaluation				
Creation and putting in place of a pedagogic perfection centre	Signed text of creation +functional perfectioning centre				
Putting in place of an evaluation system of teachers by students	Functional system of evaluation				
Put in place of a support fund to pedagogic renovation projects in universities on a competitive basis	Signed text of creation of funds + available funds				





SUB-OBJECTIVE 11: Revise teaching programmes in the primary

Actions à entreprendre	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Revision of teaching programmes according to the competence approach	Published Programme	2006		PM	Budget of MINEDUC Imputation
systematic publishing of the new teaching programmes to all users ;	160 000 Programmes published	2006			Budget of MINEDUC Imputation :
Issuing of certificates waiting since ten years ;	Percentage of certificates established at each level	2006-2010		300	Budget of MINEDUC Imputation : (15 308 001/8)

Sous objectif 12 : Réviser les programmes d'enseignement dans le secondaire

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Restructuring of cycles and disciplines	Signed text of application	2006-2009		PM	
Reform teaching programmes	Validated programmes	2005-2009		PM	
Training of IPN, IC, IPP in the elaboration of programmes following the competence approach	155 IPN, 18 IC and 400 IPP trained + training report	2006-2007			
Systematic publication of the new teaching programmes to all users;	160 000 published Programmes	2006			
Issuing of certificates waiting since ten years	Number of certificates established	2006-2015			



Sub objective 13 : revise professional training programmes

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Emphasis on the question of the adequacy training- employment	Available study report	2006			
Restructuring of cycles and disciplines	Signed text of application	2006-2009		PM	
Elaboration of curricula while including self employment dimensions and non salarised employment	Elaborate Curricula	2006		PM	
Reform of training programmes	Validated Programmes	2005-2009		PM	
Systematic publication of the new teaching programmes to all users;	Published Programmes	2006		PM	
Putting in place of a system of definition, identification, and certification of capacities and competences acquired through formal and informal training	Signed text + functional system	2007		PM	

Sub objective 14 : revise teaching programmes in higher education (to be inserted)

Actions to be undertaken	Officials charged with implementation	Phases and time limit	Indicators of verification	Total cost (in millions of FCFA)	Source of financing
		=	=	=	=
=		=	=	=	=

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Sub-Objective 15: facilitate the accessibility and availability of school manuals and other didactic materials to pupils and teachers in primary education

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Definition of a policy on textbook and didactic material	Policy document signed and published	2006		PM	
Restructuring the national council of textbooks and didactic materials	Signed text	2006		PM	
Progressively putting textbooks and pedagogic guides at the disposal of all teachers	Number of textbooks and pedagogic guides distributed	2006		PM	
		2015			
Progressively putting textbooks at the disposal of all students	Number of textbooks distributed	2006		PM	



Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
		2015			
Progressively put in place the revised geographical map of Cameroon in government schools (30 000)	3000 geographical maps available in schools	2006			
	3000 geographical maps available in schools	2007			
	3000 geographical maps available in schools	2008			
	3000 geographical maps available in schools	2009			
	3000 geographical maps available in schools	2010			
	3000 geographical maps available in schools	2011			
	3000 geographical maps available in schools	2012			
	3000 geographical maps available in schools	2013			
	3000 geographical maps available in schools	2014			
3000 geographical maps available in schools	2015				
Put textbooks at the disposal of all students in the main subjects (civic and moral education, maths, sciences, French)	Number of textbooks at the disposal of students			2 000	
Creation of book banks in 600 primary schools	Signed texts				
Training of national pedagogic inspectors in textbook evaluation	Number of pedagogic inspectors trained				

Sub-Objective 16: Facilitate accessibility and availability of textbooks and other didactic materials to students and teachers in secondary education



<i>Action to be undertaken</i>	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost in millions of FCFA	Source of financing
Definition of a policy guiding textbooks and other didactic materials	Policy document signed and published	2006		PM	
Restructuring of the national council on textbooks and other didactic materials	Signed text	2006		PM	
Construction/rehabilitation of libraries in schools	Reception note+ Number of textbooks and pedagogic guides available	2006		PM	
	Reception note+ Number of textbooks and pedagogic guides available	2007			
	Reception note+ Number of textbooks and pedagogic guides available	2008			
	Reception note+ Number of textbooks and pedagogic guides available	2009			
	Reception note+ Number of textbooks and pedagogic guides available	2010			
	Reception note+ Number of textbooks and pedagogic guides available	2011			
	Reception note+ Number of textbooks and pedagogic guides available	2012			
	Reception note + Number of textbooks available	2013			
	Reception note + Number of textbooks available	2014			
	Reception note + Number of textbooks available	2015			
Progressive equipment of libraries with	Reception note + Number of textbooks available	2006		PM	
	Reception note + Number of textbooks available				
	Reception note + Number of textbooks available				
	Reception note + Number of textbooks available				
	Reception note + Number of textbooks available				
	Reception note + Number of textbooks available				



SUB-OBJECTIVE 17: Ameliorate health in schools (fight against HIV Aids and S T Ds in schools)

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing de
Provision of 10 000 primary schools with health kits	Delivery and distribution note of distributed kits	From 2006 - 2015		30000X10000	
Provision of 1000 government secondary schools with health kits	Delivery and distribution note of distributed kits				
Construction of infirmaries in secondary and high schools le	Number of infirmaries/ health units constructed				
Study on the impact of HIV/AIDS on the educational system				50 000\$	
Training/recycling of support staff in methods of prevention and fight against STDs, HIV/AIDS in schools and universities	Number of personnel trained			1950000\$	ADB-UNESCO
Introduction in the teaching programme and that of the training of trainers on HIV/AIDS and STDs	Two regulatory texts			-	-



Sub objective19: Promote access to the new information and communication technologies

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Introduction of training modules (initial and continues) of teachers in the NICT	Elaborated training modules	2006-2007		PM	
Training of teachers in the NICT	Number of teachers trained	2006		PM	
Elaboration of training modules for students	Number of teachers trained	2007		PM	
Creation and construction of de 58 computer units in primary schools (one unit per department/section)	Signed text + reception note	2007-2015		200 000/Uté	
Creation and construction of six new multimedia centres in six high schools	Signed text + reception note	From 2006 à 2015		PM	
Reinforcement of computer equipment of deconcentrated and central services of the ministries in charge of education	Equipment distributed + reception note	From 2006		PM	



OBJECTIVE

3: Develop an effective partnership

SUB OBJECTIVE 1: Involve socio professional actors in the elaboration, of technical, technological and professional training programmes

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Study of the real needs of the labour market in Cameroon ;	Study report available			300	HIPC Funds (Imputation 934)
Creation of a framework and mechanism of consultations between the school, socio economic and professional milieu	Regulatory text signed and published			P.M.	-
Elaboration of curricula including the dimensions of self employment and non salarised employment	Elaborate curricula				

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SUB OBJECTIVE 2 : Define and promote a partnership model State/private sector

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Consultation between the State/private sector on the implementation of the law on technical education	Signed consultation plat form	2006			
Application of the law on technical education	Signed text of application	2006			
Training of partners in the formulation of professional training projects	Number of people trained	2007			
Incentives (subventions and diverse assistance) to the private sector for the creation of training institutions (nursery,, secondary, professional and higher education)	(quantification PM) number of functional structures created	From 2006 à 2015			



OBJECTIVE 4 : Ameliorate the management and governance/ control of the educational system

SUB-OBJECTIVE1: Decentralise the management of resources

<u>Actions to be undertaken</u>	<u>Indicators of verification</u>	<u>Phases and time limit</u>	<u>Officials charged with implementation</u>	<u>Total cost (in millions of FCFA)</u>	<u>Source of financing</u>
Training of personnel (planning, management of resources, rapports, ...)	Elaborated modules and number of personnel trained	2006-2008			
Training of personnel to reduce the effects of unforeseen circumstances	Elaborated modules and number of personnel trained	2006-2007			
Revision and implementation of new organisational charts for the ministries in charge of education, and professional training on the bases of the present orientation policy	Revised and signed organisational charts	2006-2007			
Definition of a policy of recruitment and distribution of teachers (primary education, secondary education, professional education and higher education)	Elaborated and signed policy document	2006-2007			
Definition of career profile of teachers of primary schools	Text signed and implemented	2006-2007			
application of the special status of teachers of secondary schools and professional education	Implemented text	2007-2009			
Improvement of the special status of teachers of higher education	Revised and implemented text	2007-2009			



SUB-OBJECTIVE 2 : promote good governance in the educational system

Actions to be undertaken	Indicators of verification	Phases and time limit	Officials charged with implementation	Total cost (in millions of FCFA)	Source of financing
Sensitisation of the community on the importance of participative management	Sensitisation report available	2006-2007			
Training of members of school councils in participative management	Number of officials trained	2006-2007			
Redynamisation of good governance observatories in the ministries in charge of education	operational observatories	2006-2007			
Elaboration and implementation of the computerisation of structures(centralised and decentralised) of ministries in charge of education	Elaborate computerisation programmes and implementation	2006-2009			
Reinforcement of control and evaluation structures of the educational sector	Number of controls carried out + number of vehicles bought	2006-2008			
Amelioration of the information system and reinforcement of capacities of planning of the educational sector	Recent school identity card+professional card+ university student card	2006-2015			
Redynamisation of the national council on education	Council attended	2006-2015			
Creation of a follow up and evaluation committee of the sector wide approach/ education	Operational committee	2006-2015			