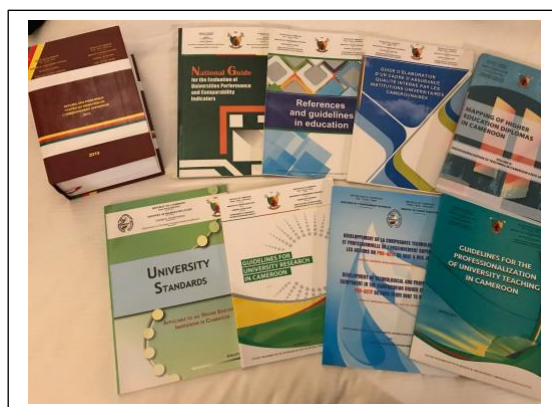


African Continental Qualifications Framework MAPPING STUDY

Country Report Working Paper



CAMEROON

Skills for Youth Employability Programme

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European Training Foundation - ETF

November 2020

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The reports of this collection are:

- **Reports on countries' qualifications frameworks:** Angola, Cabo Verde, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa and Togo
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Acronyms

A. General acronyms

ACQF	African Continental Qualifications Framework
AU	African Union
AUC	African Union Commission
BMZ	Federal Ministry for Economic Cooperation and Development
CNQC	Cadre National des Qualifications et Certifications
DSCE	Document of Strategy for Growth and Jobs 2010-2020 (Document de Stratégie pour la Croissance et Emploi)
DSETS	Document of Strategy of the Education and Training Sector 2013-2020
ECTS	European Credit and Transfer System
EAC	East African Community
ECCAS	Economic Community of Central African States
EU	European Union
ETF	European Training Foundation
EQF	European Qualifications Framework
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
HEI	Higher Education Institution
IGE	General Inspection of Education
MINEDUB	Ministry of Basic Education: http://www.minedub.cm/
MINEFOP	Ministry of Employment and Vocational Training: https://www.minefop.gov.cm/fr/
MINEPAT	Ministry of Economy, Planning and Regional Development: https://www.minepat.gov.cm/index.php?lang=en
MINESEC	Ministry of Secondary Education: http://www.minesec.gov.cm/en/accueil/
MINESUP	Ministry of Higher Education
MOOC	Massive open online courses
OIF	International Organisation of Francophonie : https://www.francophonie.org/
REC	Regional Economic Community
NQF	National Qualifications Framework
NDS30	National Development Strategy 2020-2030
SADC	Southern African Development Community
STC-EST	Specialised Technical Committee-on Education, Science and Technology
VAE	Validation des Acquis de l'Apprentissage (Validation of learning outcomes)

B. Acronyms of main qualifications / certificates / diplomas / cycles (alphabetic order)

A/L	Advanced Level
BAC	Baccalauréat
BEPC	Brevet d'Études du Premier Cycle (Certificate of First Cycle Studies)
BTS	Brevet de Technicien Supérieur
CAP	Certificat d'Aptitude Professionnelle

CAPIEMP	Certificat d'Aptitude Professionnelle d'Instituteurs de l'Enseignement Maternel et Primaire
CAPIET	Certificat d'Aptitude Professionnelle d'Instituteurs de l'Enseignement Technique
CEP	Certificat d'Études Primaires
CM1	Cours Moyen 1 ^e année
CM2	Cours Moyen 2 ^e année
CP	Cours Préparatoire
DIPCO	Diplôme de conseiller d'orientation
DIPEN	Diplôme de professeur d'enseignement normal
DIPES	Diplôme de professeur d'enseignement secondaire
DIPET	Diplôme de professeur d'enseignement technique
DTS	Diplôme de technicien supérieur
DUT	Diplôme universitaire de technologie
GCE	General Certificate of Education (O/L and A/L)
O/L	Ordinary Level
FSLC	First School Leaving Certificate
HND	Higher national diploma
LMD	Licence-Master-Doctorat

Introduction to the ACQF Mapping Study

Policy context of this mapping study

This country report forms an integral part of the *Mapping Study on the state of play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for the development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview – not an evaluation – of policies, practices and instruments related to the qualifications framework / system in Cameroon. Qualifications frameworks evolve and are in different stages of development, and this study captures this dimension.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of two and a half years (2019-2022). The ACQF's development activities are part of the African Union (AU)-EU project "Skills for Youth Employability", which supports a holistic process building on evidence and analysis, AUC political leadership and consultation of African stakeholders (national, regional and continental), awareness raising and capacity development.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision-making by the relevant organs of the AU.

The intermediate project outputs planned for 2019 to 2022 are:

- ACQF Mapping Study (by September-2020)
- ACQF Feasibility Study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF related policy and technical information for STC-EST meetings

ACQF Mapping Study: brief overview of the scope and methodology

The ACQF Mapping Study aims to chart a comprehensive, specific and updated analysis of where Africa stands in respect of qualifications frameworks development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains and inclusive, as it considers the broad range of countries' dynamics and progression stages in developing and establishing qualifications frameworks.

[Main reports of the mapping study published](#)

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications frameworks developments in Africa. Finalisation: September 2020.
- Synthetic report and infographics focused on key findings. Period: September 2020.

[Thematic analyses contributing to the comprehensive mapping study](#)

- Report of continent-wide survey of developments of qualifications frameworks encompassing all AU member states (AU MS) and RECs.
- Report of analysis of qualifications.
- Country reports (11 countries) and REC reports (3 RECs).

This report was reviewed by national expert Dr Deodonne Kunwufine. The ACQF project expresses gratitude for his valuable contribution.

Acknowledgements

The ACQF project expresses sincere gratitude to the authorities of Cameroon for the gracious support and generous sharing of documentation, information and data essential for the elaboration of this report.

The technical country visit to Cameroon (8-11 March 2020) was coordinated by Prof Rodolphine Wamba, from the Ministry of Higher Education (Department of University Accreditation and Quality), representative of Cameroon at the Advisory Group of ACQF. This country visit took place in the initial stages of the Coronavirus Pandemic, and despite the constraints and safety measures gradually out in place it was successfully conducted without cancellations. We thank Prof Rodolphine Wamba for her commitment and efficient coordination of the country visit to all relevant institutions.

Special appreciation is expressed to all national institutions and experts who contributed through insights, documentation and information to this report: Ministry of Higher Education, Ministry of Basic Education, Ministry of Secondary Education and Ministry of Employment and Vocational Training.

The information exchange with international organisations and partners provided access to valuable information, analyses, strategic and policy papers and contacts. In this context we acknowledge and thank Ms Deirdre Lennan (European Commission, Directorate General Education, Youth, Sport and Culture); Ms Elena Fanetti (European Union Delegation to Cameroon); Mr Jean Bosco Ki (UNESCO); Mr Jens Liebe (UNEVOC); Dr Deodonne Kunwufine (UNEVOC Centre coordinator – from Inspectorate of Pedagogy for Industrial Education).

The information emerging from Cameroon's path towards the NQF provides an insightful added value to the overall mapping study of NQFs in Africa.

1. Snapshot of Cameroon National Qualifications Framework

Cameroon is at the early stage of development of a national qualifications framework (NQF)¹, which is expected to contribute to improving convergence and articulation between sub-systems and levels of the existing qualifications system, and to mainstream a competence-based approach to design and obtain qualifications.

Cameroon started reflection and analysis towards the development of an NQF in 2017, according to the objective defined in the second strand (*Quality and Relevance*) of the [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#). The sector of vocational training and its lead ministry – the Ministry of Employment and Vocational Training (MINEFOP) – has been closely associated with this starting reflection and proposals. In 2020 the country took new steps and secured resources to engage in the process of development of the NQF, by successfully concluding the appraisal of the large-scale project “[Secondary Education and Skills Development](#)” funded by the World Bank Group. Sub-component 2.3 of the project will focus on strengthening the institutional capacity of the skills development system, including the development of the National Qualification and Certification Framework (NQCF), building on preliminary work done by MINEFOP in 2017 and the inter-ministerial working group already in place. The NQF will (a) specify the relationship—horizontal and vertical—between different qualifications within a national system; (b) cover all levels and types of technical education and training; and (c) provide a way to compare qualifications and to describe the relationship between the different levels of a national technical educational and training system and the level, workload, and learning outcomes of specific qualifications.

Cameroon’s policies in education and training have been guided by the [sector strategy 2013-2020 \(DSETS\)](#). The country has made good progress in expanding primary education, reaching a gross enrolment rate of 103,4 % in 2018². The external efficiency of the current qualifications system is affected by issues of limited labour market relevance of qualifications from one side, and the difficult paths for mobility and permeability between the sub-system of professional training and the sub-systems of secondary and higher education.

In 2020 the national authorities have been progressing with the review of the key strategic documents relevant for this mapping report, that is, the above-mentioned DSETS and the [Document of Strategy for Growth and Jobs \(DSCE\)](#).

Major Acts regulating education and training as a whole are: [Law No 98/004 Orienting Education](#) (1998); the [Law No 005/2001 Orienting Higher Education](#) (2001) and the new [Law](#)

¹ National policy and planning documents, such as the DSETS, use the designation “National Qualifications and Certification Framework” (NQCF). For ease of reference and consistent with international practice and terminology, this report uses “National Qualifications Framework” (NQF).

² Unesco Institute of Statistics: <http://uis.unesco.org/en/country/cm>

[No 2018/010 Governing vocational training](#) (2018). A range of implementing Acts complements these laws, notably on diplomas and degrees.

The governance of the education and training system in Cameroon is characterised by a complex institutional set-up composed of four main involved ministries: Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education and Ministry of Employment and Vocational Training. In addition, the Ministry of Youth and Civic Education is in charge of issues related to out-of-school youth. Other ministries have a role in skills development, such as the Ministry of Livestock, Fisheries and Animal Industries. Finally, the Ministry of Economy, Planning and Regional Development coordinates the strategic planning of the education and training sector as a whole.

The development and future entry into force of the NQF has the potential to contribute to closer cooperation of the involved ministries. The authorities and stakeholders acknowledge the importance of an NQF to improve the integration, convergence and pathways for mobility between the different sub-sectors of the complex structure of education and training. The new project “Secondary Education and Skills Development” will contribute to this end. Still, its effectiveness will partly depend on the articulation with the policy priorities of all involved ministries, the buy-in of stakeholders from the world of work and responsiveness to country needs.

Diversity and complexity also characterise the structure of the education system (from pre-school to secondary education), reflecting the language predominance by regions of Cameroon (French or English). An additional layer of diversity of the education system is related to the *orders* of education: public education and private education (comprising religious and laic schools).

Notwithstanding the mentioned diversity, the orientations of the education and training system are defined at central state level, via the legislative-regulatory framework and address all key domains: the education system, education programmes and learners’ handbooks, regulation and functioning of private schools, student’s assessment and organisation of the academic year throughout the country.

The key qualifications awarded in Cameroon are:

- **In primary education:**
 - Francophone system: Certificat d’Études Primaires (CEP)
 - Anglophone system: First school leaving certificate (FSLC)
- **In secondary education – first cycle:**
 - Francophone system: a) General education: Brevet d’Études du Premier Cycle (BEPC); b) Technical-professional education: Certificat d’Aptitude Professionnelle (CAP)
 - Anglophone system: a) General Certificate of Education Ordinary Level (GCE/OL); b) CAP
- **In secondary education – second cycle:**

- Francophone system: a) General education: Baccalauréat (BAC); b) Technical-professional education: Baccalauréat de Technicien; Brevet de Technicien (BT); Brevet Professionnel (BP)
- Anglophone system: a) GCE/Advanced level; b) BAC Technical
- **In higher education:**
 - Short-cycles: BAC+2 (Brevet de Technicien Supérieur (BTS) ; Higher National Diploma (HND) ; Diplôme Universitaire de Technologie (DUT)
 - Licence (BAC+3, BAC+4)
 - Master (BAC+5)
 - Doctorat
- **In the domain of teacher training:**
 - Certificat d’Aptitude Professionnelle d’Instituteurs de l’Enseignement Maternel et Primaire (CAPIEMP)
 - Certificat d’Aptitude Pédagogique des Instituteurs de l’Enseignement Technique (CAPIET)
 - Diplôme de professeur d’enseignement secondaire (DIPES1) ; Diplôme de professeur d’enseignement technique for the first cycle (DIPET1)
 - Diplôme de professeur d’enseignement secondaire (DIPES2) ; Diplôme de professeur d’enseignement technique for the second cycle (DIPET2)
 - Diplôme de conseiller d’orientation (DIPCO)
 - Diplôme de professeur d’enseignement normal (DIPEN2)
- **In the sector of vocational training, under the leadership of the Ministry of Employment and Vocational Training (MINEFOP)³:**
 - Diplômes: Diplôme de Qualification Professionnelle (DQP) ; Diplôme de Technicien (DT) ; Diplôme de Technicien Spécialisé (DTS) – national examinations organised centrally by MINEFOP.
 - Certification de Qualification Professionnelle (CQP) – harmonised examinations organised by the regional delegates.
 - Certification de Qualification Professionnelle (CQP) – supervised examinations
 - Diplômes VAE (full qualifications – VAE examinations are organised centrally by MINEFOP.

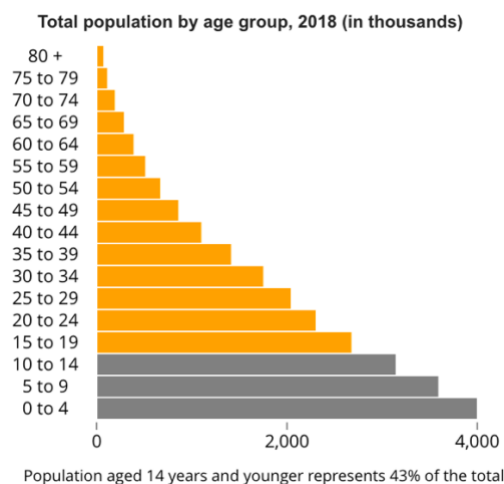
A responsive and contextualised NQF for Cameroon may support the Covid-19 recovery, if it contributes to increasing participation in flexible training, validation of skills acquired in work contexts and better articulation and mobility routes for lifelong learning. The Covid-19 recovery effort is linked to a challenging economic and employment context, increased pressure on public budgets and likely tendency to curb education expenditure.

³ Source: MINEFOP (2020).

2. Introduction and country context

Cameroon is a lower-middle-income country with a population of over 25.2 million (2018). The population aged 14 and younger represents 43% of the total, and the urban population is approximately 57% of the total.

Figure 1: Total population by age group



Source: Unesco Institute of Education. At: <http://uis.unesco.org/en/country/cm>

Located along the Atlantic Ocean, it shares its borders with Chad, the Central African Republic (CAR), Equatorial Guinea, Gabon, and Nigeria. Two of its border regions with Nigeria (northwest and southwest) are Anglophone, while the rest of the country is Francophone. Cameroon is endowed with rich natural resources, including oil and gas, minerals, high-value species of timber, and agricultural products, such as coffee, cotton, cocoa, maize, and cassava.

Cameroon is the largest economy in the Central African Economic and Monetary Community (CEMAC), a region experiencing an economic crisis triggered by the steep fall in oil prices. Along with its CEMAC partners, Cameroon has therefore had to put fiscal adjustment measures in place to adjust to the terms of trade shock and restore macro-stability and confidence in the common currency.

The African Development Bank Group (2020) in its [African Economic Outlook 2020](#) classifies Cameroon as a non-fragile country, oil exporter (page 47). The outlook indicates that despite exogenous and security challenges, the economy of Cameroon grew by an estimated 4,1% in 2019. The dynamic tertiary sector and growth in consumption and investment have contributed to this performance. A point of concern is the fact that growth has not been inclusive enough to develop human capital. The poverty rate has inched lower, from 39,9% in 2007 to 37,5% in 2014. The African Economic Outlook considers that the current trend will not achieve two goals in the Growth and Jobs Strategy Paper ([Document of Strategy for Growth and Jobs, 2010-2020](#)), notably: workforce underemployment falling from 76% to 50%, and the poverty rate at 28,7% in 2020.

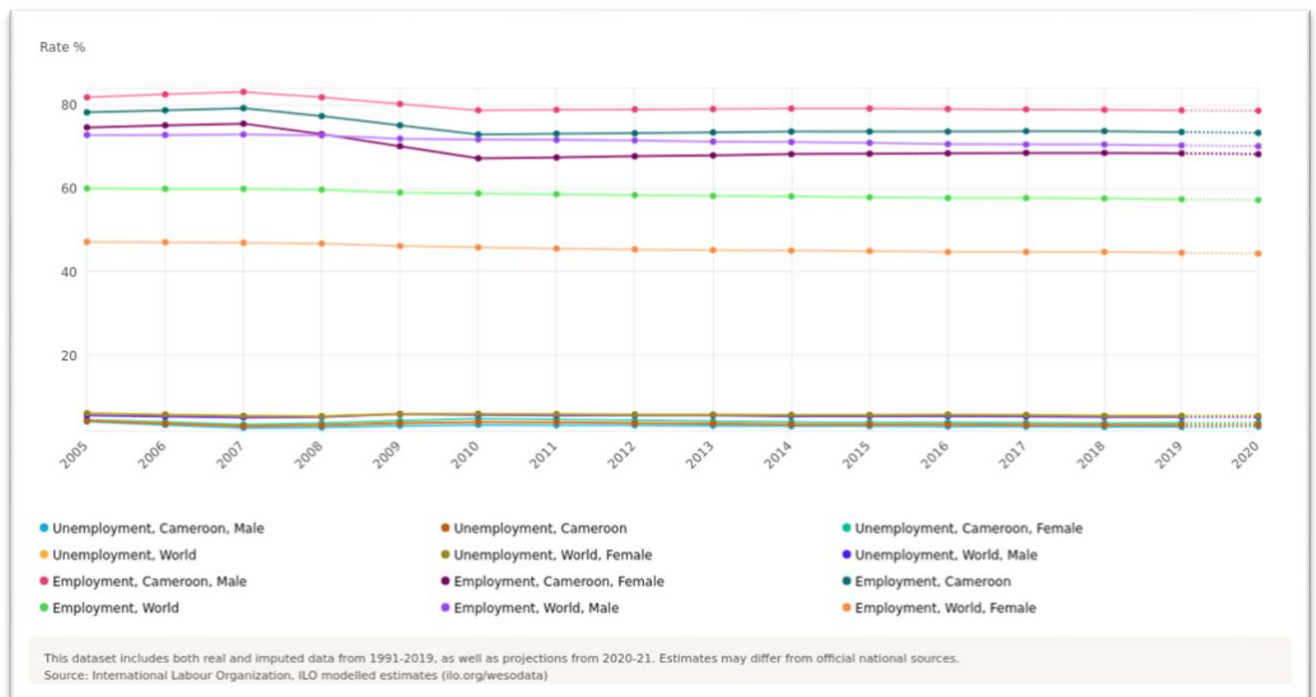
In the Cameroon Economic Memorandum, the [World Bank](#) states that to become an upper-middle income country by 2035, as targeted in its Vision 2035 document, Cameroon will have to increase productivity and unleash the potential of its private sector. Specifically, Cameroon’s real GDP must grow by around 8 % and 5,7 % in per capita terms over 2015–2035, which in turn will require the investment share of GDP to increase from around 20 % of GDP in 2015 to 30 % of GDP in 2035 and productivity growth to reach 2 % over the same period, from its average rate of zero growth over the past decade.

The [Human Development Index \(HDI\)](#) (UNDP, 2019) value of Cameroon is 0,563, which puts the country in the medium human development category, positioning it at 150 out of 189 countries and territories. Between 1990 and 2018, Cameroon’s HDI value increased by 26,4 %. In this period Cameroon’s life expectancy at birth increased by 5,6 years (reaching 58,9 years), expected years of schooling increased by 4,7 years (to 12,7 years). GNI per capita registered a moderate growth, by about 13,9 % in the same period.

Labour market indicators

The ILO database of labour market indicators ([Wesodata](#)) estimates that in 2019 the employment rate stood at 73,5%, and the unemployment rate – at 3,4%. The female employment rate is estimated at 68,4%, which compares favourably to the world’s female employment rate (44,6%) in the same period. According to the same source, the unemployment rate is not substantially different by gender.

Figure 1: Labour Market Indicators: employment and unemployment rates. Cameroon, World. 2005-2020.



Source: ILO database. At: <https://www.ilo.org/wesodata/chart/kM7z7irHV>

National development priorities

Cameroon's reference framework for government action and convergence of cooperation with all development partners is based on the [Document of Strategy for Growth and Jobs \(DSCE\)](#). In 2020 the national authorities are progressing with the review of the key strategic documents relevant for this mapping report, that is, the DSCE and the strategy for the education and training sector (DSETS), presented in Chapter 3 of this report.

On 16 November 2020 the new National Development Strategy 2020-2030 (NDS30) was officially presented at a [public ceremony](#).

This chapter provides a brief overview of the main objectives defined by NDS30 and the DSCE.

Objectives of the NDS2030

The [NDS30](#) aims to carry out structural transformation of the economy by making fundamental changes in economic and social structures in order to promote endogenous, inclusive development while preserving opportunities for future generations. The aim is to make the country a New Industrialized Country. To this end, efforts will be articulated around the industrialization strategy, which is therefore the focus of this national strategy.

The overall objectives pursued by the NDS30 are: (i) to establish conditions favourable to economic growth and accumulation of national wealth and ensure that the structural changes indispensable for the industrialization of the country are achieved; (ii) to improve on the living conditions of the population and their access to basic social services by ensuring a significant reduction in poverty and underemployment; (iii) to strengthen climate change adaptation and mitigate the effects of climate change and ensure environmental management that assures sustainable and inclusive economic growth and social development; and (iv) to improve on governance to enhance policy performance towards achieving development goals.

In order to achieve the above-mentioned objectives, the NDS30 is based on 4 (four) main pillars, namely: (i) structural transformation of the national economy; (ii) development of human capital and well-being; (iii) promotion of employment and economic integration; (iv) governance, decentralization and strategic management of the State.

In the **education and training sector**, integrated in the pillar "Human Capital", the NDS30 aims to promote an educational system in which every young graduate is sociologically integrated, bilingual and competent in an area that is crucial to the country's development. The strategic objectives pursued are to: (i) ensure access to primary education for all school-age children; (ii) achieve a 100% completion rate at primary level (iii) reduce regional disparities in terms of school infrastructure and teaching staff and (iv) increase the supply of vocational and technical training from 10 to 25% at secondary level and from 18% to 35% at tertiary level.

In support of the country's industrialization strategy, the Government's interventions will focus on three areas, particularly: (i) improving access and equity by correcting geographical disparities, improving textbook policy and gradually extending universal education; (ii) improving quality and employability, with emphasis on, inter alia, increasing the supply of

technical and vocational training, building the capacities of workers of the informal sector in innovative techniques and technologies, and strengthening civic-mindedness; (iii) strengthening the educational system through better management of the education system's personnel, a complete transfer of resources within the framework of decentralization and the promotion of private investment in the education and training sector.

With regard specifically to vocational training, the Government intends to institute a certified mass training and capacity-building programme for workers in the informal sector (Train my generation).

Skills development and skills matching priorities are also addressed under the pillar "Promotion of employment and economic integration" of the NDS30, in particular: 1) Matching training and employment and improving the vocational integration system. The Government's interventions in this area will focus mainly on matching the supply of training to the needs of the productive sector in terms of manpower and the establishment of an apprenticeship system. 2) Regulating the labour market: in this area, the Government intends to (i) increase the transparency of the labour market in order to facilitate the qualitative match between supply and demand for employment, in particular, by increasing the number of private placement agencies; and (ii) reform the National Employment Fund (FNE) so as to refocus its activities on observing the labour market, intermediation between supply and demand for employment and orientation of vocational training (definition of occupations and associated training curricula).

Objectives of the DSCE

The DSCE, completed on 31/12/2019, covered the first 10 years of the long-term vision (2035) and focused on accelerating growth, creating formal jobs and reducing poverty. It therefore aimed to (i) increase growth to 5,5% on an annual average during the period 2010-2020; (ii) reduce underemployment from 75,8% to less than 50% by 2020 with the creation of tens of thousands of formal jobs per year in the next 10 years; and (iii) reduce the monetary poverty rate from 39,9% in 2007 to 28,7% in 2020.

The DSCE was structured in seven interdependent chapters:

1. The review of development policies;
2. The long-term development vision and objectives of the DSCE;
3. Growth strategy;
4. Employment strategy;
5. Governance and strategic management of the state;
6. Macroeconomic and fiscal framing; and
7. The institutional framework and mechanisms for implementing and monitoring the DSCE.

Human development is a pillar of the growth strategy, encompassing improvement of living conditions of the population and investment in a solid human capital enabling economic

growth. The human development pillar comprises actions in the domain of health care, education and vocational training, gender, social protection and national solidarity.

Specifically, in the domain of education and training the DSCE contemplated:

- Education and vocational training: the government intends to focus on the formation of human capital, in particular through (i) quality basic education covering primary and lower secondary education; (ii) quality secondary education (second cycle) based on a dynamic balance between general and technical education, and preparing for higher education in the sectors / areas of priority importance for development; (iii) vocational training based on a modernised and considerably strengthened system to enable students graduating from basic and secondary education to provide a solid package of knowledge focused on mastering the skills required in the labour market and preparing beneficiaries for job creation; (iv) university education professionally oriented; (v) extensive continuing education, coupled with a system for validation of competences from experience; and (vi) control of enrolment to guarantee the quality of education, which requires the definition of a transparent and credible system of regulation of flows, the strengthening of the school guidance system and the improvement of the salary grid for technical occupations.
- Actions aimed at the development of education and vocational training concern: (i) improving access to basic education; (ii) improving the quality of teachers and their working conditions; (iii) choosing appropriate programmes and (iv) increasing and maintaining school infrastructure. As in the field of health, the state, while continuing the school coverage in rural areas, will ensure that schools are managed rationally and established in sites with the necessary services (water, energy, sanitation, telephone) to enable teaching staff to work in acceptable conditions.

3. Mapping of education and training system

3.1 Strategy of the education and training sector

The current guiding framework for the government's policy and action in the sector of education and training is defined in the [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#).

This sector strategy fulfils multiple purposes:

- Integrating framework of the actions for the development of education in coherence with the national development objectives.
- Framework for consultation with the civil society and development partners.
- Framework for coordination of government action and external cooperation
- Framework for financial coherence and medium-term sector budget.
- Framework for planning and organisation of analytical studies supporting sector development.

Strategic development objectives for education and training 2013-2020 are structured into three main components (Axes stratégiques):

Strategic axis 1: Access and equity

General objective	Specific objectives
Improve access and equity to all levels of education and training	<p>Increase gross enrolment rate in pre-school education from 27% in 2010 to 40% in 2020.</p> <p>Improve access by reducing disparities of all types in primary education.</p> <p>Establish fundamental education.</p> <p>Improve access by reducing disparities of all types in secondary general and technical education (second cycle)</p> <p>Diversify the offer of vocational training.</p> <p>Develop the offer of higher education in the perspective of professionalisation and reinforcement of scientific areas.</p> <p>Promote functional alphabetisation programmes for young people and adults.</p> <p>Develop a common policy of construction and rehabilitation of infrastructures.</p>

Strategic axis 2: Quality and relevance

General objective	Specific objectives
Improve the quality of learning while adapting their content to the socio-economic environment	<p>Improve the quality of learning in primary and general secondary education.</p> <p>Adapt training to the socio-economic environment.</p> <p>Promote action research and development research in the sector of education.</p> <p>Improve health in school and university context.</p>

Strategic axis 3: Management and governance

General objective	Specific objectives
Improve governance and steering of the education system.	<p>Maintain the existing regulatory mechanisms (exams and competitions) until the establishment of new mechanisms linked with the implementation of fundamental education.</p> <p>Reinforce deconcentration and decentralisation of the education system.</p> <p>Improve human resources management.</p> <p>Ensure efficient career management.</p> <p>Reinforce the planning capacities of the system.</p> <p>Improve transparency in the management of resources.</p>

Source: [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#). Pages 55-56

3.2 Structure and main features of the education and training system

Diversity and complexity characterise the structure of the education system. From pre-school to secondary education the organisation of the education system reflects the language predominance by regions of Cameroon (French or English). An additional layer of diversity of the education system is related to the *orders* of education: public education and private education (comprising religious and laic schools).

Notwithstanding the mentioned diversity, the orientations of the education and training system are defined at central state level, via the legislative-regulatory framework and address all key domains: the education system, education programmes and learners' handbooks, regulation and functioning of private schools, student's assessment and organisation of the academic year throughout the country.

The education and training system in Cameroon is governed by a complex institutional set-up composed of four main involved ministries: Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education and Ministry of Employment and Vocational Training. In addition, the Ministry of Youth and Civic Education is in charge of issues related to out-of-school youth. Other ministries have a role in skills development, such as the Ministry of Livestock, Fisheries and Animal Industries. Finally, the Ministry of Economy, Planning and Regional Development coordinates the strategic planning of the education and training sector as a whole.

Table 1 synthesises the structure of the education system, by sub-systems / cycles, from pre-school to higher education. The qualifications (diplomas, certificates) awarded at completion of primary and of secondary education (first and second cycles) bear different designations in the French-speaking and in the English-speaking systems.

Table 1. Structure of the education systems (French-speaking and English-speaking)

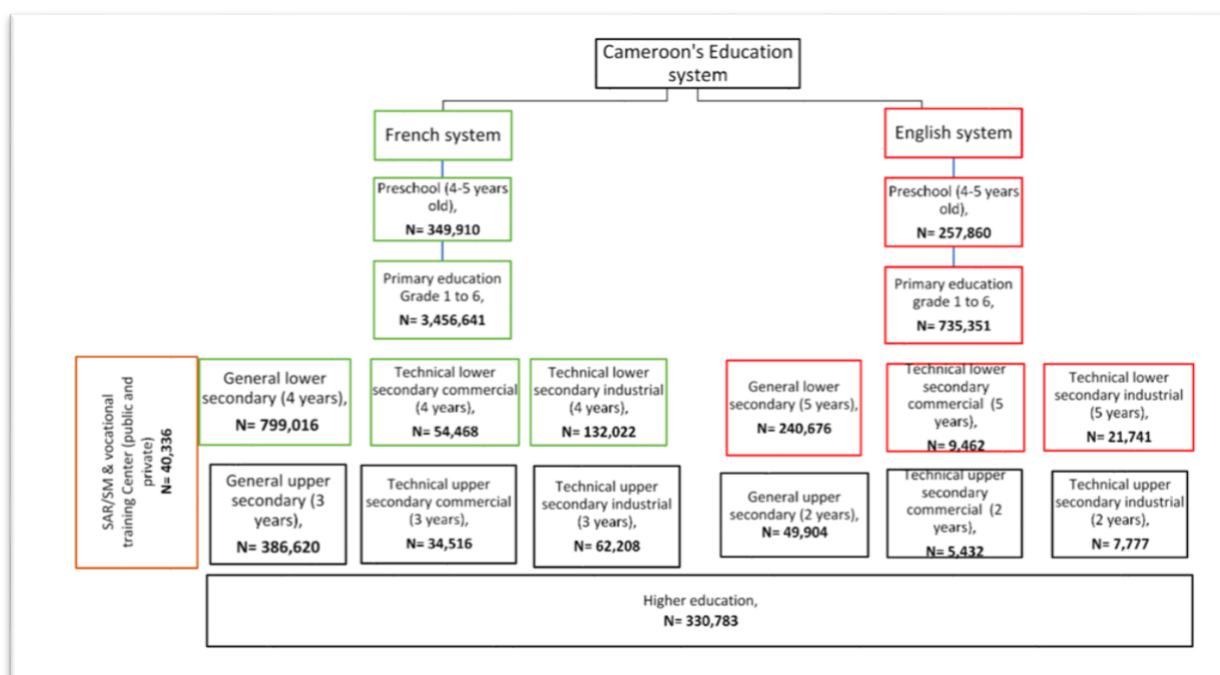
Sub-systems / cycles	French-speaking system Cycles, Levels and titles of qualifications	English speaking system Cycles, Levels and titles of qualifications
Higher education	<i>Doctorat</i> Master: BAC + 5 <i>Master Recherche</i> <i>Master Professionnel</i> <i>Diplôme d'Ingénieur de conception</i> <i>DIPES2 (Diplôme de professeur d'enseignement secondaire)</i> <i>DIPET2 (Diplôme de professeur d'enseignement technique)</i> <i>DIPCO (Diplôme de conseiller d'orientation)</i> <i>DIPEN2 (Diplôme de professeur d'enseignement normal)</i>	
	<i>Licence: BAC + 3 / BAC + 4</i> <i>Licence Académique</i> <i>Licence Professionnelle</i> <i>Licence Technique</i> <i>Licence d'Ingénierie</i>	

	<i>DIPES1 (Diplôme de professeur d'enseignement secondaire, DIPET1 (Diplôme de professeur d'enseignement technique)</i>	
	Short cycle higher education: BAC + 2 BTS (<i>Brevet de Technicien Supérieur</i>), HND (Higher National Diploma), DUT (<i>Diplôme universitaire de technologie</i>)	
Secondary education (2nd cycle)	General upper secondary (3 years) Technical upper secondary (services, industrial) (3 years) <i>Diploma: BAC (Baccalauréat); BT (Brevet de Technicien)</i>	General upper secondary (2 years) Technical upper secondary (services, industrial) (2 years) <i>Diploma: GCE A/L (General Certificate of Education Advanced Level); BAC technical</i>
Secondary education (1 st cycle)	General lower secondary (4 years) – qualification: <i>BEPC (Brevet d'Études du Premier Cycle)</i> Technical lower secondary (services, industrial) (4 years) – qualification: <i>CAP (Certificat d'Aptitude Professionnelle)</i>	General lower secondary (5 years) – qualification: <i>GCE O/L (General Certificate of Education Ordinary Level)</i> Technical lower secondary (services, industrial) (5 years) – qualification: <i>CAP (Certificat d'Aptitude Professionnelle)</i>
Primary education	Class 1-6 Qualification: <i>CEP (Certificat d'Études Primaires)</i>	Class 1-6 Qualification: <i>FSLC (First School Leaving Certificate)</i>
Pre-school education	Cycle: petite – grande sections 2 years duration	Cycle: nursery 1-2 2 years duration

Sources: a) [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#). b) MINESEC, MINEFOP (2019); MINESUP (2018).

Figure 1 provides an overview of the distribution of student enrolment by sub-system / cycle, separately in the French-speaking and in the English-speaking system.

Figure 1: The education and training system, enrolment data 2018-2019



Source: World Bank Group (2019), *Secondary Education and Skills Development Project – Project Information Document*. Page 122. At: <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/985741559276623707/concept-project-information-document-pid-secondary-education-and-skills-development-project-p170561>

Higher education

Cameroon has eight public HEI, delivering programmes in the following main domains of study: Arts, Letters and Humanities; Science and Technology; Economics and Management Sciences; Law and Political Sciences; Health Sciences; Agronomy, Agriculture and Fisheries Sciences. These HEI have academic faculties, technological and vocations institutions, and deliver qualifications of the Licence-Master-Doctorat (LMD) system, as well as other diplomas and certificates, such as BTS, DUT, HND.

Secondary technical professional education (ESTP)

ESTP programmes are organised in two sections and two levels (cycles):

Sections:

1. Section of industrial techniques (STI), offering 67 specialisations
2. Section of commercial techniques or techniques of the tertiary (STT) – with 18 specialisations.

Levels:

1. First cycle: four years, leading to Certificat d’Aptitude Professionnelle (CAP)
2. Second cycle: three years, with Baccalauréat as final award, and for certain specialisations – Brevet de Technicien).

ESTP programmes are provided by public and private establishments. Cameroon has a total of 765 public establishments delivering ESTP (first and second cycle), distributed as follows:

- First cycle ESTP: Collèges d’enseignement Techniques, Industriel et Commercial (CETIC) : 510 establishments
- First and second cycle, or exclusively second cycle: Lycées Techniques (LYTEC): 255 establishments.

Vocational training (under MINEFOP)

Target group

The main target of vocational training is young people, graduates and non-graduates, from the primary, secondary and higher education systems. In the forecasts for the last decade, vocational training envisaged absorbing at least 50% of this population, which corresponds to a workforce of 200,000 learners each year, expected in vocational training and apprenticeships. Workers and young people who have experienced school dropouts are also potential targets of vocational training.

Organisation

The vocational training system is organised as follows:

A. Formal component:

- Public vocational training
- Private vocational training

B. Non-formal component: essentially – apprenticeships.

Besides MINEFOP, several sector administrations (MINADER, MINNEPIA, MINPROFF, MINJEC), also develop and deliver vocational training activities.

Public initial vocational training: key figures concerning exclusively MINEFOP

1. 288 Artisanal and Rural Sections - Sections (SAR/SM)
 - 1722 trainers, 7136 learners whose access is open to young CEP holders and aged 14 and over.
 - The training is sanctioned by a Certificate of Professional Qualification (CQP) after a training period of two years.
2. 4 Rapid Vocational Training Centres (CFPR) whose access is open to young holders of at least the BEPC. The training is sanctioned by obtaining the Diploma of Professional Qualification (DQP) after a training period of one year;
3. 4 Professional Training Centres for Trades (CFM) under construction;
4. 2 Sectoral Vocational Training Centres (CFPS) under construction;
5. 3 Professional Training Centres of Excellence (CFPE) open to young people with a Baccalauréat diploma. The training is sanctioned by obtaining a Diploma of Specialised Technician (DTS) after a training period of one year.

Private initial vocational training: over 1000 providers

Continuing training

- The offer is variable and organised by modules. The duration depends on the module and the certification is issued by the training structure.
- Apart from the accredited public and private training structures, this training takes place within certain companies.

Apprenticeships

- Although not yet regulated, apprenticeship exists as part of non-formal vocational training and in various occupations.

To address demands and challenges, MINEFOP is committed to:

- Significantly increase the quantitative and qualitative offer of vocational training (equipped training structures, adequate technical platforms, motivated and well-trained staff and trainers, training programmes adapted to the needs of the economy, manuals and teaching materials, etc.);

- Ensure better regulation of the flow of learners from primary, secondary and higher education;
- Promote public-private partnerships in the vocational training sector;
- Adopt a legal and regulatory framework in conjunction with new issues and challenges (jobs, training, certification, financing, partnership, etc.). The 2018 law is a significant step in this direction;
- Continue to develop vocational training programmes and benchmarks, of which 30 benchmarks were expected per year;
- Further streamline the governance of the vocational training system;
- Thoroughly renovate orientation, job integration and learning systems.

3.3 Key education statistics

Figure 2: Primary education: net and gross enrolment rate (%)

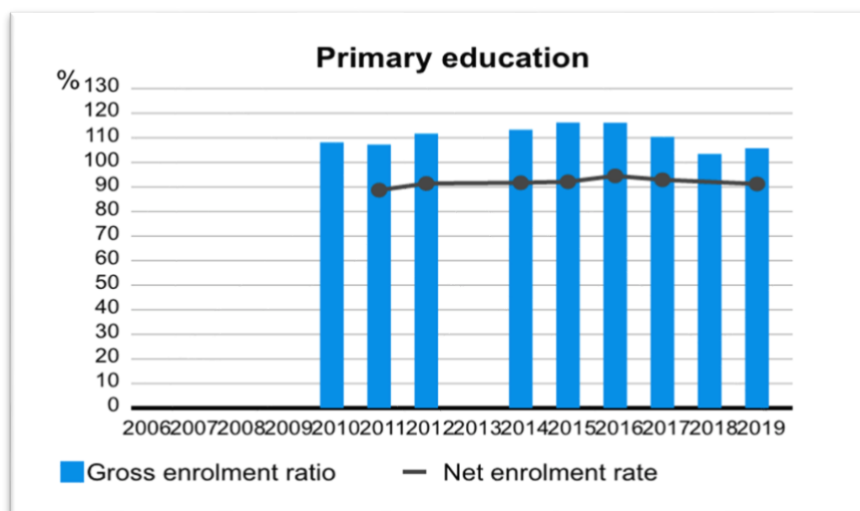


Figure 3: Secondary education: net and gross enrolment rate (%)

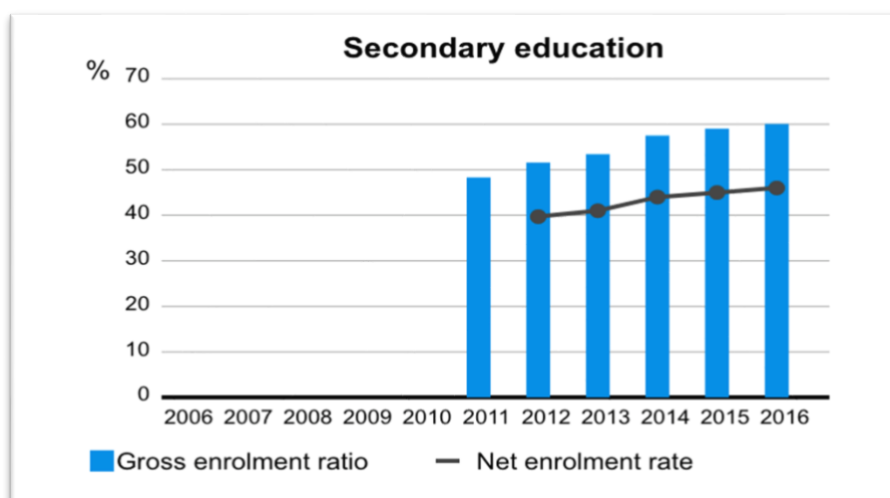
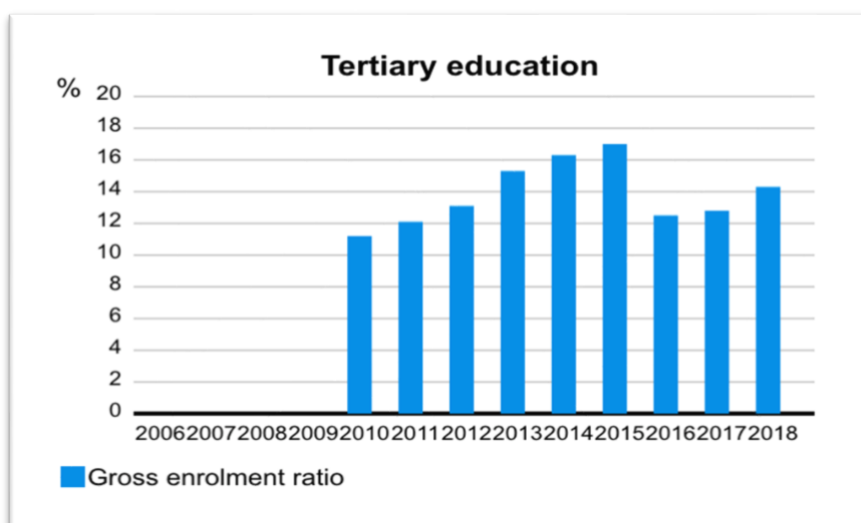


Figure 4: Tertiary education: Gross enrolment rate (%)



Source: UIS. At: <http://uis.unesco.org/en/country/cm#slideoutmenu>

4. Scope and structure of national qualifications

4.1 Development of the NQF

Cameroon started reflection and analysis towards the development of the National Qualifications and Certifications Framework / CNQC (further designated “NQF”) in 2017, according to the objective defined in the second strand (*Quality and Relevance*) of the [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#). The sector of vocational training and its lead ministry – Ministry of Employment and Vocational Training (MINEFOP) – has been closely associated with these starting debates and proposals. In 2020, the country took new steps and secured resources to engage in the process of development of the NQF, by successfully concluding the appraisal of the large-scale project [Secondary Education and Skills Development](#) funded by the World Bank Group.

Sub-component 2,3 of the project will focus on strengthening the institutional capacity of the skills development system, including the development of the NQF, building on preliminary work done by MINEFOP in 2017 and the inter-ministerial working group already in place. The NQF will (a) specify the relationship—horizontal and vertical—between different qualifications within a national system; (b) cover all levels and types of technical education and training; and (c) provide a way to compare qualifications and to describe the relationship between the different levels of a national technical educational and training system and the level, workload, and learning outcomes of specific qualifications. The development and future entry into force of the NQF has the potential to contribute to much-needed closer cooperation of the involved ministries. The authorities and stakeholders acknowledge the

importance of an NQF to improve the integration, convergence and pathways for mobility between the different sub-sectors of the complex structure of education and training.

The NQF will be a unique reference for qualifications – for employment, training and validation of outcomes of experience (validation des acquis de l'expérience – VAE). The NQF will be connected with the operational standard of occupations (Répertoire opérationnel des métiers et des certifications – ROME). This process is based on a participative approach, including consultations between ministries and professional / sectoral organisations.

4.2 National qualifications - current status

At the time of writing this report, the concept and structure of the future CNQC are not yet known and have not yet been adopted. Therefore, this chapter refers to the existing structure of qualifications (diplomas, brevets, certificates) in the sub-systems of the education and training systems (French-speaking and English-speaking).

The key qualifications awarded in Cameroon are listed below and presented in table format with supplementary details in Table 1.

- **In primary education:**
 - Francophone system: Certificat d'Études Primaires (CEP)
 - Anglophone system: First school leaving certificate (FSLC)
- **In secondary education – first cycle**
 - Francophone system: a) General education: Brevet d'Études du Premier Cycle (BEPC); b) Technical-professional education: Certificat d'Aptitude Professionnelle (CAP)
 - Anglophone system: a) General Certificate of Education Ordinary Level (GCE/OL); b) CAP
- **In secondary education – second cycle:**
 - Francophone system: a) General education: Baccalauréat (BAC); b) Technical-professional education: Baccalauréat de Technicien; Brevet de Technicien (BT); Brevet Professionnel (BP)
 - Anglophone system: a) GCE/Advanced level; b) BAC Technical
- **In higher education:**
 - Short-cycles: BAC+2 (Brevet de Technicien Supérieur (BTS) ; Higher National Diploma (HND) ; Diplôme Universitaire de Technologie (DUT)
 - Licence (BAC+3, BAC+4)
 - Master (BAC+5)
 - Doctorat
- **In the domain of teacher training:**
 - Certificat d'Aptitude Professionnelle d'Instituteurs de l'Enseignement Maternel et Primaire (CAPIEMP)
 - Certificat d'Aptitude Pédagogique des Instituteurs de l'Enseignement Technique (CAPIET)

- Diplôme de professeur d'enseignement secondaire (DIPES1) ; Diplôme de professeur d'enseignement technique (DIPET1)
- Diplôme de professeur d'enseignement secondaire (DIPES2) ; Diplôme de professeur d'enseignement technique (DIPET2)
- Diplôme de conseiller d'orientation (DIPCO)
- Diplôme de professeur d'enseignement normal (DIPEN2)
- **In the sector of vocational training, under the lead of Ministry of Employment and Vocational Training (MINEFOP)⁴:**
 - Diplômes: Diplôme de Qualification Professionnelle (DQP) ; Diplôme de Technicien (DT) ; Diplôme de Technicien Spécialisé (DTS) – national examinations organised centrally by MINEFOP.
 - Certification de Qualification Professionnelle (CQP) – harmonised examinations organised by the Regional Delegates.
 - Certification de Qualification Professionnelle (CQP) – supervised examinations
 - Diplômes VAE (full qualifications – VAE examinations are organised centrally by MINEFOP.

4.2.1 Licence-Master-Doctorat (LMD)

LMD is the framework of qualifications in higher education.

The reform of higher education towards the system LMD is based on the Directive N° 02/06-UEAC-019-CM-14 of 10/03/2006: organising higher education studies in the space CEMAC in the framework of the LMD system (Central Africa)⁵.

As it happens in other countries implementing the LMD system, HEI continue to offer qualifications of shorter duration, such as BTS and DUT (BAC+2).

Credit system: 1 semester = 30 credits.

Licence:

- Access: Baccalauréat or GCE/AL. Licence is commonly described as: BAC + 3 (years)
- The studies leading to the degree of licence are organised in six semesters, representing 30 credits per semester – a total of at least 180 credits.
- Licence professionnelle: sanctions studies oriented to insertion in the labour market. The studies conducting to a Licence Professionnelle are organised in two semesters (total: 60 credits), and correspond to the fifth and sixth semesters of the Licence.

Master:

- Access: Licence degree, in a compatible field of study. Master diploma is commonly described as BAC + 5 (with variations depending on the field of study)

⁴ Source: MINEFOP (2019).

⁵ <http://kalieu-elongo.com/wp-content/uploads/2015/10/Directive-UEAC-portant-organisation-des-Etudes-universitaires-dans-lespace-CEMAC-dans-le-cadre-du-Syst+C2%BFme-LMD..pdf>

- The studies leading to Master degree are organised in four semesters, representing a total of 120 credits (total of Master degree = 300 credits)
- Types of Master: a) Master Recherche; b) Master Professionnel. HEI organise their programmes as standardised pathways: upon completion of the first two semesters (60 credits), students opt for a Master Recherche or a Master Professionnel

Doctorat:

- Access: Master Recherche. Doctorate is commonly described as BAC + 8
- Duration of preparation of the doctoral thesis: three years. Extensions (two years at the most) can be authorised by the higher education institution upon motivated request. The doctoral degree is awarded by the higher education institution upon the successful public defence of the thesis in front of a jury.

Smaller size qualifications

Universities preparing for the licence are authorised, if needed, to award diplomas sanctioning shorter duration studies corresponding to 120 credits (four semesters after Baccalauréat), especially:

- “University Diplomas”: Diplôme d’Etudes Universitaires Générales (DE UG), Diplôme Universitaire d’Etudes Scientifiques (DUES), Diplôme Universitaire de Technologie (DUT)

4.3 Level descriptors (in construction)

The NQF level descriptors are in development in the context of the relevant national project CNQC.

4.4 Use of learning outcomes

In Cameroon the use of learning outcomes is closely associated with the extent to which the competence-based approach (APC) has been applied for the planning, development and implementation of competence and qualifications standards (*référentiels*) for education and training programmes. The APC has been adopted in Cameroon as the main conceptual and methodological framework for programmes and qualifications of secondary technical-professional education (ESTP), and those of vocational training. The renewal of ESTP programmes is underway, based on the APC, with significant progress in the programmes of the section of commercial techniques or techniques of the tertiary (STT). More information on this process is available in section “4.6 Development of qualifications”.

In the newest ESTP programmes, the learning outcomes are defined with variable granularity, according to the purpose. The example below has similarities to cases analysed in other countries using the APC. At the level of “definition of the competence” the formulation of learning outcomes is wide, while at the level of “assessment indicators” – learning outcomes are very granular.

Table 3: Learning outcomes in ESTP. Training standard of the occupation Geometry-Topography Technician, second cycle - première (adopted in 2016)

Definition of competence (02):		
Master the use of instruments and different methods of data acquisition in topography and in construction (buildings and public works)		
1. Elements of the competence	2. Elements of content	3. Assessment indicators (partial list)
Comprehend the aspects of the theory of errors and its topometric applications	Theory of errors (definitions, accidental errors, systematic errors, variations, regulations)	Distinguish the main mistakes and errors Identify a mistake Give examples of control Differentiate systematic and accidental errors, give examples List the controls able to reduce and eliminate errors and mistakes Describe the impact of accidental errors in direct and indirect errors
Distinguish the types of topographic instruments and describe their functioning mode and their use	Recall: electronic tacheometers; electronic levels GNSS (GPS, Glonass) receptors	Describe the main GNSS receptors Describe their functioning modes Describe the different accessories of GNSS receptors

Source: MINESEC (2016), General Inspectorate of Education – Inspectorate of Pedagogy for Technical Education, Department of Civil Engineering, Woodwork and Agricultural Techniques. *Référentiel de Formation du métier de Technicien Géomètre-Topographe. Classe de Première. 2016*

4.5 Definition of “qualifications”

The Law N° 2018/010 of 11/08/2018 "Governing Vocational Training in Cameroon", in Section 6 establishes the main used definitions. Selected concepts related to the scope of this study are herewith provided in the original text in French:

- *Certification: délivrance par une instance officielle d’un document authentifiant les compétences et le savoir-faire d’un postulant par rapport à une norme de référence attachée à un diplôme, un titre ou certificat de qualification professionnelle ;*
- *Compétence : aptitude à exercer de manière efficace un métier, une fonction ou certaines tâches spécifiques, avec toutes les qualifications requises à cet effet.*
- *Qualification professionnelle : association d’aptitudes, de connaissances, de qualifications et d’expériences acquises qui permet d’exercer une profession ou un métier déterminé.*
- *Validation des Acquis de l’Expérience (VAE) : processus d’évaluation permettant d’obtenir une certification correspondant à son expérience professionnelle.*

4.6 Development of qualifications

The competence-based approach (APC) has been adopted in Cameroon as the conceptual and methodological basis for the development of education and training in the secondary technical-professional education and vocational training.

ESTP

Some of the programmes and qualifications in ESTP were structured according to the APC, but a large number of them have become outdated. MINESEC is aware of the problem that some ESTP programmes and qualifications are based on standards from 1991 linked with international cooperation initiatives. To improve coherence across programmes of different sectors and to modernise them, adapting to new demands of the labour market and new technologies, MINESEC conducts the process of renewal of curricula of qualifications in both sections and cycles in line with the competence-based approach (APC). This process was initiated in 2004.

A brief overview of the status of this renewal process is provided in the concise stocktaking study of the Ministry of Secondary Education (MINESEC 2020) and is summarised in Table 4.

Table 4: Overview of progress in the renewal of programs in ESTP (APC)

	Section of industrial techniques (STI)	Section of commercial techniques or techniques of the tertiary (STT)
<u>First cycle</u> Qualification: CAP	7 spécialisations Renewal based on APC completed	11 spécialisations Renewal based on APC completed
<u>Second cycle</u> Qualifications: BT, Baccalauréat.	28 spécialisations Renewal based on APC is underway	39 spécialisations Renewal based on APC completed

Source: MINESEC (2020). Table: Author of the report

All programmes of the section of techniques of the tertiary (STT) have been revised and structured according to the principles of APC. In contrast, in the section of industrial techniques the shift to APC has been completed for programmes of the first cycle and is underway in those of the second cycle.

Vocational training (MINEFOP)

Source: MINEFOP (2020)

Methodological framework: there is a methodological framework adapted from the methodological guides of the OIF. The competence-based approach (APC) was adopted in vocational training in 2008 and several capacity-building sessions were held for trainers to master this highly demanding approach. In terms of challenges, MINEFOP is committed to rehabilitating vocational training structures, improving the quality of technical resources and building the capacity of trainers to meet APC requirements, not to mention further development of training standards and *referentiels* and the acquisition of learning manuals.

Renewal of qualifications: Work has been initiated and the list of qualifications is awaiting publication by MINEFOP. These certifications take into account the level of access, the duration of the trainings, the exit profile.

The Law N° 2018/010 of 11/07/2018 on Governing Vocational Education, in Chapter III on Standards, Assessment and Certifications, defines that the State shall lay down vocational training standards. Such standards shall relate in particular to the training goals, methods and modules, profiles on trainers, duration of the training and other inputs. To develop and amend these standards, the opinions of experts in the concerned fields, as well as information on the specific features of each sector of activity, shall be taken into account.

4.7 Access to qualifications, progress, credits

Access and progress

Access and progress to different qualifications levels are described in detail in section 4.2 of this report.

Access and progress are regulated by the laws guiding the education and training system:

- Law N° 98/004 of 4 April 1998 on the orientation of education in Cameroon.
- Law N° 005/2001 of 16 April 2001 on the orientation of higher education.
- Law 2018/010 of 11.07.2018 Governing Vocational Training in Cameroon.

Credit system

The credit system is applied in higher education as follows:

One curricular year (full time) corresponds to 60 credits. One semester (full time) corresponds to 30 credits.

4.8 NQF's relationship with other instruments

The NQF is in development in the frame of the national project CNQC. The NQF has close ties with the structuring policies and instruments below:

- APC, as the main conceptual and methodological framework for qualifications of ESTP and vocational training
- LMD legislation and methodological supports
- Quality assurance system in higher education
- Répertoire opérationnel des métiers et des emplois (ROME)

5. Legislation

5.1 Legal Acts directly applying to the NQF and its implementation

Specific legislation structuring and regulating the NQF will be one of the outputs of the national CNQC project. The main policy and strategic document underpinning the NQF Cameroon is the [Document of Strategy of the Education and Training Sector 2013-2020 \(DSETS\)](#), specifically the objective set in the second strand (*Quality and Relevance*), under Specific Objective N° 2: Adapt training to socio-economic environment. This objective comprises strategies such as:

- Study the adequacy and matching between occupations and qualifications in the labour market;
- Strengthen the technical learning infrastructure in secondary general, and technical-professional education (laboratories, workshops, equipment, entrepreneurial incubators) and a reference technical lycée and a reference science lycée by region;
- Develop and renew education and training offer of secondary and university level responding to the real needs of the economy;
- Strengthen professionalisation of higher education;
- Develop multiple partnerships between public authorities and the actors of the private sector involved in professional training;
- Facilitate the reintegration of adults and out-of-school children in education and training activities.
- Relation with other related legal Acts/regulations

The NQF will be contextualised by the main laws guiding the education and training system, listed below. On the other side, the NQF will influence the related legal and regulatory framework.

6. Organising systems: governance, institutions, stakeholders

6.1 Governance, roles, functions – policy, coordination, implementation, monitoring

Higher education

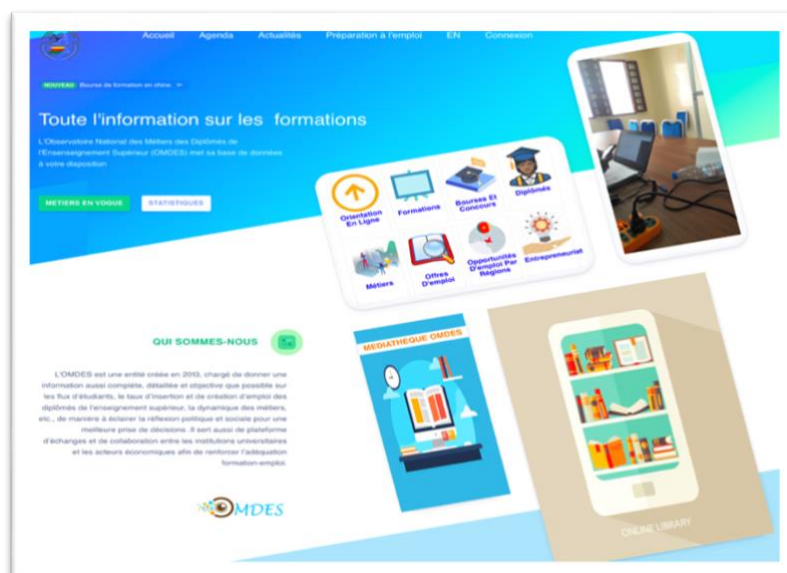
Lead ministry: MINESUP

In accordance with Act 005 of April 16, 2001, and Decree No. 2012/433 of 1 October 2012, the Directorate of University Accreditation and Quality, (Sub-directorate of Quality Assurance) works in conjunction with other structures of the central services of the MINESUP,

including the Directorate of Development of Higher Education, and the General Inspectorate of Academic Affairs, as well as with ANOR (National Standards Agency).

The National Observatory of Higher Education Graduates (OMDES), supported by MINESEC and the *Agence Universitaire de la Francophonie* (AUF), makes its database available to students, graduates and other users via its website: <http://www.omdes.net/technology/software/prototype/pages/home/>. OMDES is an entity created in 2013 to provide as comprehensive, detailed and objective information as possible on student flows, the rate of integration and job creation of higher education graduates, the dynamics of trades, etc., to inform political and social thinking for better decision-making. OMDES provides information on occupations, evaluation on training courses and entrepreneurship as a career. It also serves as a platform for exchanges and collaboration between academic institutions and economic actors to strengthen the training-employment adequacy. In the section "[Occupations](#)" users have access to information on occupations (profiles) organised in 48 sectors.

Figure 5: OMDES – website



Source: OMDES. <http://www.omdes.net/technology/software/prototype/pages/home/>

Basic education

Lead ministry: MINESEC

Secondary education

Lead ministry: MINESEC

The operational structures with a key role in qualifications of this sub-system are:

- Office of Baccalauréat of Cameroon (O.B.C);
- Board of General Certificate of Education Board (G.C.E.Board).
- General Inspectorate of Education (refer to Annexure 2 for more details)

General Inspectorate of Education

Placed under the authority of a General Inspector of Education, the General Inspectorate of Education comprises of 9 Pedagogy Inspectorates and a Support Unit for Pedagogical Action.

Functions of the General Inspection:

- the definition of research programs;
- the coordination, supervision, monitoring and evaluation of the activities devolved to the Pedagogical Inspectorates;
- monitoring the activities of the structures in charge of examinations and competitions;
- the preparation and dissemination of the annals of the examinations.
- the monitoring and evaluation of the educational system in Cameroon;
- the continuous adaptation of pedagogy to the evolution of science;
- the implementation of government policy on textbooks and other teaching tools;
- the relations with partner institutions and organisations in the field of research and training programs, in liaison with the structure in charge of cooperation;
- the definition of continuous training programs and distance learning for teachers;
- the preparation of the annual evaluation report of pedagogical activities;
- the monitoring and evaluation of the pedagogical activities of Guidance Counsellors;
- the monitoring and evaluation of activities related to school life.

Vocational training

Lead ministry: MINEFOP (complementary information in Annexure 1)

With regard to vocational training specifically, two MINEFOP operational structures are involved:

- General Inspectorate of Training (IGF)
- Directorate of Professional Training and Orientation (DFOP)

In accordance with the provisions of Decree No. 2012/644 of 28 December 2012 organising MINEFOP, the ministry is responsible for the development and implementation of the government's policy on employment, training and vocational integration. As such, the ministry is responsible for:

- The development of employment policy and vocational training;
- Studies on the evolution of employment and the labour market;
- Studies on the evolution of qualifications for occupations;
- Promoting employment;
- Defining vocational training and integration programmes in conjunction with the relevant administrations and agencies;
- Setting the standards for organising and enforcing apprenticeship and vocational qualification systems;
- Designing and organising short-cycle training activities;

- Orientation and placement of the workforce;
- Organising and monitoring the professional integration of trained young people;
- Organising retraining or re-skilling activities for workers;
- Monitoring the adequacy of job training;
- Relationships with companies and professional organisations in conjunction with the relevant sectoral ministerial departments;
- Monitoring and monitoring of vocational training structures in conjunction with the relevant ministerial departments; and
- MINEFOP monitors the activities of employment prospecting agencies.

Provisions of the law provide that MINEFOP is responsible for coordinating and monitoring vocational training by ensuring consistency and organisation in relation to the multiple sectoral administrations working in vocational training (MINADER, MINEPIA, MINTP, MINDHU, MINPROFF, etc.), which very often operate in dispersed ranks.

The Law Nº 2018/010 of 11/07/2018 defines the principles of governance of vocational training as follows:

- The state shall prepare, implement and monitor public vocational training and career guidance policies, in partnership with local and regional authorities, professional organisations, enterprises and other relevant stakeholders.
- Vocational training shall be based on the principles of tripartism (state, employer, worker), decentralisation, secularism, public-private partnership, democracy, social equity, labour market access, dual training, apprenticeship and state-enterprises-worker joint financing.
- The stakeholders' community shall comprise local and regional authorities; private vocational training promoters or guidance entities; trainers, administrative and supervisory staff; learners; socio-professional partners.
- The state shall seek to match the vocational training system to the expressed needs of the socio-professional sectors to curb the training-employment mismatch.

The stocktaking study carried out in 2019 by MINESEC and MINEFOP recognises that coordination and cooperation between the involved institutions and stakeholders are not operational and requires substantial improvements. The study (MINESEC, MINEFOP, 2019) recognises the need to create a national coordination organ for the entire TVET system (ESTP and vocational training). The expected revised governance mechanisms (roles of the actors, and funding) will be proposed in the framework of two studies envisaged during 2020, one on the management of the vocational training system, and the other on the financing of vocational training.

6.2 Key actors and stakeholders: sector councils, world of work, and education and training institutions

Vocational training

Other actors are involved in the development of quality vocational training. They are (i) the Decentralised Territorial Communities, (ii) the promoters of private training and career guidance structures, (iii) the trainers, (iv) the administrative and supervisory staff, (v) the partners of the socio-professional environment and (vi) the learners.

As for companies, their participation in the vocational training process is welcomed by the openness offered to receive, according to their capacities, learners in the context of apprenticeships.

7. Quality assurance of qualifications

7.1 Legal base of the quality assurance framework

The Strategy of the Education and Training Sector 2013-2020 of **Cameroon** gives priority to quality and relevance, defined as an improvement of quality of learning and adaptation of content to socio-economic environment (second strategic strand).

Higher education

Over the past three decades, Cameroon's Higher Education System has faced a strong expansion trend due to strong social demand. This expansion has led to an increase in the number of mainly private higher education institutions, in a context of state budgetary restraint. The public authorities have therefore questioned whether traditional quality control structures are still valid. Quality assurance has, therefore, become a major concern of the Cameroonian government. Thus, from 2000 to 2018, the Ministry of Higher Education initiated structures for the supervision and evaluation of higher education.

In higher education the government undertook steps to put in place a system of quality assurance, which is coordinated by the Department of University Accreditations and Quality (DAUQ) of the Ministry of Higher Education (MINESUP).

The department presented its self-assessment report, which served a basis for the first pilot external evaluation conducted in 2018 to test Sections B and C of the African Standards and Guidelines for Quality Assurance ([ASG-QA](#)) under the HAQAA Initiative (HAQAA, 2019). The evaluation notes progress in the following: a) Instruments and guidelines to support quality assurance processes (internal, external), disseminated to HEI and based on international practice; b) regular annual evaluation of institutions and education programmes, in place since 2015; c) implementation of activities to develop and instil a culture of continuous improvement; and d) elaboration and ongoing discussion of the draft specifications for establishment of a fully autonomous quality assurance agency.

MINESUP (DAUQ) developed and disseminated a collection of guides, standards and indicators for evaluation and quality assurance of education and research. These reference documents are aligned with international practice, notably with CAMES' guidelines.

List of quality assurance guides and standards issued by MINESUP:

- MINESUP, Guide to developing an internal quality assurance framework by university institutions in Cameroon. (Support programme for the technological and vocational component of higher education).
- MINESUP (2015), University standards applicable to all higher education institutions in Cameroon.
- MINESUP (2017), Development of technological and professional component in the Cameroonian higher education: PRO-ACT actions from 2007 to date.
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- MINESUP (2018a), National Guide for the evaluation of universities performance and comparability indicators.
- MINESUP (2018b), References and guidelines in education (Support programme for the technological and vocational component of higher education).

Basic and secondary education

In the pre-tertiary sub-systems of education and TVET, coordinated by different ministries (MINEDUB, MINESEC), the quality assurance approach relies on the functions of the respective Inspectorates. Exchanges with national experts and ministries and national analyses of the system of technical education and professional training, consulted for this mapping study provide evidence that efforts are being taken by the relevant ministries to implement and improve the existing quality standards, renew and update competence-based curricula, and improve teacher and trainer training.

At the same time the authorities acknowledge that the overall quality and the achieved learning outcomes in technical education and professional training are adversely affected by numerous factors, such as obsolete and insufficient training infrastructure and equipment for practical learning, insufficient cooperation with employers, and issues related to the challenging socio-political context aggravated in the recent years.

Vocational training

The quality assurance of vocational training refers to the quality of the training provided, the quality of the trainers, the quality of the existing infrastructure and teaching facilities in the Centre. Quality assurance also refers to the evaluation of the implementation of training programs, and end-of-training examinations.

- A reflection between MINEFOP and ANOR is well advanced to define the modalities on standards and quality in professional training.
- It is also important to note the existence of a guide of standards (Guide des Normes).

Link between vocational training and labour market demand

Prospective and sectoral studies: Several studies have been conducted and have informed policy decisions, such as the reform of SAR/SM, the result of which is the launch of CFMs, CFPEs, CFPS, and the identification of skills needs in structuring projects.

Graduate tracking studies to follow-up integration in employment: No studies have been conducted in the field of vocational training to assess the level of satisfaction, or the external and internal effectiveness of the vocational training system. However, the development of a mechanism of the graduate tracking system is being finalised with the partners (UNESCO and the OIF).

Map of vocational training: The last map was developed in 2012 and is being updated. It is important to note that there is a high concentration of private training structures in the cities of Douala and Yaoundé. At the same time, the northern, southern, Adamaoua and eastern regions experience a shortage of vocational training centres despite their natural potential and economic opportunities.

7.2 Quality assurance processes

Higher education

MINESEC developed a range of guidelines, references and standards, listed in §7.1, to support HEIs in the organisation, implementation and improvement of quality assurance.

By means of legislation, the national quality assurance system comprises the processes:

- Evaluation – twofold: a) internal (self-evaluation) of HEI and b) external evaluation
- Accreditation and registration: a) creation of HEI; and b) creation of study cycles (programmes) leading to degrees and diplomas.

All HEI are obliged to establish internal systems of evaluation and quality assurance and carry out regular self-evaluation of performance.

The external evaluation covers the following institutional dimensions of the HEI, namely, institutional development, institutional management, infrastructure, academic policy, human resources policy.

The National Higher Polytechnic School (ENSP), of University of Yaoundé I, cooperated with the French *Commission des Titres d'Ingénieur* (CTI) in the context of its request of evaluation *for habilitation* (CTI, 2017)

Table 5: Accredited public higher education institutions

University	Website	Fields of study	Qualifications
University of Bamenda		Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Law and Political Sciences; Science and Technology; Health Sciences	Total: 230 (DUT, HND, Licence, DIPSES, DIPET, DIPCO, DIPEN, Master, Doctorat)
University of Buea	https://www.ubuea.cm/	Multi-disciplinary: Arts Humanities and Social Sciences; Health Sciences; Science and Technology; Economics and Management; Engineering Sciences	264 (HND, Licence, DIPET, Master, Doctorat)

University of Douala	https://www.univ-douala.cm/	Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Law and Political Sciences; Science and Technology; Health Sciences	450 (BTS, DES, DEPA, DIPET, DUT, HND, Licence, Master, Doctorat)
University of Dschang	https://www.univ-dschang.org/	Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Science and Technology; Health Sciences	277 (BTS, DUT, Licence, Master, Doctorat)
University of Maroua	http://www.univ-maroua.cm/fr	Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Law and Political Science; Science and Technology	242 (Technicien, Senior Technicien, DIPES, DIPET, DIPCO, Engineer, Licence, Master, Doctorat)
University of Ngaoundere	http://www.univ-ndere.cm/?lang=en	Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Law and Political Sciences; Science and Technology; Health Sciences	183 (DUT, DIPES, Deputy Engineer, Licence, Master, Doctorat)
University of Yaoundé I	https://uy1.uninet.cm/	Multi-disciplinary: Arts Humanities and Social Sciences; Science and Technology; Health Sciences	325 (DUT, DIPET, DIPES, Engineer, Licence, Master, Doctorat)
University of Yaoundé II	https://www.univ-yaounde2.org/	Multi-disciplinary: Arts Humanities and Social Sciences; Economics and Management; Law and Political Sciences	126 (Licence, Master, Doctorat, CAPACITE, Professional post-graduate diploma)

Source: MINESUP (2018), *Mapping of higher education diplomas in Cameroon. Volume II.*

7.3 Quality assurance bodies and regulators in NQF implementation

Higher education

Quality assurance in Cameroon's higher education system remains for the time being, devolved to the Ministry of Higher Education. Within the Ministry of Higher Education, the Directorate of University Accreditations and Quality (DAUQ) is responsible, among other things, for the ministry's general policy on accreditation and quality assurance in conjunction with the National Standards Agency (ANOR).

It has developed in close collaboration with the General Inspectorate of Academic Affairs (IGA), several tools supporting the implementation of quality assurance, in particular: the evaluation repository for public universities (in 2014), minimum university standards and the course assessment method (in 2015), specific higher education and research standards (in 2016). These tools are strongly inspired by CAMES guides, which are inspired by international practice.

Every year since 2015, evaluators have been trained to conduct evaluations in eligible institutions. The results are not published by the Commission, but are returned to the interested parties, on the instruction of the Minister. The tools are improved every year, building on feedback.

Besides, the establishment of a National Quality Assurance Commission (CNAQ) has been in discussion since 2016. CNAQ is expected to operate under the authority of the minister in charge of higher education, with the main mission of fostering cooperation between all components of higher education, the implementation of practices to improve the quality of education provided in each institution. It should be based on a technical secretariat, a sub-committee of references and evaluations, and a sub-committee of rankings and accreditations. The sub-commissions will be led by officials with responsibility in higher education, such as inspectors and directors of central services.

The self-assessment report for the above-mentioned HAQAA evaluation (HAQAA, 2019) discusses CNAQ's main weaknesses:

- The advisory role of the ANAQ by being placed under the authority of the minister in charge of higher education;
- Lack of specially trained human resources in the domain of quality assurance; and
- The problem of financing the future agency.

7.4 Participation in international bodies (for example, AQVN)

Cameroonian institutions participate in a range of international institutions, and cooperation activities and projects, such as:

- Cameroon is a member state of [CAMES](#)
- Participates in the project HAQAA of the Africa-EU Partnership. HAQAA focuses on harmonisation of quality assurance and accreditation in higher education.
- The Universities of Douala, Ngaoundéré and Yaoundé I are members of the “Réseau Africain de développement de MOOC pour l’innovation pédagogique dans l’enseignement supérieur “([REAMOOC](#)).

8. NQF implementation

8.1 Inclusion of qualifications in register

The listing and main features of qualifications of the system of secondary technical and professional education in registers, and information is made available upon request to the respective ministry.

In higher education, the department in charge of university accreditations publishes regular and detailed mappings of all courses and qualifications in public and private institutions. Still, this valuable information is not accessible online:

- MINESUP (2018), Mapping of higher education diplomas in Cameroon. Volume II.

8.2 Funding

The state budget is the main source of financing of the different ministerial qualifications-related activities (MINEDUB, MINESEC, MINESUP, MINEFOP).

Sizeable resources to engage in the process of development of the NQF, will be deployed in the context of the project “[Secondary Education and Skills Development](#)” funded by the World Bank Group. Sub-component 2.3 of the project will focus on strengthening the institutional capacity of the skills development system, including the development of the NQCF, building on preliminary work done by MINEFOP in 2017 and the inter-ministerial working group already in place.

Other international partners contributing to the development of aspects related to qualifications in the different sub-systems include AFD, CEGEP, GIZ, KOICA, OIF.

8.3 Monitoring, evaluation and development

Law N° 98/004 of 04/04/1998 (Orientation of Education in Cameroon) defines the main principles of regular evaluation of the education system in Chapter II. The state is in charge of regular evaluation. To this end, the State encourages and supports research activities in education, to be conducted by specialised bodies.

9. Validation of prior learning, non-formal and informal learning (VAE)

9.1 Features and status of RPL

The Law N° 2018/010 of 11/07/2018 on Governing Vocational Training in Cameroon defines in Section 38 that “Validation of acquired experience shall constitute an entitlement for anyone with vocational skills acquired from work experience”. The terms and conditions for organising and implementing validation of acquired experience shall be laid down by regulation.

In Section 6, the same law defines VAE as follows: “Processus d’évaluation permettant d’obtenir une certification correspondant à son expérience professionnelle”.

The Directorate of Professional Training and Orientation of MINEFOP has the mandate to organise VAE sessions.

10. Recognition of foreign qualifications

The Ministry of Higher Education is in charge of the recognition of foreign qualifications. The ordinary session of the National Commission for the Evaluation of Training Domains offered abroad seat at least three (03) times a year to deliberate under the supervision of the Minister of states, minister of Higher Education.

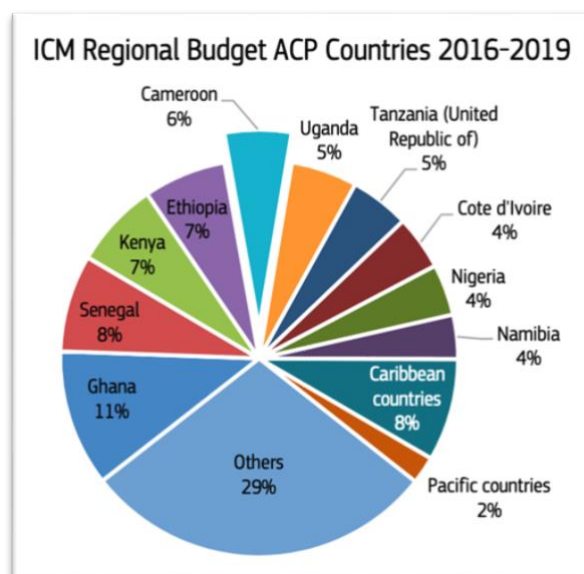
11. Interrelationships with other countries and regions

Cameroon participates in international cooperation and networks in the domain of education and training, notably:

- AU: HAQAA project, ACQF project
- ECCAS and CEMAC education initiatives
- International Organisation of Francophonie

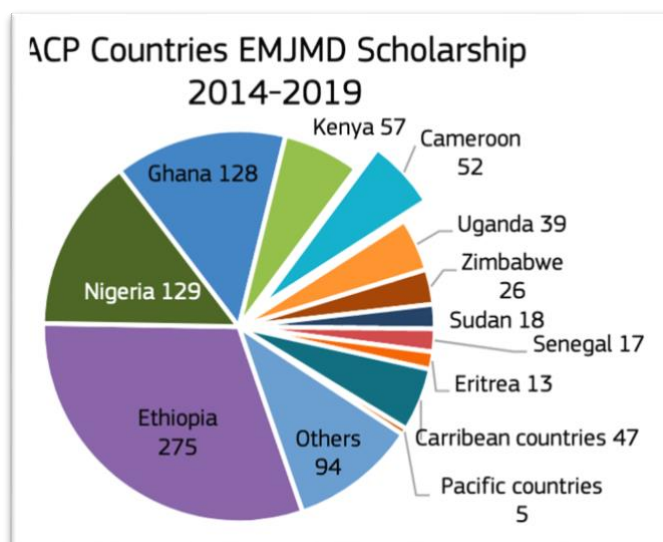
Cameroon actively participates in EU education programmes: a) [Erasmus+ Programme](#) and b) Erasmus Mundus Joint Master Degrees (EMJMD). The number of EMJMD scholarship winners from Cameroon has been growing and reached a total of 52 winners between 2014-2019.

Figure 6: Cameroon in the International Credit Mobility – Regional budget ACP countries 2016-2019



Source: [Erasmus+ for higher education in Cameroon](#).

Figure 7: Cameroon in EMJMD 2014-2019



Source: [Erasmus+ for higher education in Cameroon](#).

12. Conclusions and future plans

The [National Development Strategy 2020-2030](#) (NDS30), second phase of the Vision 2035, was officially announced on 16 November 2020⁶. The SND2030 places structural transformation and inclusive development as high priorities. The new phase of the Education sector strategy is in discussion at the time of writing this report.

Cameroon's education inequalities and regional divide have been acknowledged in the Strategy of the Sector of Education and Training 2013-2020. Moreover, the [Cameroon Education Cluster Strategy North West & South West Jan-Dec 2020](#) provides a staggering panorama of the vulnerabilities caused by conflict and armed violence to the school system and to living standards and safety of children and adolescents. According to data analysed by this strategy, in the two regions together, over 5,300 schools (83% of total) are non-functioning, more than 841,300 children are out of school and over 21,120 teachers are absent (page 7). The number of internally displaced population in the two regions reached 450,268 persons in August 2019, of which approx. 270,160 school aged children (page 11). Education is being used as instrument of pressure by the parties in conflict.

Addressing this dire situation will continue to require participation, consistent targeted policies and resources, to restore equal and safe access of the whole population to education, skills and qualifications.

⁶ SND2030 official presentation: https://www.minapat.gov.cm/index.php?option=com_content&view=article&id=629:lundi-16-novembre-2020-le-gouvernement-lance-la-deuxieme-phase-de-la-vision-2035&catid=25&lang=fr&Itemid=144

Education and the coronavirus pandemic

In March 2020, Cameroon took measures across all policy sectors to cope, manage and fight the coronavirus pandemic. Virtually all subsystems of education and training have reacted and enacted information campaigns and adjusted the modalities of learning and teaching. Final assessment in basic and secondary education for the academic year 2019/2020 was carried out despite the challenging circumstances.

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14. Annexures

Annexure 1: MINEFOP

Vocational training (MINEFOP) – roles and functions

With regard to vocational training specifically, two operational structures are involved:

- General Inspectorate of Training (IGF)
- Directorate of Professional Training and Orientation.

a) The General Inspectorate of Training (IGF) is responsible for:

- defining the broad pedagogical and andragogical orientations of vocational training;
- research and production of educational materials and resources in the field of vocational training engineering for employment, in conjunction with the National Education Centre (CNE);
- standardisation of the employment vocational training system and mechanisms, their classification and rehabilitation;
- the development of the quality, efficiency and effectiveness of vocational training methods; monitoring the application of training standards
- implementation of vocational training benchmarks;
- continuous adaptation of training technologies to best practices;
- participation in cooperation with institutional and technical partners as well as with companies;
- involvement and consultation of local, regional, sectoral and national professional commissions;
- definition, consolidation and studies of vocational training sectors;
- the production of educational and andragogical accompanying materials;
- the development and dissemination of the vocational training map;
- the development of distance learning;
- validation of proposals for national and specific examination subjects, in conjunction with the relevant professional sector; and
- evaluation of training in specialised vocational training structures, in conjunction with the relevant administrations and agencies.

In its organisation, the IGF includes, in addition to the Inspector General of Training, four training inspectors, each assisted by a pedagogic attaché. Several staff members are involved in the implementation of IGF actions.

b) The Directorate of Professional Training and Orientation (DFOP) consists of the following:

- the Sub-Directorate of Training Structures management;
- the Sub-Directorate of Exams, Competitions and Certification; and
- the Sub-Directorate of Career Guidance.

And is responsible for:

- the development and implementation of the government's policy on vocational training, apprenticeships and alternating training;
- determining the needs of training courses and staffing of public vocational training structures;
- defining vocational training programmes;
- preparation of mobility of administrative staff and trainers of public vocational training structures;
- retraining and screening for the disabled for re-qualification and continuing education;
- prospecting and awarding scholarships and internships in the field of vocational training;
- statistics on structures, staff, training offers and learners from private vocational training structures;
- the creation, opening, closure, granting or withdrawal of accreditations granted to private vocational training structures, in conjunction with the relevant administrations;
- public information on public and private vocational training structures, in conjunction with ONEFOP;
- subsidies to private vocational training structures and monitoring their use, in accordance with existing legal provisions;
- regulation of supply of vocational training in relation to demand;
- administrative supervision of the activities of public and private vocational training structures;
- the design of indicators, standards and procedures in the field of vocational training;
- monitoring the application of regulations on psychotechnical examinations and career guidance;
- supervision of competitions and examinations organised by public and private vocational training organisations;
- organising the end-of-training exams;
- organising sessions to validate learning outcomes from experience; and
- monitoring of specialised vocational training structures, in conjunction with the relevant administrations and agencies.

Several services and offices contribute to the implementation of the actions programmed by the DFOP.

Annexure 2: MINESEC

General Inspectorate of Education

Article 7.- (1) Placed under the authority of a General Inspector of Education, the General Inspectorate of Education is responsible for:

- the definition of research programs;
- the coordination, supervision, monitoring and evaluation of the activities devolved to the Inspectorates of Pedagogy;
- monitoring the activities of the structures in charge of examinations and competitions;
- the preparation and dissemination of the annals of the examinations.
- the monitoring and evaluation of the educational system in Cameroon;
- the continuous adaptation of pedagogy to the evolution of science;
- the implementation of government policy on textbooks and other teaching tools;
- the relations with partner institutions and organisations in the field of research and training programs, in liaison with the structure in charge of cooperation;
- the definition of continuing training programs and distance learning for teachers;
- the preparation of the annual evaluation report of pedagogical activities;
- the monitoring and evaluation of the pedagogical activities of the Guidance Counsellors;
- the monitoring and evaluation of activities related to school life.

The General Inspectorate of Education comprises of:

- nine (09) Inspectorate of Pedagogy;
- one (01) Support Unit for Pedagogical Action.

INSPECTORATE OF PEDAGOGY

Placed under the authority of the General Coordinating Inspectors, the Inspectorates of Pedagogy are responsible for:

- the supervision and coordination of the activity of the National Inspectors of Pedagogy:

- the definition and development of curricula as well as the teaching methods of the various disciplines;
- the monitoring, control and permanent evaluation of the curricula, teachers, textbooks and teaching materials;
- pedagogical surveys of the regional delegations;
- the implementation of pedagogical research programs in liaison with the Support Unit for Pedagogical Action;
- the implementation of research and pedagogical innovation associated with experimentations;
- the monitoring and evaluation of the teachers' distance learning;
- the monitoring, supervision and evaluation of student teachers and teacher trainees in teacher training colleges;
- the monitoring of ongoing teacher training, in liaison with the Human Resources Department;
- the elaboration of pedagogical documentation;
- the elaboration of the biannual evaluation report of educational activities;
- the formatting and control of the subjects of exams and competitions in liaison with the Regional Inspectorates of Pedagogy;
- the elaboration of the marked papers for examinations and competitions;
- the issue of technical opinions on the initial training of teachers and pedagogical supervision staff;
- the issuing of technical opinions on the proposals of the lists of markers, instructors and presidents of juries of official examinations, in liaison with the organisations in charge of the organisation of examinations and competitions.

They are distributed as follows:

- the Inspectorate of Pedagogy in charge of the Teaching and Promotion of Bilingualism: teaching and promotion of English for the Francophones and French for the Anglophones;
- the Inspectorate of Pedagogy in charge of the Teaching of Science and Technology in the Tertiary sector;
- the Inspectorate of Pedagogy in charge of the Teaching of Letters, Arts and Languages: French as a first language, English as a first language, German, Arabic, Spanish, Chinese, Japanese, Italian, Portuguese, etc., and national languages and cultures;
- the Inspectorate of Pedagogy in charge of the Teaching of Industrial Techniques;
- the Inspectorate of Pedagogy in charge of the Teaching of Human Sciences: philosophy, history, geography, citizenship and moral education;
- the Inspectorate of Pedagogy in charge of Science Education: mathematics, physics, chemistry, technology, life and earth sciences, environmental education, hygiene and biotechnology;
- the Inspectorate of Pedagogy in charge of Teacher Training;

- the Inspectorate of Pedagogy in charge of Computer Science Education (computer science, computer graphics, computer maintenance);
- the Inspectorate of Pedagogy in charge of Orientation and School Life.

The Inspectorate of Pedagogy in charge of Orientation and School Life is responsible for:

- the follow-up and evaluation of the activities of Guidance Counsellors;
- the continuing training of Guidance Counsellors, in liaison with the Human Resources Department;
- the monitoring and supervision of Guidance Counsellors;
- the development of student guidance tools;
- issuing technical advice on the choice of courses of study;
- informing parents and students about existing programs and opportunities;
- the validation, monitoring and evaluation of school projects;
- the monitoring and evaluation of school management staff, in liaison with the General Inspectorate of Services;
- the validation and monitoring of the application of the internal regulations;
- the continuing training and evaluation of documentation and library staff;
- the monitoring and evaluation of documentation centers and libraries;
- the control of standards relating to workshops, laboratories and other specialised rooms, in liaison with other competent structures;
- the monitoring and evaluation of establishments in terms of hygiene, health and environment;
- the training of student representatives and members of the various councils of the school;
- the monitoring and evaluation of after-school and extra-curricular activities;
- the promotion of interdisciplinary relations;
- the follow-up of the support of students with academic difficulties;
- the monitoring, supervision and evaluation of student guidance counsellors.

Each Inspectorate of Pedagogy is led by two (02) or three (03) National Inspectors of Pedagogy per discipline or group of disciplines.

The Inspectorates of Pedagogy include Sections each led by one (01) National Inspector of Pedagogy, Head of Section. Two examples:

The Inspectorate of Pedagogy in charge of the Teaching of Science and Technology in the Tertiary Sector includes:

- the Section of Economic and Management Sciences and Techniques (Accounting and Finance, Economic and Social Sciences, Insurance, Financial Mathematics, Law, Legislation);
- the Administrative and Commercial Action and Communication Section (Secretarial and Office Technology, Administrative Communication and Management, Commercial Action and Communication, Social and Family Economy, Hotel and Tourism).

The Inspectorate of Pedagogy in charge of the Teaching of Industrial Techniques includes:

- the Section of Electrical Engineering, Industrial Chemistry and Biomedical Sciences;
- the Section of Mechanical Engineering;
- the Section of Civil Engineering, Wood Engineering and Agricultural Techniques;
- the Arts and Fashion Section.

OF THE SUPPORT UNIT FOR PEDAGOGICAL ACTION

Placed under the authority of a Head of Unit, the Support Unit for Pedagogical Action is in charge of:

- supporting pedagogical research activities;
- supporting the continuing training of personnel;
- the management of infrastructures and pedagogical equipment for transversal use;
- the organisation of the validation of pedagogical resources;
- the development of digital resources in collaboration with the Inspectorates of Pedagogy and the Computer Science Unit;
- the promotion and dissemination of research results;
- the production and distribution of the annals of the tests.