

Educational Planning In Cameroon Higher Education: Issues and Solutions

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Abstract- Educational planning is key to the realization of education objectives in Cameroon's sub-systems of education in Higher Education. This study discussed the issues facing planning of education in Higher Education in Cameroon. The article identified: inadequate funding of educational planning, inadequate educational planners, lack of data/information, shortage of planning materials, political influence, political instability, and poor capacity development of educational planners as challenges facing the planning of education in all the regions in Cameroon. To resolve these issues, the following were suggested: increment in the funding of educational planning, generation of current data, provision of adequate planning materials, employment of more professional planners, policy continuity, and ensuring constant training and retraining programme for educational planners in both French and English languages in Higher Education.

Index Terms- Education, Planning, Issues of Higher education, Educational planners, English and French.

I. CHALLENGES IN THE CAMEROON EDUCATIONAL SYSTEM

Amid these opportunities, several persistent challenges continue to hinder the delivery of educational planning quality educational planning in the sub-systems of education. Here's a list to remember:

- Insufficient funding

Insufficient funding has a far-reaching impact on educational planning, school facilities and teachers' salaries. Budget-strapped schools struggle to provide resources, scholarships, and tech access. This hampers their ability to implement essential reforms and effectively update curricula. In the academic year of 2020–2021, close to four million students could not enroll. Alarming, around 50% of out-of-school youths belonged to families within the bottom 30% of the income distribution.

Reduced per-pupil funding rates can lead to a shortage of educators, resulting in imbalanced teacher-to-student ratios, overcrowded classrooms, and decreased interactions between teachers and students.

- Educational disparities in Higher Education

The lack of more uniform funding can cause educational disparities, highlighting a stark urban-rural divide and showcasing significant variances in academic quality. The educational gap can also be seen in the courses offered, as rural universities often can't provide specialized programs like BS Tourism Management due to a lack of proper facilities and resources.

In universities in Cameroon, the lack of funding typically shows that urban areas enjoy better-funded and more technologically equipped schools, offering a broader range of educational opportunities and extracurricular activities unlike the rural areas like the Universities Bertoua. On the other hand, students and schools in rural regions face resource limitations, inadequate facilities like the drinking water in Bertoua, and a scarcity of qualified teachers as observed in the recently created Universities in Cameroon.

The lack of funding means an inability to purchase more up-to-date equipment. Moreover, it deters the inflow of educators to these areas because they know they won't be compensated well. This discrepancy perpetuates unequal opportunities for students, ultimately impacting their learning outcomes and prospects.

- Curriculum and teaching issues in Higher Education

The Cameroon has an outdated curriculum that often fails to align with the job market's and society's evolving needs as observed from their high level of unemployment. This leaves students ill-prepared for the demands of the modern world.

Furthermore, conventional teaching methods emphasize memorization and teacher-centered instruction when the system could explore many more teaching methods. Focusing on these teaching methods hinders critical thinking and creativity of the students and teachers, impacting students' ability to adapt to a rapidly changing world as observed in developed Nation.

The state-level education ministries are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include: determining the salaries of teachers; recruitment, appointment, promotion and discipline of staff; and provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic. These commissions are responsible for policy decisions affecting institutions under their supervision, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding, appointment of members of governing councils, and the day-to-day running of the institutions (NEEDS, 2014). The Cameroonian educational sub-system is full of many challenges which ranges from underfunding, inadequate infrastructural facilities, inadequate teachers, overcrowdings of classes,

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Lack of quality classroom, weak supervision, weak leadership, corruption, insecurity, unstable educational policies political influence and lack of effective planning. Otiye (2017) observed that the challenge is that since return to civil rule in 1999, there has been a lot of sporadic and ad hoc planning without adherence to long term planning. In addition, there is no systematic planning framework for the country that ensures that adequate data and research, good information system, monitoring and evaluation and tracking of results. The end result is abandonment of projects, poor plan implementation and poor service delivery. Many researchers have identified poor planning of education as a major factor among other factors responsible for the challenges. Thompson (2002) is of the opinion that whatever educational institutions have contributed to development, integrated planning and careful discussion have been found. According to UNESCO data, in 2019, the net enrollment rate for girls in primary school in Cameroon was 83.5%, compared to 92.4% for boys. For secondary school, the net enrollment rate for girls was 33.5%, compared to 42.1% for boys. Dropout rates for girls are also significantly higher than for boys at both the primary and secondary levels. According to the Ministry of Basic Education, the primary school dropout rates for girls was at 10.6% in 2018, compared to 7.6% for boys. At the secondary level, the dropout rate for girls was 36.5% , compared to 26.2% for boys.

Thus, for a programme to succeed there must be well worked out and carefully elaborated plan. Thompson (Etor(2004) agreed that the educational system has often been criticized for poor planning inherited from colonial masters and they have changed . It has been condemned for being unable to meet the needs and aspirations of the country as a result of its non-functionality, irrelevant curriculum, and relatedness of the Cameroon learning experiences. (Etor, 2004). Based on this submission, this article aimed to examine the problems facing the planning of education in Cameroon.

II. LITERATURE REVIEW

2.1 Educational Planning in Higher Education

Noun (2009) defined educational planning as involving a consideration of unforeseen obstacles and making provision for possible ways of overcoming them. This implies that educational planning calls for a constant evaluation and modification. If necessary of the related programs until the anticipated goals are achieved. For example, if you plan to operate a Nursery and Primary School, it is your duty to get it started, and until pupils start graduating from the school, and the school continue to sustain itself and achieve its goals, the process of planning, implementing and evaluation will continue. Longe (2003) defined educational planning as "involves taking of decisions for future action with the view to achieving predetermined objectives through optimum use of scarce resources" Adekoya and Gbenu (2004) "the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of the students and the society". Noun (2009) educational planning focuses on the needs, aspirations and prospects of

the students and the society. Specifically educational planning focuses the mind of educational planner or Administrator on major issues such as those related to the type of Schools required in the society, the level of education that needs to be given priority, courses to be offered, student enrolment and other issues on human, material and financial resources of the educational system.

Digitalization in Cameroon is an issue as Cameroonians are crying that:

“The reliance on online learning during the peak of the COVID-19 pandemic exposed issues disparities in digital access as several teachers and students could not adapt to digitalization thus was unable to teach and learn. Students in the entire Cameroon often lacked internet connectivity and devices, forcing educators to explore unconventional means to reach them which is common in all state Universities like Bertoua. This digital divide is detrimental to university students, especially those pursuing technology-related courses like Information Technology, as they require access to advanced technology and uninterrupted internet connectivity

2.4 Educational Planning Process in Cameroon

There are different processes of planning education in different countries across the world. In Cameroon , According to Noun (2009) educational planning in Cameroon is undertaken as a part of the overall national planning. This implies that the planning units in the Ministries of Education are expected to work closely with the Ministry of National Planning that is charged with the responsibility of producing overall economic development plans for the country. Therefore educational planning is within the framework of the national goals. As a result, the process of educational planning in the country starts with the formulation of national policies and goals. Such policies that are related to education are initiated by the policy makers or the ruling political body, often in line with the ideology of the government in power. For instance the President, or a State House of Assembly might decide, as a matter of policy, that agricultural education should be given priority in the country or a given state respectively. Directives related to such policies are handed down to the Federal (or State) Ministry of Education for necessary action. The officials in the Ministry of Education then examine such policies and restructure them so that they can constitute operational objectives within the context of education. Plans are programs that could help to attain these policies are then worked out essentially in the planning units of the Ministries of Education. The implications of such plans in terms of the required resources for their implementation are also stated. The proposals drawn up in the Ministry of Education are then sent back to the appropriate body such as the National or the State's Executive Council for their consideration and approval. This means that the plans are finally approved by the government and an appropriate legislation is passed on them in terms of edicts or decrees (Noun, 2009). Once the educational plan is approved by government, the Ministry of Education is confronted with the task of implementation. With long-term plans for instance, the ten-year development plan progress reports are often given periodically. Such reports are expected to reflect the extent to which the targets of the plan have been attained. The Ministry of

Higher Education in the States develop their educational plans as is done. It is then expected that educational planning in the States will reflect the overall national goals and objectives of education. It is for this reason that the Ministries of Education at all levels in Cameroon, sometime coordinate the educational plans of the State to arrive at the National Educational Plans (Noun, 2009).

Teacher shortages are one of the issues of educational planning in Cameroon as administrators are shading tears that:

“Cameroon faces a severe teacher shortage driven by high student-to-teacher ratios, budget constraints, and sluggish hiring procedures as observed in all state higher Institutions. They noted that they ideally aim for a student-to-teacher ratio of 65 students per teacher in urban areas and 100 students per teacher in

secondary schools while in Higher education, we have over 200students per lecturer as observed in certain Department like the History department with over 300student per lecturer.”

This scarcity of educators disproportionately impacts private schools, mainly due to the extended basic education program (K-12). Competent teachers are increasingly drawn to public schools, affecting teacher retention and limiting educational resources in both urban and remote areas schools in Cameroon which is due to the issues of educational planning. Limited resources and low teacher salaries lead to issues in education, including increased dropout rates, more out-of-school youth, and bureaucratic inefficiencies impacting the overall quality of education in most developing countries like Cameroon and others.”

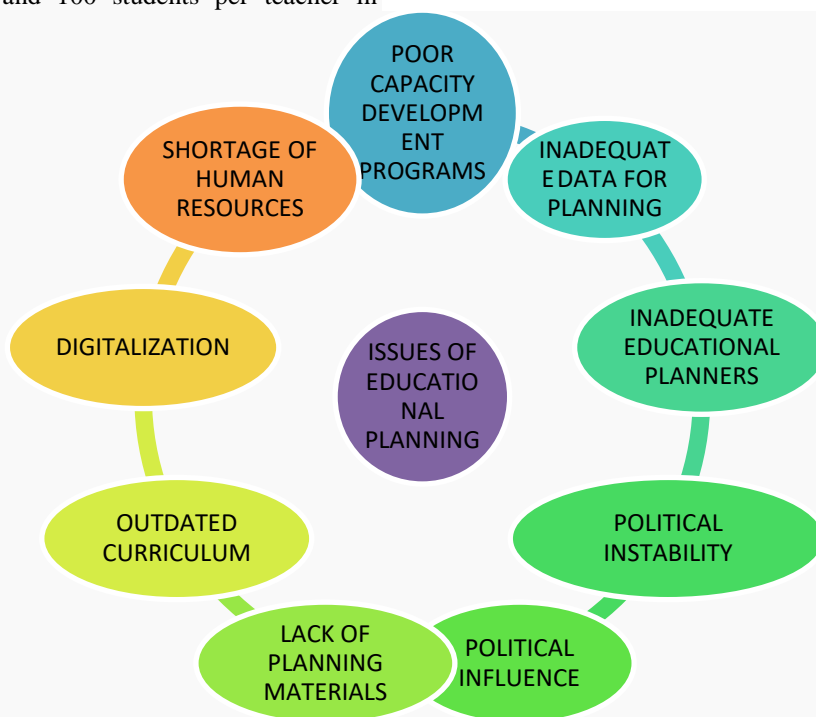


Fig:1. A cycle demonstrating Issues of Educational Planning in Cameroon.

Source: Observations from the field 2024

2.5 Purpose of Educational Planning in Higher Education.

Noun (2012) who broadly put them as two, they are to:

(i) Ensure that the educational system is effectively and efficiently planned and operated.

(ii) Ensure that education serves the needs and aspirations of the society in general and the students in particular. Noun (2012) specifically, listed the following as the reasons for education planning: (a) Educational planning enables the education managers gain economic insights in the use of resources, which are in most cases limited, educational planning ensures rational allocation of resources to various education programs, projects and among the levels of education.

(b) Because educational planning processes data and information in Higher education through in-depth analysis, it ensures rational and adequate facilities and equipment provision and distribution in the educational institution.

(c) Education is planned to ensure internal efficiency of the school system. That is, to reduce or eliminate wastage in the system.(d) Educational planning ensures the harmonization of the interests of the various stakeholders in

education business. That is, the interests of the students, parents and the society.

(e) Education planning gives direction to actions and facilitates the control of education resources, and provides basis for monitoring and evaluation of the standards, benchmarks and guidelines.

(f) Educational planning integrates various knowledge areas, such as mathematics, statistics, computer science, economics, sociology and to operationalize the planning of education.

(g) Education is planned to ensure relevance to societal values and aspirations.

The planning of education in the Two sub-systems of Education in Cameroon is facing the following issues as indicated on figure1:A cycle inadequate funding for planning, inadequate educational planners, lack of data/information, and lack of planning materials, political influence, political instability and poor capacity development of educational planners and corruption.

III. INADEQUATE FUNDING FOR PLANNING

Inadequate funding of educational planning is a major problem affecting planning of education in Cameroon. Ololube, (2013 and Bekk 2024) submitted that the budgetary allocations that are available for educational planning in Cameroon is nothing to write home about. Funds provide for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programs. Noun (2009) remarked that another related problem that is encountered in the process of educational planning in Cameroon is that of economic constraints. Adequate allocation of resources is necessary for a successful implementation of educational programmes. However, due to political consideration and the high rate of inflation educational programs in the country have tended to be unrealistic in relation to available resources. The planner tends to underestimate the cost of such a program and overestimate the anticipated revenue with which to execute the plans. The worldwide economic recession had worsened this situation. There is also an over reliance on foreign aids in Cameroon , like many African countries, usually anticipated help from foreign donors to finance some of her development projects including those in education.

The issue arises when the anticipated. The lack of quality in Cameroon's education system is another vital concern. The quality of education and the system remains low, with limited resources and inadequate teacher training and certification. According to the World Bank, only 47% of students can read a simple sentence in French or English by the end of primary school, and only 32% can do basic mathematics. This lack of quality in education results in significant implications for the country's overall development and advancement, as it limits the potential of its citizens and therefore inhibits economic growth. The access to quality education is ever more linked to socio-economic status, with children from poorer families less likely to have access to quality education. This contributes to a never ending cycle of poverty and inequality, with limited opportunities for those who are unable to access said education. Cameroon's policies and efforts to provide advanced training to teachers, increase access to newer textbooks and alike learning materials, and promote the use of technology within classrooms has fallen short – much more needs to be done to ensure access to quality education.

3.1 Inadequate Educational Planner

Inadequate professional educational planners in Cameroon is another big issues facing planning of education in Cameroon . Noun (2009) submitted that lack of sufficiently well trained personnel in the planning units of the Ministries of Education is another problem. This units require people with the ability to carry out project development in the

educational service. So as to realize the goals set by the planners. The units in the Ministries therefore lack specialist such as educational planners, statisticians, programmers, and analyst, who could effectively develop and ensure successful execution of plans.

This is partly as a result of the rigidity of the educational system which is not responding adequately to the need to place people who are trained in the area of educational planning in the appropriate position. The wrong notion that anyone who has served in the Ministry of Education for a long period could automatically occupy such planning units in the Ministries having their directors of planning as people who just rose through the ranks without any cognate experience in the skill of planning. In addition, the few available specialists who are employed in the planning divisions of education sometimes opt for the private sector as a result of the poor conditions of service offered in the Ministry. Ololube, (2013) observed that most educational planners in Cameroon do not have complete competence in planning. Qualified planners are the single most significant resource that can lead to greater and efficient planning productivity as performance. In planning, what is needed is the effective utilization resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standards worldwide.

3.3 Lack of Data/information to Plan in Higher Education .

Lack of current data on educational institutions in Cameroon is another issue preventing effecting planning of Higher education in Cameroon. Ololube, (2013) opined that one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Education Cameroon systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes.

Noun (2009) disclosed that the process of educational planning in Cameroon is also hampered by the critical problem of inadequate statistical and demographic data. For any meaningful planning to be carried out, statistics is very crucial. However so reliable census has been conducted in country. The census conducted during the pre-independence era, for instance in 1960 and 1961 were confronted with the problem of insufficient funds and lack of trained personnel for any meaningful exercise. There was also the fear of the government using such census for the purpose of taxation with the result that majority of the people did not cooperate with the officials for any reliable population figure to be attained. NEEDS (2014) submit the challenging of obtaining data with current statistics for the assessment mainly due to the fact that current data on the education sector was generally not available in the public domain? The assessment therefore relied on available data, some of which was more than three years old and had not been updated at the time of the study.

Table 1 Basic Facilities in all state Universities in Cameroon

S/N	STATE UNIVERSITY	Situation Building	Library	Internet	Toilet	Drinking water	Teachers
1	Yaounde 1	Incomplete	Incomplete in percentage	Little or no internet in percentage	Incomplete in percentage	Little or nothing in percentage	Unqualified in Percentage
2	Yaounde 2	Incomplete	45	10	15	10	15
3	DOUALA	Incomplete	45	10	15	10	15
4	Buea	Incomplete	45	10	15	10	15
5	Maroua	Incomplete	45	10	15	10	15
6	Ngouandare	Incomplete	45	10	15	10	15
7	Dschang	Incomplete	45	10	15	10	15
8	Bamenda	Incomplete	45	10	15	10	15
9	Bertoua	No structures	45	10	15	10	15
10	Elbolowa	No structures	45	10	15	10	15
11	Garoua	No structures	45	10	15	10	15

3.2 Lack of planning Materials/tools

Lack of planning materials is another issue facing the planning of education in Cameroon. Planning materials are not available in most ministries, departments and agencies handling the responsibilities of planning education. Noun (2009) submitted that another important constraints of educational planning in Cameroon do with inadequate planning tools. Such as calculating machines, computers and other materials and facilities that are essential for effective planning. It is equally important to note that educational planners in the country are not adequately consulted before policies that are related to education are formulated. Consequently, there is the tendency for them to develop programme on policies that are not clear to them or that may be difficult for them to justify. Alongside the lack of material, Cameroon's significant challenge lays in overcrowded educational institutions, which are more prevalent in rural areas. According to a report by the World Bank, the student-teacher ratio in primary schools is approximately 49:1, which is substantially higher than the recommended ratio of 45:1. This places a strain on the education infrastructure and disables teachers from providing individualized attentions students. Educational institutions lack basic facilities such as classrooms, desks and chairs, resulting in students sitting on the floor or sharing desks, which can lead to further distractions in an already deficient environment – hindering their ability to learn and develop new skills. As many schools and Universities are underfunded and struggle to meet basic needs, let alone invest in newer resources – resulting in outdated textbooks, resources and equipment and further results in failure to engage and motivate students. Moreover, the procurement process for textbooks and learning materials can be slow and bureaucratic, making it difficult to obtain the latest materials in a timely manner, or in any way at all. Lack of internet access and digital infrastructure is another major challenge faced by the higher education institutions in Cameroon.

The table above demonstrates the situation of higher education in Cameroon. The provision of basic facilities in Higher Education is a big issue. Lecturers and students find it very difficult like the restroom and drink water as indicated in percentages which range from 10% to 45%. This is too poor for a Nation like Cameroon. All these are the outcomes of educational planning issues.

3.3 Political Influence and Higher Education in Cameroon.

In Cameroon, political office holders influences decision and policies in public Higher Education institutions to favor their interest. Political influence is one of the major issues preventing effective planning of education in Cameroon. Educational planning is influenced to favor the location of educational institutions in the community and village of a seating minister, Governor and president. Educational planners are not allowed to plan the location and siting of educational institutions objectivelyNsolly (2016). In Cameroon, educational are not evenly distributed to meet the needs of the citizens. Some zone with less population have more educational institutions located in the zones while others with higher populations have less because location of educational institutions has always been influenced by the political office holders in power the that led to the creation of Three state Universities without the basic classrooms. Noun (2009) submitted that the process of educational planning is faced Cameroon with a lot of constraints. One of such is the political constraints. Educational Planning is based on the ideology and the policies of the government. Sometimes, such policies are made without giving adequate consideration to their implications. As a result, the planner is often requested to plan on the basis of policies, which might be difficult or too expensive to implement under the prevailing circumstances and available resources. To this effect planners often prepare unrealistic plans or face a situation whereby his plans are rejected, by the approving body. In addition, political rivalry among different groups in the country sometimes influences the amount of money allocated to education.

3.4 Political Instability Political.



Written by Frida Martine E. Brekk, 2018
Source: Brekk, 2018

The unstable nature of the country due to the issues of educational planning. The population needs quality education and not guns. Without quality planning the children will not achieved their goals and will abandon school and seek for forceful alternative in their community. This change if not properly plan and implement, guns will be the option as witnessed in Cameroon since 2016 till date.

Cameroon is known as “Africa in miniature”, a country located in central Africa, bordered by Nigeria to the west, Chad to the northeast, the Central African Republic to the east, Gabon and the Republic of the Congo to the south, and Equatorial Guinea to the southwest. With a population over 25

million, Cameroon is one of the most ethnically diverse countries within the African continent, with more than 250 ethnic groups and languages. The country is known for its unique cultural heritage, natural beauty, and abundant natural resources, including oil, gas and minerals. However, Cameroon also faces an array of challenges inclusive of educational barriers, high poverty, inequality, political instability, and environmental degradation. Despite these challenges, the country has made significant progress in recent years, and is working towards achieving sustainable development, and economic stability overall.



Image of some classrooms in Cameroon : 2018
Source: Brekk

Cameroon, like many other nations in the African continent, faces a range of educational Issues that limit access to quality education and hinder the development of human capital. Despite progress in recent years, significant gaps in access, quality and relevance of education persist, particularly in rural areas and among marginalized populations. Inadequate infrastructure and resources, gender inequalities, poor quality of education, vocational training mismatches, and limited funding area some of the key challenges that Cameroon’s education system faces. Addressing these Issues is crucial for improving and promoting inclusive and sustainable development, reduction of poverty, and improving the overall well-being of the country’s citizens. Addressing the obstacles

of Cameroons educational challenges will require a concerted effort from the government, civil society, and the international community to increase access to education, and ensure that students are receiving the skills and training required to further succeed in the job market. Cameroon’s education system faces notable challenges with regard to gender disparities and gender inequalities. Girls continue to face significant barriers to accessing education. Cultural attitudes, poverty, early marriage, and pregnancy all contribute to lower enrollment rates and higher drop out rates among girls. This not only limits their opportunities for independent, personal growth and development buhinders the overall development of the nation as a whole.



Civil war in Cameroon 2016-2024
Source: Brekk 2018

Cameroon faces various educational planning issues that consistently hinder the country's progress towards sustainable development in the THREE Regions such as the far North and the TWO English speaking Regions of Cameroon. These issues have led to civic war in Cameroon as indicated with the image above. Several soldiers of the opposition drop from school at all levels of education. While significant progress has been made, much still needs to be accomplished to ensure every Cameroonian has access to equal and quality education. Instability as observed above is another issue facing education planning in some regions in Cameroon. Ololube, (2013) opined that the existing political arrangement has influenced the control over educational planning in Cameroon. Political instability has had its toll on educational programs in three regions in Cameroon. Planning process started by one administration is brutally interrupted by the next and the differences between private and state education policies are quite challenging. The Cameroonian political structure's inability does not allow education planners to be accountable for their wrongdoings. Gbenu, (2012) observed that government instability has been a very serious bottleneck to plan implementation in where Cameroon there is no democracy in practice but in theory no change of government. Since this time, political conditions conducive to smooth implementation of plans have been lacking in the country.

3.5 Poor Capacity Development Programme.

Poor capacity development programme of educational planners in the various ministries and department of education is another major factor slowing down the planning of education in Cameroon. Several educational planners are working in the ministries and agencies of government in charge of planning are not constantly been exposed to training and retraining programme. Ogunode, Gregory & Abubakar,(2020) did a study with the purpose of assessing the political officeholder attitudes towards planning of education in rural areas. The results revealed that there was significant relationship between the attitudes of political officeholders and poor planning of education in all levels of education in Cameroon. The finding revealed that the majorities of the respondents disagreed that political officeholders have positive attitude toward educational

planning. A series of respondents disagreed that adequately funding are provided for educational planning. It was also discovered that majorities of the respondents disagreed that political officeholders are support the capacity development of educational planners and 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education. The government should appoint people with passion for educational development and political officeholders should develop positive attitude toward educational planning in FCT by allocating adequate funds for educational planning and at the right time.

Unemployment is a staggering challenge, particularly among the youth of Cameroon. According to the World Bank, the youth unemployment rate was estimated to be over 13% in 2019, and this figure is ever likely to already be higher in reality due to underemployment and informal work. One major factor contributing to this issue is the lack of vocational training programs. Vocational training programs have successfully proven to provide skills and experience required to enter the workforce and further build sustainable livelihoods. However, these programs are often limited in scope and accessibility, or completely nonexistent due to the high cost of tuition as well as limited availability of said programs. Additionally, there is often a mismatch between the skills taught in vocational training programs alongside the needs of employers within the current, yet ever changing job market. Lack of vocational training programs contributes to a cycle of poverty and unemployment, particularly in rural areas where access to formal education and thereafter job opportunities, if existent, is limited. This results in youth taking on low-paying jobs, as well as work in the informal economy, where wages are inadequate and working conditions are uncontrolled, and can be hazardous. In order to take action towards this concern, the government of Cameroon has launched a "National Vocational Training Strategy" aimed at expanding the reach and scope of vocational training programs across the country, as well as partnering alongside already established international organizations in providing funding and further support. Said NGOs, and international organizations alike have providing further independent funding and resources in advocating for policy reforms aimed at expanding access to quality vocational training. By ensuring these programs are tailored to

the needs of the labor market, Cameroon can assist in the reduction of unemployment and provide its citizens with the skills and required experience to build sustainable livelihoods,

as this would be in the interest to the economic advancement of the country as a whole.

IV. SOLUTIONS (THE WAYS FORWARD) TO EDUCATIONAL PLANNING ISSUES IN CAMEROON

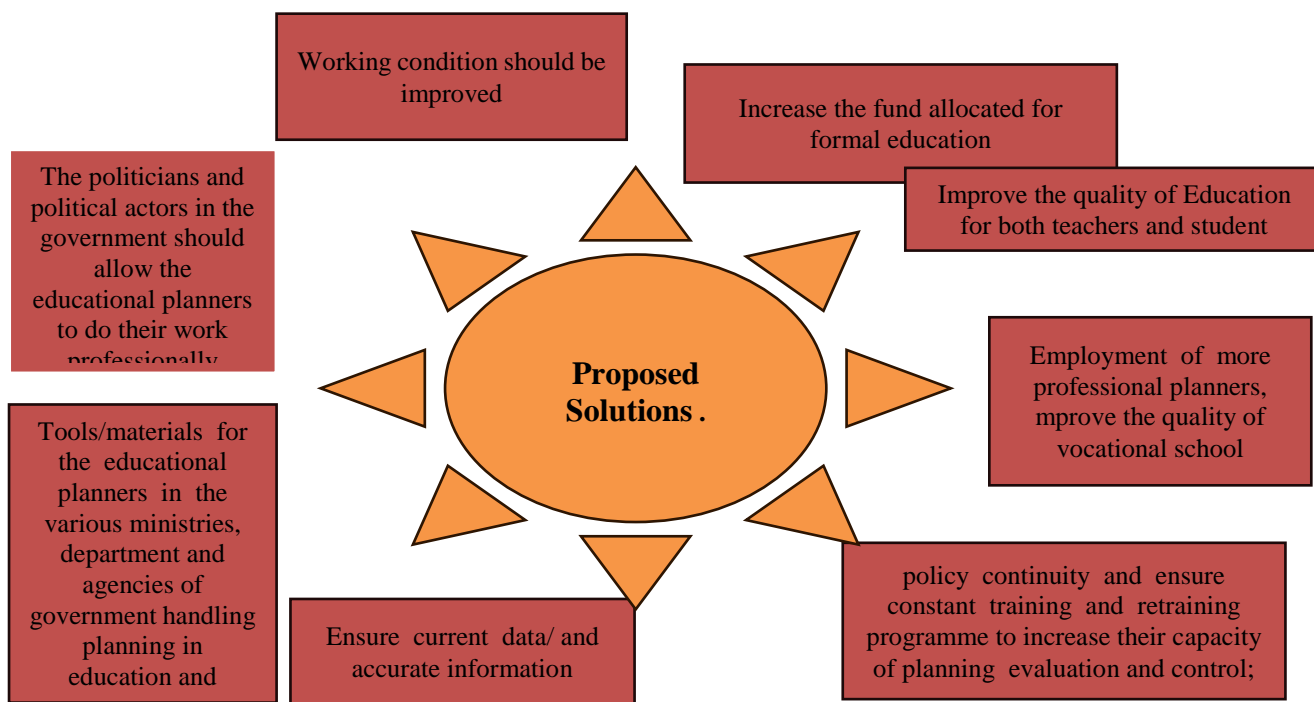


Fig:2 The various Issues of Educational Planning Cameroon

.Sources: Suggestions from Literature reviews, responses from interviewed, educational workshop, and seminars.

To address the Issues facing planning of education in Cameroon as indication in figure 2 above, the following were suggested: increase the funding of educational planning, generate data, provide adequate planning materials, employment of more professional planners, policy continuity and ensure constant training and retraining programme for educational planners.

3a) The government should increase the allocation of fund for planning education. This will help to employ more professional planners and carry out other planning services; like going to the field for the implementation of the plan.

31b)The government should ensure current data are generated in the country to aid effective planning of education in the two sub-systems of Education in Cameroon (World Bank, 2017)

c)The government should ensure educational planner working in the various ministries and agencies of government handling planning are provided with constant training and retraining programme to increase their capacity of planning and control;

d)The government should provide planning tools/materials for the educational planners in the various ministries, department and agencies of government handling planning in education and especially formal education;

e)The government should employ more professional planners and deploy them to the ministries and agencies for effective planning of education.

f)The government should develop a model that allows participation of all political actors in the country to participant in policy formulation and project planning so

that the domination of one political party from office will not stop the implementation of the plan already done.

g) The politicians and political actors in the government should allow the educational planners to do their work professionally and should avoid influencing their planning document to favor more allocation to their constituencies and reduce the fund for education to their advantage.

V. RECOMMENDATIONS

As an educational planner, you might look at a number of issues, trends or policies that are affecting education in Cameroon. These factors may include cost, equality of access, new technologies, curriculum or learning and teaching methods. Some educational planners might work to help develop schools in a third-world country like Cameroon. As an educational planner, you may find yourself working with state or international agencies to improve upon the shape of educational standards in some countries. Further more, while conducting research on educational policies, you might train and help implement a program in both urban and remote areas in Cameroon which will be sufficient to the everyone poor or rich.

VI. CONCLUSION

Educational planning is vital key to the realization of the education objectives in Cameroon . In Cameroon educational planning is facing many problems, (UNESCO-UNEVOC2015). This article discussed the problems facing planning of education in Cameroon and the article identified inadequate funding for planning, inadequate educational planners, lack of data/information, lack of

planning materials, political influence, political instability and poor capacity development of educational planners as challenges facing planning of education in Cameroon. To solve the problems facing planning of education in , Cameroon the researchers suggested the following: increase the funding of educational planning, generate data, provide adequate planning materials, employment of more professional planner, policy continuity and ensure constant

training and retraining programme for educational planners. Addressing these issues will demand a collective, unified and transparent effort from the government, civil society organizations, and international partners for the country to have peace as observed in the affected regions . Only then can Cameroon provide its citizens with the tools required in order to build a prosperous future and contribute to the development of the entire Cameroon. Djeumeni ,T. M. (2015)..

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