Monitoring & Restructuring Committee (MAC) of the Vocational Training

Programme for OIC Member Countries

YAOUNDE, 26 – 28 Nov. 2012

PRESENTATION OF CAMEROON

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MINISTRY OF EMPLOYMENT AND VOCATIONAL TRAINING
MAIN FACTS ABOUT CAMEROON

- Total Population: 19.5 million in 2009
  26.5 million in 2020

- Youths (15-24) make up 45% of total pop.
- Unemployment rate: less than 10% in 2007
- Under employment: below 69%

KEY DEVELOPMENT CHALLENGES

- Reducing poverty;
- Moving towards a middle income country;
- Accelerating industrialization;
- Strengthening the democratic process.

HUMAN RESOURCE DEVELOPMENT IS A PRIORITY!
Structure of the education system

- Kindergarten
  - 0~4
  - 2~3 years

- Pre-Primary School
  - 5~6
  - 2~3 years

- Primary School
  - 5~12
  - 7 years

- Technical Vocational School, 1st Cycle
  - 12~17

- Secondary Grammar School, 1st Cycle
  - 12~17
  - 4~5 years

- Secondary School, 2nd Cycle (Higher Edu.)
  - 18~19
  - 2~3 years

- University
  - 20~22
  - 3 years (Minimum)

- Ministry of Basic Education
- Ministry of Secondary Education
- Ministry of Higher Education

- Apprenticeship Institute School, 1st Cycle
  - 4~5 years

- Uneducated and Drop-out Youths
  - 2~3 years
MINEFOP (Ministry of Employment and Vocational Training)

Other Ministries belong to training sectors

- Trades Training Centres
- Vocational Training Centres
- Other Vocational Training Centres
- Educational/Vocational Training Centres and Institutes

- Secondary School, 1st and 2nd Cycles
- Apprenticeship
- Uneducated and Drop-out Youths

Primary School
Ministry of Employment and Vocational Training

| Public Intensive Vocational Training centres | = 06 |
| Approved Private Vocational Training Centres | = 450 |
| Public Rural Artisan and Home Economics Sections | = 187 |
| Number of trainees (2010) | = 39 000 |

Duration of training: short (within 24 months)

Ministry of Secondary Education

Government Technical High Schools
Government Technical Colleges
Private Technical schools

OTHER MINISTRIES:

HIGHER EDUCATION, YOUTH, SOCIAL AFFAIRS, TOURISM, ETC.
• Rural Artisan and Home Economics Sections (RA/HES)
• Public and Private Intensive Vocational Training Centres and Institutes

Results of a survey in 2010

<table>
<thead>
<tr>
<th>Regions</th>
<th>Public</th>
<th>Lay private</th>
<th>Denominational private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adamawa</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Centre</td>
<td>50</td>
<td>141</td>
<td>33</td>
<td>224</td>
</tr>
<tr>
<td>East</td>
<td>16</td>
<td>4</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Far North</td>
<td>22</td>
<td>9</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Littoral</td>
<td>30</td>
<td>173</td>
<td>61</td>
<td>264</td>
</tr>
<tr>
<td>North</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>North West</td>
<td>19</td>
<td>69</td>
<td>9</td>
<td>97</td>
</tr>
<tr>
<td>West</td>
<td>20</td>
<td>40</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>South</td>
<td>18</td>
<td>8</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>South West</td>
<td>23</td>
<td>59</td>
<td>3</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>516</td>
<td>129</td>
<td>855</td>
</tr>
</tbody>
</table>
Number of structures

- Public: 25%
- Private: 15%
- Lay private: 60%

Location

- Urban area: 75%
- Rural area: 25%

Two School, University and Vocational Guidance Centres (COSUP) in Yaounde and Douala (MINEFOP, ILO, Canton of GENEVA)

ACCESS, EQUITY
### Rural Artisan and Home Economics Sections

<table>
<thead>
<tr>
<th>Years</th>
<th>Men</th>
<th>Women</th>
<th>% Men</th>
<th>% Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>7 540</td>
<td>3 859</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>7 592</td>
<td>3 850</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>7 611</td>
<td>4 060</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Out of 206 Rural Artisan and Home Economics Sections, 131 were devolved to Regional and Local Authorities.

### Institutes and IVTCs and ATCs

<table>
<thead>
<tr>
<th>Years</th>
<th>Men</th>
<th>Women</th>
<th>% Men</th>
<th>% Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>8 524</td>
<td>10 204</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>8 901</td>
<td>11 961</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>10 111</td>
<td>12 094</td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>
- 223 specialties or trades
- 70% of training offered in French
- 17% of training offered in English
- 13% of training offered in English and in French
- 12 specialties in public vocational training structures
- 220 specialties in private structures
- 15 training course programmes developed according to the Skills-Based Approach and approved (English and French).
Main Problems

- Many ministries carrying out TVET
- Lack of coordination and regulation
- Poorly equipped structures
- Insufficient number and quality of trainers
- Lack of sufficient training manuals
- Many clandestine structures
- Imbalances between training offers and needs
- Insufficient programs (now we offer 223 trades/training in our vocational training centres)
- Inadequacy of training offers
- Etc.
Key Challenges

- Better integrate the technical and vocational streams into the overall education system;

- Build or renovate vocational training centres;

- Develop programmes using the skills-based approach;

- Increase funding of vocational training (either public or private) and find innovative mechanisms to encourage private investment in vocational training.
Key Challenges

- Link vocational training system with the job market by developing programmes using the skills-based approach

- Improve training opportunities. Have at least 1 (one) advanced vocational training centre in each division

- Subsidize private vocational training

- Absorb by the year 2015 at least 150 000 persons coming from the primary, secondary and high schools of the education system

- Etc.
Key Achievements in recent years

- Creation of a Ministry in charge of Employment and Vocational Training (Dec. 2004)
- Creation of a Ministry in charge of Secondary and Technical Education (Dec. 2004)
- Development of a strategy for the education sector (2006), the review is in process
- Development of a strategy for employment and training (2008)
- Reform of Rural Artisan and Home Economics Sections (2006)
- Introduction of the skills-based approach in TVET (2008)
Key Achievements in recent years

- Creation and Rehabilitation of TVET Schools (in process)
- EDCF Korea Project: Construction of 3 Advanced Vocational Training Centres (2011)
- French Development Agency: Construction of 3 Sectoral Vocational Training Centres (starting in 2013)
- French Development Agency: Construction of 6 Trades Training Centres (financing before June 2013. Feasibility study in process with GICAM)
- KOICA: Project for the construction of a National Centre for Training of Trainers and Programmes Development & Trades Training Centres (F/S)
- Putting in place 10 (ten) Guidance Counselling Centres, one in each Region (1 already in Yaounde - 2011)
Designated dining spaces for each Student & Staff

Men’s Dormitory / Women’s Dormitory / Staff Housing

12 Subjects

8 Subjects

6 Subjects

Cameroon Advanced Vocational Training Centres
The Establishment of Advanced Vocational Training Centers in Cameroon
The Establishment of Advanced Vocational Training Centers in Cameroon
The Establishment of Advanced Vocational Training Centers in Cameroon
Estimated project cost

- **Total cost**: 48.4 Million US Dollars
- **EDCF Loan from Korean Government**: 35 Million US Dollars
- **Cameroon Government**: 13.4 Million US Dollars (Estimated)
In Cameroon, the TVET system is expected to contribute to the transformation of an economy that is not well structured and industrialized,

At the same time, the TVET system needs to meet the needs of major industrialized projects for which large skills gaps exist,

Finally, in an economy with high unemployment rates, the TVET system needs to equip graduates with entrepreneurship skills to help promote self-employment and microenterprises
Thanks for your kind attention