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# **An Evaluation on the Implementation of the Education Policies in Central Africa: Case Study of Cameroon Education System (1996-2020)**

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## **1. INTRODUCTION**

Cameroon educational systems remain unique in the central African states. This is because she has two sub-systems of education; English and French sub-systems of education. The history of the educational system of Cameroon is a legacy of colonial rule in 1884 to 1914 to 1948. Since from the conception of the UNO, educational activities have been promoted through the education organ of the UNO called UNESCO. In accordance with the UNESCO policies of education, several education laws have been passed that gives the education system standard to compete with the education system of other western countries. Njeuma et al(1999) stated that the education laws of the UNESCO helps to restructure the educational system of Cameroon. This means that Cameroon education system is mentored by the UNESCO international policies of education. Tambo(2003) noted without reservation that the education policies of Cameroon are in need of trained personnel to go about the implementation process. More serious notes were made at the level of implementation of the education policies. Education policies were made to strengthen and improve the education systems of the state. But more emphasis was given to the French sub-system of education than the English sub-system.

Beginning with, were education policies passed by colonial masters that helped in the administration of the current education system. Educational laws have been passed from the colonial times to the postcolonial time to the current time. The link between these lines was the fight towards making the education system more competitive and professional (ojong, 2003).

The 1995 law of education did not succeed to transform the education system of the country into a globalized and professional manner. However, the turning point was the 1996 law of education. This law of education in 1996, set up a purpose and the direction of the education system of the country. This 1996 law of education was revised in 1999, 2000 and 2004. In the year 2000, the Cameroon government still in her fight to promote high level of literacy, cancelled tuition fees in primary schools. In the year 2003, the number of school enrolment increased to about 5% with many children from the Rural areas. Meanwhile the number of trained teachers were insufficient to meet the current demand for education throughout the territory(GESP,2008). It is worth noting that while there was increased in basic education enrolment in 2003, the secondary level education had dropped in enrolment. This is because secondary level education had no professional outlook to help the graduates to be self-reliant. In 2004, the poverty reduction strategy was passed aimed to promote long life learning and rendering the economy to a boom with the promotion of vocational education(Delegation of education, 2005). By 2010, there were about 13 vocational institutes in the country and good number of government technical colleges. However, these vocational institutions lacked enough teachers and educational equipment.

The evidences from the field survey conducted by the regional delegation of basic education shows that many classrooms were destroyed in many subdivisions. Added was that many of the schools lacked amenities and social network and transport. Teaching resources were insufficient to meet demand and mostly restricted to some schools in the cities.

This paper seeks to investigate the current challenges on the implementation of the education law in the years 1996, 2000, 2004 and 2010.

### ***Statement of the research problem***

Education policies are enacted through the law. The UNESCO makes international laws on education and channel these laws to the nations who are part of the UNO. Since the creation of the education organ of the UNO, education laws have been made to improve on the literacy and global education level and awareness of various countries. UNESCO equally defined spectrum through which education projects could be enhanced in a professional and a high quality manner(Njeuma et al(1999). The education system that uphold and maintains respects of the education laws have gone along way to improve on the education of the child especially the girl child. The UNO education law in the year 2000, gave special emphasis on the education of the girl child. The law also spelt out the necessity of educational equipment, teaching aids, teacher training, supervision of instructions and the need for pedagogic improvement and curriculum quality to create global education brand(Tambo,2003).

Similarly, the turning point of Cameroon education system was marked by the 1996 education law. The law spelt out some reforms that gave a new face to the education system of the country. There was national and regional planning to deliberate on strategies to implement these education reforms. However, according to the paper published by the education committee in the southwest region, only 21% of the reforms have been implemented. The

report of the special delegation to central region of the country stated that only 19 out of the 56 secondary schools in the regions have sufficient trained teachers (Njoke, 2018). Meanwhile, the percentage of school enrolment in public secondary schools dropped to 3.2% compared to the previous years. The growth and employment strategic paper (GESP, 2010) stated clearly that the implementation of those education policies remains stagnant with significant portion of the schools yet to benefit from those reforms. More still, vocational institutions still suffer from insufficient teachers and poor infrastructural development. The report from NAB research fellows shows that not up to 11% of the students have access to textbooks, and internet facilities that constitute key amenities for the school environment. Below is a summary of the report.

**Summary report of NAB research institute on the implementation of the 1996 education reforms (2000-2019).**

items	figures	percentage	remark
Trained teachers	23456	2.7%	insignificant
infrastructure	1340	4%	significant
amenities	890	2%	insignificant
Education tools	2134	3.6%	insignificant
School governance	987	2.8%	insignificant
budget	150billion	16%	significant
pedagogy	1890	3.9%	insignificant

Source: NAB Research Report, 2019

The research aims to investigate the challenges faced by the ministries of education in the implementation of the education laws of 1996, 2000, 2004 and 2010.

### **Research objectives**

The main research objective “is to investigate the challenges faced by the ministries of education in the implementation of the education policies in the years 1996, 2000, and 2010”.

The specific research objectives of the study are;

- To assess the effect of communication in the implementation of education policies
- To determine the effect of team work in the implementation of education policies
- To know the impact of education budget in the implementation of education policies
- To evaluate the impacts of conflict in the implementation of education policies
- To assess the effect of network transport in the implementation of education policies.

### **Research Questions**

*The specific research questions are;*

- Is the effect of education budget on the implementation of education reforms?
- What are effects of communication on the implementation of education policies?
- How does teamwork affect the implementation of education policies?
- What How does conflict affect the level of implementation of education policies?
- What is the effect of network transport on the implementation of education polities?

### **Hypotheses of the study**

- The hypotheses of the study are similar to variables identified on the study.
- There is no effect of communication on the implementation of education policies
- There is effect of teamwork on the implementation of education policies
- There is no positive relationship between budgeting and the implementation of education policies
- There is effect on conflict on the implementation of education policies.
- There is an effect of transportnet work on the implementation of education policies.

### **Significance of the Research**

- This study would serve as a source of secondary data for researchers in the field of education.
- It would help the government to carry out test measurement on the assessment of education policies
- It would serve as a tool for the evaluation of the education system.
- The recommendations would help education supervisors to double their efforts in the implementation process of education policies.

### ***Organization of the Research***

This study is organized into five main chapters. Chapter one is the general introduction of the research. The chapter discusses the historical, conceptual and theoretical backgrounds of the research. This is followed by a careful statement of the research problem, research objectives, research questions, hypotheses of the study and the significance of the research. Chapter two focuses on the literature review. This includes conceptual review, theoretical review, empirical review and contextual review. The research gap constitutes important part of the chapter. Chapter three focuses on the research methodology. This includes sources of data collection, types of research method used, sampling techniques, data presentation and analysis. Chapter four is the data presentation and analysis of hypothesis. Chapter five is the summary, conclusion and policy recommendation.

### ***Scope of the study.***

This study focuses on educational law. Any other research done out of the education system and the legal aspects of the education system, is void of the relevance of this study.

### ***Definition of major terms.***

The main terminologies of the study includes

- Education system
- Education policy
- Education law
- Educational reforms
- Implementation of education policies.

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## **2. Literature Review**

### **2.1. Conceptual Review.**

Topics to review under conceptual literature includes; definition of education systems and education policies, education law. Who is involved in the making of education policies? Objectives of education policies, important features of education policies, the micro and macro-economics aspects of education laws, the spectrums of education laws, analysis of education laws by UNESCO, international conferences of education and the significance in education systems, evaluation of education policies from the UNESCO, capacity utilization of international laws on education. The review also includes the analysis of gender based laws in the education system, pedagogic development and legal aspects etc.

### **2.2. Contextual Review**

Topics to review under contextual literature includes the historical development of Cameroon education system, Cameroon education system under French mandate, Cameroon education system under British mandate, the analysis of education laws in the 1960s, 1970s and 1980s. the analysis of the 1996 law on education in Cameroon, the analysis of the education laws in the years 2000, 2004, 2008 and 2010. Contextual review equally discusses the concept of supervision of education policies implementation process.

### **2.3. Empirical Review**

Topics under empirical review includes past topics of research along the scope of the study such as

Johnson Ateh (2001), The historical analysis of education law in Africa.

Fonkeng Epah (2005), Analysis of Cameroon education systems

Tambo leke (2003), Evaluation of the 1996 education policy in Cameroon

Chijoke (2011), analysis of education law in Delta State, Nigeria.

Resolving the Conflict of interest in the implementation of 2001 law of education in Uganda.

### **2.4. Theoretical framework**

Commitment theory

Path-goal theory

Behavioral leadership theories

Human relation theories

Hygiene theory

Expectancy theory

Motivation theory of Abraham Maslow

**Research methods:** both qualitative and quantitative

**Research design:** survey research design

**Sampling technique:** random sampling

**Sources of data collection:** both primary and secondary data

**Data presentation** using statistical tools

**Validity of data collected** would go through pre-testing and testing, regular check-up and follow up to ensure accuracy of the findings.

**Data analysis through** inferential statistical tools like correlation analysis, covariance, mean, median, mode, and used of chi-square to test significant level.