

CONTRIBUTION TO THE DEVELOPMENT OF AN IMPLEMENT CAPABLE TO EASE THE PRACTISING OF CULINARY ACTIVITIES IN GENERAL SECONDARY HIGH SCHOOL IN CAMEROON: CASE STUDY OF THE FRANCOPHONE SUBSYSTEM OF EDUCATION

ABSTRACT

This work aims to develop a framework that facilitates the experience of culinary practices in secondary schools of general education in Cameroon. To do this, work was carried out in the field and indoors. Thus, the Departments of National Language and Culture, Social and Family Economy, German, Chinese and Spanish, have inscribed culinary practices in their respective approaches. These practices take place between the end of the first and the beginning of the second term. Overall, these activities are repeated at least twice a year. They arouse the adhesion of many pupils of the levels concerned. Their traditional experience disturbs both the tranquility of the parents and that of the personals of schools concerned by this approach. The parents help their respective children to pay the necessary contributions for the realization of this activity. The flaws in the experience of these activities are responsible for the discomfort among the parents of children in the Year Three and Year Four levels, and much more so in the second literary cycle (Year Five, Year Six, and Year Seven levels, A4). An interdisciplinary approach can make it possible to bring together all the educational departments concerned around a single culinary practice. To support this activity, the schools concerned must dedicate one day a year to this practice; this day, then considered as an open day, will allow children to present to their parents, friends and guests, their degree of acquisition and integration of the multidisciplinary knowledge received.

Keywords: school, teaching, learning, culinary practice.

I- INTRODUCTION

In order to give its youth tools that can enable them to face the harshness of life, the Cameroonian State very quickly developed its education sector [1]. Due to the composition of its population, the Cameroonian State has set up two education subsystems: an Anglophone subsystem and a Francophone subsystem [2]. To give more opportunities to young people, a differentiation between general education and technical education has emerged in the two subsystems [3]. In response to planetary changes, a succession of pedagogical approaches took place in Cameroon; so, from the oldest to the most recent of the two first, one can name the New Pedagogical Approach (NPA), then the Approach by Objectives (APO) [4]. Many social markers then highlighted the shortcomings of these approaches [5]. Thus, recently, the Competency Based Approach (CBA) came into force. As shown by [6], this is an approach that aims to help students to place the knowledge received at the heart of the activities that fill their daily lives. In this sense, in the CBA context, one can regularly read or hear people say: “school for life”. But as pointed out by [7], establishing the link between school and the acts of life is not always an

easy task. Fortunately, one of the concepts that accompany this pedagogical approach offers a solution to this concern; this is “learning by doing” as noted by [8]. It appears that the practical aspects in teaching deserve to be initiated and valued as indicated by [9].

In Cameroon, and more particularly in general secondary education in the French-speaking subsystem, many educational departments have, thanks to the content of their respective programs, adopted culinary practices in an attempt to meet this need for the application of knowledge received regularly. These are the departments of National Language and Culture, Social and Family Economy, German, Spanish, and Chinese. One can therefore regularly see these activities being practiced in classrooms for each of these subjects, and this in a repeated way. The consequences of these facts on life within the academic institutions are multiple. Thus, more and more, the complaints of many parents as to the implications of these repeated activities on the family budget, on the movements and the safety of the children, on the serenity in the classrooms neighboring those hosting the event, arrive at the level of the various school administrations. In the same vein, one notes the complaints of teachers whose class time comes just after the presentation and tasting session of the prepared dishes. The concerns of the administration are not the least. Indeed, these practices greatly dirty the classrooms (walls, floor, furniture) and violate the internal rules; in detail, the code of conduct within schools in Cameroon prohibits eating in classrooms. We will also raise the complaints of the disciplinary officers because of the enormous disorder caused by this activity. Many Heads of schools, in response to these various facts, have to work hard on a daily basis to try to appease the ardor of parents, teachers who promote these activities, other members of the staff, then pupils, as the main targets. In view of the discomfort generated, the need to propose solutions that can allow not only the return of serenity, but also the experience of this activity in a framework that reduces the discomfort, is essential with acuity. It should be noted that this activity presents itself as a godsend in an academic environment, in the sense that it reinforces the possibility of putting theoretical approaches to teaching, in an interdisciplinary spirit, at the service of practical approaches.

The general objective of this study is therefore to provide means capable of framing the experience of extracurricular activities in general, and in particular, culinary practice within schools in Cameroon. Specifically, it will be about

- Browsing the contents of the programs of the various educational departments concerned with culinary practice;
- Analyzing the experience of these activities in order to find the flaws and strengths of the approach;
- Proposing ways of doing things capable of reducing tensions between the various stakeholders to their simplest expression.

II- Material and methods

II-1 Material

In response to the new challenges imposed by globalization [10], the education system in Cameroon is changing rapidly because purely theoretical approaches are no longer up to the expectations of the populations. As a result, schools must now be able to provide society with young people capable of creating jobs that meet the requirements of the concept of the global village [10]. In detail, the student trained in Cameroon must, in the near or distant future, now be able to compete with students trained elsewhere, and this by opposing them productions that are capable of bringing to life, carrying, and conveying the soul of Cameroon wherever the need arises [5]. This work therefore takes into account the education system, parents, students, teachers, support staff, the administration of each targeted establishment, and then society. Only the French-speaking general education subsystem is followed here.

Timetables fully control the teaching and learning activities that take place in schools [11]. Teachers, now fully aware of the importance of practical approaches to teaching in supporting students [12], are more than ever committed to ensure that the various changes in force in the Cameroonian education system come to an end with brilliant success.

Students are particularly motivated by extracurricular activities [13]. Although parents are concerned about the future of their offspring, their overall purchasing power is low [14]. The administrations of the various educational institutions carry out daily actions to bring their respective torches high [15]. The security context that has recently prevailed in Cameroon is a source of permanent concern for parents; thus, each time a child leaves home, his parents find peace of mind only when he returns home safe and sound [16].

II-2 Methods

To achieve the set objectives, field work and indoor work were done. The work indoor made it possible to think about the work to be done, to plan it, then to design a questionnaire to guide the exchanges with the people targeted. Also, it made it possible to imagine and then make a correction sheet for this activity which could be useful to the different structures. Further on, it was discussed in the room to process the various information collected in the field. From this data processing, have been developed approaches capable of leading the different actors to identify the strengths and weaknesses of the management of these activities as it has been until the present time, regardless to their academic level. This was then done in order to allow the importance of culinary practices to be discovered by all and better understood. This is all the more relevant as this practical work, based on a strong interdisciplinary approach, must be henceforth better valued by the stakeholders.

On the field, it was a question of interviewing the various actors involved in the research. These included teachers, support staff, students, parents, and head teachers. In detail, 1,500 parents, 150 per Region, 1,000 students, including 100 per Region, 10 heads of establishments, including one per Region, 50 teachers, i.e. 5 per Region, 10 lane supervisors, i.e. 1 per Region, were interviewed. In the detail of the five teachers interviewed by Region, they respectively represent each of the Educational Departments concerned by culinary practice; as a reminder, we have the Department of National Language and Culture, the Department of Social and Family Economy, the Department of German, the Department of Spanish, and the Department of Chinese. In terms

of details about the supervisors, we focused only on those who work in the corridors housing the classrooms concerned with culinary practices. For this, ten secondary High Schools have been chosen across the territory, including one per Region.

III- RESULTS

III-1 The organization of activities within the educational departments concerned with culinary practices

III-1-1 Social and Family Economy (SFE) and Manual Work (MW)

The SFE and MW courses are only offered at the second cycle in the Francophone General Education Sub-System in Cameroon; it then concerns the Fifth, Sixth, and Seventh Year students. These courses are organized into theoretical and practical teaching.

III-1-1-1 SFE theoretical lessons

The theoretical courses of SFE revolve around three main themes, including one per term. So we have Childcare in the first quarter, Cooking in the second quarter, and Sewing in the third quarter. However, we will note some local nuances. Thus, childcare is combined with economy and environment for Fifth Year students, with environment for Sixth Year students, then with maintenance of the linen for Seventh Year students. Regarding the kitchen, it is combined with sewing for Fifth Year students; at this same level, in the third trimester, we have decoration (Table 5).

III-1-1-2 ESF practical lessons

The content of the practical courses varies greatly from the Fifth up to the Seventh level.

III-1-1-2-1 Practical courses in the first trimester

At the Fifth level, the practical lessons will focus in turn on the illustration of breastfeeding, the comparison of the nutritional potential of different milks, the development of a family budget, the filling of a check, the collection and sorting household waste.

At the Sixth level, the practical lessons will cover in turn the identification of signs of good health, the reading and follow-up of a vaccination record, the cleaning and filing of the teachers' room, the creation of diets, in particular for malnourished children and for the elderly respectively, the cleaning of gutters within the school grounds.

At the Seventh level, the practical courses will deal in turn with the illustration of the actions to be carried out for family planning, the representation of contraceptive symbols, the illustration of laundry care codes, the representation of laundry symbols, the stain removal and bleaching of linen, and washing of white linen.

Table 1 : Content of teaching programs within the Department of Language, National Culture and Artistic Culture: National language			
	Fifth year	Sixth year	Seventh year
First term	Written and oral expression: family, society, citizenship		
Second term	Written and oral expression: environment, well-being, health		
Third term	Written and oral expression: economics, communication		

Table 2 : Content of teaching programs within the Department of Language, National Culture and Artistic Culture: National culture					
	Third year	Fourth year	Fifth year Literary	Sixth year Literary	Seventh year Literary
First term	Culinary arts ; traditional games and leisure		Birth ; traditional economy; family	Birth and death	Birth and death
Second term	Traditional ceremonies; traditional economy; environment ; well-being and health; moral and penal code		Organization of time; traditional architecture; food and clothing	Spirituality; traditional governance; production of cultural products	Mystical illnesses and traditional therapies; techniques of conquest and mastery of the environment; oral literature; traditional civic values
Third term	Traditional communication; cultural wealth		Medicinal plants ; traditional communication	Distribution and consumption of cultural products	Traditional economic system; traditional communication

Table 3 Content of teaching programs within the Department of Language, National Culture and Artistic Culture: Artistic Education			
	Fifth year Literary	Sixth year Literary	Seventh year Literary
First term	Formation of a theatrical troupe; creation of history in theatre; writing the play in the theater		
Second term	acting games; accessories and costumes; staging in the theater		
Third term	Components of a poem; write a poem; declaim a poem		

Table 4: Theoretical aspects of the Manual work			
	Fifth year	Sixth year Literary	Seventh year
First term	Specificities of agriculture in the cultural areas of Cameroon	Preparation of a plot	Preparation of a habitat for cattle
Second term	Nurseries	Crop maintenance	Running a cattle farm
Third term	Responsible agricultural practices	Harvest marketing	Marketing of cattle products

Table 5: theoretical aspects of the Social and Family Economy course			
	Fifth year Literary	Sixth year Literary	Seventh year Literary
First term	Childcare, economy, and environment	Childcare and environment	Childcare and laundry care
Second term	Cooking and sewing	Food	Food
Third term	Decoration	Sewing	Sewing

Table 6 : content of teaching programs within the Department of Foreign Languages (German; Chinese, and Spanish)					
	Third year	Fourth year	Fifth year Literary	Sixth year Literary	Seventh year
First term	Family and social life; environment, health, and well-being;				
Second term	Economic life; citizenship				
Third term	Media and communication				

Table 7: the opinion of the various actors considered in relation to culinary practices																
Teachers			Students				Parents				Administration					
Total	Approval	Refusal	Total	Refusal	Approval	Indifferent	Total	Refusal	Favorable for a single common practice	Favorable for two practices	Favorable for three practices	Indifferent	Total	Imposes the request for an authorization	Complete rejection of the activity	Grouping around a single culinary practice
50	50	0	1000	36	964	0	1500	0	930	100	70	400	10	4	3	3

III-1-1-2-2 Practical courses in the second trimester

At the Fifth level, the practical courses will focus on culinary applications (first part of the second term) and the production of placemats (second part of the second term). At the Sixth level, the practical lessons will focus on ironing and folding different varieties of clothing (first part of the second term), then on culinary applications (second part of the second term). At the Seventh level, the practical courses will focus on culinary applications only.

III-1-1-2-3 Practical lessons in the third trimester

At the Fifth level, the practical courses will focus on the making of bases, then the making and maintenance of wreaths of flowers. At the Sixth and Seventh level, the application courses will focus on making objects such as kitchen aprons, etc.

III-1-1-3 Theoretical manual work courses (MW)

The MW course is delivered jointly with the SFE course in the same levels and Sub-Systems. The content of this course revolves around agriculture at the Fifth and Sixth levels; at the Seventh level however, it revolves around breeding (table 4).

III-1-1-3-1 theoretical courses at the Fifth level

The structure of the courses varies from one semester to another. Thus, in the first quarter, we talk about the specificities of agriculture in the different cultural areas of Cameroon; in the second quarter, we talk about nurseries; in the third quarter, we talk about responsible agrarian practices.

III-1-1-3-2 Theoretical lessons at the Sixth level

In the first trimester, the course focuses on the preparation of a plot. In the second trimester, crop maintenance is discussed. In the third trimester, the teaching relates to the marketing of crops.

III-1-1-3-3 Theoretical courses at the Seventh level

In the first trimester, the courses focus on the preparation of a habitat for cattle. In the second term, students are instructed in the practical facets of cattle herding. In the third quarter, we focus on the marketing of products from cattle breeding.

III-1-1-4 Practical aspects of manual work (MW)

The content of the practical courses varies from one level to another and from one term to another.

III-1-1-4-1 Practical lessons of the first trimester

At the Fifth level, the practical aspects will begin in the first quarter with the production of some seeds. At the Sixth level, the practical aspects will relate to the establishment of a procedure to be followed to operate the choice of a plot, on the realization of flowerbeds, on the treatment and amendment of the soil, on the choice of tools soil preparation, and on the choice of cuttings. At

the Seventh level, practical activities will revolve around choosing a breed of animals and individuals to keep, preparing housing, installing equipment, and performing maintenance work.

III-1-1-4-2 Practical lessons of the second trimester

At the Fifth level, the practical aspects will focus on the practice of drainage. At the Sixth level, the practical aspects will concern the practice of sowing, the practice of weeding, the identification of crop enemies, the identification of signs of pathologies in plants, the application of curative methods in some cases of pathologies in Plants, Harvesting, and Conservation. At the Seventh level, the practical aspects will focus on nutrition, health monitoring, growth assessment (size and mass), and animal fattening.

III-1-1-4-3 The practical lessons of the third trimester

Finally, in the third trimester for the Fifth level, it will be a question of practicing in turn the association and then the rotation of crops in the context of the production of corn and beans. At the Sixth and Seventh levels, the practical courses will focus on market research and price negotiation.

III-1-2 Language, National Culture, and Artistic Culture

The national language and culture course is divided into three aspects: language, national culture, and artistic culture (table 1, table 2, table 3). Only the aspect of national culture is taught in the first cycle, especially in year three and year four levels. Concerning the national language and the artistic culture, their teaching only begins in the Fifth year level, and goes with the national culture until the Seventh year level. In the Second Cycle, only national culture is taught in science specialty, notably Fifth, Sixth, and Seventh Year Science. In the literary specialty, however, in addition to the national culture, there is the national language and the artistic culture. From these three subsets, only national culture has culinary applications in its practical aspects. The planning of this course takes into account not only the academic level, but also the term.

The teaching-learning activities here have both theoretical and practical aspects.

III-1-2-1 The fourth and third levels

In the first trimester, activities focus on the culinary arts as well as traditional games and hobbies. In the second quarter, activities are carried out on the economy and traditional ceremonies, the environment, well-being and health, morals, and laws. In the third trimester, the work to be done highlights traditional communication and the experience of the culture.

III-1-2-2 The Fifth year level

In the first trimester, the emphasis is on birth, traditional economy, and the family. In the second trimester, the work focuses on the organization of time, traditional architecture, nutrition, and clothing. In the third trimester, we work on medicinal plants and traditional communication.

III-1-2-3 The Sixth year level

First trimester labor is about the experience of birth and death. In the second quarter, we work on spirituality, traditional governance, and on the production of resources intimately linked to culture. In the third quarter, the work to be done is related to the distribution and consumption of the resources produced within the cultural areas.

III-1-2-4 The Seventh year level

As during the Sixth year level, the work of the first trimester relates to the experience of death and birth in the different cultural areas. In the second quarter, it deals with mystical diseases and the different respective therapies provided, techniques of conquest and management of the environment, oral tradition, and traditional civic values. In the third quarter, the work deals with the system of the traditional economy as well as the traditional communication system.

III-1-3 German, Chinese, and Spanish

Also known as foreign languages, German, Chinese, and Spanish lessons start in year three levels in Cameroon. However, in the second cycle, they are practiced only in the literary series. The programs revolve around the same points from one level to another. Thus, in the first trimester, work focuses on social and family life, the environment, health, and well-being. In the second trimester, we work on economic life and citizenship. Finally, in the third trimester, we study the media and communication (table 6). With regard to the practical aspects, we will note three main activities, and in particular:

- Culinary practice;
- Raising awareness on environmental management;
- Presentations.

In planning these activities, cooking practices usually take place between the end of the first trimester and the beginning of the second.

III-2 The reality around culinary practices

The teachers are unanimous (100%) as to the impact of these culinary applications on the education of children (table 7, figure 1). Indeed, they brandish by common agreement the place of these activities in the cultural revival, in the development of the student's ability to speak in public, in the student's ability to manipulate the language, in the development and follow-up of a project, and in the student's ability to make perfect use of the technical words specific to a discipline in one language as in another. Teachers also play a very big role here. Indeed, the quality of the questions to be asked to the pupils during the discussion phase around these activities should greatly enable these children to pick out details which sometimes go unnoticed: it is a question of the interdisciplinary nature of the work, the contribution of the different scientific specialties to the project, among others.

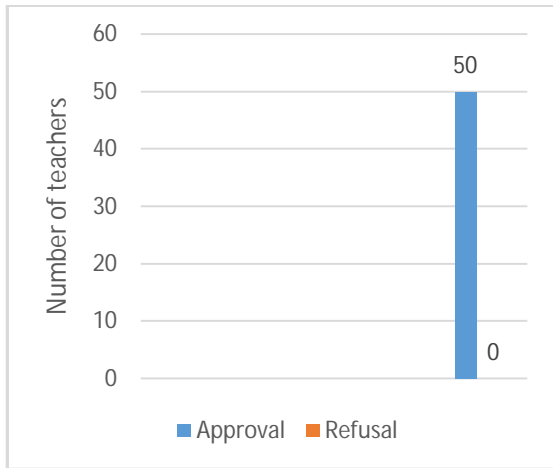


Figure 1: The opinion of the teachers followed about the practicing of culinary activities

As part of the activities marking culinary practices, the pupils are organized into groups. Within each group, students must agree on the meal to be presented in a timely manner. When this is done, they make an assessment of the upcoming expenses, which results in the production of a quote. Therefore, the expenses are shared equitably between the different members of the group concerned. From one of the disciplines concerned by this work to another, the distribution of the loads is thus regularly made. The information received from the students shows that the vast majority (96.4%) welcome this activity with great enthusiasm, i.e. 964 students out of the 1000 monitored (table 7, figure 2). In detail, those who do not accept it justify their reluctance by the fatigue induced. Pushing the debate further, it emerges that among these children, the servants take care of all the domestic tasks. As other challenges to be taken up by the pupils within the framework of this activity, one can note the time to make the purchases, the place for the cooking of the food to be presented, and the taking of big risk. In most cases, it's just a matter of cooking, presenting, then eating and being happy. As a result, they are not always aware of the interdisciplinary nature of their actions. Pupils in the third and fourth year classes represent 47% of the total number of pupils monitored, i.e. 470 of the 1,000 pupils.

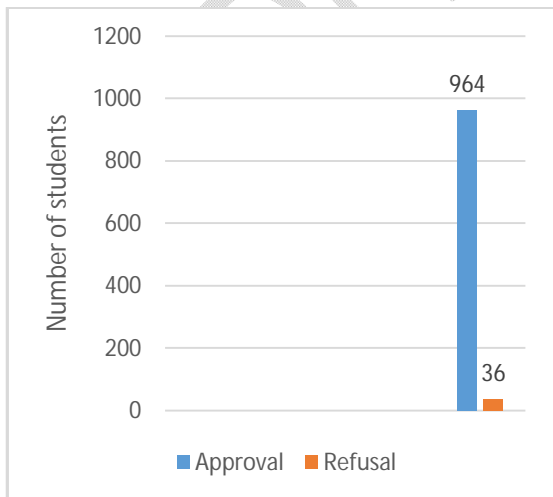


Figure 2: The engagement of the students followed around culinary practices

If for the pupils, the reality of culinary practices does not pose any problem, it is not the same for the parents. Indeed, an investigation of the parents of these students revealed relevant facts. From the 1500 parents, 1470 (98% of the whole) think that such an activity is beneficial for the student. As a result, they made available to their respective children the amount of money required to pay their contributions, necessary for the realization of this project; much more, even if it was done late, the 30 reluctant parents handed over to their respective children what to discharge their charge. But these 30 parents in particular did not expect this same project to be programmed in other departments. Consequently, they decry the costs associated with this activity if it should be repeated for the various educational departments concerned. Their complaints were supported by many other parents. For wealthy parents, the problem of repeated contribution does not arise; however, they do not fail to worry about parents with lower incomes. Thus, 930 of them (62%) ask the question of whether a single activity would not be sufficient for all the educational departments concerned. 100 of them agree on two culinary practices; 70 of them agree on three culinary practices; 400 are indifferent (table 7, figure 3). The parents who complain the most are those whose children are in three and fourth year class, and even more, in the second literary cycle (Fifth, Sixth, and Seventh Year A4).

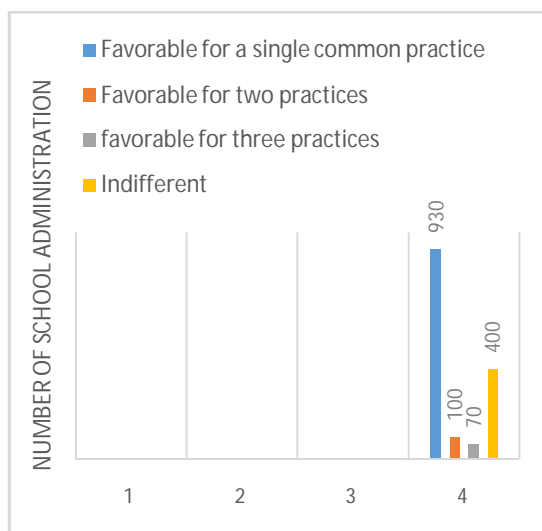


Figure 3: The opinion of parents followed about the culinary practices

As for the administrations of the targeted schools, they are constantly busy trying to calm the ardor of parents who find this mania with which teachers push them to spend through such activities exaggerated. We have thus been able to see in certain structures the heads of establishments imposing on the teachers concerned to henceforth ask for authorization before embarking on these practices; this provision was recorded in 4 (40%) of the ten structures monitored (table 7, figure 4). In 3 (30%) of the ten structures, these practices were simply canceled. The respective Heads of the last three schools (30%) proposed the search for a formula capable of bringing together the five pedagogical Departments concerned around a single annual culinary practice.

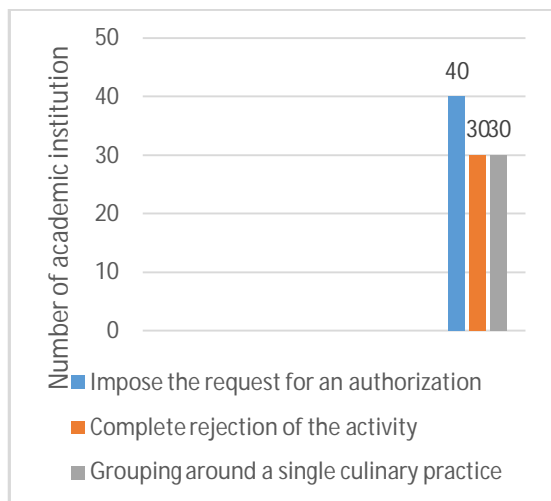


Figure 4: The opinion of the different Heads of schools followed

III-3 Number of culinary practices per level and specialty

In the third and fourth year class, there are three foreign languages, from which each student must choose one. As a result, we will have two culinary practices here, one of which is brought by the foreign language chosen, and the other brought by the national culture.

In the second cycle, the reality is a little different depending on whether you are in literary or science specialty. In literary class, these culinary practices are brought by the National Culture, the foreign language chosen (German, Spanish, Chinese), and by the Social and Family Economy; this makes a total of three cooking practices. Scientists are exempt from National Culture courses and foreign language courses; as a result, they have only one culinary practice, brought by the course of Social and Family Economy.

III-4 Grouping trials of different departments around a single culinary practice

To carry out this experiment, we relied on the three schools whose leaders were looking for an approach capable of satisfying the different actors; the test was therefore carried out three times, one test per school. For this, a non-working day has been chosen in the various cases, and in particular a Saturday. Parents were then informed about the project. Welcoming the idea, the different families sent their children on the given day; in detail, some among those families contributed financially to make the work easier.

At 7 a.m., the students began to arrive. Great was the surprise to see that some parents decided to assist this rather unique experience from start to finish; this observation did not fail to make the teachers present react positively. Thus, from 7:30 a.m., the different groups of students formed were assigned sites as well as the amount required for the dishes chosen. Within the different groups, it was a pleasure to see the students electing quickly among themselves a leader. Directly after have been elected, the leader ordered the distribution of tasks between the different units of the group under him. The tasks were distributed according to the list of activities established in

advance. Thus, in each of the groups, the established commissions set to work. In detail, those responsible for purchasing food on the one hand and fuel on the other hand left immediately; those in charge of preparing the area for cooking went to look for blocks of rock capable of supporting the weight of the pots full of meal; those in charge of bringing the pots presented them; those responsible for managing the resulting waste efficiently disposed the various recycled bins; those in charge of water supply accumulated enough of it. On a completely different level, teachers from the various educational departments involved in the work came together to refine the monitoring and evaluation sheet for the work that had already begun. Here, they agreed on a common memo relating to the listing of needs, the sharing of tasks, the management of conflicts, internal and external collaboration, the progress and monitoring of activities, waste management, the acquisition of different materials; this phase was rated on a scale of 10. The specificity of the different educational departments made it possible to note other aspects that are respectively beneficial to them; we obtained another mark on a scale of 10. A common annotation sheet was set up as shown in Chart 1. Around 10 a.m., the commissions responsible for making the various purchases all returned. By that time, we saw a remobilization of the workforce, with a strong concentration of the workforce on the preparation of the various ingredients. From time to time, there were violent arguments between members of the same group and then between members of different groups. With Pleasure, we saw certain members of the various groups engage in pacification. In addition, in response to certain local difficulties encountered, we saw certain commissions within the same group mark a halt in their respective work to help solve a problem that has arisen. Another remarkable fact has not escaped attention. Indeed, when the mobilization of skills has not been successful within a group, we saw the members of the group concerned coming closer to other groups to benefit from their know-how; the surprise was more pleasant when we saw the groups solicited by others, sacrificing their time and their concentration to help the group encountering the difficulty. Better still, other groups sent emissaries to ask questions to the parents present to circumvent an ambiguity whose answer lay in the strength of the experience. Around 3:45 p.m., the various meals were ready. From then on, we saw in each of the groups, the commissions in charge of decoration installing the tables and chairs taken out from classrooms. They were decorated with tablecloths from different homes. Once the set-up was complete, the various members of the groups came together with the aim of distributing the speaking moments within the framework of the presentation of the work done to the jury, then to specify the questions for which each were going to provide the answers according to the domain.

During the presentation phase, the German, Chinese and Spanish departments emphasized the students' ability to use technical words in the kitchen in these different languages. The Department of Social and Family Economy insisted on the setting up of food and cutlery, on the hygiene observed throughout the process; for example, teachers in these departments have been seen questioning students about why they wear face masks and aprons during work. The National Language and Culture Department, for its part, emphasized the place of culture in the work done. To further furnish the scene, teachers from other invited departments asked questions that were very enriching for everyone. In this sense, for example, we heard a teacher ask the following question: "How did the drawing course influence the set-up you did?" ; also, we heard the following question: "What is the place of geography in the preparation of the meals that you

presented?" ; ... At the end of the auditions, we saw one of the teachers giving general advice on how to present a work in public.

Then followed the phase of sharing. Once again, the students' actions were closely monitored by the teachers. Also, teachers and parents gave many advices to students. Impressions were exchanged in relation to this event. The parents present communicated their respective impressions, the photos and the videos taken in the fora of the classes of their different children. In return, we saw the satisfaction of many parents. Further investigation revealed that the most satisfied parents were those who wanted only one culinary practice to be offered for the four educational departments concerned. We can therefore say that all the facts noted during this simulation are in favor of the good quality of this idea.

III-5 Proposal for a correction sheet for culinary practices and development of the approach

The culinary practices correction sheet designed for this purpose is presented as shown in Chart 1. In detail, it highlights the classroom of the targeted pupils, the number of their working group, and the names of the members of the working group ; it also highlights the parameters to be assessed as part of the culinary practice activity. A setting in this form requires a deeper analysis; it is about the creation of working groups. Indeed, if for the experimental phase the pupils underwent the making of the groups, it will be question in real situation to give them the opportunity to group by themselves. In detail, it is important to give students the opportunity to show the importance they attach to the quality of the people contacted to form a working group. Thus, if they justify their grouping by the fact that each of the members is capable of bringing something particular to the success of the group, then we can afford to say that on such a delicate level, competence is acquired according to [17]. If, however, they justify their grouping by the affinity they have, an in-depth reflection on the question should be planned with them if necessary. Indeed, it is not excluded that in a group formed by affinity, the performance will be good. But, if the given group would come to face a failure, it would be necessary to be able to start from the errors committed during their regrouping to allow them to do better the next times. This meets the requirements of [18] regarding the composition of a competent group.

With regard to the organization of the proposed correction sheet, it becomes crucial for each of the teaching departments concerned by culinary practice to integrate into their respective progression a lesson during which the students will be taught about the document. In detail, by presenting this sheet globally, each pedagogical department concerned will insist on the elements that will guide its assessments. Once this is done, each student will be able to produce more relevant work. Indeed, the various elements of the evaluation will be indicated during this presentation. Thus, whether it is the consolidation phase or the work phase itself, everyone will have plenty to present a final rendering that meets the goals set by the implementation and supervision of such an activity in schools in Cameroon.

For a finer mastery of everything that will be expected of each group, it will be interesting to provide each student involved in this activity with a copy of this sheet. This practice is all the

more relevant as it will prevent everyone from ignoring the elements through which they will be judged at the end.

Another equally significant element stands out in this correction sheet. Indeed, this is the final report. It will be important when presenting this sheet to the students to insist on the structure of the report that they will have to produce at the end of the work. This logically appeals to the way the notes will be distributed. Indeed, we will have a mark for the practical phase and a mark for the theoretical phase. Thus, while the mark of the report will count for the theoretical phase, the achievements during the various other activities carried out will count for the practical phase. In view of the degree of investment varying from one phase to another, according to [19], the mark of the practical phase will count for 70% and that of the theoretical phase for 30%. But, according to [7], each of the two parts could count for 50% of the final mark; a free field is then left to each school to decide according to its perceptions about the matter.

Chart 1: Outline of a correction sheet for cooking practice activities in secondary schools in Cameroon

Class:			Group number:									
			List of band members									
1-			8-									
2-			9-									
3-			10-									
4-			11-									
5-			12-									
6-			13-									
7-			14-									
Culinary Practice Activity Assessment Parameters			German Department		Social and Family Economy and Manual Work Department		Spanish Department		Chinese Department		Language and National Culture Department	
			M.O.*	M.P.T.**	M.O.	M.P.T.	M.O.	M.P.T.	M.O.	M.P.T.	M.O.	M.P.T.
Making groups	Reasons justifying the grouping made	By skill		Xi***		Xi		Xi		Xi		Xi
		By affinity		Xi		Xi		Xi		Xi		Xi
Preparation of commissions within the groups	Specification of commissions			Xi		Xi		Xi		Xi		Xi
	The tasks of each committee			Xi		Xi		Xi		Xi		Xi
				Xi		Xi		Xi		Xi		Xi
choice of dishes to prepare	Traditional name			Xi		Xi		Xi		Xi		Xi
	Common name			Xi		Xi		Xi		Xi		Xi
	Justification of the choice made			Xi		Xi		Xi		Xi		Xi
	The season during which cooking the meal is cheaper			Xi		Xi		Xi		Xi		Xi
	Nutritional intake			Xi		Xi		Xi		Xi		Xi

		The search for solutions to the difficulties arising during the realization of the tasks		Xi		Xi		Xi		Xi		Xi
		The preparation phase		Xi		Xi		Xi		Xi		Xi
		The cooking phase		Xi		Xi		Xi		Xi		Xi
The quality of the presentation by the group		Table dressing		Xi		Xi		Xi		Xi		Xi
		Mastery of the presentation		Xi		Xi		Xi		Xi		Xi
		Precision and conciseness		Xi		Xi		Xi		Xi		Xi
		Participation of group members		Xi		Xi		Xi		Xi		Xi
		The use of technical words		Xi		Xi		Xi		Xi		Xi
	The service		Xi		Xi		Xi		Xi		Xi	
	The quality of the answers to the questions		Xi		Xi		Xi		Xi		Xi	
The ability to place interdisciplinary at the heart of culinary practice				Xi		Xi		Xi		Xi		Xi
The final report				Xi		Xi		Xi		Xi		Xi

*M.P.T. : Marks provided for the task **M.O.: Marks obtained ***Xi: annotation scale for the task

IV- Discussion

Teachers are unanimous on the impact of culinary applications on the education of children. This reality confirms the fact that the promoter of a company is first and foremost the one who knows exactly the results, as shown by [15]. This is therefore consistent with the different motivations they present, and in particular the place of these activities in cultural rebirth, in the development of the pupil's ability to speak in public, in his ability to manipulate language, and in his ability to make perfect use of technical words in one language as in another. The teachers, directly involved and invited, also play a very big role here. Indeed, the quality of the questions to be asked to the pupils during the discussion phase should greatly enable these children to pick out details that sometimes go unnoticed; this is the interdisciplinary character of the work, the contribution of the different fields of knowledge to the project, among others. It is therefore a question here of the ultimate step to take to enter the area where students can now easily

establish a close link between school and life, thus considering the knowledge received as keys to open doors that have remained closed for a very long time, with behind, an accumulation of unspeakable treasure. This agrees with the approaches very recently developed by [5].

As part of the activities marking culinary practices, the pupils are organized into groups; this approach aims to help children learn to collaborate according to [20]. In this sense, they can try to agree on the menu to be presented when the time comes, on the evaluation of future expenses, on the production of an estimate, and on the fair sharing of expenses. The information received from the students shows that the vast majority (96.4% of all) welcome this activity with great enthusiasm. In perfect agreement with [13], we can afford to justify this attraction by the fact that extracurricular activities are galvanizing and open doors to many experiences. On the other hand, there is a minority (3.6% of the whole) who do not accept these activities. The reason can simply be found in their family living environment. In detail, many well-to-do families employ cleaning ladies and men to do multiple tasks in their respective homes. As a result, children do not participate in the learning and practice of household chores. It is therefore normal that they are reluctant to these activities. But as [21] shows, by being patient, it is possible to make them want to try these highly rewarding activities, as teachers point out. From then on, a great change could take place in their family life, with the corollary of the modification of the overview that they regularly have of the men and women of cleaning employed by their respective families. In this sense, [22] notes that in many houses, the cleaning men and women have almost no personality. Pupils from year three and four represent 47% of the total number of pupils monitored. This representativeness is in line with the selective nature which only allows the brightest to advance to higher levels; this is in agreement with the observations of [23].

If for the pupils the reality of culinary practices does not pose any problem, it is not the same for the parent. Indeed, an investigation of the parents of these students revealed relevant facts. Overall (98%), they believe that such an activity is beneficial for the student. As a result, they made available to their respective children the amount of money required to pay their contributions, necessary for the realization of this project; much more, even if it was done late, the 30 reluctant parents handed over to their respective children what to discharge their charge. This can be interpreted as the manifestation of common sense which [24] finds to be the best shared thing. But these 30 parents in particular did not expect this same project to be programmed in other educational departments. Consequently, they decry the costs associated with this activity if it should be resumed for the various departments concerned. Their complaints were supported by many other parents; [25] links this situation to the mass effect, also known as a training effect. This accords with the different social statuses of the respective families. [26] notes in the sense that in each society, there are well-off people, moderately well-off people, and poor people. It emerges in detail a fact that deserves a detour. Indeed, it is noted that many wealthy families here do not fail to worry about parents in more difficult conditions; [27] explains this by the natural goodness that exists in each of us; [28] adds water to his mill by stating that this natural goodness is linked to the fact that Man is the temple of the Holy Spirit. Many (61.5%) of the parents ask the question whether a single culinary practice would not be sufficient for all the educational departments concerned. Such a concern puts the issue of interdisciplinary recently raised by [9] back on the table. The parents who complain the most are

those whose children are in year three and four levels, and even more in the second literary cycle (Fifth, Sixth, and Seven Year levels A4). We can justify this by the fact that in year three and year four levels, we have two culinary practices, brought respectively by one of the foreign language and the National Culture; in the second literary cycle, the presence of courses in national culture, foreign language, and social and family economy, logically lead to three culinary practices. In detail, we can then understand why the parents of students in the second literary cycle are the angriest. 100 of the parents agree for two culinary practices, 70 of them agree for three culinary practices, and 400 are indifferent. As the number of culinary practices increases, the number of favorable parents decreases. This simply shows that there are not many wealthy people in Cameroonian society; this observation is perfectly in line with the high number of people living on the national territory who work in the small trades sector as revealed by [5]. 400 parents remain indifferent; this silence can reflect either a rejection of these activities, or a commitment to align oneself behind the majority tendency.

As for the administration of schools, they are constantly busy calming the ardor of parents who find exaggerated this mania with which, according to them, teachers always push them a little more to spend through such repeated activities. This is completely normal; Indeed, the role of the school administration is, among other things, to serve as a buffer between families and staff, as pointed out by [29]. Further on, it is about the credibility of the institution whose responsibility is theirs if we refer to the research carried out by [30]. This is in accordance with the different decisions taken from one establishment to another as experienced during the present study. In detail, we have seen in certain structures the heads of establishments requiring the teachers concerned to now request authorization before embarking on these practices (40%). In others, these practices were simply canceled (30%). Also, some head teachers have proposed looking for a formula capable of grouping the four disciplines concerned around a single activity (30%). In the latter case, we can note the very critical sense of the heads of the establishments concerned. According to [31], they show by their approach that in any difficulty, there is a way out. Their choice can therefore find the work of [5] as an excellent springboard. Indeed, this author has shown the highly positive impact of guiding themes in the conduct of activities in schools. In doing so, it banishes at the same time the autarkic spirit which has always created barriers that are difficult to overcome between educational departments within schools, in favor of synergistic approaches. This notion of synergy therefore offers many opportunities for solutions to the problem raised.

Starting from the desire of the 30% of heads of establishments willing to find a favorable solution to this difficulty, we can try to group together the five departments offering this activity around a single annual culinary practice. To accompany this thought, the administration should include in its annual schedule of activities, a special day dedicated to this purpose. Therefore, during the practical phase of these culinary activities, each group of students would be evaluated according to the parameters contained in the correction sheet developed. Once the practical phase has been completed, each group could be asked to write a final report. A copy of this document should be given to each of the five pedagogical departments concerned so that, after having corrected the part of the document which interests them respectively, each can assign the second part of the mark to each of the groups of pupils. At the same time, an amplification will be made

in turn to the administration so that it takes note of the work done, to the fora of the respective classrooms concerned so that the parents are imbued with it, and to the archives service so that for the years to come, we can have a traceability of the facts that have marked the life of the establishment at a given moment.

In year three and year four level, there are three foreign languages from which each student must choose one; this is consistent with the existence on the field of year three and year four levels with German, Spanish, and Chinese as the foreign language respectively. The presence of two culinary practices, one brought by the foreign language chosen, and the other brought by the national culture, is therefore logical.

In the second cycle, the reality is a little different depending on whether you are in a literary specialty or a scientific specialty. Among the literary, these culinary practices are brought by the National Culture, one among the foreign language chosen (German, Spanish, Chinese), and by the Social and Family Economy. This is in agreement with the three culinary practices observed. Students from science specialty are exempt from national culture courses and second living language courses; it is therefore logical that they have a single culinary practice, brought by the course of Social and Family Economy.

In the Departments of National Language and Culture, German, Spanish, Chinese, and Social and Family Education, the planning of practical activities is under strict control of timetables. In a Competency Based Approach situation, the realization of projects in school environment is done in groups as specified by [6]. Indeed, young people are called upon to work in a company, a place where skills as varied as possible must be harmoniously intertwined to achieve the objectives set by the structure if we refer to [32]. The grouping of pupils thus aims, as already indicated above, to promote the development and maturation of team spirit in these young people. In the majority of schools in Cameroon, space is one of the most limiting factors. As a result, the students involved in this project are called upon to do their group work in the home of the parents of one of them. According to [33], this is a situation that requires an automatic reorganization of the space within the compound of the family that accepts to host such an activity. This activity requires that students can contribute an amount depending on the meal to be offered. Since the students depend directly on the parents, such an activity is seen purely and simply as an open door to additional expenses as noted by [34], hence the complaints of the latter. Beyond this fact, when somehow the money is collected, young people have to make purchases; the difficulty here lies in the fact that these purchases can only be made after class, which generally ends around 4:00 p.m. This reality is the first factor that requires children to return home at undue hours, which is difficult for parents to tolerate. This intolerance is justified by the security context that prevails today in Cameroon; indeed, [35] highlights the recurrent abductions of children, ritual crimes, trafficking in human organs, among others. Some students have thought of another way to circumvent the difficulty of returning home. In this sense, they undertake to request an exit permit to go to the market, thus trying to use in their favor the time slot that could exist between the previous class and the next class. However, there is another source of concern here. Indeed, in all schools in Cameroon, once the students are in the school grounds, an outing must be strongly justified as shown by [36]. Granting students this outing is

another headache for school administrators. Indeed, from the moment the student finds himself out of school, any unexpected event could happen to him. If this is the case, parents would undoubtedly point an accusing finger at the school. But, the ingenuity of some teachers has resulted in an attempt to find a solution in this area. Indeed, when students request such permission, these teachers group them together in a room. Thus, by means of regularly recorded calls, they contact the parents of each of these students requesting the exit to not only be reassured that the parents are aware of the project, but also that they agree that their children can leave school during this time. One can then speak with [36] of caution. In the cooking phase, children can meet outside their respective parents' homes until 10:00 p.m. This situation is not only uncomfortable for the various parents, but also for the administration of the school which, closely following the talks between the parents of the children concerned in the forum of the class concerned, can only find serenity when the last parent will have declared that the last student has arrived home safe and sound. [37] speaks in this sense of a spirit of responsibility. When the time comes for the presentation of the meals, there is a big mess in the classroom concerned. Also, students in neighboring classes, aware of the activity, no longer mind the teaching and learning activities in progress in their respective classrooms. [38] speaks in this sense of the spirit of training. Given that the presentation and sharing take place in the classroom, an article of the rules of procedure is commonly flouted; it is the one that prohibits the consumption of foodstuffs in classrooms as underlined by [36]. Many consequences are then on the agenda here. We will mention the projections of sauces on the floor, the walls, the tables; there is also the risk of breaking the tables, the chairs, the glass blades on the windows, in response to the agitation around the food.

Due to the timetable, in the same class, we will see teachers offering these different activities at different times. Thus, if we take as an example a class such as the second literary, the culinary applications will take place in turn for the Departments of National Language and Culture, German/Spanish/Chinese, and Social and Family Economy. This means in other words that each parent should pay a certain amount of money three times. Such a situation is the basis of the revolt of many of the parents. This is an easily understandable reaction. Indeed, it is motivated by the socio-economic context which has become particularly asphyxiating for many parents in Cameroonian society. As proof, we can cite the cost of basic foodstuffs constantly increasing if we refer to the publications of [39]. Further, the sums to be contributed by each student within the framework of this activity on behalf of a single department can be for his family the ration of a day. In this sense, [40] states that in Cameroon, the daily expenditure of some families for food is less than one dollar.

Such an approach, that is, culinary practice, plays an important role in the integral formation of students. Indeed, it allows many to offer dishes that are specific to their cultural area; in the same vein, this activity gives them the opportunity to discover the culinary particularities of other cultural areas. Moreover, through this activity, students learn to understand the language by using technical words specific to this area of human life. On the communication level, this

activity trains the child to speak in public. On a scientific level, it allows each of them to defend an idea. During the exchanges around the meals offered, the questions asked by the jury of circumstance allow them to discover the different disciplines which are taught to them in class situation through the culinary activities carried out. We can, for example, take the opportunity to present to them the place of interdisciplinary in the life of man as stirred up by [9]. In view of the importance of such an activity in the integral formation of the child as claimed by [41], canceling such an approach would be a mistake. Therefore, this activity should be supervised by the administration of each of the schools in which it takes place.

The framing work here can be carried out along two main axes. The first axis concerns the implication of the preparation of timetables in the experience of this practice; as for the second axis, it concerns the redevelopment of certain areas within the school grounds to create places where cooking could be done. In the latter case, the children would work in a secure enclosure, where the parents could come and take a look in order to reassure themselves that all was well. Another equally relevant action could be considered as part of the support for this activity. In this sense, the school administration could include in its operation a so-called “open door” day. Here, it would be the place for the pupils to present to their parents and guests their abilities to manipulate all the knowledge received in order to take actions which not only prepare them for their adult life, but also which allow them to discover their various hidden talents. It would also be a way for them to discover the need to return to their ancestral roots. Thus, in the form of a mini gastronomic fair, the dishes prepared could see their story told by the students to the various visitors. These visitors, against a certain amount of money, in order to encourage the children, could taste the part of these meals set aside for this purpose. The money collected could be redistributed to all students in an equitable manner; in this sense, [42] declares that holding in one's hands the fruit of one's efforts is the greatest motivation for the future. In order not to lose the school side of the activity, the children should produce a report by group at the end. This report, analyzed by the five departments concerned, could provide the respective scores, after each of these departments has focused on the aspect that interests it. Of course, this score obtained after analysis of the report would complete the score obtained by following the students during the preparation, cooking and presentation phase. The theoretical aspects would then judiciously open the door to the installation of the practical aspects. [43] sees in this the beginning of the professionalization of teaching. To succeed in such a challenge, relying on the reflections of [9] would be a godsend. Indeed, this author has contextualized the interdisciplinary approaches initiated by authors such as [44] in the school environment. In this sense, it shows the importance of developing key themes around which the various activities to be carried out in the school environment should revolve for a better future. The result of the evaluation of the impact of this approach in the evaluation system in Cameroon provides elements in favor of the promotion of this vision.

V- Conclusion

At the end of this study, several facts can be noted. Thus, the Departments of National Language and Culture, Social and Family Economy, German, Chinese and Spanish have inscribed culinary

practices in their respective approaches. These practices take place between the end of the first and the beginning of the second trimester. Overall, these activities are repeated at least twice a year. They arouse the adhesion of many pupils of the levels concerned. Their traditional experience disturbs both the tranquility of parents and that of the administrations of the educational establishments concerned by this approach. The parents help their respective children to pay the necessary contributions for the realization of this activity. The flaws in the experience of these activities are responsible for the discomfort among the parents of children in the year three and year four levels, and much more so in the second literary cycle (Fifth, Sixth, and Seventh year A4). An interdisciplinary approach can bring together all the educational departments concerned around a single culinary practice. To support this activity, the academic establishments concerned must dedicate one day a year to this practice; this day, then considered as an open day, will allow children to present to their parents, friends and guests, their degree of acquisition and integration of the multidisciplinary knowledge received.

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