

ADAPTATION BETWEEN THE SCHOOL CONTEXT IN THE FRANCOPHONE EDUCATIONAL SUB-SYSTEM OF GENERAL EDUCATION IN CAMEROON AND THE LEARNER'S ENTRY INTO THE WORLD OF EMPLOYMENT: SCHOOL GUIDANCE

ABSTRACT

The objective of this study is to examine the French-speaking sub-system of general education in Cameroon, with the aim of proposing a Cameroonian academic system now equipped with an orientation pedagogy capable of valuing the different local potentials that can suddenly accelerate the emergence of the country. To carry out this study, numerous investigations were made in the field. The plentiful results obtained have been carefully analyzed. The orientation of learners in Cameroon is not done on the basis of their real potential, but rather on the basis of foreign languages; these are German, Spanish, and Chinese. At different levels, we see an overload of learners with subjects which, instead of reinforcing them in what they would like to do in life, rather demotivate them. Learners finish their respective courses with a full head, without any skills. The informal sector is the only environment where they can earn on a daily basis. The practice of trades in this sector is responsible of many urban disorders observed today in the cities of the country. This urban disorder is almost always the precursor of many accidents, sometimes resulting in the death of men. For young people who did not have the courage to engage themselves in informal sector activities, crime, drug abuse, violence, homosexuality, the search of "sugar mummy and daddy", " gigolo habit ", illegal immigration, prostitution, to name but a few, are the main routes out. The following path is proposed for the new orientation vision in Cameroon: Observation sub-cycle (first and second year), Orientation sub-cycle (third and fourth year artistic, third and fourth year literary, third and fourth year science), Specialization cycle (fifth year artistic, fifth year literary, fifth year science, sixth and seventh year artistic, sixth and seventh year literary, Sixth year applied sciences, sixth year fundamental sciences, seventh year applied science, seventh year fundamental sciences). The new vision of managing the French-speaking sub-system of general education in Cameroon highlights a new reality; in fact, from the orientation sub-cycle, the teaching units will be preparing the corresponding trades. Cameroon has many assets to succeed in this process.

Keywords: suitability, educational orientation, job, learner, teaching

I. INTRODUCTION

Since the dawn of time, the education of youth has been a major concern in Cameroon [1]. In this sense, Law number 98/004, adopted on April 14th 1998, encouraged the establishment of a rather specific education system. It is characterized by the cohabitation of an English-speaking sub-system and a French-speaking sub-system over the extent of the territory. Thus, one can study in French and English and obtain equivalent diplomas. It has three types of education: Basic Education, Secondary Education, and Higher Education. Based on the promoters, education in Cameroon is public or private. Concerning public education, it comes under the domain of the State. Private education (secular and denominational) for its part falls

within the domain of individuals; they can be isolated individuals, a group of people, a congregation, etc. [2].

Until today, the goal of educating children has been to equip them with the necessary tools not only to face life, but above all to be able to provide their future offspring with the elements necessary for their social development. In other words, education has always been this tool which should guarantee each young person the possibility of being able to fulfill a mission tailored to his measure in the society to come [3]. Originally, this education was provided regularly by parents, by all the other adults in the society, all reinforced by the wise men and women [4]. This then respected the concept that the child in Africa is everyone's child [5; 6]. The approach was generally that of the oral tradition coupled with the practice *sensu strictum* under the control of parents and elders [7]; all of this was, moreover, sanctioned by the initiation rite [8]. In practice, it relied on the actual handling of any material that would later become part of the child's environment [9]; this manipulation then aimed at endowing the child with the capacity to produce various things [10]. Thus, the boy learned directly by seeing and imitating his father, grandfathers and uncles; this was also the situation with the girl with her mother, grandmother, and aunts; the initiation rite for its part completed the skills acquired until adolescence, opening the door to the adult world for the young [11]. Within the framework of the oral tradition, one used tales, legends and parables among others to reinforce aptitudes then gradually precise competences in the learners [12]. With the advent of colonization, educational concepts underwent a profound change [13]. We have thus known different pedagogical approaches with the advent of the so-called "European school". The latest approaches tested in Cameroon have been the objective approach [14; 15] and the skills approach [16; 17].

As "modernism" grew, we found ourselves facing new challenges in society. This struggle to adapt to the new challenges brought about by globalization now requires an increasingly accentuated specialization of the actors of society [18]. This is how to train people with different abilities, the issue of school guidance was introduced within the French-speaking education sub-system in particular [19]. Such a design should aim to place in a given corridor a specific learner whose potential has enabled him to be there so that he can later play a specific role in the future of the nation [20]. But instead, the facts of the day are most surprising. In detail, the main actors of the informal sector in Cameroon are certified students from the various Universities in Cameroon [19]. When we think that the role of the school is to put at the disposal of a given country actors capable of promoting social development [21], we are entitled to wonder whether the guidance system in the general French-speaking sub-system of education should not be modeled on the economic and social needs of the country. Thus, the desire to see a Cameroonian academic system henceforth endow an orientation pedagogy capable of valuing the different local potentials that can certainly accelerate the emergence of Cameroon justifies the establishment of the present study. It aims to offer a new formula for positioning learners on the basis of the visualization of trades that can fit with the personality of each. It is the only guarantee of a safe emergence of Cameroon, a vision which would then see the participation of all links of the Cameroonian population, each exercising only in one aspect of life for which it was created. This would then allow each learner to know exactly why they are going to school, and the openings presented by the options chosen. In other words, the school must inevitably serve the personal development and then the development of the country because it will prepare the young person for the exercise of a specific function in society.

II. Method: Overview of the proposed organization of the future education system

At the end of the 2014 census, Cameroonian population is estimated at 20,000,000 inhabitants, with slightly more women (50.6%) than men (49.4%). Half of the population is under 17.7 years old and the demographic weight of those under 15 is 43.6%. People aged over 60 represent only 5.5% of the total population [22].

Cameroon has had a gross primary school enrollment rate of over 100% since the early 2000s. At the same time, the proportion of pupils completing primary school did not exceed 64% and the quality of learning, traditionally high in Cameroon, seems to have depreciated [23].

The Cameroonian education system is made up of many actors [17]. These are the decision-makers, effectors, targets and supporters. The decision makers are represented by the ministerial body. The effectors are a little more numerous; these are the Delegates, the Pedagogical Inspectors, the Heads of schools, and Teachers. As for the targets, these are the learners. Supporters are represented here by parents, tutors, and any other person able to provide sustenance in the learning of the beginners.

To achieve the objectives set, a lot of preliminaries has been done. In this sense, the actors of the informal sector were particularly heard. Here, the discussions focused on their academic choices during their school career; they also focused on the reasons that led them to choose the profession they now exercise; they finally focused on what they think about the content of the school programs, as well as on how the Cameroonian education system works in the particular case of general education in the French-speaking sub-section, and what they would propose concerning the referral system. Also, the fieldwork consisted of discussing with the 4th to 7th year learners; during this phase, they were asked whether, in the current state, they already felt capable of integrating a sector of activity with regard to the support received in their various specializations. Much more, the directives of decision-makers and the actions of those in charge of the application of these directives (Delegates, Educational Inspectors, Heads of schools, Teachers, Heads of family) were collected. The piloting documents as well as the school books were scrutinized on a completely different level. The opinions of many experts from different sides were also collected. Under another plan, surveys relating to the acquisition of information on age and sex were carried out. For this, a sample of 1000 people was interviewed in relation to their age. At the same time, the gender was recorded. This operation was repeated in the ten regions of Cameroon. In this sense, positioned at a duly chosen corner of the locality targeted by Region, anyone passing by was questioned. For this, twenty people were hired and trained for this purpose, each one having to collect information on 50 people.

III-Results and discussion

III-1 Activities dominating daily life in Cameroon

Cameroonian population is predominantly young. Regarding its composition, we can see that from the thousand peoples interviewed, 48.9% (or 489 people) are male and approximately 51.1% (or 511 people) are female. Also, about 50% (497 people) are at most 18 years old. However, the age group under 15 represents around 43.1% (431 people). These observations are in agreement with those made recently by [24].

Much of this portion of the population is either educated or has been. This fact has been regularly analyzed during the last decade. Similar renderings are provided by [23]. Large cities are poles of attraction for young people. This is how we see a slightly more pronounced

abandonment of rural areas day after days, in conjunction with an overpopulation of urban areas. This reality agrees with the results obtained by [25].

In Cameroon, everyday life is dominated by many activities. However, the vast majority of the population is engaged in the informal sector. The main trades in this sector are: small trade, illegal transport (Moto taxi), rehearsal courses, sewing, hairdressing, braising fish, washing cars, marketing, the luggage carriers in the markets, house holding, photography, recycling of the metallic materials strewn in the various places, crafting including palm kernel oil, fish drying using smoke, palm oil, cassava sticks, "water-fufu", "mitoumba", gardening, laundry, shortbread peanuts, sorrel juice (foléré), makeshift catering (touredos), fish scales, chicken plumage, etc. If this fact was previously observed by [19], it should however be noted that between 2010 and 2021, we observed an important diversification of activities of this sector; as proof, we can cite the advent of operators in the field of money transfer such as "mobile money" for example. Also, the practice of trades in the informal sector has seen a marked improvement in their daily method. In this sense, it can be highlighted nowadays that a good number of operators in the informal sector are highly attached to ICT, which they have been able to use as a tool to enhance their sector of activity. In the segment of adolescents and young adults, however, it comes that many are those who are completely in disarray. Alluding to these cases, [26] spoke of deviance in young people; in doing so, he placed particular emphasis on its impact on academic success. For those affected by this scourge, daily life boils down to the consumption of narcotics, alcohol, tobacco, and playing random games (cards, ludo, queen's game, songu, etc.). The cases of fights, the increase in crime (assault, burglary, rape), immoral sexual practices, unwanted pregnancies, the proliferation of sexually transmitted diseases commonly experienced today are the logical corollaries; this is therefore in perfect agreement with the observations of [27]. In the same vein, highlighting the social consequences of the informal sector, [28], by presenting some positive aspects of the informal sector for people with low purchasing power, nevertheless insists on the fact that socially, it maintains poverty due to the very low levels of remuneration for the jobs offered which, moreover, are very precarious; it maintains non-compliance with standards and hygiene rules, with the corollary of high health risks, due to the dubious quality and origin of products (food products and medicines, in particular); economically, he specifies that the informal sector represents for the State a shortfall in taxes and duties; it deepens its investigation by highlighting the fact that tax injustice stemming from the low taxation of the informal sector discourages formal investors already in place and pushes them to concealment and sometimes to tax evasion; the informal sector makes the bed of illicit trade practices (contraband, counterfeiting, fraud).

An interview with a hundred of these young people per region revealed a major fact. Indeed, they decry that despite their various diplomas, they remain unemployed. Such a situation is recurrent in environments where educational guidance does not fully take into account the daily reality of ordinary people living there on the one hand, and on the other hand the expectations of society itself. Thus, with [29], one can wonder if the formal Cameroonian school would not be at the service of the informal economy. Others complain that they have neither a sponsor nor the money to buy a competition or even a position in a state structure. Investigating the relevance of this reality in the socio-economic environment of Cameroon, [30] endeavors to highlight the impact of the practice of tribalism and nepotism in Cameroonian society. Moreover, he ends his analysis by presenting these social scourges as real gaping wounds for an economy as fragile as that of Cameroon. In the particular case of many girls, they decry the sexual pressures placed on them when seeking employment. In this sense, [31] points out that in Quebec, the integration of women into traditionally male occupations has been a constant concern for several decades, which is reflected in particular by the implementation of various equality policies. The author also specifies that however,

despite official speeches expressing equal access for all to all professional fields, the sexual division of the world of work is still very present. She also specifies that this segmentation is also observed in the school world, at all levels of training, but that it seems to be particularly marked in vocational training at the secondary level, relegating women to professional fields where the jobs are often undervalued. Further, to the question of what they can do practically, either it is a heavy silence in response, or these young people will list in an evasive way areas of the informal sector, then later specify the lack of capital to engage anything. For [19], the daily experience of school products, responsible for preparing a future for young people [18], is quite simply an excellent barometer for gauging the effectiveness of the school guidance system in a community.

When asked if they have never tried to find a job in a private structure, they specify that during the job interview, they are always eliminated when their skills are highlighted; With regard to the analyzes of [28], one can really think that such a situation clarifies the inadequacies of the school system in Cameroon, and this in the presence of the various challenges imposed by the concept of globalization. For others, however, when one deigns to retain them, the salary offered at the end of the month usually fails to cover even transportation to the place of duty. In this sense, [27] insists on the poor remuneration of employees in the informal sector by specifying the precariousness of their daily conditions.

III-2 Educational context and the guidance system in Cameroon

The approach by objectives and then the approach by skills constitute in turn the last two paradigms that have punctuated the education system in the French-speaking sub-sub-system in Cameroon. This migration was in fact aimed for young people to be able to go to school for life, that is to say to receive a set of knowledge that they had to apply in the face of daily difficulties as shown by [16].

In Cameroon, something has remained constant in the French-speaking sub-subsystem despite the migration from the objectives-based approach to the skills-based approach; these are the benchmarks used to guide young people during their path to secondary education. So, at the start of the orientation sub-cycle, the first level of orientation is done until today on the basis of foreign languages, in particular German and Spanish, and recently Chinese; this then generates the 4th year Spanish, the 4th year German, and the 4th year Chinese. This reality is then maintained until the end of the orientation cycle (from the third to the end of the fourth year). At this level, it can be easily seen that the learner has never been oriented on the basis of his intrinsic capacities, i mean his ability to express himself in a given field, but rather on the basis of the languages from elsewhere, which the latter generally does not understand much about; as proof, it is rare to see at the end of the cycle a learner capable not only of genuinely expressing himself or of making proper communication in these languages; moreover, the bitterness continues to grow when, at the end of a given period of time, it can be seen that many of our young people are simply unable to express themselves even in their own mother dialects; with [32], we can afford to visualize at this level the vision of the school system imported into our environment as a tool aimed at making Cameroonian youth lose their cultural identity. Then comes the second level of guidance. It is for its part located at the start of the specialization cycle. It generates the fifth year C (for scientific section) and the fifth year A4 (for literary section). The third level of orientation is located at the exit of the fifth year C. Starting from this level, one has either access to the sixth year D (scientific branch oriented towards Natural Sciences), or to the sixth year C (scientific branch oriented towards Mathematics, Physics, and Chemistry). From there up to the end of the seventh year, no more local orientation exists. So, the student from the sixth year D will end his secondary cycle in seventh year D while the student from the sixth year C will end his one in seventh

year C. As for the fifth A4, when oriented there, there are no possible deviations along the way.

A general fact emerges from the investigations; Regardless of the child's level and regardless of the decisions of the Orientation Board and the Teaching Board as to the future orientation of the learner who completes the fourth year, parents often opt for scientific studies (C) for their children. We can commonly hear them say during the presentation of the end-of-year report cards: "my child wants to study Sciences. I am sure that by looking for tutors, his level will be improved"; however, for guidance and teaching advice, the logic is more like: "this learner may gainfully study.... ". At this level again, the concern remains incandescent. Indeed, at the entrance of the Higher education, we will generally see, for those who have either the intellectual or financial capacity to continue with their studies, apply for entry into a training school. This simply shows that during their studies, no skills were developed. However, according to [19], the school should be responsible for providing learners with all these assets. One can therefore freely think that the school in the environment of Cameroon would be the most methodical thief of time. In detail, does the young person need to waste 17 years of his life in classrooms, assuming he has not repeated any class, before seeing if he can start learning how to mend even a shoe? The answer to this concern is undoubtedly awaited by the common people of Cameroonians.

To make more bitter the drink, if we take in our context two young peoples, one of whom dropped out of elementary school to embark on one of the activities of the informal sector, and the other having continued with studies, we are all amused to see that the one who has studied for a long time will become, if he is lucky, the employee of the first one, this for a very poor salary as pointed out by [28]. To the demeaning salaries that generally accompany these jobs, are too often associated taunts such as: "School is nothing! Get old in classrooms without knowing how to do anything with your hands! Are diplomas eatable? When you come begging for a job, as is most often the case, you are granted it because you look pitiful". Further on, reinforcing these facts, a panoramic look at family comfort shows that in areas of residence, it is common to see that the habitats of most of the higher education graduates, or their living conditions, is still affected poor figure in front of the one who has barely crossed the class of the middle course two, this because he chose to launch out very early in business. Thus, the graduate in the current context, even when recruited by one of these structures in the informal sector, is condemned to experience humiliation on a daily basis. This is in keeping with the thought that school is the most skillful time thief.

The 4th year classes generated after orientation all have the same subjects except additional modern languages. Thus, in the fifth year, the chosen additional living language disappears when oriented into fifth year C. In the same vein, physics and chemistry disappear when oriented into fifth year A4. As another novelty, the coefficients undergo an important change; for example, we have: mathematics (2 in fifth year A4 and 6 in fifth year C), physics-chemistry (absent in fifth year A4, and 5 in fifth year C). As regards the sixth and seventh year C and D, coefficients undergo an important change in Sciences (5 in D and 2 in C), but slight in mathematics (4 in D and 6 in C); all these variations in coefficients simply show the changes in course content. We can allow ourselves here to ask the question of whether it is really necessary to slow down the development of children with subjects which, for sure, will not be of use to them one day. To support this concern, we can revisit the school environment or speak with former students to understand that because of a particular discipline, they have simply been forced to abandon their studies; this comforts the results of [17]. This fact is justified by the following observation. Indeed, in the current school system in force in Cameroon, despite the establishment of a guidance system, the learner is permanently under the weight of subjects which do not necessarily impact on his future employment options; these materials then simply play the role of a mark and self-confidence chasm for him; we can

for example cite here the foreign languages which are compulsory. Therefore, if he is able to express himself better in subjects that induce in him not deaf but real appeal, the trauma remains with respect to others because the latter does not necessarily make the link between the materials that he considers painful and those that can lead him to his final point of fall. This can have several causes. We have indeed the inexistence of palpable links for him between some subjects he is obliged to study and his final goal of life among others. The consequences of such a vision are also numerous. Indeed, the young person who goes to school is much more a marks and diplomas searcher than anything else. This is how at the end of his academic career, he simply contributes to densify the traffic jam of people with full heads without any skills as it is more and more the case today around us ; this conclusion is in agreement with the observations of [16]. These facts then remind us that we are, more than ever, entangled in the concept of school for school, and nothing more, despite the perceptible efforts made by those in charge of the management of the academic system in Cameroon. However, in a better thought-out system, the learner should see his point of fall dawning on the horizon as he goes along. Even before the end of his secondary cycle, he could already have set up a productive system ensuring him a permanent income where he can complement himself in a system of win-win partnership with other young peoples without any feeling of frustration. This is in line with the objectives targeted by [17] as part of the development of the learner monitoring matrix that bears his name. In addition, another curious fact punctuates the academic context in Cameroon. In fact, some teachers, to have understood the necessity to improve the instruction of students, selected some activities from the informal sector that they introduced as practical in the case of their different lessons. In response to those heroic actions, ambiguities rose up. In fact, if some informed parents valorized the approach, some other unfortunately criticized it drastically. Insisting on this particular point, while some teachers expressed their frustrations, others, leaning on the behavior of the parents who welcome the idea, brandished their hope in a more positive future for schooling in Cameroon. Such observations can be interpreted in different ways; if some parents are still about ready to see their children fighting to amass marks and diplomas, other, fortunately, need in addition for their offspring, the development of skills, necessary to make them future jobs providers.

Today, we note among children in Cameroon a strong precocity in the expression of genius; it is therefore a resource that asks only to be encouraged and then guided. But, this genius is generally stifled by very heavy programs to which are submitted those children. This is one indicator of a system that still needs to be improved. In this sense, better rearranged and modeled on the needs of the respective potential of learners, we could have a school that truly serves the development of talent, which in turn is a guarantee of emergence. This is in agreement with the results of [29]. The notion of an emerging country is also topical today when we talk about Cameroon. To achieve this goal, Cameroon needs to develop all of its natural potential (human, environmental, etc.). Numerous specialized studies have shown that Cameroon, through its geological, climatic, human, biological potential, etc., could genetically base its economy primarily on agriculture and livestock. Observations made today also show that these two sectors of activity could be judiciously supported by other aspects such as art, sport, tourism, etc. However, according to the present realities, one has the impression that this observation, however very palpable, is not shared by all. The consequence is visible in the mentalities of young people. For instance, we can daily hear them say: “we go to school because we hope for a position in an air-conditioned office”. This is quite simply the proof of an academic guidance system which unfortunately does not promote the spirit of creativity. Cameroon would therefore benefit from making another improvement in its education system and especially the type of orientation necessary for an optimal capitalization of its human resources, necessary for the establishment of an economic

vision that is directly related to local realities on the one hand, and in relationship with the capacity to generate real development for young people, which, as we often say, constitutes the spearhead of the nation, on the other hand. Everyone knows that you only feel comfortable doing what you love. Such a vision harmoniously follows the contours of the expectations of [19].

III-3 Daily challenges of products from the guidance system in force in Cameroon

It is very common to see young people completing an academic course before realizing that they do not know how to do anything with all the consequences that can ensue; this is once again the proof that the Cameroonian education system should strive to confer skills on the various targets of general French-speaking education in Cameroon if we refer to the analyzes of [33].

The sector that attracts those most often is the private education system where they become "tape recorders", good just to reproduce processes that they generally do not understand much about according to [17]. Another wave is found in the informal sector, whose flagship trades are Moto taxi, street vendors, etc., as shown by [28]. All of this is simply the sign of miss management of human resources in Cameroon. When they find themselves in a private company, the wages are generally derisory because they arrive there without competence according to [19]. Although the employer can train them from time to time or have them trained, he keeps them on a leash. Further on, the young Cameroonian, because of this academic system, no longer engages in a sector of activity out of conviction, but rather out of necessity because he must avoid being considered as a useless man in the society. This agrees with the urban disorders noted in the large cities of Cameroon for the most obvious cases as showed by [34]. In this sense, in peripheral areas, it is increasingly difficult to move freely at crossroads due to the excessive congestion generated by Moto taxi operators. Also, around markets, the sidewalks have simply become inaccessible to pedestrians, now condemned to move on the road; the risks of accidents for them are then numerous. The cause of this inaccessibility of the sidewalks is the consequence of the anarchic occupation of these places by street vendors, most of them being graduates from the Higher education, whose number is growing in these places years after years. To these facts, we will add motorcycle accidents with death of men or serious injuries and permanent trauma which are now recurrent.

It has been noted with great bitterness that after sunset, many female students put on another hat, that of prostitutes. This is how, in university towns, they can be seen wandering the streets, wearing clothes on this occasion that only professionals in the field have the secret. These observations are in agreement with those of [35]. A detailed observation of the daily life of young people has revealed an equally disturbing fact; indeed, many of these young people have abandoned themselves to homosexuality as showed by [36]. In this sense, they do not hesitate to sell their body to "sugar daddy or sugar mummy" to receive in return amounts of money that can reach in few hours about 100,000 FCFA or even much more; this is consistent with the observations of [37]. Others young men simply enter into "marriages" in which they play the role of women. For many boys still, the role of "gigolo" has become the goose that lays the golden eggs, as highlighted by [38]. In the same vein, the girls for their part have become real hunters of wealthy senile according to [39]. Many young people are still planning real projects concerning illegal immigration to overseas El Dorados according to [40]. For others, the search for "white man" or "white woman" on the internet is a first choice activity as [41] highlighted. Cyber-crime has simply been highly matured nowadays by many of these people who multiply a little more every day ways to extort money from ordinary people by posing among other things as mobile phone agents responsible for declaring winnings at the end of a raffle in which we have never taken part according to [42].

On a whole different level, the use of arrogance and the crudest of words has become a bit like behavior aimed at showing belonging to a certain group. With regard to this table, we can wonder with [27] about what happened to the African values that prevailed at the origin that is to say before the arrival of the colonists. Unfortunately, we have no other choice but to look ourselves in the face to see with coldness and amazement another facet of the consequences of the inadequacy of the Cameroonian education system.

As for the youngest still on their way to school, it is common to hear them speak with great ease and precision about historic and tourist places in Europe, America, and so on. However, when the time comes to hear them about places in Cameroon with similar values, the observation is most bitter, as [43] seems to mimic. Indeed, very few of them are barely able to say whether or not there are places steeped in history, or places with a tourist character in Cameroon without stammering. To verify the validity of this sad observation, a group of 150 students chosen at random from a school setting in the peripheral area of the locality of Yaoundé was subjected to a work. It was actually about drawing and coloring a mature bean plant ready for harvest. 79 of these children drew trees with large and very attractive fruits. Such a situation remind us that we must sound the alarm bells about the galloping loss of Cameroon's cultural values by the youth, as [6] has pointed out.

III-4- The new vision envisaged for the orientation in the French-speaking sub-cycle in Cameroon

The distribution of teaching units here is therefore of great importance. Indeed, she will have to direct the child towards his life goals while avoiding putting any frustration in his path. With [19], it is a question of shaping the training of the learner in such a way as to facilitate his integration into the world of employment at the end of his studies.

III-4-1 Observation sub-cycle (6th and 5th)

Here, all the subjects already in the program remain unchanged. These are French, English, History, Geography, Drawing, Music, Life and Earth Science course, Citizenship education, Physical education and sports, computers, religion in some cases, and mathematics. In detail, more attention should be paid in order to ensure that courses such as those in history, geography, civics, are judiciously modeled on Cameroon; these are also language courses for which the materials should highlight the daily life in Cameroon in particular and in Africa in general. It is about visualizing Cameroon and Africa as they really are and not as one always tries to present them to us. Such a vision indeed will be the beginning of African in general and Cameroonian in particular cultural new learning, which will then promote the desire for the young people to investigate their different cultural inheritance. Such a vision could then appear as the principal way to fight against the phenomenon of the loose of one cultural identity as started with the different practices imposed alongside with the advent of the phenomenon of colonization in Africa in general as showed by [1].

III-4-2 Orientation sub-cycle

The vision proposed here relates to three paths of orientation. It is

1) 3rd and 4th years Artistic

The courses here should be as follows:

- Art drawing
- Civics
- Computer Science

- Foreign languages (French, English, etc.)
- Arts history
- Choreography
- EPS (physical and sports education)
- Music
- Mathematics
- Languages and national culture
- EVA (education for life and love)
- History of Cameroon and Africa
- Geography of Cameroon and Africa
- Oral, written, physical expression

2) 3rd and 4th years literary

The courses here should be as follows:

- Civics
- Computer science
- Foreign languages (French, English, etc.)
- EPS (physical and sports education)
- Music
- Mathematics
- Languages and national culture
- EVA (education for life and love)
- History of Cameroon and Africa
- Geography of Cameroon and Africa
- Oral, written, physical expression

3) 3rd and 4th year scientist

The courses here should be as follows:

- SVTEEHB (Life and earth sciences, environmental education, hygiene and biotechnology)
- PCT (physics chemistry technology)
- Basis of economy
- Technical drawing
- Civics
- Foreign languages (French, English, etc.)
- EPS (physical and sports education)
- Music
- Mathematics
- Languages and national culture
- EVA (education for life and love)
- History of Cameroon and Africa
- Geography of Cameroon and Africa
- Oral, written, physical expression
- Computer science

III-4-3 Specialization cycle

The vision materialized upstream remains applicable here. Only the beginnings of professionalization take the first steps; this is in line with the expectations of Bomda et al (2010).

1) Fifth year artistic

The courses offered here should be as follows:

- Acquisition of the basics of painting
- Civics
- Foreign languages (French, English.)
- Arts history
- African choreographies
- EPS (physical and sports education)
- Music
- Mathematics
- Languages and national culture
- EVA (education for life and love)
- Initiation of theater practice
- Basics of philosophy
- Project design
- Computer science

2) Fifth year literary

The courses offered here should be as follows:

- Foreign languages (French, English.)
- Initiation to the practice of poetry and writing
- History of Cameroon and Africa
- Civics
- National language and culture
- Mathematics
- EPS (physical and sports education)
- EVA (education for life and love)
- Basics of philosophy
- Project design
- Computer science

3) Fifth year scientist

The courses offered here should be as follows:

- SVTEEB (Life and earth sciences, environmental education, hygiene and biotechnology)
- EVA (education for life and love)
- Physics
- Chemistry
- Basics of economics
- Mathematics
- Geography
- Foreign languages (French, English, etc.)
- Languages and national culture
- EPS (physical and sports education)
- Basics of philosophy
- Project design
- Computer science

4) Sixth and seventh year Artistic

The courses offered here should be as follows:

- Acquisition of the basics of painting
- Civics
- Modern languages (French, English.)

- Arts history
- African choreographies
- EPS (physical and sports education)
- Music
- Mathematics
- Languages and national culture
- EVA (education for life and love)
- Initiation of theater practice
- Basics of philosophy
- Design and realization of projects
- Computer science

5) Sixth and seventh year literary

The courses offered here should be as follows:

- Foreign languages (French, English.)
- Initiation to the practice of poetry and writing
- History of Cameroon and Africa
- Civics
- National language and culture
- Mathematics
- EPS (physical and sports education)
- EVA (education for life and love)
- Basics of philosophy
- Design and realization of projects
- Computer science

6) Sixth year Applied Sciences

The courses offered here should be as follows:

- SVTEEHB (Life and earth sciences, environmental education, hygiene and biotechnology):
Biology and Geology
- EVA (education for life and love)
- Physics
- Chemistry
- Environment management
- Mathematics
- Geography: climatology, fauna, flora, man and his environment
- Foreign languages (French, English, etc.)
- Languages and national culture
- EPS (physical and sports education)
- Basics of philosophy
- Design and realization of projects
- Computer science

7) Sixth year basic sciences

The courses offered here should be as follows:

- SVTEEHB (Life and earth sciences, environmental education, hygiene and biotechnology):
Biology and Geology
- EVA (education for life and love)
- Physics

- Chemistry
- Mathematics
- Geography: climatology, fauna, flora, man and his environment
- Foreign languages (French, English, etc.)
- Languages and national culture
- EPS (physical and sports education)
- Basics of philosophy
- Design and realization of projects
- Computer science

8) Seventh year Applied science

The courses offered here should be as follows:

- SVTEEHB (Life and earth sciences, environmental education, hygiene and biotechnology):
Biology and Geology
- Basics of agriculture and animal husbandry
- Basics of forest management
- Processing and conservation of agricultural and livestock products
- Physics
- Chemistry
- Rural development
- Mathematics
- Foreign languages (French, English ...)
- Languages and national culture
- EPS (physical and sports education)
- Philosophy
- Project design and realization
- Computer science

9) Seventh year basic sciences

The courses offered here should be as follows:

- SVTEEHB (Life and earth sciences, environmental education, hygiene and biotechnology):
Biology and Geology
- Physics
- Chemistry
- Mathematics
- Modern languages (French, English ...)
- Languages and national culture
- EPS (physical and sports education)
- Philosophy
- Project design and realization
- Computer science

III-4-4 Educational potential in Cameroon

The success of education in Cameroon should be obvious. Indeed, Cameroon has motivated teachers. They are therefore prepared to face an educational revolution modeled on local realities. This is in agreement with the results of numerous specialized studies carried out in Cameroon and in Africa, among which we can cite those of [16]. Cameroon has literary works of all kinds and of good quality that can be included in the teaching program. Many Cameroonian authors are increasingly engaged in the production of materials in all disciplines

and at all levels. Cameroon has large untapped spaces that can be used as application areas. For places without spaces, the teaching staff have enough imagination to create application spaces as showed by [17]. Young people are more and more fond of new approaches capable of facilitating their integration into professional life, the vast majority of which is based on self-employment. On a completely different level, taking [29] on the wrong foot, Cameroon is rich in an informal sector that is the most extensive in terms of the activities found there. In this sense, with the aim of appropriating some of these activities as people who would like to assert themselves, and not as is unfortunately the case in our current society, that is to say as people who would rather fight so as not to die of hunger, we could, in opposition to the concept according to which in Cameroon, the formal sector would be at the service of the informal sector as [29] has so well developed, try to set up an environment where the informal sector would now become a springboard for the formal sector. Thus, the school, in addition to providing knowledge as has been the case for ages according to [44], would be a laboratory in which we would study the possibility of promoting many activities carried out by craftsmen in Cameroon. This would then make it possible to formally promote many sectors of activity that are nevertheless very promising, until now in the corridors of oblivion. This would be the pledge of the rebirth of a Cameroonian economy promoting a national label, doors open to the creation of many supervised jobs, with a strong impact in the Cameroonian state coffers.

But, after a few interviews with many education players in Cameroon, it emerges that thinking about a change in the educational approach would be very appropriate in view of our socio-economic and socio-cultural context. However, the main difficulty in achieving the various changes thought will be the will of each other to shake up the colonial heritage in order to set up ways of doing things that are in perfect harmony with local realities; this is in accordance with the projections of [45] in his studies aiming to develop a new style of school for Africa. Despite what could be considered as dissuasive elements slowing down the consideration of attempts to reconsider the education system in force in Cameroon, it would however be important to keep in mind that by means of an overhaul and then a beneficial reorganization of programs, the courses given from now will not only be able to be guided by a breadcrumb trail, but to hold hands to lead the learners little by little towards a well-prepared professional life in the classrooms with the help of the duly programs designed for this purpose, and above all, responding favorably to the appeal of the particularities of Cameroonian youth.

III-4-5 Some possible jobs in connection with the proposed guidance system

Table 1 below shows quite logically the sectors of activity that could be induced by the guidance system proposed in this project. While navigating there, it would be important to note with [19] that when the bases of the orientation are well established, the course towards a trade is clear from the entry to the sub-cycle of orientation (third and fourth year successively). Also, such a vision would avoid in the future finding people for example made for decoration straying into a field that is not theirs, such as psychiatry. Figure 1 further clarifies the link between the options towards which the learner would have been sent and the possible related professions.

Table1: relationship between the different series of orientation and the possible related jobs

	Artistic series	Literary series	Scientific series
	Cook, choreography, plastic art, make-up	Journalism, education, soldier,	Agriculture, soldier, trader, animal husbandry, medicine,

Possible jobs 	artist, musician, sport, decoration, teaching, soldier, policeman, gendarme, archivist, photographer, sculptor, hairdresser, painter, fisherman, hostess, film-maker, actor, driver, stylist , journalism, researcher, etc	police officer, gendarme, administrator, advisor, researcher, writer, editor, politician, translator, marriage counselor, etc.	journalism, education, policeman, architecture, administrator, construction, commercial agent, advisor, florist, archaeologist, researcher, forger, miner, ecologist, psychologist, psychiatrist, politician, brewer, pastry chef, baker , switchboard operator, statistician, pilot, computer scientist, cement plant, childcare worker, marriage counselor, etc.
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UNDER PEER REVIEW

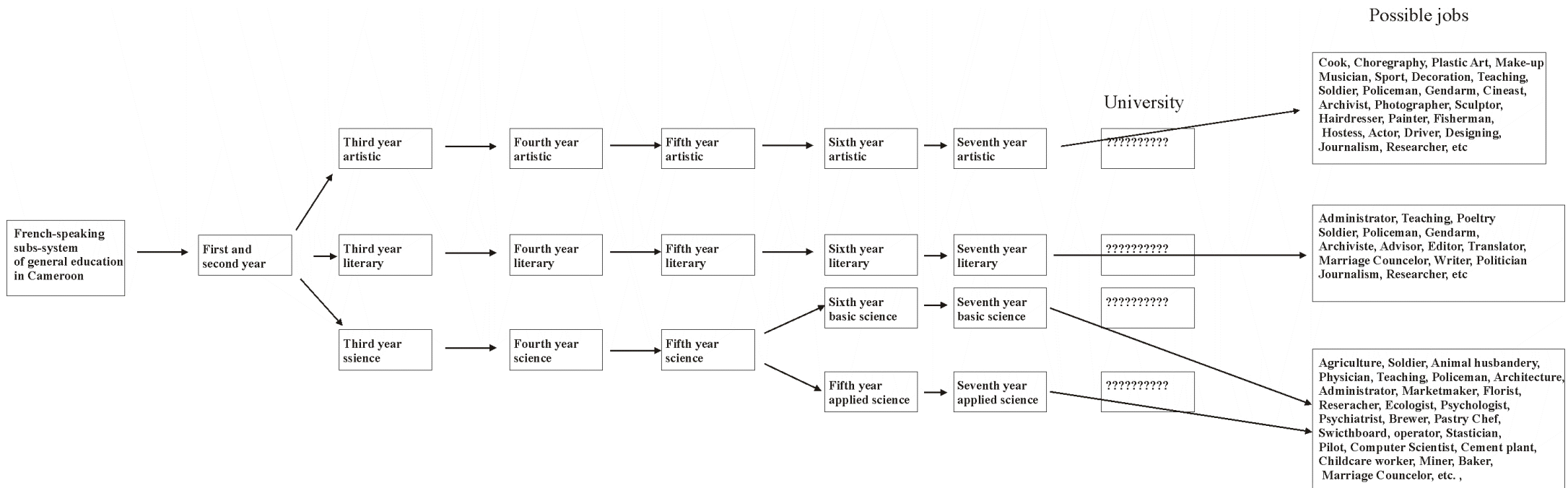


Figure 1: Tree diagram presenting the new way of managing the school orientation in the French speaking sub-system of the general education in Cameroon with a direct view on the future trades

UNDER PREPARE

III-4-6 Parents' reaction as an indicator of the intensity of the harm caused by the education system in force in Cameroon

In three classes of 50 students each, learners were offered the opportunity to produce avocado oil. The parents of 113 of these children opposed the job, for a rejection rate of 75.33%. This stance of rejection unfortunately masked the skill behind such a maneuver. However, when the teacher, to save the situation, announced that all the children who will do this work will have a bonus of five marks, we then saw the rallying of 105 parents (70% of the whole parents), then increasing the rate acceptance at 94.66%, ie 142 parents in agreement. Only eight parents remained stuck in their position, with an absolute rejection rate of 5.33%. In view of the rallying rate, we can say that the absolute majority of parents of students in these classes are only interested in the marks that their children could have, and not in the skill that they could develop. But, 25% of the parents of these students seem to have understood the importance of the joint acquisition of marks and skills by the learners; with [17], we can think in the light of this observation that there is still hope. Further, even if for the rallied parents, the commitment remains motivated by the need for marks and not really competence for their children, even without them realizing it directly, their children by carrying out this task gain in competence. We can then allow ourselves to think that by seeing their children act on a daily basis, these parents will come to understand the place of such maneuvers in the school environment. They can therefore become real allies for this cause.

The desire to see the children producing avocado oil as practical work here is an attempt to set up a supposedly sustainable solution to the management of this fruit. Indeed, its production in Cameroon is not the least; in this sense, [46] estimates it to be 3,890 tons per year. When traveling from the producing areas of this fruit, many travelers usually buy it in large quantities. Stored in the baggage compartments of transport buses, the high temperature there will accelerate the ripening of these fruits as shown by [47]. This is how under the pressure of the other baggage, a large part of the fruit will crash. He was regularly then found that once at destination, the crushed fruits are simply thrown away; this is then what one might be trying to call losses. A striking fact is more and more topical in the daily life of Cameroonians. Indeed, it can be seen that every day, a little more women use crushed avocado for hair care; also, many avocado-based oils can be found on the market in cosmetics departments, and the instructions for which highlight its importance in the nutrition and maintenance of hair. Putting learners on the path to acquiring such a skill therefore becomes very important; such a vision is consistent with placing the education system at the service of the daily life of ordinary people as raised in the new vision of African school developed by [45]. Such a thought therefore opens up an important avenue for the possibility of recycling or even valuing crushed avocados during their carriage from production areas to different consumption areas, and, moreover, to make the socio-economic and socio-cultural context of Cameroon the database necessary for the education of the youth.

IV-CONCLUSION

The orientation of learners in Cameroon is not done on the basis of their real potential, but rather on the basis of foreign languages; these are German, Spanish, and Chinese. At different levels, we see an overload of learners with subjects which, instead of reinforcing them in what they would like to do in life, rather demotivate them. Learners finish their respective courses with a full head, without any skills. The informal sector is the only environment where they can earn on a daily basis. The practice of trades in this sector is responsible of many urban disorders observed today in the cities of the country. This urban disorder is almost always the precursor of many accidents, sometimes resulting in the death of men. For young people who did not have the courage to engage themselves in informal sector activities, crime, drug abuse, violence, homosexuality, the search of "sugar mummy and daddy", " gigolo habit ", illegal immigration, prostitution, to name but a few, are the main routes out. The following path is proposed for the new orientation vision in Cameroon: Observation sub-cycle (first and second year), Orientation sub-cycle (third and fourth year artistic, third and fourth year literary, third and fourth year science), Specialization cycle (fifth year artistic, fifth year literary, fifth year science, sixth and seventh year artistic, sixth and seventh year literary, Sixth year applied sciences, sixth year fundamental sciences, seventh year applied science, seventh year fundamental sciences). The new vision of managing the French-speaking sub-system of general education in Cameroon highlights a new reality; in fact, from the orientation sub-cycle, the teaching units will be preparing the corresponding trades. Cameroon has many assets to succeed in this process.

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