

Vincent Suh Nanga

An integrated approach towards initial and in-service training for TVET teachers  
in Cameroon, within a context of sectoral economic differences-  
Case of ENSET Douala

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*...schools no longer have the monopoly of information or qualification and know that their pupils need to see the relevance of schooling to the world of work and to the community in which they live- such schools actively seek partnership in the local businesses and professional community and welcome support from parents and other adults*

**(OECD 1998:14)**

*It is now understood that sustainable development is a process of adaptive management and systems thinking, requiring creativity, flexibility and critical reflection. Through team work-stakeholder dialogue and decision making- and working across disciplines, social groups learn from each other as they consider options and the consequences of these options to the future.*

**(NEPAD 2002)**



Dedicated to our son  
*Dajuan Nanga*  
who was forced to do without his dad,  
for awfully long periods

## Preface

This book developed from a deep feeling of the need to integrate labour market surveys in Technical and Vocational Education and Training (TVET) and especially in TVET teacher education in Sub-Saharan Africa. The vacuum leaves out a lot of useful hints that can ease the transition of graduates from school to work through meaningful collaborative liaisons between TVET schools and the world of work. The dearth of profound and comprehensive researches on the education of TVET teachers in Cameroon spurred it further.

The book investigates TVET teacher education in Cameroon under two circumstances: an increase in Small and Medium-sized Enterprises (SMEs) and informal sector employment; and international developments in BA and MA structures for TVET teacher education as proposed by UNESCO. It explores an integrative, proactive and sustainable concept that may strengthen the practical components in TVET teacher education both in its initial and in-service training taking cues from local employment statistics, and informed by global and international developments in TVET teacher education.

The study argues that there are unexploited organisational potentials that can strengthen the practical components of TVET teacher education in Cameroon. The practical training in ENSET is wanting in terms of structural organisations/relevance of learning/teaching forms and internships, partly, as a consequence of financial limitations. Joint project works with SMEs are overlooked, leading to poor connections and relationships with emerging labour markets. Individualistic as opposed to cooperative learning styles are encouraged in ENSET and these transcend into the predominant teaching approaches in TVET secondary schools. On the other hand, the layout and structure of in-service training offers do not demonstrate any underlying systematic concepts that serve the professional development of teachers. As a result TVET teacher participation in in-service training offers is poor, in spite of the expressed desire of practising teachers for them.

In order to exploit the available potentials to improve the adaptability of TVET to the world of work, a lot of organisational and structural reforms are proposed. At the macro level, policy directives need to allow greater decision-making autonomy to ENSET, on the one side, and on the other, encourage competition in TVET teacher training provisions by enabling an appropriate platform for/and easing investment from private providers (especially religious bodies) at the tertiary level, i.e., initiating competition between providers with an end towards improving the quality of teaching in TVET schools in Cameroon. At the institutional level, Labour Market Information System (LMIS), public-private partnerships with SMEs, on-the-job training (structured-enterprise internships) and counselling services for job placements should be integrated in TVET teacher training, in a bid to enhance both the competitiveness of TVET and employability of its graduates in line with emerging markets. ENSET besides should coordinate in-service training for TVET teachers/policy makers, from which it can get insights to strengthen its initial training.

Vincent Suh Nanga  
TU Dresden July 2007



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## List of abbreviations

AfDB	African Development Bank
BA	Bachelor of Arts
BACC	Baccalaureate
BEPC	Brevet des Etudes Premier Cycle (first cycle secondary school qualification)
BTS	Brevet des Techniciens Supérieure (a professional diploma)
CAD	Computer Aided Drawing
CATTU	Cameroon Association of Teacher's Union
CAP	Certificate d' Aptitude Premier (vocational certificate)
CETIC	College d'Enseignement Technique Industrielle et Commerciale (TVET first cycle secondary school)
COL	Commonwealth of Learning
DEA	Diplôme des Etudes Approfondis (post-graduate doctoral preparatory studies)
DGfE	Deutsche Gemeinschaft für Erziehungswissenschaften
DIPET	Diplôme de Professeur de l' Enseignement Techniques (TVET teacher diploma)
DoE	Department of Employment (UK)
DSCN	Direction des Statistique et Comptabilité National
e.g.	For example
ENI	Ecole Normale d'Instituteur (Primary school teachers college)
ENIET	Ecoles Normales d'Instituteurs et de l'enseignement Technique (TVET teacher college)
ENS	Ecole Normale Supérieure (Advanced Teacher's Training College- general education)
ENSET	Ecole Normale Supérieure de l' Enseignement Technique (Advanced TVET teachers college)
ESSEC	Ecole Supérieure des Sciences Economiques (Advanced School of Economic Sciences)
FSLC	First School Leaving Certificate
GCE	General Certificate of Education
GDP	Gross Domestic Product
GTTC	Government Teachers Training College
HIPC	Highly Indebted and Poor Countries
HMI	Her Majesty's Inspectors
HND	Higher National Diploma
HPI-1	Human Performance Index
ICTs	Information Communication Technologies
i.e.	that is to say
ILO	International Labour Organisation
IMF	International Monetary Fund
INS	Institut National de la Statistique (National Statistics Institution)
IS	Informal Sector
IUFM	Institut Universitaire de la Formation des Maîtres
IUT	Institut Universitaire de Technologie
KMK	Kultusministerkonferenz (Germany's States Education Ministers' Conference)
LMIS	Labour Market Information System Administration and Management
MA	Masters of Arts
MDG	Millennium Development Goals
MINEDUC	Ministry of National Education (defunct)
MINEFI	Ministry of the Economy and Finance

MINESEC	Ministry of Secondary Education
MINETFP	Ministry of Vocational Education and Professional Training (defunct)
MINSUP	Ministry of Higher Education
NEF	National Employment Fund
NVQ	National Vocational Qualifications
PCC	Presbyterian Church in Cameroon
PGCE	Post Graduate Certificate of Education
PRSP	Poverty Reduction Strategy paper
PTTC	Presbyterian Teachers Training College
SAR SM	(Rural Artisan Centre)
SARL	Limited Liability Company
SME	Small and Medium Sized Enterprises
SWOT	Strengths, Weaknesses, Opportunities and Threats
TE	Teacher Education
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNEVOC	United Nations Technical Educational Vocational Centre
UNIDO	United Nations Industry Development Organisation
WR	Wissenschaftsrat (German Advisory Scientific Board)

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