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CENTRE DE RECHERCHE ET DE FORMATION
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THE UNIVERSITY OF YAOUNDE 1

THE FACULTY OF EDUCATION

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SOCIAL AND EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH AND
TRAINING IN SCIENCE OF EDUCATION
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EVALUATION

**CHALLENGES OF EDUCATIONAL INSERTION OF
INTERNALLY DISPLACED STUDENTS IN PUBLIC SECONDARY
SCHOOLS: CASE STUDY OF THE GOVERNMENT BILINGUAL
HIGH SCHOOL, MENDONG**

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To my dear parents

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LIST OF ABBREVIATIONS

ADF: Ambazonian Defence Force

APDEL: Association pour la Promotion du Développement Local

CBA: Competence Based Approach

C2D: (Contrat de Désendettement et de Développement) Debt Reduction Development Contract

DSCE: Document de Stratégie pour la Croissance et l'Emploi

DSSE: Document Stratégique Sectoriel de l'Education

GBHS: Government Bilingual High School

HIV/AIDS: Human Immune Acquired Virus/Acquired Immune Disease Syndrome

IDP: Internally Displaced Person

IIEP: International Institute of Educational Planning

ISCED: International Standard Classification of Education

NW: North-West

PRSPs: Poverty Reduction Strategy Papers

SW: South-West

UIS: UNESCO Institute of Statistics

UNDP: United Nations Development Programme

UNHCR: United Nations High Commissioner for Refugees

UNCTAD: United Nations Conference on Trade and Development

ACRONYMS LIST

DSSEF: Document de Stratégie du Secteur de l'Éducation et de la Formation 2013

IDA: International Development Association

CEQUIL: Équité et Qualité pour un meilleur apprentissage au Cameroun

OCHA: Office of Coordination of Humanitarian Affairs

RESEN: Rapport d'Etude du Système Educatif National

UNESCO: United Nations for Education Science and Culture Organisation

UNICEF: United Nations International Children's Emergency Fund

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ABSTRACT

The choice of this theme on educational planning in crisis situations is not trivial. It is inspired by the fact that Cameroon is a prey to various sources of tension in several regions in its national triangle. These tensions cause a climate of insecurity that forces many people to abandon their homes, which have become uncomfortable or even dangerous, and flee to safer areas either in the neighbouring countries or in other parts of the country. However, these fleeing families have a large proportion of the school-age population, children leaving the education system abruptly. And in their host communities, many seek to reintegrate the education system which already has challenges in its planning right from the macro level, meso level and micro level as well. By operationalising the independent variable – challenges - which has a causal relationship with the dependent variable –the school integration of the internally displaced, 3 factors were found, namely the stakeholders' analysis, the integration of ongoing evaluation and supervision, and the special allocation of necessary resources. From these 3 specific research objectives were deduced. The theories of human capital of Gary Baker, in which the state invests in the education of its citizens, and more especially for the educational insertion of the internally displaced students is and economic endeavour; and the theory of contingency, where by Woodward (1965), Lawrence and Lorsch (1967) supported the reasoning with strategic planning in relation to the context and the environment. The methodology used for this research is a qualitative descriptive type with purposive sample in order to collect meaningful data from the chosen respondents. The sample, consisting of 5 administrative and pedagogic staff members of the GBHS Mendong, in the Yaoundé VI district, responded to a semi-structured interview. The verbatim were compared in a table to highlight the positive or negative opinions in relation to the main hypothesis, according to a precise and clear coding. The analysis of the results allowed the validation of the opinion that the 3 factors are important for the school insertion of the IDSs . Hence the fundamental implications of the necessity to include educational actors in educational planning, the management in crisis and emergencies situations from the cradle of pedagogic training in Cameroon, which is hereby highly recommended.

Keywords: *educational Insertion, internally displaced, stakeholders analysis, permanent evaluation, allocation of necessary resources.*

RÉSUMÉ

Le choix de ce thème sur la planification de l'éducation en situation de crise n'est pas anodin. Il est inspiré par le fait que le Cameroun est en proie à différents foyers de tension dans plusieurs régions dans son triangle national. Ces tensions causent un climat d'insécurité qui force bien des populations à abandonner leurs patrimoines devenus inconfortables, voire dangereux pour s'enfuir vers des zones plus sécurisées soit dans les pays voisins, soit dans d'autres régions du pays. Hors ces familles qui s'enfuient ont une grande part de la population scolarisable et scolarisée qui quittent le système éducatif de façon abrupte. Et dans leurs communautés d'accueil, beaucoup cherchent à réintégrer le système éducatif dont la planification est déjà confrontée à plusieurs défis. En opérationnalisant la variable indépendante - défis - il a été trouvé 3 facteurs, notamment l'analyse des parties prenantes, l'intégration de l'évaluation permanente et la supervision, et l'allocation spéciale des ressources nécessaires. De là, 3 objectifs spécifiques ont été déduits. Les théories du capital humain, propagée par Gary Baker où l'état investit dans l'éducation des élèves en vue de former le capital humain pour ses activités économiques, et celle de la contingence, avec Woodward (1965), Lawrence et Lorsch (1967), ont soutenu le raisonnement avec la planification stratégique en relation avec le contexte et l'environnement. La méthodologie utilisée pour cette recherche est de type qualitatif descriptif, la collecte des données a été faite au moyen d'un guide d'entretien semi-directif. Le mode d'échantillonnage est par objectif en vue de la collecte de la fiabilité des informations ; la population d'étude est constituée des acteurs éducatifs des Lycées de la ville de Yaoundé. Pour la collecte des données, un entretien semi-directif a été administré à 5 membres du personnel administratif du Lycée Bilingue de Mendong, dans Yaoundé VI. La comparaison des verbatim dans une table à fait ressortir les points saillants de leurs avis en relation avec l'objectif général suivant une codification précise. L'analyse des résultats a permis la validation de ce dernier, d'où l'implication de la nécessité d'inclure les acteurs de l'éducation dans la planification, d'imprégner l'éducation inclusive et l'éducation en situations de crises et d'urgences aux acteurs éducatifs dès le berceau que sont les écoles de formation à la pédagogie au Cameroun qui est ici recommandée.

Mots Clés : *Insertion scolaire, déplacés internes, parties prenantes, évaluation, supervision, ressources nécessaires.*

0. GENERAL INTRODUCTION

Education is a field that holds a predominant place in society. It is one of the pillars of development and is therefore essential to all. There is no human society without a concern for the transmission of an intellectual, cultural and technical heritage; there is no human society in which an individual does not act to transform another individual, at least in the form of an influence game (Clauzard, 2015). Issues related to education therefore remain at the heart of reflections and concerns. That is why politicians, administrative authorities, teachers, are all constantly seeking strategies to improve the education system so that it can fully participate in the development of the society which in this modern world, is undermined by different crises, affecting “ipso facto” the education system although all agree that “the school is the place deliberately set for the collective teaching of students”, as Tsafack (2001, p. 29) stated. The present investigation seeks to examine the context of education in underdeveloped countries in general and to Cameroon in particular.

0.1. Study Background

The world is currently witnessing an unprecedented crisis, fuelled by conflictual situations that are multiplying and persisting (UNHCR, 2014). In many countries, people are being forced to leave their homes because their safety is no longer assured. These displaced people cause a humanitarian concern for their vulnerability, protection, and overall the education of the children they carry along (UNHCR, 2010). Cameroon is not left aside from the global movement of crises. Since 2016, there has been an ongoing socio-political crisis in the North-West and South-West Regions in which about 20% of Cameroon’s total population (ICG, 2017) live. This has led to the closure of schools. The statistical data of CELPLAN, (MINESEC, 2022) state many schools, both government and private ‘non functional’ in the NW and SW regions, while in some bilingual high schools in the city of Yaoundé, the influx of IDPs is putting great pressure on the local education system, which is already limited in terms of educational structures and staff. Attacks on education have led thousands of families to leave their hometowns and villages to move to safer areas where their children could access school safely. According to a World Bank report (2021), “a significant amount of displacement has occurred for education-related reasons”. As the guarantor of education in its territory, the government has to ensure that these internally displaced students reintegrate the education system they have abruptly dropped. This calls for a proper planning. This study therefore raises the problem of the febrile school integration of displaced students from the North-West in the government secondary schools of the city of Yaoundé.

0.2. Problem Statement

The Government Bilingual High School of Mendong was created in 1990 as secondary school; it opened its doors in 1991 and the following year, it was transformed in high school. In 2010, it was erected as bilingual school with an Anglo-Saxon section. This evolution is due to the increase of the education demand and the state's determination to ensure access and quality education to all its citizens, as the Law No 94/0098 on the Education Orientation in Cameroon stipulates that education is a national priority and a regalian duty of the state, as well as the biculturalism option of the country. An outlook at the evolution of this educational institution reveals a constant growth of the number of students: in 2014/2015, there were 1025 students in the Anglophone section. From 2016/2017, when the security crisis started in the NW and SW regions, they increased to 1431; in 2017/2018, the learners were 1639; in 2018/2019, the number reached 2020 (GBHS Mendong archives, 2019); while in the current academic year, the population is 2584. This dizzy increase however is not backed up with the necessary infrastructures as the building of classrooms and benches, for the entire school is housing 77 classrooms, both sections aligned (Minesec, 2023), with 288 civil servant teachers. In Cameroon, secondary education is not free, unlike the primary basic level. There is an amount of 37.500 francs to be paid by the education consumer in all secondary schools in the Cameroon territory, not including learning materials and uniforms. Meanwhile the displacement of people fleeing from security crisis in the NW is an unplanned one since life itself is at stake. They have no income, at times no official papers when they reach the host town. Some of them try to seek education in the Anglophone sections of government schools. This study raises the problem of the educational insertion of the internally displaced students from the NW who knock at the doors of this Government High School, taking into account that the institution is already facing different challenges to implement the stated educational strategies and achieve its goals with the limited means provided by the government.

0.3. Research Questions

The research questions of the study are divided into two parts: a main question and secondary questions.

0.3.1. Main Question of the Study

In relation to the stated problem, the main question is as follows:

MQ. What role do the strategic planning challenges play in the educational insertion of displaced students from the NW in government secondary schools in the city of Yaoundé?

0.3.2. Specific Questions of the Study

The transition from the main question to the secondary questions in the social and educational sciences is based on the identification of several operationalisation techniques. These techniques aim as much as possible to demonstrate the scientific transition between the main question and the secondary questions. The breaking of the main factor of the research question allowed us to ask three secondary questions:

SQ1. How does stakeholder analysis contribute to the educational integration of displaced pupils from the NW in GHSs in the city of Yaoundé?

SQ2. How does the integration of ongoing evaluation and monitoring in schools facilitate the educational integration of displaced students from the NW into GHS in the city of Yaoundé?

SQ3. In which ways is the special allocation of necessary resources necessary for the integration of displaced students from the NW into GHSs in the city of Yaoundé?

0.4. Objectives of the Study

The objective is the aim of the research question. The present research consists of one general objective, which obeys the main research question, and three specific objectives, which also obey the three secondary questions stated beforehand. Thus, this research presents a general objective broken down in three specific objectives.

0.4.1. General Objective of the Study

In general terms, this study seeks to: Identify and describe the strategic planning challenges that play a role in the school integration of displaced students from the NW in the GHSs of the city of Yaoundé.

0.4.2. Specific Objectives of the Study

The specific objectives of the study, being the goals targeted by the secondary questions of the study, are formulated as follows:

SO1. To demonstrate that the stakeholders' analysis contributes to the educational integration of displaced students from the NW in GHSs in the city of Yaoundé.

SO2. To analyse how the integration of continuous evaluation and monitoring in schools facilitates the educational integration of displaced students from the NW in GHSs in the city of Yaoundé.

SO3. To describe how the special allocation of necessary resources is necessary for the educational integration of displaced students from the NW in GHSs in the city of Yaoundé.

0.5. Interest of the Study

The interest of this research is scientific. As the motto of the University of Yaoundé 1 in Cameroon states, "science is a collection where everyone makes a contribution". Educational management remains the central link in the question of educational policies across time, periods and generations. The interaction between school and society, and more particularly the university, remains at the heart of this modest contribution. This research opts for the construction of a steering tool for the prevailing socio-political dynamics in Cameroon. If strategic planning is the political tool that responds to the problem of the school integration of displaced students from the NW in the GHSs of the city of Yaoundé. This research is an undeniable scientific and technical contribution to the field of education sciences, insofar as it touches on the various problems of rational organisation faced by a good number of actors/leaders in secondary education in Cameroon in times of crisis. In addition, this study will enable the various stakeholders at all levels to have a full understanding of the factors that can improve satisfaction, commitment and involvement in the achievement of educational objectives. This study will help school managers by presenting them with a number of levers on which they can rely to reach and achieve their objectives through an educational project.

0.6. Scope of the Study

Since the objective is to avoid covering everything at once, it is imperative to retain and delimit the scope of our study. To delimit a study is to define the limits of its depth in order to allow a good understanding. The delimitation of the present study concerns the definition of its thematic and conceptual framework, as well as the geographical scope.

0.6.1. Disciplinary Field of the Study

The present study is in line with the themes of educational sciences which, according to Mialaret (1976) cited by Tsafak (2001), are made up of scientific disciplines that apprehend educational facts and situations from one angle or another. This study focuses on the theme of educational management, with an emphasis on educational planning in times of crisis. This orientation is in line with studies that attempt to examine the performance of educational projects. A number of key concepts such as planning, challenges, IDPs, school integration, etc. will be clarified in order to avoid any ambiguity, to give a comprehensive meaning to concepts and circumscribe them in the present context.

0.6.2. Geographical Delimitation or Spatio-Temporal Scope of the Study

This study is interested in the different regulatory mechanisms and various practices in the education system that can impact on education in Cameroon. Our study will cover the academic year 2022/2023. It will take place in the Central Region, specifically at the Government Bilingual High School, Mendong, located in the city of Yaoundé, Mfoundi Division, precisely in Yaoundé VI Subdivision. This choice is not accidental. This state of affairs may constitute a favourable asset for the representability and feasibility of the sample of the present study, given the fact that this location is an important settlement for the IDPs from the Western parts of the country as the travelling agencies to these regions have their terminal at Biyem-Assi quarter.

0.7. Presentation of the Research Work

This research work, in addition to the introduction and the conclusion, is structured in four chapters as follows: Chapter 1 is devoted to the epistemological and theoretical framework in which this research takes place, and Chapter 2 to the social crises in Cameroon and their impact on education. Chapter 3 will present the tools and the methodological approach to meet the research objectives. As this research is a case study, the research design will be explained by describing the target population as well as the intended sample, the data collection instruments followed by the data analysis procedure and strategy. Chapter 4 will focus on the analysis, presentation of results and discussion, ending with the perspectives of this research work.

PART ONE
CONCEPTUAL AND THEORETICAL FRAMEWORK OF THE STUDY

CHAPTER 1
EDUCATIONAL PLANNING

1.1. Origins

Planning is a concept that appears in the strategic management of an organisation. In the 1960s, Masse (1965) likened it to a plan or an anti-chance, that is, a calculated adventure in which nothing happened unplanned. Coomb (1970, p. 15) states it as a systematic and rational analysis applied to the development of a sector. Planning from this perspective has become a management tool in all sectors and areas of an individual's life. It can be defined as a process through which future directions are first mapped out and then the means and methods for following them are assessed, UNESCO (2006, p. 1). David and Teodora (2014, p. 23) analyse it as a tool for “making informed policy choices by requiring an assessment of the present situation, setting objectives, mobilising the means to achieve them and verifying the results achieved”.

In this respect, the concept of planning is not a contemporary invention and opens up a vast spectrum of scientific analysis. Its origins are nurtured by a strong theoretical foundation. In 1965, Masse saw it as a "calculated adventure", but its inspiration comes from the great figures of the history of science, such as Socrates, Alexander, Caesar, Columbus, Galileo, Luther and Michelangelo, just to name a few, who approached life in terms of calculation.

Planning integrates the sectors of economics with economic planning. According to Kiala (2016, p.15) the economy sector is based on two types of planning: One that is microeconomics, that is related to the public sector and concerns activities inherent in the public sector where the State is the employer, hence the existence of the planning directorate in all strategic ministries in a country. The other is called macroeconomics. That is to say, it is concerned with the socio-economic activities of the whole community, for which the State is primarily responsible. Planning is also involved in the demographic sector. According to Ta Ngoc (2000, p. 11), demography can be defined as the study of human groups. It can be concerned with population structures, births, marriages, deaths, education and so on. Through it, the State knows the numerical importance of its population and can then decide on possible recruitments, supply and demand in the areas of employment, education, health and security. Still in the same dynamic, planning intervenes in the field of administration, here it is administrative planning. It provides a legal framework for the creation of an organization and determines the functions and operation of such organisation, both in legal and functional aspects, Durant (2000, p. 22). The act of planning thus appears as one of the concrete

manifestations of administration. However, planning as a theme is as vast as it is complex in the sense that it embraces practically all areas and sectors of life, as the previous analysis has just shown some examples. The area of interest in this research is the education sector, which is educational planning.

Educational planning has been recognised since the 1950s as a requirement for economic and social development in both developed and developing countries. It has been introduced in most countries around the world. Then the means and methods to follow them are assessed, UNESCO (2006, p. 1). This is the case of the Law no 94/0098 on education in its title 2. This title deals with the issue of policy development, implementation and funding of education. It is structured around three main articles. Article 11 gives the Government the hegemonic status over the entire education system. Article 13 deals with the responsibilities of decentralised local authorities in the implementation of education policy and financing. In its third phase, planning finally sets the objectives as well as the means to achieve them. This orientation policy (Loi no 94/0098, 1998) thus enacts the type of man to be trained according to the requirements of the nation in all the fields of life. It makes a projection on the middle and senior management categories in all sectors and fields of activity. According its article 4, “the general mission of education is the training of the child with a view to his or her intellectual, physical, civic and moral development and harmonious integration into the society, taking into account the economic, socio-cultural, political and moral factors.” In this non-exhaustive presentation, educational planning is still a process that is developed around two major axes, Kiala (2016, p. 15). The axis of the elaboration of the plan, which first goes through the establishment of a diagnosis, based on a qualitative and quantitative analysis over a previous and subsequent period of the strengths and weaknesses of the environment or the object of study (Ibid.). Then, the definition of the objectives to be achieved by the policy and finally the elaboration of the projections of human, material and financial resources while determining their origins. The second stage of planning, Kiala (2016), is the development of the plan. The fundamental element here is the implementation of the plan, meaning its execution, which involves monitoring, evaluation, and revision -if necessary of the plan. This field of educational planning also remains complex in terms of its various specific orientations. It can cover the administration of education, human resources, school-age and school enrolment, among others.

1.2. Epistemological Clarification of Concepts Related to Educational Planning

1.2.1. Planning

Legendre (1988, p. 4), presents planning as a decision-making process in which orientations are traced, a logical and orderly action plan determined on the basis of immediate and future needs, objectives, human resources, material resources and operations involved in the subsequent achievement of goals. Planning in this sense means organising according to a plan and establishing relationships between objectives, operations and resources. That is to say, a temporal ordering, a description of the activities and resources that will be necessary to achieve one or more objectives, (Legendre, 1988).

The plan is defined by two terms: objectives and means. That is, it is generally linked to the action of macro-economic units (sector, region, nation). In this sense, according to the author, planning consists of coordinating the development of the various branches of national activity or making the projects of the various economic actors compatible in view of collective interests, (Hallak, 2014). These definitions are consistent with this study insofar as the process of school integration of displaced students from the NW in GSSs in the city of Yaoundé must be revived through the action of economic and social units (Baudouin, 2000), according to an alternative approach between the need based on societal demands, which are rooted on the general training, (Chaix, 2008).

- **Projective planning**

According to Hallak (2014), projective planning is a planning which is in line with traditional planning. That is, in projections. It is based on inventories of available resources and means to determine goals, with a short time horizon.

- **Prospective planning**

It is a forecasting framework. That is to say, it questions the distant ends and objectives of the system that seeks to put it in place. It gradually specifies the latter, while determining the goals, strategies and resources available according to a time horizon that is increasingly close to the present (Marchesnay, 2004).

1.2.2. Educational Planning

Educational planning is a decision-making process that consists of a systematic and rational analysis of educational development. Its purpose is to make education more effective in meeting

the needs and objectives of individuals and society, Combs (1970). The formal education sub-sector needs to be systemically and rationally oriented towards the alternative approach: workforce; social demand (Damiba, 1980). In his report in the IIEP Seminar on educational planning and social change, Damiba stated that an educational planner is forced to “see the problems in terms of a future society and a new category of individual to be trained”. This is to say educational planning aims at the efficiency of the training system evaluated internally and externally, the supervision of the educational organisation, the choice and quality of equipment which would enable GSSs in order to allow the integration of internally displaced students into the school system.

1.2.3. Policy

The concept of policy is generally ambiguous in that it incorporates a plethora of fields of action. It includes political, social, economic, health and other fields, as defined by Charaudeau and Maingueneau (2002). In the context of this study, it is used in the education sector in general, and more specifically in the context of youth development in Cameroon. According to Legendre (1988), policy consists of a set of principles and general objectives that indicate the course of action which provide the basis for detailed planning and effective action. This is where strategy is imperative. Matching the educational inclusion of displaced students with educational policies therefore requires a policy that states a set of general objectives and actions on a results-oriented course of action. These results are expressed in terms of: the effectiveness of schooling; the response to the needs of internally displaced families; the cost-benefit approach and/or benefits at the local level, (Couturier, 2002). This strategic policy thus includes an outcome to the overall objective of integrating displaced students from the NW and SW into the GSSs of the city of Yaoundé.

1.2.4. Forecasting

Forecasting in a narrower sense is anticipating the future, developing an anti-randomness, Masse (2004). Forecasting refers to the formulation of a short, medium and/or long-term prognosis, based on past trends (Hallak, 2014). In this framing, it is part of the logic of strategic planning, either projective, or prospective. "Forecasting is therefore a political instrument that influences the future. It is conditional, that is, it is based on hypotheses relating to scientific and

technical developments, demographic growth, and economic and social conflicts", LêThànhKhoi (1981, p. 17).

1.3. Overview of Educational Planning

1.3.1. Key Factors of Educational Planning

For UNESCO (2013), planning is a process through which future directions are first mapped out and then the means and methods to follow them are specified. According to Allal (2007), the education sector sees it as a tool for regulation and steering. It is developed from a framework of action structured in a plan. In other words, it is seen as a framework for joint action, a living framework and a working tool. As a common framework for action, it reflects the outcome of the consensus process that must be agreed by all actors working in the open fields, as well as other stakeholders contributing to its implementation. This is the case of the Curriculum in Altet and Perrenoud (2002), which is the cornerstone of the implementation of a training offer. In its indicative framework, a plan is designed with flexibility so that it can be adjusted in the light of changes occurring during its implementation, (UNESCO, 2013). According to this organisation, it is ultimately a working tool that includes not only policy and expenditure frameworks, but also a prioritisation of objectives, lines of action and institutional arrangements for implementation, monitoring and evaluation (2013).

In the vision of a planned education system, one that aims to build areas of competence as stated by Balslev (2007), it is necessary to have: inputs; procedural schemes; outputs; and expected benefits. This leads to a strategic steering system and/or tool that recognises the self-efficacy, in the sense Bandura sees it (1997), of the different stakeholders. In these terms, the strategic plan is the physical product of the strategic planning process in the education sector and contains orderly directions on how to manage the education system within a broader developmental framework that is intended to be evolutionary in perspective while involving constraints, UNESCO (2006). It is, therefore, a priority to set four important factors: the inputs, the process, the outputs, and the benefits.

- **The inputs**

In the education system, these are the means and resources necessary for its functioning. In the formal sector, they can be such as: trainers; learners; buildings and/or infrastructure; equipment; non-teaching staff, teaching resources, etc. (Barbier, 2005).

- **The process**

This is the act of transforming inputs, that is, the mesh through which they are processed, combined and used to produce results. This is the very originality of strategic management, which is nothing other than a steering mode focused on results, Bart (2008). In the context of this analysis, it means implementing a framework for the training and integration of internally displaced higher education learners that is capable of producing expected results at the local level.

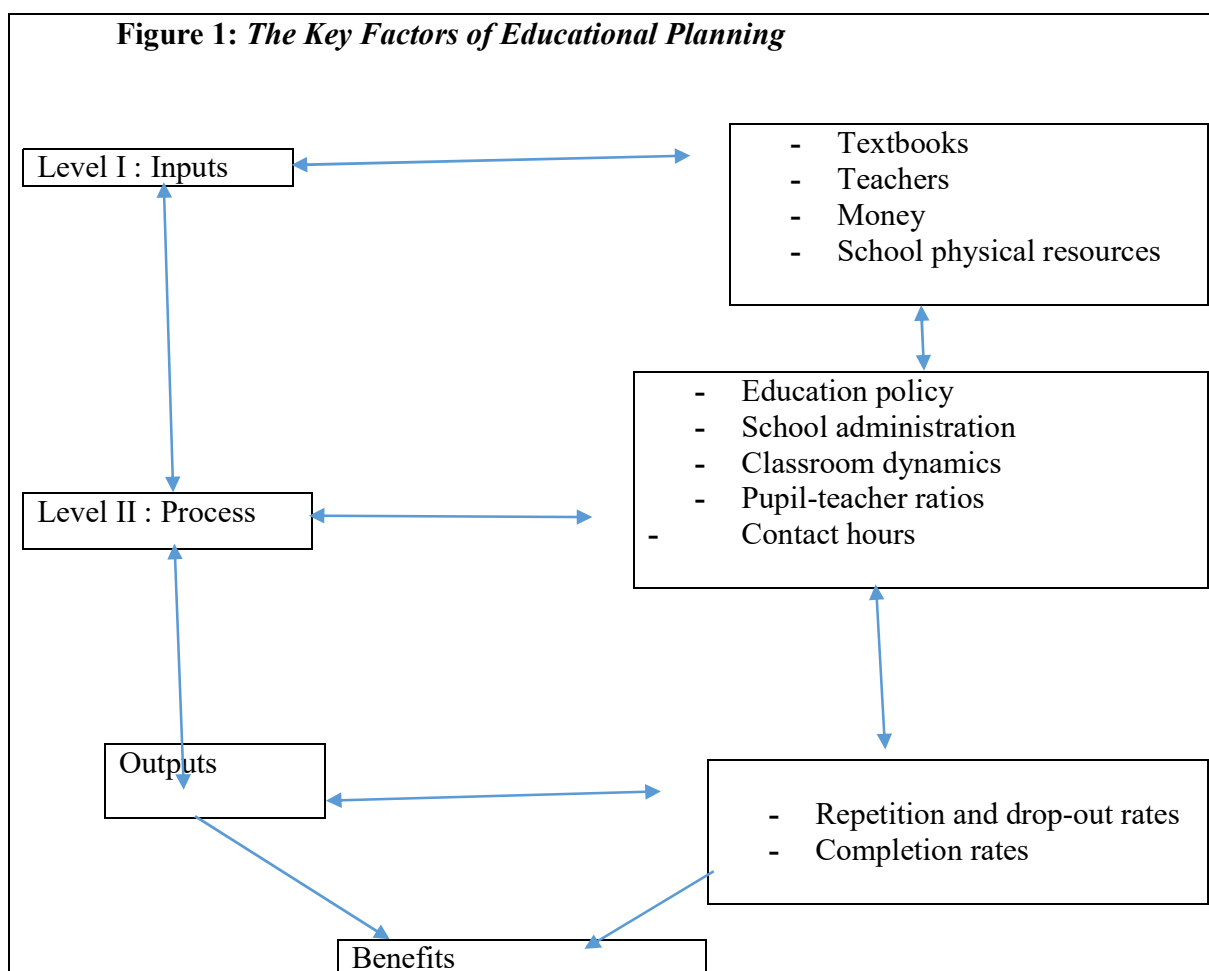
- **Educational outputs**

These are concrete results, generated by the processes of the system, in this case the training machine in its professional and academic mould, Baudouin (2009). They are reflected in the quality of the management of the workforce, the graduates and the academic achievements UNESCO (2006). In other words, it is necessary to be able to translate the concrete manifestations of the nature of training on the development of the environment into results on the external level, Belair (2009).

- **The benefits**

The literature on economic thinking on education, Becker (1960), Schultz (1961), has enabled each of these authors to demonstrate that investment in education refers to a form of capital which in the future always ends up generating profits. That is, it is still the set of profits that students, in the context of higher education, parents, society and the State can draw from the various investments made for this purpose. In the context of this study, the continuum of these products/benefits of the process of school integration of internally displaced students must be at the centre of the locality's profit and drive its development. Strategic management calls for an analysis of the problems of implementation based on relevance, efficiency, effectiveness, and their impact on sustainability in terms of the purpose of the inputs in meeting the immediate and future needs of the community. It also calls for the achievement of the expected results.

The following Figure 1, shows the holistic key factors of educational planning.



Source: adapted from Okwach Abagi and George Odipo, 1997

1.3.2. Types of Planning

David and Teodora (2014) analyse planning as a tool for “making informed policy choices by requiring the assessment of the present situation, the setting of objectives, the gathering of the means to achieve them and the assessment of the results achieved”, (p. 13). According to an extensive literature on the subject, Ta Ngoc (2000); Durant (2000); Kiala (2016); UNESCO (2006), the typology in planning is based on broad patterns. They are grouped into: operational or short-term planning; long-term planning, which has become strategic planning.

➤ Long-term Planning/Operational Planning

Long-term planning generally means the development of a plan that aims to achieve a policy or set of policies over several years. According to UNESCO (2013), it takes effect when the projection of the past and present situation is sufficient to proceed with the programming and

implementation of one or more future activities. This means that it needs certain prerequisites such as a stable environment. It is done at the lower level of implementation. That is, it focuses on: routine activities; aims at better use of available resources; efficiency in absolute stability; builds on current situations and past experience in a low-risk environment.

➤ **Strategic Planning**

Strategic planning is primarily long-term planning and therefore also aims at one, or a set of policies over several years. In contrast to long-term planning, strategic planning takes place in a system where the environment is dynamic, unstable and changing. It includes the concepts of: balanced, holistic, reflective or fundamental decision making, (Kiala, 2016). It is relevant to senior managers. It aims for a broad range in achieving goals; best courses of action; flexibility; the pursuit of innovation and gains in a high level of risk, (UNESCO, 2013). The following table 1 is an illustration of the combination of operational and strategic planning.

Table 1: The *Synthesis of OP and SP*

	Operational Planning	Strategic Planning
Centre of interest	Routine activities	Achieve set objectives
Goal	Reach a best use of available resources	Plan the best course of actions
Recompense	Efficiency, stability	Effectiveness, impact
Information	Present state	Future gains
Organisation	Stable bureaucracy	Committed, flexible
Solution seeking	Hold onto past experience	Innovations seeking and flexible
Risk	Low	High

Source: UNESCO (2013, p. 3)

1.3.3. Tools, Approaches and Theories of Educational Planning

According to Soler (2019), a theory is a statement, issued by one or more authors, with the aim of solving one or more problems. By the way, implementation in the education sector is also based on theories issued by specialists in strategic planning and management, in order to achieve the different objectives of this sector in each country. It is materialised through an education sector plan.

An education sector plan (ESP) is, by nature, a national policy instrument, developed under the responsibility of the government, offering a long-term perspective of the country's education system, and comprising a coherent set of feasible strategies designed to achieve the set objectives and overcome the challenges. It is based on an objective analysis of the current situation, as well as the causes of the successes and difficulties encountered. It should also include an implementation framework and a monitoring and evaluation framework. UNESCO (2013, p. 9)

An education sector plan is the result of a long process organised in different stages:

- Needs assessment which involves identifying the educational needs and challenges within a particular setting or target population; gathering data on existing conditions, assessing gaps in knowledge, skills, understanding specific needs of learners.
- Goal setting including clear and measurable goals to be established according to the desired outcomes and address the identified needs whether at the national, regional, institutional or individual level.
- Formulating strategies by developing strategies and plans to achieve the established goals: determining the approaches, activities, resources needed to address the identified needs; considering factors like curriculum development, teacher training, infrastructure improvement, funding mechanisms...
- Implementation: strategies developed in the previous stage are put into actions during this phase through executing the planned activities, allocating resources coordinating stakeholders activities, monitoring progress; need of effective communication and collaboration among all involved parties.
- Monitoring and evaluation to assess the progress, the effectiveness and the impact of the educational initiatives. This stage involves collecting data,

measuring outcomes, analysing results and making necessary adjustments. Evaluation helps identify strengths, weaknesses, and areas for improvement which can inform future planning and decision-making.

- Lastly, Review and revision based on the findings and insights from the monitoring and evaluation stage, the educational plans and strategies may be reviewed and revised. This iterative process ensures that the planning remains responsive to changing needs and emerging priorities.

Table 2 below summarises the different steps of a strategic planning in elaborating an educational sector plan.

Table 2: The Process of Strategic Planning

Step 1: Sector diagnosis: Where are we?
Step 2: Policy formulation: Where do we want to go?
Step 3: Selection of programmes and key objectives: How do we do?
Step 4: Elaboration of the monitoring and evaluation framework: How do we know that we have reached there?
Step 5: Preparation of the financing framework: How much is it going to cost us?

Source: Adapted from UNESCOIIEP, 2010e

Another key factor of educational plan is the concept of indicators. These are very important tools for an educational planner. Indicators are quantitative or qualitative data used to measure the baseline situation, to assess and monitor the progress, the outcomes, impacts of educational initiatives, policies, or programmes. They provide data and evidence which help decision-makers evaluate the effectiveness and achievement of educational goals. The use of indicators in

educational planning procedure allows policy-makers to diagnose the trends, compare results and identify areas of improvements whether achieved or needed. There are various indicators including variables such as enrolment rates, students' scores, graduation rates, teacher/students ratios, infrastructures availability, funding allocation, students/manuals ratios. An outlook at the MINESEC Statistical Yearbook (2019-2020) reveals the progression of school drop-out over many years in the Anglo-Saxon subsystem as shown in table 3 below.

Table 3: Drop-Out Rates in the Anglo-Saxon Subsystem

Academic year	Drop-out rate
2014/2015	11.97%
2015/2016	12.55%
2016/2017	17.54%
2017/2018	38.13%
2018/2019	29.16%
2019/2020	0%
2020/2021	9.50%
2021/2022	7.25%

Source: MINESEC, 2020, P. 24

Elaborating an education sector plan makes use of many tools like a SWOT analysis, a stakeholders analysis, the hierarchy of objectives and implementation strategies, a budgeting and financial analysis.

1.3.3.1. Tools of Educational Planning

➤ SWOT Analysis

The situation analysis can also be based on the SWOT analysis, in addition to the technical tool of the problem tree. SWOT stands for strengths, weaknesses, opportunities and threats. According to the theory that emerges from the structuring of this tool, strengths and weaknesses are internal to the system while opportunities and threats are external to the system (UNESCO, 2015). According to this organisation, the SWOT analysis makes it possible to provide the various actors with useful information to align the resources and capacities of the system in relation to a competitive and dynamic environment in which the system is located. This is in line with the environment in which new universities are being implemented, in the case of the North. According

to SWOT, it is necessary to build on already collected or additional data in the education sector, in order to establish a more objective tool. The recommendation made by UNESCO (2015, p. 22), is to build it in a participatory approach, that is, with all stakeholders. A SWOT matrix appears as Table 4 below.

Table 4: The SWOT Matrix

	Strengths	Weaknesses
Opportunities O	Strategies S-O	Strategies W-O
Threats S	Strategie S-T	Strategies W-T

Source: UNESCO (2015, p. 12).

➤ **Stakeholders analysis**

The stakeholders analysis has been adopted and theorised in strategic management for several decades. According to Freeman (1984, p. 31), it was first used in 1963 in a paper at the Stanford Research Institute Mercier (2001). It was created as a deliberate attempt to play with the term “stockholder” to indicate that other parties have a stake in the company or organisation. In the planning sector, it is the tool that is convened after the analysis of the situation and/or problem. It is of interest to those negatively or positively affected by the action or impact of the project (Kiala, 2016). It also encompasses the subjects likely to influence the failure or success of a plan or project. Its analysis invites an alternative questioning: For whom is the problem? Who will benefit?” Overall, this tool appears to be crucial for the promotion of youth through multifunctional centres in Cameroon. The table 5 below illustrates a stakeholders analysis matrix.

Table 5: The Stakeholders Analysis Matrix

1: Stakeholders	2: Stakeholders interests	3: Impact assessment	4: Strategy to gain support or reduce barriers
//////	////	////	////

Source: Kiala (2016)

➤ **The hierarchy of objectives and implementation strategies**

It involves a review that clarifies the differences between the various levels of policy objectives and statements. It is broken down into general objective and specific objectives.

- The general objective

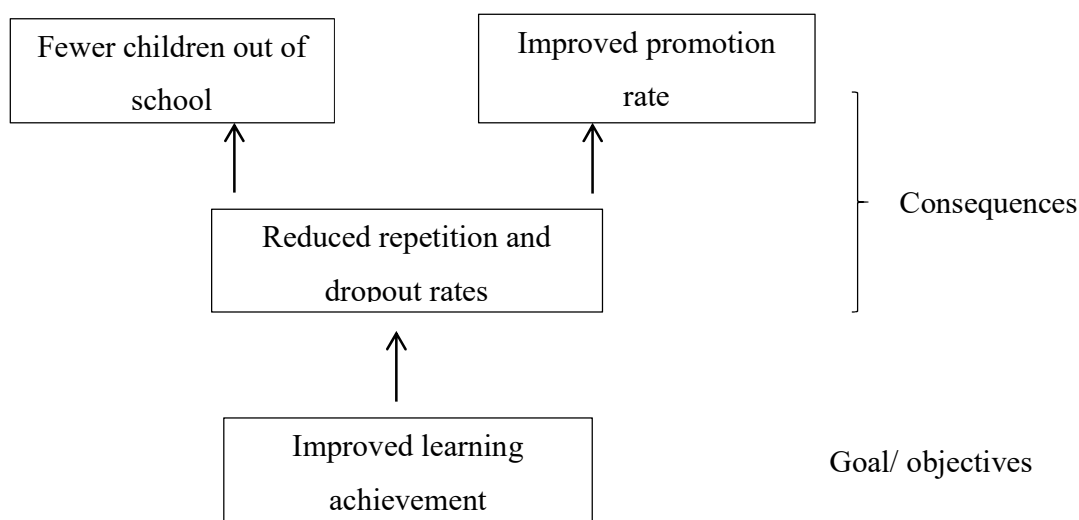
This is still translated into the expected outcome, Durant (2000). According to LFA, it is the direction towards which the plan or project is heading. According to UNESCO (2015), this goal is not an objective that can be achieved by a single plan or project, but a better situation, a variety of plans (education, health, poverty reduction...), as well as unplanned activities can together contribute to the achievement.

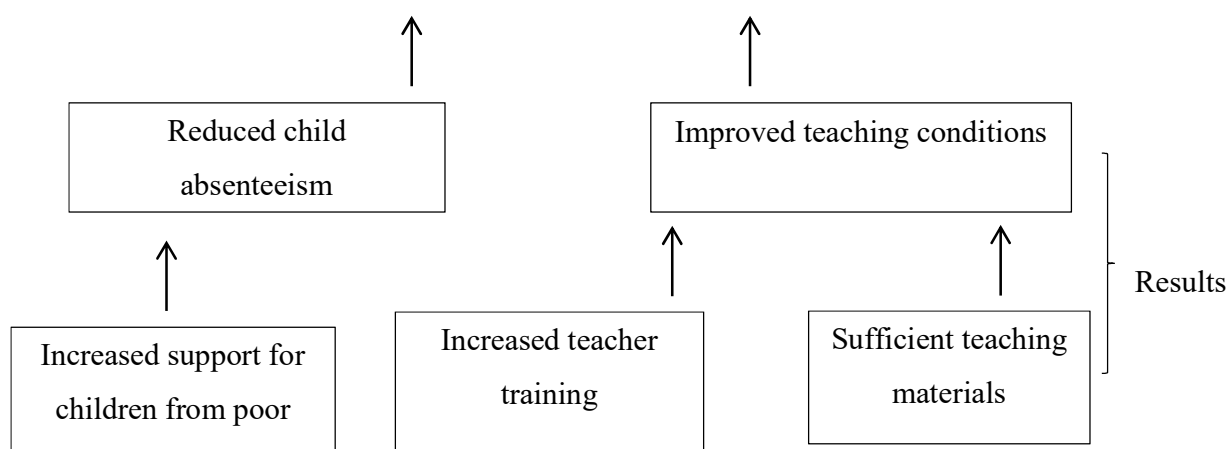
The specific objective

The specific objective is similar to the goal in the LFA approach. It is the objective expected by the plan or project. The achievement of this goal has an obligation to contribute to the achievement of the overall objective, or purpose (Durant, 2000). The Table 4 below highlights the points in a logical framework matrix.

Another tool is the use of an “objective tree”. It is structured in the same way as the problem tree (UNESCO, 2006) except that the description of problems (negative) is rotated and formulated as a statement of objectives (positive) as shown in figure 2 below.

Figure 2: The Objective Tree





Source: UNESCO (2006, p. 36)

➤ The Budgeting and Financial Analysis

This stool helps to forecast all the financial expenditures of an educational planning. It involves assessing the financial resources needed, analysing costs, and making informed decisions about resource allocation to achieve educational objectives.

1.3.3.2. Approaches of Educational Planning

➤ Workforce Approach

According to some educational planners, the primary purpose of education is not an automatic and ultimate recourse to employment, Olivier (2003, p. 13). The formation of the individual's personality to a social life, to a balance of gender and opportunity are fundamental to the purpose of education. But then, the professional future remains at the heart of concerns, according to certain economists of education who see it as a capital that obeys the same economic principles of classical capitals. That is, investment, cost, return, profit and/or earnings. This set of reasons further explains the complaints about the adequacy of the supply of education and the requirements of the professional sector, which is becoming more dynamic every day, Baudouin (2009, p. 32).

The workforce approach as a theory of planning is in line with traditional planning trends. It bases its guidelines on those that require educational plans to be based on economic and social

development objectives (Olivier, 2003). This author believes that this theory should be based on several principles:

- Rely on economic projections on the level of national production and its distribution by sector of activity at a given time. Hence the estimates of the number of people employed.
- Estimating the distribution of these numbers by profession (trade), group of professions or socio-professional categories
- The satisfaction of a job offer should involve an estimate of the workforce resources that will be available at the same time.

Two levers should also be taken into account in this perspective: the workforce currently employed, while taking into account deaths, retirements and, if possible, cases of professional mobility; and the expected exits from the training system during the period between the starting year (baseline) and the target year (retirement horizon). This approach raises some fundamental problems, namely: the length of the period taken into account (five-year plan); the level of aggregation based on analyses of the structure by occupation (trade); the methods and assumptions used to forecast the workforce and professional structures.

According to the workforce approach, the three main sectors of the economy can be defined as follows: the primary sector with agriculture, the secondary sector with trade and the tertiary sector with industry. These three sectors are supplemented by the public and parapublic sector, which is based on jobs defined by the public service. This theoretical approach to educational planning is not irrefutable for projects in a training centre where the three key sectors of the economy mentioned above are drawn in significant natural potential.

➤ **Alternative Approach**

It also enters into human resource planning. In addition to the manpower approach, based on the matching policy, the training efficiency approach also enters into the alternative logic. It considers that good educational planning must be alternative. That is, it must take into account the needs and requirements of both the economic and social sectors (Belair & Lebel, 2007). The purpose of a training system is also to solve society's problems by strengthening the resources in this sector (Olivier, 2003). This approach imposes a balance between the needs of the economic sector, which are not easy to handle due to: the instability in the nature of the skills required in this

dynamic environment. That is, companies generally live in uncertainty about the future; it is also possible that the needs are biased in the future; and finally their impossibility to respond to a global planning problem, (Boutin & Makamurera, 2006). So the reference to social demand brings to the fore general concerns that also obey general trainings. This theoretical approach can also be based on the approach of the effectiveness of the training system. It is based on the efficiency of training following the economic movement. The second is based on the behaviour of those who have been trained on the labour market and the extent to which the job they hold corresponds to the training they have received (Boutin & Makamurera, 2006).

➤ **Equity-Oriented Approach**

Educational planning equally makes use of this tool to give priority to some goals that are to be achieved as main axes that allows strong stand of education. Equity and equal access to education are some of those goals. It focusses on addressing inequality in the society and education and improving inclusive environments for all students. According to Paulo Freire (1970),

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

1.4. Education for All (EFA)

At the micro-economic level, Mincer (1958) and Schultz (1961) stress that education is conceived as an investment. It is an expenditure that is supposed to produce additional wealth and well-being in the future. The level of education of an individual should enable him to increase the productivity of his work and to receive a better salary. In addition to the material expenditure, the opportunity cost, that is, the time spent at school or university, must be reported. The question is then to determine the costs and benefits of training and to integrate them into the rational calculation that the individual makes to determine his or her level of investment. While at the macro level, education allows for an increase in the productivity of the national economy and a better attractiveness for foreign direct investments; thanks to the quality and competence of human capital (Bronstein et al., 1995).

Education can be a factor of social equalisation provided that it allows all individuals (regardless of their social class, gender or ethnic group) to benefit from higher incomes. It is therefore not education in itself that affects the distribution of income but the conditions under which it is distributed to individuals: an education based on the principle of meritocracy tends to improve the distribution of income. Whereas an education policy that only reinforces social immobility and the advantages of dominant groups (Warwick-Booth, 2013, p.2; Passeron, 1964) will have a negative effect. As such, it is an important element of social cement in the sense that it gives a whole population common cultural values while allowing individual development (Durkheim, 1882). Among the values that generally develop with the spread of education are civil and human liberties, democracy and political stability.

The sum and, above all, the complementarity between these different effects make education a real treasure and factor of development and change. However, Ranis and Stewart (2005) argue that while the development of the education system is often at the origin of a virtuous process between human development and economic growth, there may be institutional, economic, cultural or political blockages that limit or prevent some of the relationships described above, thereby slowing down the virtuous process of development and even causing the economy to enter a vicious circle (Boudon, 1973). Thus, the efforts of States in the field of education are not always successful. There are many failures, even if they cannot always be explained by the same arguments. For example, if we compare Cameroon with the countries of South-East Asia since 1960, we realise that in the first case, educational efforts have not been very effective in stimulating growth. In the second case, it is precisely these educational efforts that seem to be at the origin of the economic growth of these countries.

The framework for change is about reform, revision, innovation, improvement, evolution, creation from the modes and techniques of learning. The university of the 21st century is subject to strong influences that are internal and external to its environment. These influences affect its missions, its ways of doing things and its reasons for being (Bedard et al., 2008). The new deal in the knowledge economy is becoming increasingly contingent on technological and economic improvements, based on various paradigms. It is not always easy to arrive at a new way or ways of practising a new pedagogical approach. Bedard and Bechar (2008, p. 18) add to this statement that “changing a system of governance is never an easy, self-evident process, as it involves

questioning the achievements, dogmas and even the conceptions of the individuals affected". According to these authors, it involves a multidimensional collision. It ranges from the administrative structure, through the organisational culture, to the relationship between employees.

Innovation has taken hold in the North American university research environment, born of economic and entrepreneurial fields (Bedard and Bechard, 2008). It is relevant to higher education for several reasons. Increasingly, the economic environment demands high-level skills, that is human capital capable of meeting the ambient requirements of the socio-professional sector. For Louis et al (2008, p. 32), "it is rather the pressures of external forces that are the cause, especially in the field of vocational training". Other actors are also involved, according to these authors, such as politicians, the media and citizens, who demand competences from higher education institutions. One might ask why this topic is being addressed in this research. The answer is none other than the desire to enhance the quality of learning with internally displaced students in government bilingual high schools in the city of Yaoundé, through cutting-edge pedagogical innovation, so that they respond effectively to the various expectations of the economic, political, and social circles mentioned above.

1.5. Evolution of Education Policies

1.5.1. Colonial Education Policies

Theoretical approaches to development have largely evolved since the end of the Second World War, influencing the cooperation policies of international organisations. These changes have had an impact on international educational frameworks, particularly after the independences. Indeed, during the colonial period, the role of the international community was reduced in the education sector in the colonised countries. Education was then under the control of the metropolises, which developed education systems that met their needs. For example, according to Kamara, France developed a particular education system in its colonies, based on the notion of human capital:

The colonial education system had as its main objective the creation of opportunities and environments favourable to the economic and political interests of the European bourgeoisie. As a general requirement the new system put in place was to provide a subaltern class that was supposed to act as an intermediary between the coloniser and the indigenous populations and to

present colonisation as the only means available to the African peoples to emerge from their cultural and technological atrophy. (Kamara, n.d. p.7)

It is only after colonisation that the newly independent States strove to take ownership of their education and the international community participated in this movement.

1.5.2. UN Education Policies

With independence, the major international organisations saw their role evolved in relation to the countries of the South. They became concerned with education in the newly independent countries and took on a new scope:

With the emergence of the Third World States, UNESCO's action took on a new scope: The International Institute for Educational Planning (IIEP) appeared in its orbit in 1963. At the same time, the major regional conferences launched schooling plans, such as that of Addis Ababa in 1961, with its famous objective of total schooling in twenty years. (Bianchini, 2004, p.179)

The United Nations General Assembly resolution 1710 (XVI) of 19th December 1961 declared the period 1961-1970 as the "United Nations Development Decade: Programme of International Economic Cooperation" and set goals to "accelerate progress towards self-sustained economic growth and social progress in the various countries" (UN, 1961, p.18). This resolution emphasised the economic growth of countries, but still left room for social development, and therefore education, by recognising

The need to adopt new measures and improve existing ones to give an even greater impetus to education in general, to the training of specialists and technicians in developing countries, with the help, where appropriate, of specialised institutions and States that can provide assistance in these fields, and to the training of competent national personnel in the fields of public administration, education, technology, health and agronomy. (Bianchini, 2004, p.179)

Fresh from colonisation, the newly independent countries aspired to "catch up" with the industrialised countries. In the 1960s, development was conceived in a linear manner, as the transformation of traditional societies into modern, industrial societies that could be transposed to the whole of the "Third World". The "model" societies of the United States and the USSR were seeking to extend their respective spheres of influence, but they had the same development perspective, that of "catching up" with the "backward" countries. The Non-Aligned Movement,

following the Bandung Conference (Indonesia) in 1955, was officially institutionalised in 1961. Bringing together 29 recently decolonised countries, the text adopted at the conference “rejects racism and colonialism, calls for global economic cooperation to combat underdevelopment and attempts to promote a charter of relations between States” (Encyclopaedia Universalis France, 2009) and proposes an alternative path, thus distancing itself from the East/West conflict.

At the same time, the UN began to focus on education in the 1960s. The first meeting of African Ministers of Education (MINEDAF), organised by UNESCO, brought together representatives of African Member States, Non-Governmental Organisations (NGOs) and United Nations agencies. The Addis Ababa Conference (Ethiopia) on 25th May 1961 marked the beginning of a focus on educational policy and cooperation in Africa. It contributed to the enrichment of the framework of action of African and world educational policies. After taking up the balance sheet of education, the idea of cooperation between countries to develop education systems emerged. The four main points were: choice of programmes and their adaptation to needs, staff training, administration, organisation, structure and financing, cooperation and international aid (UNESCO, 2002b). The Addis Ababa Conference emphasised the imperative of significantly increasing enrolment rates, formulating for the first time the idea of universal enrolment in 20 years. Other conferences followed. First of all, the Abidjan Conference (Ivory Coast) in 1964 (MINEDAF II) summarised the Addis Ababa Plan, but emphasised on educational planning, literacy and scientific research, as well as teacher training. The Nairobi Conference (Kenya) in 1968 provided an initial assessment of the Addis Ababa Plan, which appeared to be lukewarm.

It became apparent that the idealisation of the Plan had already been delayed: The annual growth rates of enrolment, set by the Plan at 7.7% for primary and 19.8% for secondary education, were only 6.2% and 15.3% respectively. Only in higher education were the targets not only met, but exceeded: 20.1% instead of 0.8%. It is true that the target was modest in relation to the initial situation. (Amat, 2002, p.3)

The Nairobi Conference therefore adopted adjustment measures and gave priority to new objectives such as the qualitative improvement of education and the importance given to the place of national languages in education systems. According to Amat (2002), the 1970s were marked by the continuity of education policies established in the 1960s. The objectives of the Addis Ababa Conference for universal schooling were still in force. This decade saw only one MINEDAF

meeting, in Lagos (Nigeria) in 1976 which was MINEDAF IV. This conference differed from the previous ones in that it did not take the Addis Ababa Plan as a basis for reflection and analysis, rather took as its starting point the deep changes taking place in Africa. It also remains in a very general discourse focused on the revision of education systems as well as on the quality and content of education. The main recommendation of this conference was the creation of an African Education Innovation Network in response to the major educational reforms and innovations taking place on the African continent at the time.

In its subsequent programmes and budgets, UNESCO incorporated actions to meet the recommendations of the conference, but it became increasingly difficult to assess the implementation of the recommendations because of their often very general character. (Amat, 2002, p. 4)

The international education policies of the 1980s and 1990s were mainly influenced by the more global policies of financial institutions. However, the MINEDAF Conferences continued. Thus, the MINEDAF V Conference in Harare (Zimbabwe) in 1982 took stock of the objectives set out twenty years earlier at the Addis Ababa Conference, and was part of “the desire to see the establishment of greater solidarity between all the peoples of the continent in a strengthened unity” (Amat, 2002, p. 4). (Amat, 2002, p. 4) MINEDAF VI, organised in Dakar (Senegal) in 1991, “underlines the worsening of socio-economic, cultural and environmental conditions reflected, among other things, by the extent and persistence of the ills affecting the continent.” (Amat, 2002, p.5)

In 1990, the Jomtien (Thailand) Conference, entitled Education for All (EFA), denounced the decline in basic education observed during the previous decade. Convened by UNICEF, UNDP, UNESCO and the World Bank, it brought together decision-makers and specialists in the education sector and representatives of NGOs. This conference is the starting point for new concerns, where the basic principles of EFA are elaborated. The objectives developed by the conference are to meet basic learning needs, to broaden the vision of education and renew commitments, to universalise access and promote equity, to expand the means and scope of basic education, to improve the context for learning, and to strengthen partnerships. The World Declaration on EFA was drafted at this time (World Conference on Education for All, 1990).

The Jomtien Conference was a turning point in global education strategy. It expanded two concepts: that of quality basic education and that of providing services that are appropriate to the needs of the poorest. It is no exaggeration to say that Jomtien marks the shift to a new international consensus. Education becomes the springboard for fighting poverty, empowering women, promoting human rights and democracy, protecting the environment and controlling population growth. (UNICEF, 1999)

In 1996, in Amman (Jordan), the mid-decade conference for the follow-up of the Jomtien Conference announced the progress made. It noted that 50 million more children were in school. However, this increase is considered insufficient to cope with the growing number of school-age children (Alexander, 2002). In the same year, the International Commission on Education for the 21st Century developed a vision of education "based on four pillars: learning to know, learning to do, learning to be and learning to live together", which was adopted by a majority of States (UNESCO, 1998).

The year 2000 saw the renewal of international commitments to education with the Millennium Declaration Goals (MDG) and the Dakar Framework for Action which updated the EFA goals. In 2003, in the perspective of achieving the EFA goals and the MDGs, UNESCO launched the UN Literacy Decade, aiming to increase literacy rates and empowerment. Subsequently, it launched the UN Decade of Education for Sustainable Development (ESD) from 2005-2014 and the Global Initiative on Education and HIV/AIDS.

Despite the important role of the UN group of agencies, education policies were not always well developed. They were increasingly subject to the frameworks of international financial institutions (IMF and World Bank). The decline of education in the 1980s and 1990s can thus be explained by the rise of economic concerns.

1.5.3. Education Policies According to the IMF and the World Bank

Although education is an essential stake in the development of the countries of the South, it is from the point of view of economic growth that it is envisaged by the international financial institutions, more precisely by the World Bank, which intervenes directly in the education sector. From 1963 to 1970, the World Bank's aim was "to assist in the construction and equipping of technical and vocational education and secondary education to meet manpower needs. (Alexander,

2002, p.3) Its logic is therefore economist, the aim being the training of productive human capital to meet the labour needs necessary for growth. In 1963, the World Bank began to grant specific loans to the education sector. Its actions were then focused on secondary and vocational education. The 1970s saw the emergence of the New World Economic Order debate led by the Non-Aligned Countries, which called for a better distribution of global benefits. Thus, according to Sachs:

The pressure from the Third World countries went growing until 1975, when the Seventh Special Session of the United Nations General Assembly was convened at the request of Algeria to discuss the New International Economic Order, capable of stimulating the development of the Third World countries. The fundamental question was well formulated by the President of Mexico at that time, Luis Echeverria: Either cooperation or global chaos. (2004, p.142)

The countries of the South were then in a position of strength, able to weigh on the international scene and trying to impose a new development model. At the level of the World Bank, loans for the education sector increased and were extended to other levels, including primary education. The notion of basic education was then defined in the first education sector policy, the Education Sector Working Paper of 1974. The four objectives put forward were: basic education (formal and non-formal), secondary education and technical and vocational training, improvement of national education systems and equity (World Bank, 1974).

With the financial crises of the 1970s and 1980s, restoring the international economic situation was given priority. To this end, in the early 1980s, the World Bank and IMF introduced the Structural Adjustment Programmes. These required governments to rebalance their budgets, stabilise the economy and stimulate growth. This was done by restricting domestic demand and above all by developing production for export. The 1980s were therefore marked by the increasingly important role of the World Bank in development and aid management, but also in the education sector.

The growing importance of the World Bank in the definition of educational policy is a consequence of the indebtedness and the blockage of economic development. On the other hand, international expertise tends to circulate 'recipes' and impose them on neighbouring countries, thus contributing to a kind of standardisation of educational adjustment policies. (Sachs, 2004, p.142)

The priorities were therefore those of the economic sphere to the detriment of human development. In 1980, the World Bank published the document *Education: Sector Policy*, which proposed two strategies (mobilising resources from communities and international aid and reducing the unit costs of education) to deal with the lack of resources in education. The importance of decentralisation was emphasised, and the World Bank recommended that priority be given to the primary sector, which was considered the most cost-effective (World Bank, 1980).

The Structural Adjustment Programmes, (SAP), by attempting to eradicate government budget deficits and changing the structure of public expenditure, had a strong influence on the education budget. Indeed, the latter generally represented between 10 and 40% of public expenditure, and education was therefore targeted by budgetary restrictions or reorientations. Thus, the share of education expenditure in GDP decreased much more significantly during the 1980s in countries under SAP than in others (Alexander, 2002). At the same time, this led to a reduction in teachers' salaries, the number of posts and a freeze in recruitment, as well as a reduction in non-salary expenditures on materials, maintenance of structures and equipment. (Chang, n.d.)

In 1985, in the context of SAPs, the World Bank set up the Education III project, the main objectives of which were basic education through the construction of classrooms, the production and publication of textbooks and teacher training (Bianchini, 2004). "By the end of the 1980s, the World Bank had become one of the main donors of international aid to education in developing countries" (Akkari, Sultana, 2004; Akkari, Sultana and Gutner, 2001, p.12). The period 1980-1996 coincided with the debt crisis and the emphasis was on giving priority aid to basic education. The World Bank advocated "a shift in public spending from higher education to basic education". (Akkari, Sultana and Gutner, 2001, p.13) New themes were associated with the world of education: decentralisation, private education, private financing of education and the orientation of public expenditure towards disadvantaged populations. With the SAPs, the World Bank was thus beginning to become truly involved in the development of education, to the detriment of the UN organisations, particularly with the SAPs' social dimension programmes. The latter had catastrophic consequences for education during the 1980s, with a drop in enrolment rates, a decline in the quality of education and an increase in disparities and repetition rates. (Chang, n.d.) Alexander (2002) states that:

The 1980s are sometimes referred to as the lost decade for development. Enrolment rates fell. The remarkable progress towards universal primary education that had taken place over the twenty years from 1960 to 1980 was halted or reversed in many countries. (p. 1)

At the end of the 1980s, the Washington Consensus, approved by the two international financial institutions, allowed liberalism to triumph. This set of reforms, initially aimed at South American countries, advocated strict macroeconomic discipline, particularly at the budgetary level, the market economy and openness to a movement of economic globalisation, as well as the multiplication of direct investments abroad. These guidelines were rapidly gaining currency at the global level (Clift, 2003). The social demands of the United Nations, through the UNDP and UNCTAD, were thus being side lined. On the other hand, the position acquired by the Non-Aligned countries did not last. With the end of the Cold War and the fall of the USSR, the balance of power disintegrated, leaving only one way forward, that of the countries of the North as a whole, behind the USA. On the other hand, the movement lost its historical leaders. With the end of a possible balance of power, the countries of the South no longer had the possibility of imposing themselves on the international scene and of playing their role as a counter-power. They found themselves dispossessed of the issue of their own development.

From the 1990s onwards, the World Bank's involvement in the field of education was largely based on a document adopted in 1991 entitled *Vocational and Technical Education and Training. A World Bank Policy Paper*. This paper reiterated the idea that developing countries that wanted to improve their economic productivity needed a flexible and skilled labour force. Indeed, the paper argued that economic and labour market changes required a responsive workforce capable of adapting quickly to new market constraints. The skill level of a country's technicians and workers was therefore essential to productivity, but also to improving the quality, design, implementation and maintenance of its production system. The educational situation in the countries of the South therefore regressed during the 1980s and 1990s, at all levels. However, in continuity with its education policy of the 1980s, the World Bank maintained its emphasis on reducing the role of the State in the education sector and shifting funds from secondary and higher education to the primary sector, which fitted in well with its new focus. It set out its vision for education in the long term and identified five factors that could lead to a "good education".

This is the global vision in which education is embedded, according to the World Bank. The Bank defined its mission in education as helping countries to identify and implement the different stages of their strategies to improve the quality and relevance of education. Despite the mixed results of SAPs, particularly in the education sector, the World Bank continued its interventions with its *Poverty Reduction Programmes* from the 1990s onwards. Through the objectives of the Poverty Reduction Strategy Papers (PRSPs), it sought to increase growth prospects, reduce vulnerability to the vagaries of the economy, and “strengthen the capacity of the poorest households to participate in growth by enabling them to access basic services, social protection, infrastructure, and other development opportunities [...]” (World Bank, 2000b). Education was therefore considered a basic service, justifying its inclusion in the overall approach of States to combat poverty. Thus, the involvement of the World Bank in the development of the education sector continued and increased with the PRSPs, but also with the Ten-Year Education Plans (Lange, 2003). The integrated approach of the World Bank was reflected in its documentation. In 1995, for example, the World Bank published a report presenting the various options for intervention in the field of education, with a view to better integration into economic and financial strategies (World Bank, 1995).

With the Heavily Indebted Poor Countries (HIPC) Initiative, the World Bank established in 1996 an intervention mechanism to reduce the debt burden of Heavily Indebted Poor Countries. The initiative involved concerted action by the international financial community, including multilateral institutions and national authorities, to reduce the external debt burden of most heavily indebted poor countries to a sustainable level (IMF, 2006). To date, 35 countries have received debt relief, allowing them to increase spending on health, education and social services. In 1999, the World Bank published the Education Sector Strategy, a new sector policy framework document that took into account the global changes and their implications for education, while integrating the EFA goals as developed in Jomtien.

Finally, in 2006, the 1999 policy was updated in the Education Sector Strategy Update (ESSU) to incorporate the goals of Universal Primary Education (UPE). The 1999 goals of reaching the poorest children, reducing gender disparity and early childhood remained relevant. However, the new directions proposed by the MDGs and the WBTO then needed to be incorporated. The ESSU therefore incorporated new internationally recognized concerns, namely

the impact of HIV/AIDS on education, concern for the quality of learning, and the importance of developing vocational education and literacy in promoting economic development (World Bank, 2006). The education policies of the various international organisations were particularly numerous. It is now relevant to look more closely at the current framework in which global education is developing.

1.6. The Learning Organisation Approach

Inspired by the work of Peter Senge (1994), Rossion (2008) outlines the theory of the learning organisation through five characteristics:

- An environment conducive to learning;
- Access to information available to all workers;
- Application of learning;
- A systemic vision;
- Shared goals for all workers.

For the author, an environment conducive to learning is one that encourages learning through various practices that will promote this learning: experience in the field and in teams, analysis of successes and failures, the creation of spaces that facilitate exchanges, data banks and libraries that allow the capture of collective memory.

Concerning the access to information available to all workers, the author states that the learning organisation must insist on collective decision-making and learning, and must therefore provide mechanisms for the transfer of information and knowledge throughout the organisation and at all hierarchical levels. With regards to the application of learning, Rossion (2008) explains that this concept is central to the learning organisation because, for learning to be effective, it should be applied and generate real changes in behaviour or organisational practices in order to produce the expected improvement and effectiveness. Furthermore, the systemic vision insists on the fact that employees must be aware of the impact of their individual action on the results of the whole; this systemic vision also relies on the critical capacity of individuals who, on the basis of feedback received, must be able to practise self-assessment and change. There is also the need of

a shared objectives by all. Here, the organisation wants its members to have a common sense of belonging and cohesion; this participatory approach will give them the motivation to move towards common aspirations.

For this study, the theory of the learning organisation detailed above through its five characteristics emphasises the behaviours of all actors in the school. The head of school institution must be a partner, a mentor, a guide for his or her subordinates. And the Principal should emphasise participatory management, which leads each employee to become more involved in the school's work, to know that they are indispensable to the school, which will enable them to become aware of their work, to evaluate themselves and to change. The sharing of objectives by the "head teacher" with all members of the school gives them a taste for effort and the motivation to progress towards the desired objectives.

1.7. Process of Educational Planning

The procedure for elaborating an education sector plan has been designed by the IIEP of UNESCO (1976). It has five steps, namely: the context diagnosis, the formulation of policies looking at the goals, the strategies, the implementation and monitoring-evaluation in which there is review and revision.

1.7.1. Context Diagnosis

This is the first step which consists in analysing the national context of the education sector. The planner asks the question "Where are we?" It aims to evaluate the global performance of the education sector and the strategies influencing it, whether national or international (IIEP, 2015). The environment and social components are looked upon to identify the weaknesses, strengths, the threats and whatever can be an opportunity for the plan. This is where the SWOT matrix is applicable.

1.7.2. Policy and Objectives

Here, educational policies are to be designed based on the objectives to be achieved on the projective mode. The question is to determine "Where do we want to reach?". It involves setting goals and objectives for the educational plan. These goals have to be SMART, that is Specific, Measurable, Achievable, Relevant, and Time-bound.

- **Specific:** clearly define what needs to be done, with precise description of the goal, the participants, what will be achieved, and why it is important.
- **Measurable:** it means to establish concrete criteria for measuring progress and success; determine and state how progress will be tracked and what indicators will be used to assess whether the goal has been achieved.
- **Achievable** (attainable): Ensure that the goal is realistic and attainable within available resources, capabilities and constraints. Consider the feasibility and practicability of the goal.
- **Relevant:** Align the goal with the broader objectives and priorities of the educational plan. Ensure that the goal contributes to the overall vision and mission.
- **Time-bound:** set a specific timeframe or deadline for achieving the goal. This provides a sense of urgency, helps to set priorities and creates accountability.

1.7.3. Programmes

Hence the objectives are set, key programmes are organised with focal activities to address specific needs, targeted at goals in a well-defined period of time. It is the action planning which takes into account a baseline to the target with specified activities to be performed according to what is identified as priorities. It outlines the steps in the plan, the responsibilities, the timeline and the resources required to achieve the programme. Each task equally has to be SMART.

1.7.4. Budget and funding

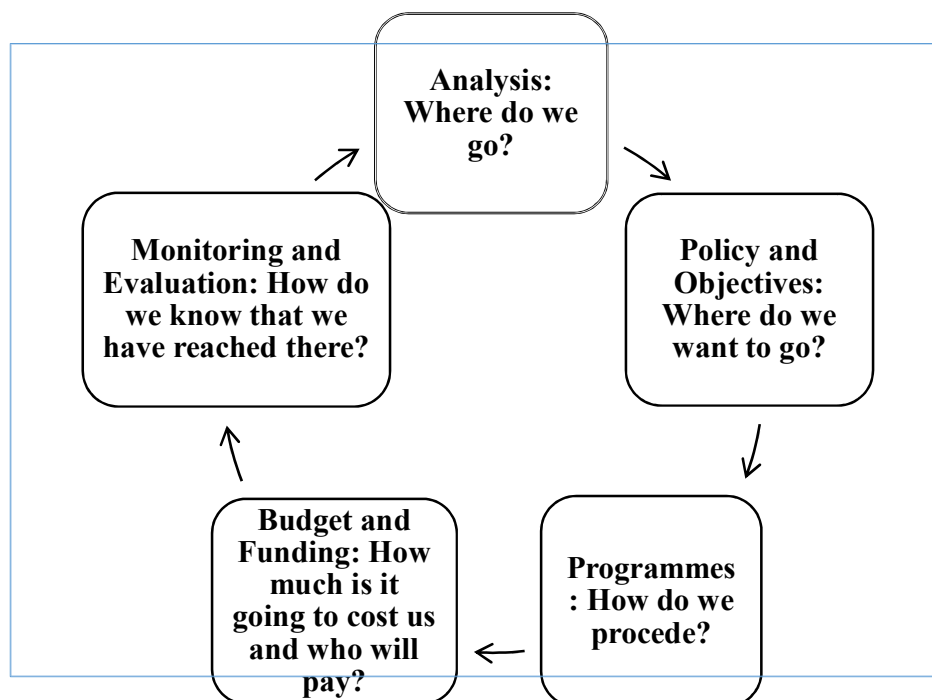
This stage aims at setting a provisional budget and the ways of sponsoring the expenses. The question at this stage is “How much is it going to cost us and who will pay?” the estimation should be realistic and based on precise scenario to find out from the budget allocated to education where will the exceeding expenditures of the estimations come from. In this sense, it is to draw up other sources of funding the education needs.

1.7.5. Monitoring and Evaluation

This phase is crucial for the success of the education plan. It has to cover the whole process and the subsequent ones since the results of the evaluation will serve the next sectoral diagnostic and be the base for future planning process. Monitoring and evaluation deals with “How do we know that we have reached our objectives?” For this reason, the SMARTness of the

precedent steps are very important because they give indicators to assess the progress or success of the plan. Figure below shows how the steps of an educational plan are all linked together.

Figure 3: Steps Stages of Educational Planning



Source: IIEP, 2015

Summary of the Chapter

Planning hails from the history of science with people who approached life in terms of calculation. It is the steering tool that intervenes in all sectors of life making policy choices which give orientations and resource management to achieve set goals efficiently. There are different types of planning: prospective, projective, operational and strategic planning. In the field of education, planning is the process of decision-making with the aims to set goals for the efficiency of the training system in order to achieve the social demand. It deals with policy, forecasting new developments with key factors - from inputs to benefits. While operational planning takes place in a low-risk environment, managing available resources to achieve set goals in a fixed period of time, strategic planning covers a dynamic environment over a long period of time with a broad range of objectives along with flexibility and innovation. Educational planning uses tools and theories launched by specialists. The ESP (education sector plan) is the educational tool drawn

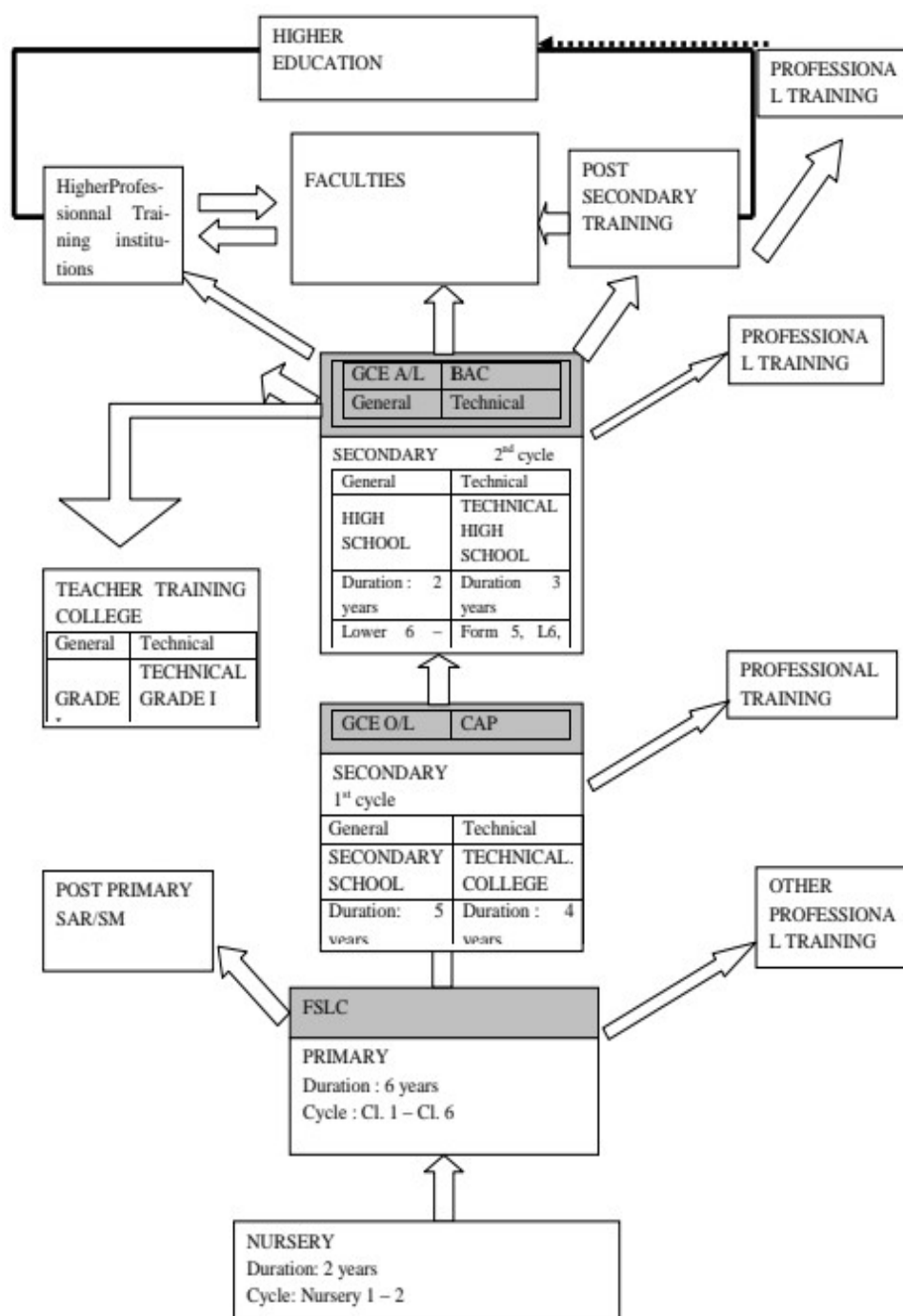
from educational policies, based on three approaches: the LFA which focuses on the diagnosis of undermining forces on educational project with its different steps and tools (the problem tree, the SWOT matrix, the stakeholders' analysis, etc.) The workforce approach uses education for the economic growth, while the alternative approach focuses on the training of those in the market labour. Education is conceived as a factor of social equalisation as if allowed in meritocracy, helps the even distribution of income. Thus the norms and strategies for EFA. An outlook at the history of education shows the evolution of educational policies from the colonial period, when the colonisers formed subalterns they needed. The postcolonial policies gave room to the UN involvement in educational policy-making, globalising fight against poverty through education. With the economic crises of the 70s and 80s, the international financial organisations (World Bank and IMF) took hold of educational policies giving priority to the primary sector to the detriment of education. For effective educational planning, the learning organisation approach is capital as a participatory model to enhance learning through a conducive environment, a collective decision-making process, and provide mechanisms for the transfer of knowledge and information. All these are important prerequisites for the planning of a successful integration of the displaced students from the NW in the GBHSs in the city of Yaoundé.

CHAPTER 2
EDUCATION IN A SECURITY CRISIS
SITUATION IN CAMEROON

2.1. The Origins of the Cameroon Education System: An Old Bone of Contention

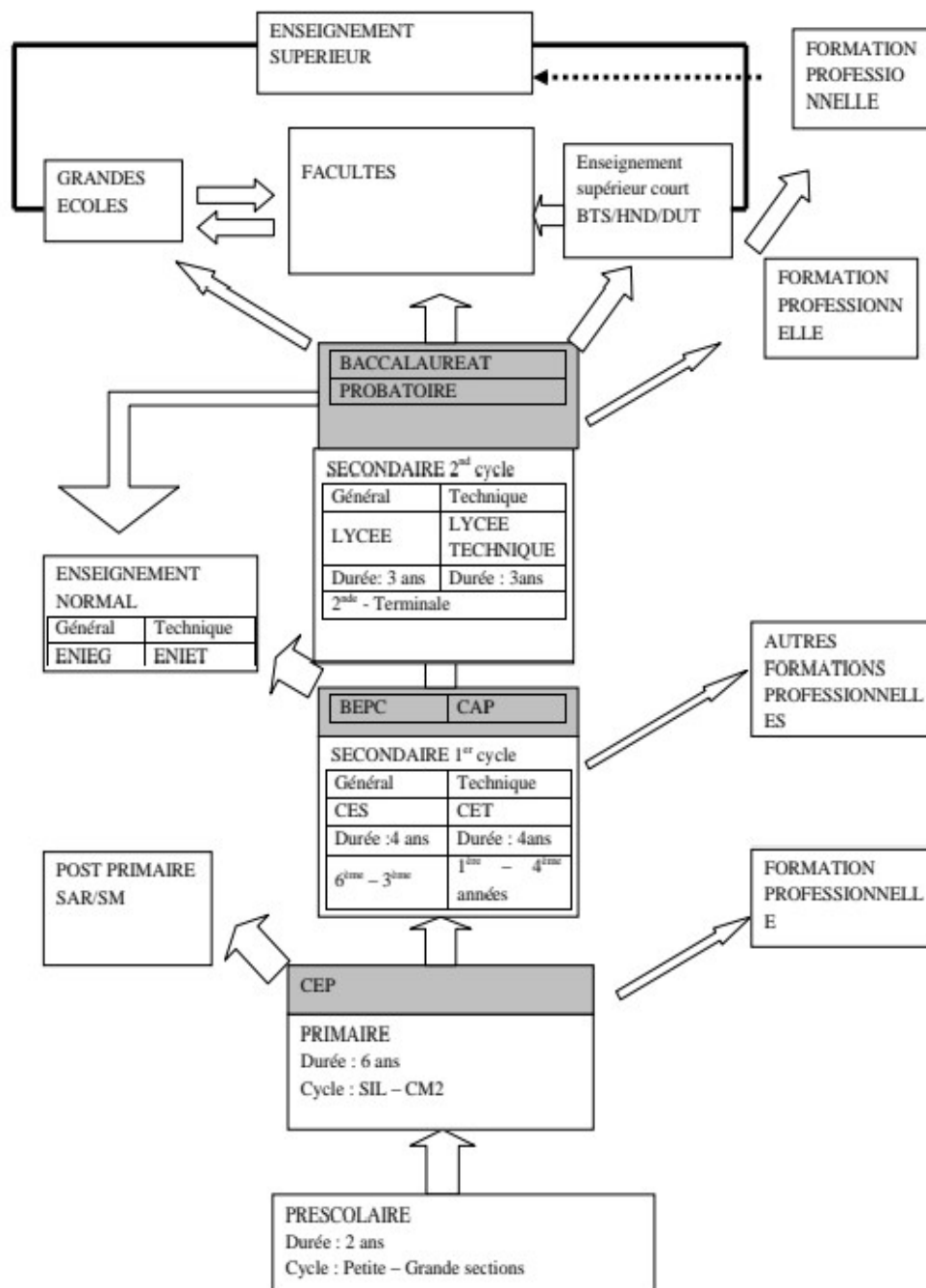
One of Cameroon's experiences is that it has had colonial experiences (Fondi Ndifontah, 2004) whose legacy is glaringly obvious, especially in its education system. As a legacy of its past, Cameroon (see Annex No 1) has indeed two education "systems" operating side by side in the country: They are referred to as sub-systems within the national education system. But one should bear in mind that for most of the six decades following the reunification (in 1961) of its previously French and British administered parts, the Francophone and Anglophone sub-systems have each preserved distinctly: (i) their curricula (the detailed content of instruction) while following national curriculum guidelines, (ii) their language of instruction, (iii) their own pedagogical approaches (teaching and learning methods), (iv) their teaching staff, (iv) their assessment methods, including end-of-cycle examinations and certification, and (v) separate schools (even when they share the same campus in a "bilingual" school, the Francophone and Anglophone streams operate separately from each other). The choice made at the level of national education policies, and confirmed by the laws currently in force, is that the two subsystems coexist in a permanent manner. They are not in a transitory or ephemeral state, waiting to be perfected by a future systems merger. The Figures 3 and 4 below illustrate the Cameroon education system with its two subsystems.

Figure 4: Cameroon Education System - The Anglo-Saxon subsystem



Source: DSSEF, 2013

Figure 5: Cameroon Education System - The Francophone Subsystem



Source: DSSEF, 2013

With two education subsystems operating side by side, both constituting the education system of the same country, certain organising ideas become essential to their cohabitation and mutual conciliation within a national organisation. The first is the concept of preservation of specificities, which is expressly guaranteed by law, and the second is the concept of sustainability, which is strongly implied in the principle of "coexistence" that governs the two sub-systems. The main text governing education in Cameroon, Law No. 98/004 of 14 April 1998 on the Orientation of Education, stipulates the following:

Article 15:

- The education system is organised into two sub-systems, one English-speaking and the other French-speaking, through which the national option of biculturalism is reaffirmed.
- The above-mentioned educational sub-systems shall coexist, each retaining its specificity in the methods of evaluation and certification.

The preservation of specificities means that each educational subsystem will be recognised as having its own methods, approaches and tools, which derive from its own tradition, in the delivery of education. Preservation of specificities also necessarily means that a system should not become dependent on the other or be subject to unplanned influences or unplanned changes from the other. It is important to stress that the preservation of specificities is not a shield, isolating one or the other system from being impregnated and influenced by Cameroonian, country-specific values and perspectives, which must have been assessed and accepted at the national level.

But it does constitute a shield, preventing one or the other of the educational traditions and models received (Anglophone or Francophone) from beginning to permeate the other, without the educational community and the users of the system so influenced to not acquiesce to reception, through an inclusive national process, (Razafindrakoto, 2018). When the Cameroonian legislator, through the 1998 Education Orientation Law (37 years after the reunification of the predominantly francophone and anglophone parts, and 70 years after the introduction of these education systems in the country in the 1920s), introduced the notion of "coexistence" of the two sub-systems, it was a reaffirmation of the "national option of biculturalism". For the systems to coexist, the law had to be able to provide for the sustainability of both sub-systems. If the systems are to coexist, to function side by side, they must first exist, that is, they must constitute viable systems, capable of reproducing themselves, and enduring over time.

The legislator's choice in 1998 expressed his wish to see the country keep both systems, each with its distinctive features. The legislator did not say that the systems could be merged, nor that the 'best' should prosper. The legislator does not address the question whether systems could imitate, borrow, or interbreed between the features of one system and the other. But it does express the idea that there is something distinctive in each sub-system that must not be lost: at the risk of losing part of Cameroon's national heritage. In order for the specificities to flourish, the host body (the respective sub-systems) must be sustainable and capable of enduring over time.

In practice, the preservation of specificities between educational subsystems has different schools, different language of instruction, different number of years per educational cycle (although increasingly modified to be closer to each other), a different structure of end-of-cycle examinations, for example, in English and French-speaking secondary schools, a different number of subjects studied (pre-university high school in the Anglophone and Francophone sub-systems have a marked difference with a small/concentrated number of subjects studied, and a high/diverse number of subjects respectively), different (course content delivered) although under national guidelines, different student bodies (no systematic in-cycle mobility between classes from one subsystem to another), and a separate teaching staff for each.

However, as education subsystems within the same country, there must be an area of convergence between them. With this in mind, the recent commendable approach has been to position this area of convergence at the highest level in expressing the objectives of the education system. Thus, in the context of a vast curriculum that resulted in the new Basic Education (Nursery and Primary) in 2018-2019, the process included the following elements: identifying the competencies for national development required in the country's ten-year development plan (Strategic Document for Growth and Employment, 2009-2019) and its long-term vision (Emergence 2035), the development of a National Competence Base with 11 objectives, including disciplinary and transversal competences, and a Curriculum Reform Framework Document aligned with the competences to be achieved (learning areas, weighting of areas, key and transversal domains, key and cross-curricular competences, and subjects being common to both subsystems). At this stage, the two systems bifurcate, each having its own pedagogical system, with its own learning and teaching methods, its own assessment tools, as well as its teaching materials.

If it is established that the Cameroonian legislator has put in place a clear scheme to guide the two educational subsystems in the country (coexistence, preservation of specificities, viability of the preservation of specificities, sustainable viability), has this scheme been respected in practice? Why is it that in the last decade (2010 to 2016), memoranda expressing discontent, complaints, protests and finally strikes have come to be the characteristics of the relationship between almost all the teachers' unions in the Anglophone education subsystem (primary, secondary, and the national education authorities), precisely on this issue of respect for the specificities and viability of the two sub-systems? A situation that will degenerate into political contestation and then slide into armed conflict in October 2016 (International Crisis Group, 2017). Have the fundamental precepts of this coexistence scheme been effectively respected? In this regard, it is crucial to examine practice in three specific areas of tension: teacher training, technical education, and the deployment of teacher trainees for internship.

A first observation on their scope is that the principles of coexistence and preservation of specificities (Article 15) apply to the following education: “nursery, primary, general secondary and technical education, as well as normal education” (Law no 94/0098, 1998, Art.1.2). It should be noted that in Cameroon’s educational terminology, 'normal education' refers to the teacher’s training. Another nuance, if Law n° 2001/005 of 16 April 2001 on the Orientation of Higher Education (University) in Cameroon does not set out the same principles, in practice, Decree n° 93/034 of 19 January 1993 on the organisation of the University of Buea and Decree No. 2011/45 of 8 March 2011 on the organisation of the University of Bamenda provide that the said universities are universities designed “in the Anglo-Saxon tradition”. This has extended *de jure and de facto* a differentiation between the sub-systems at the level of higher education, particularly for these universities with regard to the language of instruction; that which is worth noting that over the last decade, the “training of teachers” in secondary education (governed by the 1998 law which states the preservation of specificities) has been attached to these two universities through their Faculties of Education and *Écoles Normales Supérieures*.

2.1.1. Compliance with the Preservation of Specificities: Teacher Training

The first point of contention on the preservation of specificities lies in the training of teachers. Cameroon trains its teaching staff in three main streams for both subsystems: The *École Normale d'Instituteurs de l'Enseignement Général* (ENIEG) for primary school teachers, the *École*

Normale Supérieure (ENS) for grammar secondary school teachers, and the *École Normale Supérieure de l'Enseignement Technique* (ENSET) for technical and vocational secondary school teachers. Following the measures taken by the Government during the 2010 decade, the training institutions for general secondary school teachers are currently attached to the Universities of Yaoundé 1, Maroua and Bamenda. The technical and vocational secondary schools are attached to the universities of Douala, Bamenda and Buea.

The first contentious issue that arose at the beginning of the last decade concerned the training of secondary school teachers for technical and vocational colleges and high schools, especially at the Higher Technical Teacher Training Colleges (HTTTCs) established in Bambili (North West Region, attached to the University of Bamenda) and Kumba (South West region, attached to the University of Buea). Indeed, the enrolment of students, the composition of the academic staff, and the selection/appointment of the management of these two institutions were conducted without any differentiation between the Anglophone and Francophone sub-systems.

In fact, faced with a shortage of technical and vocational education (TVE) teachers at the national level, the government decided to triple the training offer of technical and vocational secondary school teachers, by creating a training centre in Bambili in 2010 (NW region) and in 2014 in Kumba (SW region) of two new training schools. Previously, only one school (in Douala) provided training for these teachers. The two new schools were created in the NW and SW regions and formally attached (integrated or attached to faculties) to universities of the Anglo-Saxon tradition, (namely the Universities of Bamenda and Buea). This is at a time when the growing demand for teachers in the technical and vocational fields was felt throughout the whole country, exposing these schools to a strong demand from candidates trained mainly in the French-speaking education sub-system (Lycée Technique and CETIC).

Indeed, with the densification of the technical and vocational education offer by the government schools, the State has set up a new system of training, the latter has set up an unprecedented way of a “combined” training cycle where teachers of technical and vocational education of the English-speaking sub-system, and technical and vocational education of the French-speaking sub-system, faced the same competitive entrance examinations, in the same classes, with the same courses and programmes, the same teaching staff, and the same certifying diplomas at the end of their studies. In fact, these institutions became both Higher Technical

Teacher Training College (HTTC) and *École Normale Supérieure de l'Enseignement Technique* (ENSET), one being the translation of the other.

Research on comparative education and the government's approaches to curriculum harmonisation reaffirm that pedagogy, i.e. the art and practice of teaching (learning methods, training techniques, evaluation tools, teaching materials) is different between the Anglophone and Francophone sub-systems. The Teacher training is at the heart of pedagogy, the method by which "how to teach" is transmitted to trainee teachers. Therefore, the merging of this for both subsystems appears to be a violation of the preservation of specificities.

2.1.2- Compliance with Preservation of Specificities: Technical and Vocational Education

Technical and vocational education (TVE) in itself would also be a real underlying trigger of the crisis, as it is unanimously agreed among observers that historically this sector has been an illustration of a situation where the preservation of specificities has not been respected. Historically, and for decades, the technical and vocational education stream of the English-speaking education sub-system has been distanced from school curricula, from the structuring of training cycles, from assessment methods and certification examinations familiar to the Anglo-Saxon education systems in the educational systems around the world.

This has been done with the abolition by the Government of certification examinations such as the City and Guilds exams and its training content from the scope of the technical and vocational education in the Anglophone sub-system in Cameroon. This means that for decades, students in the Anglophone technical and vocational education system have been assessed and have had to write the examinations of the Francophone subsystem (translated from French into English), namely the *Certificat d'Aptitude Professionnel* (CAP), the *Probatoire* and the *Baccalauréat Technique*. This is a classic case of dependence between educational subsystems; a situation that goes fully against the explicit principle of the preservation of specificities and the implicit principle of the perennial viability of the two subsystems. However, this abnormal situation will persist for decades in technical and vocational education, a sector that is fully subject to the rule of preservation of specificities between subsystems according to the 1998 law the rule of preserving the specificities between sub-systems: in the methods of evaluation, certifications and examinations, and the pedagogical tools.

Indeed, the technical and vocational education (TVE) of the English-speaking sub-system

will be attached to and subordinated to the TVE of the Francophone subsystem, and thus become unable to flourish and ensure its survival and self-reproduction. It is in this context of long-standing grievances and discontent with the weakening of the English-speaking sub-system, that the establishment of technical and vocational teacher training institutions in the predominantly Anglophone regions (with large numbers of French-speaking students and supervisors) would provide the ignitable spark, the tipping point that will lead to confrontation and conflict open in 2016 (WBG, 2021).

2.1.3. Compliance with Preservation of Specificities: Deployment of Trainee Teachers

Another point of contention that emerged was around deployments for trainee teachers' internships. This included the question of whether student-teachers, with a bias towards the francophone education subsystem (their main official language and having done their own studies) should be deployed to the French-speaking part of the country to carry out their teaching practice (a compulsory practical exercise to complete their training) in the North West and South West regions, and in its schools in the Anglophone sub-system. This was so contentious that it formed the basis of a strike action. It was argued that the entrance examinations, the language of instruction, and the presentation of dissertations by student teachers validated their suitability to teach in the English-speaking education sub-system. Here is the peculiar point, for it raises questions about how to implement the preservation of specificities in the mainstream education system (teacher training).

This point becomes more important when we consider that research on comparative education and the government's approaches to curriculum harmonisation reaffirm that pedagogy, that is, the art and practice of teaching (learning methods, training techniques, evaluation tools, teaching materials) is different between the Anglophone and Francophone sub-systems. Teacher education is at the heart of pedagogy, the method by which "how to" teach is transmitted to trainee teachers. Such a merger like this suggests that a profound transformation was underway. These student teachers, were they being trained to teach in the government secondary schools of the Anglophone subsystem, the government secondary schools of the Francophone sub-system, or both?

From late 2016 to 2017, the Government proposed and implemented palliative measures to address the looming education crisis, including the recruitment of nearly 1,000 young

“bilingual” Cameroonians to be deployed in schools facing a shortage of teachers in scientific and technical subjects. Those recruited were then subsequently appointed (in 2018), with the vast majority (675 teachers) posted in the NW and SW regions as shown in the Table 6 below.

Table 6: The Regional Distribution of the Bilingual Recruited Teachers.

Regions	Number of Teachers
Adamawa	20
Centre	4
East	18
Far-North	55
Littoral	16
North	23
North-West	376
West	33
South	15
South-West	299

Source: Adapted from www.crtv.cm, 2018/04

The Minister of the Public Service and Administrative Reform indicated that 80% of those recruited were from (region of origin) the NW and SW regions. The recruitment exercise and the emphasis on “bilingualism” had suggested that the State was recruiting teachers who could be deployed in either of the education subsystems. Is Cameroon now in a position to train and deploy teachers who can teach indifferently in its two educational subsystems, when the schools, curricula, and pedagogy of the two sub-systems are different, and subject to a legal obligation to preserve their specificities? If scientific and technical disciplines can be considered as universal (compared to the humanities), it must be remembered that pedagogy, i.e. the way in which teaching and learning take place, is different between the sub-systems. Does Cameroon impart the ability to teach in both subsystems in the current content of normal education? (Akum, and Nyamnjoh, 2008)

After the escalation of the crisis, and in the efforts to resolve it, there was a reaffirmation of the principle of preservation of specificities, which governs the coexistence of the both subsystems. The Report of the Grand National Dialogue of September-October 2019 reaffirmed “the need to ensure the survival of the two education subsystems [...] as recognising the particular positive qualities and specificities of the two education subsystems”. The *Code Général des Collectivités Territoriales Décentralisées* (CGCTD, 2019), for its part, by stating the asymmetrical

transfer of competences to the North-West and South-West regions, provides that the Special Statute of the said regions “shall also be reflected in the respect for the particularity of the Anglophone education system”, and that the content of these particularities will be specified in a subsequent specific text. (Articles 3.3, 3.4, GCCTD, 2019). The general philosophy of respecting the originality and particularities of each of the two sub-systems is maintained.

2.2. Socio-Political Context of the Crisis in Cameroon

Cameroon in particular, since the 1990s, (Fozing, 2006), has seen its education system suffer from the economic crisis stimulated by the drastic fall of raw materials on the international market. Since 2012, a series of security crises has been evident in the southern part of the country. The exactions of armed gangs called "Boko Haram", make the quality factor in the management of the Cameroon education system even more vulnerable. Indeed, since 2012, non-state armed groups (Boko Haram) have targeted students, teachers, schools and other educational institutions in all the localities of the Far-North bordering Nigeria. Since the beginning of this unfortunate event, the members of the Nigerian Islamist sect Boko Haram have struck, making sporadic incursions into several villages in this geographical area (HRW, 2021) depriving pupils of schools, thus putting a strain on the organisation and functioning of activities in these institutions.

Students and members of the education community have been threatened, killed, injured, tortured, recruited by armed groups (Crisis Group, 2016), and harassed while at school or on their way to school. The conflict is stalling and the latest developments belie the predictions of many policymakers that Boko Haram's end is imminent. The research community is also struggling to understand this complex phenomenon, which resists traditional analytical frameworks. Although there is now a large body of literature on the Boko Haram conflict in Cameroon, it has dwelt for a long time on the description of the general and specific aspects of the conflict without, however, innovating in the analytical perspective. Warring parties have also used schools as targets, jeopardising the safety of students and staff. In its newsstand edition of 25 March 2019, the newspaper *L'œil du Sahel* (2019) reports that, in just five years, 73 schools have been closed as a result of this security crisis.

In 2016, the so-called Anglophone crisis paralysed the South-West and North-West regions. Razafindrakoto and Roubaud (2018, p. 7), couple the reasons for this crisis between trade

unions claims of lawyers on Common Law and teachers on certain specificities of the Anglo-Saxon education system. According to UNESCO (2019, p. 12), more than 80% of schools have been closed, affecting more than 600,000 children. “At least 74 schools have been destroyed, while students, teachers and school staff have been exposed to violence, abductions and intimidation” Chahed (2019, p. 5). The English-speaking minority, which feels politically and economically marginalised (All Anglophone Conference, 1993, p. 18.7), expresses its frustration with a backdrop of corporatist demands, right from 1993 when All Anglophone Conference was held in Buea and published *The Buea Declaration*. In 2017, Crisis Group published a Report on the the matter: “The Anglophones of Cameroon, 20% of the population, feel marginalised. Their frustrations surfaced dramatically at the end of 2016 when a series of sectoral grievances morphed into political demands, leading to strikes and riots.” The scale of the movement grew stronger and louder. The government made some concessions to the trade unions. In his analysis of the situation, Chahed (2019), stated that although the Government has agreed to some measures of appeasement, it should rebuild mutual trust with the Anglophone minority in order to avoid a spiral of violence on the eve of the general elections scheduled for 2018. Mobilisation weakened, but the discontent of a majority of the Anglophone community remains. After three months without internet, six months of ‘ghost town’ operations and a ruined school year, many are now calling for federalism or secession.

With one year to go before the last presidential election, the resurgence of the Anglophone problem is a source of instability. The Cameroon government, with the support of the international community, should quickly take measures to restore confidence and dialogue. A social situation that has led students, parents and teachers to find ways out of the situation in search of areas of appeasement both for their social reintegration and their education. This justifies the analysis of this situation of their insertion within the educational community of the city of Yaoundé in the Centre region in general, and more particularly at the GBHS of Mendong.

2.2.1. Educational Psychology: A Tool for School Integration

According to some historical literature, the first training programme in school psychology was established at New York University. The number of school psychologists increased from 0 in 1890 to 200 in 1920 (Fagan & Wise, 1994). The first doctoral programme was established at the University of Pennsylvania in 1930 according to Braden et al. (2007). Debesse (1955) states that

the paradigm of “psycho-pedagogy refers to a pedagogy that draws on the data of psychology, either directly, in psychological didactics, or indirectly, in experimental pedagogy, or in an even more indirect way through the spirit of observation and research”.

The sociological approach holds that educational psychology studies special populations such as immigrants and children with school difficulties. This approach becomes relevant insofar as some students of the GBHS Mendong found themselves in this same situation. So, the sociological approach comes to revitalise the sociological vision of educational psychology with great light. Moreover, psycho-pedagogy according to the universal dictionary (2016) is the science that allows the study of the person and his or her surroundings during the different stages of learning that are part of life. The educational psychologist takes into account the concerns and attractions of the personality that hinder learning and restores the student’s esteem. The educational psychologist is specialised in accompanying children or adolescents who have a different approach to learning. Their role is to consider the child as a whole (cognitive, affective, physical, school and family factors). This subject welcomes the child’s way of thinking and participates in its development. It is also the regular exchange with the parents. It helps to boost self-confidence, stress management and the desire to learn. As far as the GBHS Mendong is concerned, the school psychologist will proceed with counselling, educational talks, providing an adequate framework for these IDSs.

According to Braden, (2001) school integration is the general policy direction of school adaptation which takes the following form:

To help students with disabilities or adjustment or learning difficulties to succeed in terms of education, socialisation and qualifications. To this end, to accept that this educational success may be translated differently according to the abilities and needs of the students, to provide the means to promote this success and to ensure that it is recognised (special education policy, to students with all kinds of adjustment difficulties. (Braden, 2001)

Inclusion covers the whole of a person’s relationship with his or her social environment. To be included means to have a place, to be assured of being differentiated and recognised social positions (status, roles, etc.). The concept of inclusion is inseparable from the concept of

socialisation because to be included, a human being must integrate a set of values, norms and common rules. There is primary socialisation (within the family circle) and secondary socialisation (within the school and professional environments and through various exchanges with others). These socialisation processes enable the individual to find his or her place in society, to be socially inserted.

For sociologists, social integration is “the action aimed at bringing an isolated or marginal individual to a situation characterised by satisfactory exchanges with his or her environment. It is also the result of this action, which is evaluated by the nature and density of the exchanges between an individual and his environment”. Barreyre, (2002) gives the etymological origin of the word "insert" from the Latin *in-sere*, which means "to introduce into". (Marc, 2014), quoting Durkheim, defines the concept of insertion: “a group or society is integrated when its members feel linked to one another by shared beliefs, values, objectives, the feeling of participating in the same whole which is constantly reinforced by regular interactions”. It is a stigmatisation of the person who carries a difference that is identified or interpreted as abnormal by society. In this sense, we can therefore say that classifying disabilities is not about classifying people but about classifying the factors that produce disability in order to intervene in the environment and the organisation of resources to correct this social violence against differences. This is where we can talk about socio-cultural change, about transforming the conditions of integration of people with impairments and disabilities on the collective level of social participation.

Social integration has several dimensions, whether at the professional, housing or cultural level, in addition to education. Inclusion covers all the relationships of the person with his or her social environment. To be integrated means to have a place, to be assured of a special framework (Barreyre, 2002). School integration means placing a student with special needs in a school environment adapted to his or her needs, for example, a special class in a regular school. Sociologists see it as the ethnological process by which a person or a group of people come closer and become part of another larger group through the adoption of its values and norms of its social system. This specificity allows to understand the adaptation of an individual to a well determined environment.

2.2.2. From Pedagogy to Inclusive Education

2.2.2.1. The Pedagogy Paradigm

The issue of integration and/or inclusion in education cannot be addressed without reference to pedagogy. Pedagogy is at the origin of teaching/learning, the fundamental element that involves the process of accompanying the learner in a crisis situation (Santos, 2006). Piaget developed a constructivist theory according to which a child's intelligence is constructed in successive stages (Berger, 2009). He established that children's interactions with their environment allowed their intellectual tools to be solidly based on a good adaptation to the rhythms of psycho-affective development. Another, more humanistic trend, perceptive psycho-pedagogy theorised by Danis Bois, postulates the deployment of perceptive potential as the primacy of learning. In these terms, the *Association Professionnelle des Professeurs et Professeures d'Administration au Collegial (APPAC)*, defines pedagogy "as the art of teaching or the teaching methods specific to a discipline, a subject, a teaching order, an educational institution or an educational philosophy".

2.2.2.2. Pedagogy/Objective-Based Teaching

Objective-based teaching, for example, which is a pedagogical approach, is based on Bertalanffy's equi-potentiality (system theory), which states that an objective can be achieved from different starting points, by different means and through different paths. Objective-based teaching is an ecosystemic approach and starts with a needs analysis that leads to the identification and definition of learning objectives expressed in terms of behaviours to be demonstrated at the end of the learning sequence. These learning objectives are classified into intermediate and final objectives of knowledge, skills and know-how. The first objective is "learn how to learn" in the organisational acquisition of competences, the mastery of methods, learning materials, such as the dictionary or encyclopedia, as well as the activities in the library. This classification of learning objectives helps to build up sequences in training with the combination of optimal methods, best means and adequate contents. It is also the reference for the formative evaluation of the processes and the results in the course of learning, in the form of corrective retroaction to redirect the whole procedure on its optimal track. The summative evaluation, for example, measures the level of final objectives achieved in the learning process. The learning programme is named "curriculum" in Canada and the United States. It is a complete system or a coherent configuration of activities,

contents, means and time with interactions to attain the objectives of learning in accordance with a specific audience and a particular learning situation whether face-to-face or distance learning.

2.2.2.3. Pedagogy/Programmed Teaching

By generalising the results of his research on animal psychology to human learning, Skinner and neo-Behaviourism developed a whole theory of learning which they applied directly to Behaviourist therapy and programmed teaching, where the term programme refers to a sequence of activities ordered in a systematic way according to the following principles:

An individual learns, i.e. changes his behaviour, by observing the consequences of his actions. Consequences that increase the likelihood of repeating or suppressing an action are called reinforcements. The sooner a reinforcement follows the desired behaviour, the more likely it is that the behaviour will be repeated. The more frequent a reinforcement is, the more likely it is that the student or patient will repeat the act that “causes” it. The absence of reinforcement, or even its remoteness over time, decreases the likelihood that an act will be repeated. Intermittent reinforcement of an act lengthens the period during which the student or patient will continue a task without further reinforcement.

A student’s or patient’s learning behaviour can be ‘developed’ or ‘structured’ gradually by ‘differential’ reinforcement, i.e. reinforcing behaviours that are desired to be repeated, and not reinforcing actions that are desired to be avoided or negatively reinforced by reprimand or other punishment. In addition to making it more likely that an action will be repeated, reinforcement produces motivational effects. (Skinner, 1958)

A student’s or patient’s behaviour can be taken to a high degree of complexity by structuring the behaviour into simple acts and then grouping these into a long chain. The latter leads to identifying and defining the desired behaviour to be installed in the pupil or patient and making it desirable. This is motivation in its simplest form. This desired behaviour is broken down or “analysed” into smaller and simpler fragments with their relationships which are not always obvious to the pupil or patient, because the progression in acquisitions goes from the simplest to the most complex. A programmed teaching or behavioural therapy presents the material to be learned or the desired behaviour in small fragments of progressively graded difficulty so that the behaviour to be installed is acquired with the same certainty as a response obtained by “shaping” in an animal. The distance between successive fragments must not be left to chance, as far as

difficulty is concerned, because if it is too great or too short, it will compromise learning. Through the notion of learning, as a process of behavioural change, we move on to pedagogical and therapeutic applications. The former is formative and the latter are corrective for so-called “behavioural disorders” and other “school delays” without any further concern for the relationship with “normality”, the social and cultural context that gives meaning as orientation, relevance and significance.

This study reports on the current context of schooling for displaced children in Cameroon. It distinguishes between integration and inclusion, noting what each entails in the intervention of the School Psychologist through work such as counselling. It is then proposed that schooling should be understood by bringing about concepts and methods relating to developmental tasks and finally to developmental trajectories. All of this leads to a definition of how developmental psychology can facilitate the removal of barriers to inclusion by questioning its theories of the subject, the instruments it uses and especially the concept of the displaced of the Anglophone crisis.

2.3. Education in a Security Crisis Situation: The Invention of a New Paradigm

The notion of ‘education in crisis situations’ and its recognition as the fourth pillar of humanitarianism are part of a relatively long process, at the crossroads of two processes. The first is linked to the social construction of education as a matter of international concern and the second to the increasing expansion and normalisation of the humanitarian sphere. The emergence of the paradigm of education in crisis situations is firstly a continuation of the progressive construction of a ‘global agenda for education’ since the 1980s (King, 2007). It was at this time that a more social vision of development emerged, particularly within the World Bank and the UNDP, which, with the adoption of the Human Development perception that development can no longer be reduced to economic growth alone, but must also allow for improved access to education and health. At the same time, the structural adjustment policies implemented in most countries of the South have led to the withdrawal of the State from this sector, while the Convention on the Rights of the Child (CRC) has led to the creation of a number of new institutions. The Convention on the Rights of the Child, adopted in 1989, recognises for the first time the basic education as a fundamental right to be guaranteed to all children internationally. With this universal legal basis, and taking advantage of the relative weakness of the State, development aid agencies have

multiplied their programmes of education parallel to national education systems, both to fund them and to redesign them according to standards, policies and models defined within international public arenas. Thus, the last two decades have seen a proliferation of world conferences on the theme of “Education for All” (Jomtien in 1990, Amman in 1996 and Dakar in 2000) until it was included in points 2 and 3 of the Millennium Development Goals. Alongside the UN agencies, civil society organisations are also encouraged to invest massively in the field of education in the sake of the participatory approach (Petit and Comhaire, 2010, p. 21), while more and more specialised training courses in the university field are being institutionalised, more and more specialised training in “childhood and children’s rights studies” (Lenzer, 2001). From being a “public good”, managed by the State at national level, education is thus becoming at the 1990s a ‘global good’ (Biershenk, 2007; Petit, 2010) managed by an ever-increasing number of actors on a transnational scale.

Within this new “world school order” (Lange, 2003), concern for children affected by war and violence is becoming institutionalised and universal (Storti, 2004). As early as 1990, the Jomtien conference thus addressed refugees, people displaced by war, populations under military occupation or victims of natural disasters, as “excluded” from the education system, for whom it is recommended that “special schooling programmes” be designed to ensure universal access to basic education (Tawil and Harley, 2003). At the next conference, in Amman, the term ‘education in emergencies’ was used to refer to the education of children in emergencies’ made its first appearance: it was taken directly from Graça Machel’s 1993 report on the impact of armed conflicts on children, commissioned by the United Nations General Assembly and completed three years later. This report, which will have a great influence on both humanitarian organisations and development agencies, highlighted the lack of initiatives for children victims of war in humanitarian assistance and called on the international community to “make education a priority component of humanitarian assistance” (Machel, 1996). This recommendation was taken up a few years later by a UNESCO report on education in emergencies and reaffirmed at the Dakar Forum in 2000 (UNESCO, 2000). In the new race for numbers initiated by this forum, which set a target date of 2015 for achieving the goal of the targeting out-of-school children or those who have dropped out of school in a context of crisis becomes a real priority: it translates into a desired increase enrolment rates everywhere, which has become the main indicator for measuring progress (Petit and Comhaire, 2010, p. 31).

The desire to officially include education in humanitarian intervention programmes is not, however, solely linked to the construction of the field of education as an object of international policy. It is also the result of the expansion, professionalisation and standardisation of the humanitarian sphere, which began in the late 1980s. Born at the end of the 19th century with the creation of the Red Cross, modern humanitarianism has taken on a new dimension the last thirty years with the rise of borderless movements and the end of the Cold War, which led to an increase in non-governmental and multilateral interventions in the heart of conflict zones (Iraq, Somalia, Bosnia, Rwanda, Afghanistan, Rwanda, Sudan, etc.). Legitimised by the principle of "humanitarian but also by the broadening of the notion of "international protection" and the new mobilisation of the concept of "human security" (Perrot, 1994; Ryfman, 1999; Rufin, 1986), these interventions cover an ever-growing number of areas. The legal protection of victims of war and persecution is increasingly difficult to provide (Agier & Bouchet-Saulnier, 2003), humanitarian aid is now being redeployed to provide material assistance, delivered in exceptional areas, in sectors as diverse as health, water, sanitation, housing and, increasingly, education. The concentration of refugee populations in camps very quickly raised the question of access to basic services, and for children, access to education. Subjected to a logic of emergency and multiple constraints imposed by host governments or donors, humanitarian actors have usually responded to this issue by setting up new services directly in the camps, rather than to strengthen the capacity of existing public infrastructure in the country of intervention. However, these actions are still largely a matter of improvisation/bricolage (Fresia, 2009), as evidenced in particular by efforts to officially recognise the education provided in refugee camps, which often come up against the reluctance of host or home countries, to the detriment of the learners.

Criticised precisely because of their improvised nature but also because of their political and military instrumentalisation (Perrot, 1994; Perouse-de-Montclos, 2001), humanitarian actions have nevertheless undergone a significant process of rationalisation and standardisation since the late 1990s (Dubernet, 2007). The first stage of this process was marked by the SPHERE 5 Project which, in 1997-1998, developed a set of minimum standards to ensure the coordination, quality and transparency of humanitarian action. However, these standards did not yet include education, which was still considered a 'life sustaining sector' under development and not aid. In response to this situation, a network of international experts was set up in 2000, on the margins of the Dakar Forum, with the aim of setting itself the objective of obtaining recognition of education as a sector

on its own right, but also to establish a set of minimum standards for the sector. Called the Inter-Agency Network for Education in Emergencies crisis and reconstruction, the network was initially composed of about twenty people scattered among various international agencies (UNICEF, UNHCR, UNESCO), non-governmental organisations (Save the Children, IRC, Norwegian Refugee Council, Care, Refugee Education Trust) and some academic circles (Boston University, Mac Gill). These people had the following in common that they were both experts in the field of education and child protection, and that they straddled the institutional world of development and humanitarianism, and were therefore influenced by the respective developments in each sphere. Given their relatively small number, almost all of them knew each other, had known each other and had had the opportunity to move from one institution to the other, taking advantage of the many bridges between UN agencies, international NGOs and academic circles. As a result of this circulation, but also of the influence of the global context mentioned above, the conviction that education can protect children in wartime and save lives, and the frustration of seeing education excluded from humanitarian interventions. As noted in the summary of the first meeting of this expert group notes: “The key issues for this group are the desire and commitment to ensure quality education for some of the most vulnerable people in the world; and the frustration of being outside the mainstream humanitarian. Defining standard will address both of these issues. There is a potential for a powerful constituency to be built, particularly at this time in history when there is a global interest in reaching Education for All”, (Working Group, 2004).

This community of international experts has, since its inception, played an important role in giving institutional legitimacy to the education in emergencies paradigm and in ensuring that the recommendations of the Machel Report are followed up. Each of the members of the network has carried out extensive lobbying work within their own organisation to ensure that education is seen as a 'life-saving sector' and can be integrated into the UN humanitarian reform. The network members also participated in international and scientific visibility to this notion, by actively contributing to the emergence of a whole literature on this issue (UNHCR, 2001; UNESCO, 2002; Forced Migration Review, 2006; Save the Children, 2008). Following a consultative process, they have, above all, developed a set of minimum standards for education in emergencies, chronic crises and reconstruction (Working Group, 2004) which the most active members of the network are now working to disseminate throughout the world. Working Group has thus made a significant

contribution to giving meaning to the concept of education in emergencies, a good illustration of the importance of education in emergencies today.

This is a good illustration of the importance today of these transnational networks of experts, whose frameworks, allegiances and activities are constructed in a way that cuts across the institutions to which they belong (Monsutti & Petric 2009). The construction of education in crisis situations as a new intervention paradigm is therefore linked, on the one hand, to the emergence of a 'global' school order in the field of development and, on the other hand, to the expansion and standardisation of the humanitarian sphere. At the junction between these two processes, a network of actors from 'development' and 'emergency' circles were formed, which developed the shared conviction that intervention in the field of education in crisis situations was an absolute necessity.

2.3.1. Implicit Assumptions

The notion of education in crisis situations has been forged on a set of implicit assumptions that are still very much alive in humanitarian circles, despite the questioning of these assumptions in the academic sphere but also within the Working Group itself. The first is that education can help save lives, by creating safe places where children can be protected from all forms of exploitation and receive psychological support. Although this premise is regularly challenged both by the evidence and by various studies (Bush & Sartarelli, 2000; Sommers, 2005), depending on the context, schools can be targets of armed attacks, places of military recruitment but also places of reproduction of physical, social and symbolic violence- the belief that well-designed educational programmes can play a positive role in times of crisis. This belief conveys a vision of the school as idealised, depoliticised and autonomous from the wider social field. It is also rooted in a legal worldview that access to education for all is an inalienable right. Borrowed from an egalitarian and progressive morality, this position is difficult to contest and thus easily becomes hegemonic. However, under cover of a politically correct discourse, presenting education as a fundamental right "for all" eludes the question of what education, for whom, with whom and for what kind of society (Lange 2003, p. 149).

A second assumption views social and political instability in terms of "phase" (conflict, emergency, post-conflict), following a segmented, technical and mechanical approach. However, some academic studies have shown that crisis situations are always a process; they are dynamic,

and therefore difficult to predict. If the distinction between ‘conflict’ and “post-conflict” periods, or “crisis” and “post-crisis” periods, is to be made, it must be made in the context of a crisis. While the distinction between ‘conflict’ and ‘post-conflict’ periods, or ‘crisis’ and ‘post-crisis’ periods, is favoured by humanitarian practitioners and some researchers, the anthropological approach, which we favour in this report, prefers to understand the phenomena of conflict and post-conflict, in terms of a continuum (Duyvesteyn & Angstrom (2005), Cramer (2006) and Richards (2005)). The same point can be made about the opposition between ‘emergency’ and ‘development’ and the way in which the implementation of assistance projects is seen in terms of distinct time sequences (Obura, 2000). Intervention in preconceived ‘phases’ is a matter of intervention, in fact a Cartesian and technical-scientific rationality that takes little account of the dynamic nature of social reality and leaves little room for the necessary collective action (Giavoluchi and Olivier de Sardan, 2009). The distinction between ‘emergency’ and ‘development’ is thus more of a social and institutional construction. Although it has been widely questioned by some researchers (Pigozzi, 1999; Sommers, 2005), education in crisis situations remains inseparable from the ‘emergency’ postulate, which presents the need to intervene with populations set up as ‘victims’ as a matter of course, and which is based on the conviction that the ‘emergency’ is not the only one and that, contemporary wars alone justify specific forms of educational intervention. Finally, as with many development interventions, the modalities of ‘education in crisis’ provision, as standardised by the Working Group network oscillate between a miserabilistic approach to the beneficiary populations considered solely in terms of shortcomings and lacks, and a participatory approach which, on the contrary, envisages mobilising the initiatives of these same populations as homogeneous and supportive communities.

2.3.2. Towards an Empirical Approach to the Provision of Education in Crisis Situations

Although the new educational systems that emerge are rarely radically innovative and some of the innovative phenomena observed do not seem to be so different from those of other countries in times of peace, they are nonetheless relevant to be analysed. The conflict approach has the methodological advantage to amplify, reveal or crystallise certain classic dysfunctions of school administrations (massive recourse to “volunteers”, “marketisation” of education, capture of parents’ resources, school violence, etc.), while at the same time giving rise to new dynamics and recompositions (redirected school mobilities, constitution of new territories of education, crucial

role of normally marginal international actors such as the United Nations High Commissioner for Refugees, etc.). Some contributions thus insist on the resilience of public education provision in the heart of crisis areas and on its time (Poncelet, Andre & de Herdt (2010); Berton Ofoueme & Mbemba Souebelet, (2010)). On the contrary, others highlight the emergence of new private educational arrangements that aim to be autonomous from the public education such as the refugee schools coordinated by the UNHCR (Chelpi-den Hamer, 2015), by the Tibetan government-in-exile (Baujard, 2017) or by the Chiapas rebels (Baronnet, 2008). All of them contribute to a first line of thought: that of the production and transformation of a collective good in times of crisis. While most of the contributions focus on the nature of supply, some also emphasise the permanence of demand in times of crisis and the key role played by parents of students who, in many cases, participate in financing public education (Berton-Ofoueme & Mbemba-Souebelet, 2010; Joncheray & Dorier, 2013; Poncelet, André & de Herdt, 2010; Chelpi-den Hamer, 2015).

The second area of reflection that cuts across the dossier is that this phenomenon has already been widely described in peacetime, as free schooling has not been implemented in many countries. It is nevertheless surprising that people fleeing war or violence are able to mobilise the resources needed to send their children to school, and the role played by some education promoters (teachers, local NGOs) in this mobilisation. Finally, other contributions look at the political logic involved in these forms of collective mobilisation, and reveal the identity and memory issues at stake in the schooling process, whether it be in the context of rebel zones (Baronnet, 2008), in situations of exile (Baujard, 2017; Chelpi-den Hamer, 2015) or in post-war (Papadopoulos). In the framework of this third axis of reflection school is above all considered as a place par excellence for the transmission of an extremely politicised memory of violence, which is not without consequences for the socialisation and the construction of the relationship to oneself and to others of the young generations born in exile or after the war. Nom Ambe-Uva (2012) stated that

The right to education is therefore an “enabling right,” permitting the enjoyment of many other rights. These include civil and political rights such as freedom of information, expression, and the right to vote; and economic, social and cultural rights, such as the right to choose work and to receive equal pay for work. In its study on Education in Situations of Emergency, Crisis, and Reconstruction, UNESCO (2003: 7-8) argued that in the humanitarian context, the right to education also enables the delivery of life-saving messages, provides a sense of normality, and absorbs energies of adolescents whose

alternative options might include recruitment and violence. As such, it has come to be seen as the “fourth pillar” of humanitarian assistance to victims of conflict, alongside nutrition, health, and shelter. (p. 361)

2.4. Reference Theories

2.4.1. Theory of Human Capital

Gary Becker is the promoter of this theory. In 1964, he published his work “Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education” and laid the foundations of understanding education as an investment in human capital. This leads to enlighten the fact that the government invests on human capital by spending to ensure a quality education with the school insertion of the internally displaced students from the NW in order to prepare for a productive and efficient human capital in few years to come when the cohort of this generation will be on the economic field.

2.4.2. The Theory of Contingency

Contingency theorists such as Woodward (1965), Lawrenz and Lorsch (1967), identify the variables that have a major impact on the structuring of organisations. According to them, the characteristics of the context or situation impose certain organisational constraints to which it is necessary to adapt. For these authors, there are variables such as: the production system (Woodward, 1958), the rate of change of technology (Burns & Stalker, 1966), the number of employees in the organisation (Blau, 1971), the uncertainty of the environment (Laurence & Lorsch, 1967) or the size, age, stability of the environment, the technical system, and the power style of the organisation (Mintzberg, 1971; Friedler, 1976).

It should be recalled that contingency is a key concept in organisational analysis and is defined as a specific and evolving situation that leads to the rejection of single, standardised prescriptions. The contingency approach refutes the classic ‘one best way’ approach, and states that there is no single way to organise or control an organisation, but that the organisation is subject to the internal and external constraints of its environment, to which it adapts by varying its functioning and structure according to these contextual variables. (Donaldson 1996; Dewreumaux, 1998). Fabi et al. (1993, p. 2) stresses that “The inherent character of a contingency model is

expressed by the probability that an element internal or external to the organisation has an influence, direct or otherwise, on one of its components". Within the framework of this study, the theory of contingency is a reference insofar as it will allow those in charge of education to set up diversified strategies so that the educational activity as a crisis is as much as possible a tool, a device for regular and effective training in all educational organisations.

Summary of the Chapter

From the colonial heritage, Cameroon education system is divided in two streams: Francophone and Anglophone subsystems side by side. Each has a proper content, teaching methods, and certification that are peculiar to the French and English traditions. This is stipulated in the educational policy of the country and is meant to be preserved and endure, training institutes been attached to both stream of the country's universities. But a break was made out of the intensification of the offer for technical and vocational education when 1000 bilingual teachers where recruited, trained and dispatched in technical high schools, without consideration of the English speaking particularity. Furthermore, the Anglophone technical education was streamed to fit the Francophone subsystem of certification, namely the *CAP*, the *Probatoire* and *Baccalaureat Techniques*. The recriminations of the Anglophones against the non-respect of their specificities led to armed contests in 2016, giving rise to political crisis whereas the religious crisis in the Northern part of the country led by the Boko Haram Islamic group is still disrupting education in this side of the country. In this state of insecurity, educational psychology appears to be the recourse to help the displaced students integrate the education system where they find themselves, and pedagogy has to be inclusive, objective-based and programmed in order to insure the integration of the psychological integration of the displaced students. Education in crisis has become a new paradigm of humanitarian organisations to apply education for all and the right to education in every circumstance, for conflict and post-conflict situations are not to disrupt the inalienable right to education. In crisis, education is rather the best way to build a peaceful world. To consolidate this approach, the theories of constructivism and contingency are adequate both for learning process and strategic planning to achieve effective integration of the displaced students from the NW in the city of Yaoundé.

PART II
METHODOLOGIC AND EMPIRICAL FRAMEWORK OF THE STUDY

CHAPTER 3
RESEARCH METHODOLOGY

This chapter lifts up the veil on the methodology adopted to carry out the present research. Methodology is a concept that expresses the set of processes and techniques used to answer a research question, test hypotheses and report results (Fonkeng, Chaffi & Bomba, 2014). It can also be a set of reasonably logical steps that the scientific mind follows to discover and demonstrate scientific reality. Thus, for our investigation this chapter is intended to guide the process that will lead us to the answer of our initial questions, the hypotheses and the different subparts that constitute our research. It is a question here of subsequently presenting the procedure for carrying out and making our study feasible, starting of course with the type of research, the study site, the population of our study, the sampling technique and the sample, the presentation of the data collection instrument, the data analysis methods, the variables, their indicators and the modalities for which we have opted.

3.1. Reminder of the Research Questions

Reminder of the Main Question

The main question of our research is the following:

MQ. What role do strategic planning challenges play in the educational integration of the displaced students from the NW in public secondary schools in the city of Yaoundé?

Reminder of the Secondary Research Questions

They were stated as follows:

SQ1. How does the stakeholder analysis contribute to the educational insertion of displaced students from the NW in public secondary schools in the city of Yaoundé?

SQ2. How does the integration of permanent evaluation and monitoring in schools facilitate the integration of displaced students from the NW into public secondary schools in the city of Yaoundé?

SQ3. In which ways does the special allocation of necessary resources indispensable for the integration of displaced students from the NW into public secondary schools in the city of Yaoundé?

3.2. Absence of Hypothesis of the Study

For Tsala Tsala (1991), the general hypothesis is "one that defines the effects of variables on behaviour", (p. 10). In short, it is an answer to the general problem. It is used to consider further reflection, to direct towards more or less precise information, to allow the choice of precise research objectives and knowledge teaching methods. In other words, it is the direct answer to the main question of the study. The present research been an exploratory description, there is no hypothesis guiding the research.

3.2.1. The Variables of the Research

Depelteau (2015) defines the variable as an element of a hypothesis to which several values can be attributed, as its name indicates. The variable can also be considered as a manageable entity that the researcher takes as a design to achieve the main object of his research. In short, it is an element that can take on several values or modalities. In the present study, there is one independent and one dependent variable.

➤ The dependent variable

This is the variable that the researcher is trying to explain. According to Yao (2005), the dependent variable is "the variable that the researcher wants to explain by the relationship it establishes" (p. 89). The present investigation identifies as a dependent variable "the school insertion of displaced students from the NW in public secondary schools in the city of Yaoundé". For the purposes of this study, it will be attributed just the response modalities.

➤ The independent variable

According to Yao (2005), "the independent variable serves to explain the relationship between it and the dependent variable". It is the cause of the phenomenon under study. It is the variable that causes the action to take place. In short, it is what the researcher wants to measure and manipulate. In the present study, it is the following: "the challenges". The secondary independent variables that follow after operationalisation and development of the theoretical framework are as follows:

- IV1: The stakeholder analysis;

- **IV2:** The integration of continuous evaluation and monitoring in schools;

- **IV3:** The special allocation of necessary resources.

In order to highlight the indicators, the operationalisation of these variables into indicators is done in the following table:

Table 7: Operationalisation of the Independent Variable

Factors	Variables	Indicators
Stakeholders analysis;	Stakeholders analysis;	<ul style="list-style-type: none"> - Knowledge and description of the context; -Involvement of all educational actors; -Elaboration of training objectives; -Orientation and training of the educational actors.
Integration of permanent evaluation and monitoring in schools;	Integration of permanent evaluation and monitoring in schools;	<ul style="list-style-type: none"> -Implementation of an operation guide; -The preparation of an emergency calendar; -Audit; -Monitoring.
Special allocation of necessary resources.	Special allocation of necessary resources.	<ul style="list-style-type: none"> -Effective provision of financial resources; -Psychosocial support for displaced students;

		<ul style="list-style-type: none">-In-service training of teachers on education in emergency-Provision of teaching materials.
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Source: Results of the Operationalisation of the Main Factor, 2023.

Table 8: Summary of the Questions, Objectives, Variables, Indicators and Modalities of the Study

Questions	Objectives	Variables	Indicators	Modalities
<p>Main question</p> <p>Do strategic planning challenges play a role in the educational integration of displaced students from the NW in public secondary schools in the city of Yaoundé (GBHS, Mendong)?</p>	<p>General objective</p> <p>To identify and describe the strategic planning challenges that play a role in the educational integration of displaced students from the NW in public secondary schools in the city of Yaoundé (GBHS, Mendong).</p>	<p>VI: Strategic planning challenges</p>	<p>-Integration of permanent evaluation and monitoring in schools;</p> <p>-Special allocation of necessary resources.</p>	<p>Suggestions of questions</p> <p>Sequences and</p> <p>New upspring</p>
		<p>DV: school integration of displaced students from the NW in Government</p>		<p>Yes</p> <p>No</p>

		secondary schools in the city of Yaoundé (GBHS, Mendong)		
SO1. Does stakeholder analysis contribute to the educational integration of displaced students from the NW in public secondary schools in the city of Yaoundé (GBHS, Mendong)?	SO1. Demonstrate that stakeholder analysis contributes to the educational inclusion of displaced students from the NW in public secondary schools in the city of Yaoundé (GBHS, Mendong).	IV1: Stakeholder analysis	-Knowledge and description of the context; -Involvement of all educational actors -Elaboration of training objectives; -Orientation and training of the latter.	Suggestions of questions Sequences New beginning
SO2. Does the integration of permanent evaluation and monitoring in schools facilitate	SO2. Understand how the integration of permanent evaluation and monitoring in schools facilitates the educational integration of displaced students from	IV2: The integration of permanent evaluation and monitoring in schools The implementation of	-The preparation of an emergency calendar; -Audit; -Monitoring.	Suggestions of questions Sequences New beginning

the educational integration of displaced students from the North-West in public secondary schools in the city of Yaoundé (GBHS, Mendong)?	the NW in public secondary schools in the city of Yaoundé (GBHS, Mendong).	an operational guide;		
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3.3. The Data Collection Instrument

The type of research refers to the way in which individuals and variables will be used to conduct the investigation. In this study, the type that will enable the research to be carried out is the qualitative, descriptive and correlational type, and therefore the data collection is carried out through the measurement instrument, namely: the interview guide. It is important to remember that the measuring instrument is a tool that will allow the collection of information in the field concerning the study. The choice of this measuring instrument is explained by the fact that it will make it possible to obtain both fairly objective information and the personal opinions of the subjects interviewed. These instruments will be administered to the educational actors of the Mendong GBHS. Furthermore, they will be developed through the independent variables that made it possible to formulate the research hypotheses. These independent variables whose instruments will be themes such as:

The IV1 will constitute theme 1, the analysis of stakeholders;

The IV2 will constitute theme 2 which is the integration of permanent evaluation and monitoring in schools;

The IV3 will constitute theme 3 which is the special allocation of necessary resources.

3.3.1. Construction of Data Collection Instrument and Tools

In this study, the interview guide was chosen as the data collection instrument, and the recording is to be done with the use of a mobile phone.

3.3.2. Description of the Interview

The interview can be defined as a conversation between two persons (respondent and interviewer). As for Beitone and his co-authors (2000, p. 25), they believe that the interview is “a technique that consists of organising a conversation between respondent and interviewer. In this sense, the interviewer must prepare an interview guide in which the themes that must be addressed are listed”. In fact, the interview allows the researcher to access the desired information directly. Speaking of information, Quivy and Campenhoudt (1985) specify that it can be the perception of an event or a situation, interpretations or experiences expressed by the respondent. In the course of this research, the interview gave the researcher the opportunity to enter into direct contact with

resource persons who, through their experience, provided information on the various themes. This was particularly true of certain administrative personnel responsible for managing teaching resources in Secondary Education in Cameroon.

3.4. Validity of the Instruments

The validity of the research instrument is the verification of the relevance and degree of understanding of the questions by the respondents. It provides reassurance of the reliability and sensitivity of the instrument. There are two types of validity of the interview guide: internal and external validity.

3.4.1. Internal Validity

Internal validation is the step that consists of specifying the items that allow for the collection of data relating to a given variable of a research hypothesis. This means ensuring that there is congruence between the items in the measurement instrument and the hypotheses. In the present study, it measures the consistency, the way in which the factors were conducted. Internally, our data collection instruments are valid in that they were constructed on the basis of our general hypothesis variables. In addition, the independent variable generated indicators that allowed us to formulate the different questions. Furthermore, there is a logic between the questions, the objectives and the hypotheses of our study.

3.4.2. External Validity

The pre-survey that precedes the actual survey is used in the external validation of the measurement instrument. This step consists of ensuring that the investigation tool is adequate and can be validated. This is done in order to reformulate its items by eliminating any misunderstandings and incongruities so as to achieve its objectives.

This step also allows the interview guide to be validated by submitting it to a limited number of respondents from the accessible population, before using it for data collection. Thus, four copies of the instrument were administered to some of the educational actors of the Bilingual High School of Etoug-Ebe. The purpose of this was to detect any potential problems arising from the interview guide while evaluating it and adjusting confusing items, removing those that were totally incomprehensible and adding to it if necessary.

3.5. Description of the Study Site and Population

3.5.1. Description of the Study Site

The study site is the place where the survey itself is conducted. This study is carried out in the Centre region, more precisely in the Mfoundi Division, Yaoundé VI District.

3.5.2. Description of the Study Population

The study population is the set of teachers that the researcher chooses, and to which she applies her research tools to obtain data that can help her verify her hypotheses. According to Rongere (1979, p. 63), the population is "the set of individuals who can be included in the scope of the survey and from whom the sample will be selected". For Grawitz (1998, p. 593), the study population is: "a set whose elements are chosen because they have the same properties and are all of the same nature". It should be pointed out that the study population here is heterogeneous because it consists of teachers of both genders in public secondary education in Cameroon. There are several types of population: a target population and an accessible population.

- **Target population**

The target population is the set of individuals to whom the results of a study can be applied. It consists of all the educational actors in the Government Bilingual Secondary Schools of Yaoundé VI. Given the practical impossibility of working with all of them, it is preferable to target a fringe group. This leads to a choice of an accessible population.

- **Accessible population**

The accessible population is the section of the target population that is easily accessible to the researcher without any obvious difficulties. It is therefore made up of the educational actors of the Mendong Bilingual High School, in the Anglo-Saxon subsystem.

3.6. Sample

Touzar (1988, p. 17) defines the sample as: "a set of people chosen from the parent population to represent it in order to collect information". In this study, we used a sampling technique to define the sample to be interviewed.

- **Sampling technique**

The study decided to define its parent population on a heterogeneous basis. The sampling technique used here is the purposive sampling. It is based on the judgemental capacity of the individuals chosen to give pertinent information on account on their knowledge, experience in the post and expertise in function regarding the topic. The research also specifies that the quotas were rounded to avoid summation bias. Thus 5 subjects were selected for the present study. The respondents were educational actors in the Mendong Bilingual High School in Cameroon, in the Anglo-Saxon subsystem. They included the Principal, two Deans of Studies, a Senior Discipline Master and a Head of Department as a permanent teacher.

3.7. Difficulties of the Research

All scientific research presents difficulties that deserve to be highlighted. In this particular case, only those relating to finances, documentary resources and the mastery of English scientific expression, without forgetting the fieldwork, are mentioned.

- **Finances**

With regards to the financial aspect, it is wise to stress that any scientific work requires a great deal of investment and sometimes sacrifices of all kinds. During the research, it is not easy to get what you need on time. Sometimes it is almost impossible for us to afford the luxury of either buying internet credits or going to read in libraries, even if the latter do not always satisfy our desires and expectations. It should also be noted that books related to education sciences are almost rare and sometimes when available are not at hand, and we also encountered difficulties in making print runs. In short, it was not easy, but it is often said that life is sacrifice and therefore research has a price. So, every researcher must expect to go to great lengths to achieve this.

- ❖ **Documentary resources**

From the outset, it is difficult to gather all the statistical data requested. Therefore, one has to exploit the little that is available. The documentation on this crisis was not always available even at the ministries levels. Another worry was about the dissertation methodology with its various details to be followed, especially with the APA style which the Faculty of Education has opted for. Thanks to the Internet that puts various samples of knowledge in our palms.

❖ **The language**

Writing this dissertation was not easy because of the language. Given the choice of this topic, the researcher was challenged to use the language of science and to go beyond the little day-to-day English register and dive into scientific terminology. As a native French speaker, a Bachelor degree in English language was not a guarantee rather a challenge, not only to complete all the requirements for the Master's course but also to use it as an opportunity and a motivation to widen mastery of English language, through scientific writing. Thanks to the Supervisor who incited this step.

❖ **The fieldwork**

In the field, the task is not easy or straightforward, given that the present study concerns teachers and administrative staff. In addition, it should be mentioned that we are in the middle of the evaluation period, and it is not easy to get the teachers, especially for the interviews. Due to our suspicious environment, people were not so easy to open up for such a sensitive topic, as the problem of the Anglophone crisis is a current political affair.

3.8. Administration of the Interview Guide

For data collection, a field trip lasting 12 days from 20th February to 5th March 2023 was required. To do this, the data collection was done by direct administration, with the interviewer going to the study site. Once at the site, the interviewer explains the reasons for their presence and asks the respondents to answer the questions freely, without any concern because their anonymity is preserved. Afterwards, a copy of the guide was given to the respondents and they were asked to wait in order to reassure themselves that the respondent was ready for the interview. If they had any difficulties and required assistance, the interviewer did not hesitate to provide clarification. When the respondent was ready to answer the questions, the interview was conducted in a direct conversation and recorded with a mobile phone to be later on transcribed.

Summary of the Chapter

The topic of this research is the challenges of educational integration of the displaced students from the NW in the GBHSs in the city of Yaoundé, case of the GBHS of Mendong. The dependant variable is “the school integration of the displaced students from the NW in the GBHS in the city of Yaoundé.” The independent variable is “the challenges” which have been operationalised in three factors as independent variables (IV):

IV1: The stakeholder analysis;

IV2: The integration of continuous evaluation and monitoring in schools;

IV3: The special allocation of necessary resources.

The research is based on the research question stated as follows: “Do the strategic planning challenges play a role in the educational integration of the displaced students from the NW in public secondary schools in the city of Yaoundé?” it was operationalised into these three specific questions:

SQ1: what role do the stakeholder analysis contribute to the educational insertion of displaced students from the NW in public secondary schools in the city of Yaoundé?

SQ2: how does the integration of permanent evaluation and monitoring in schools facilitate the integration of displaced students from the NW into public secondary schools in the city of Yaoundé?

SQ3: Is the special allocation of necessary resources indispensable for the integration of displaced students from the NW into public secondary schools in the city of Yaoundé?

A semi-structured interview guide will serve for the data collection administered to the administrative staff of the GBHS, Mendong, with both internal and external validity. the target population is the staff of the government high schools in the city of Yaoundé VI and the accessible population is the administrative personnel of the GBHS of Mendong. The sample technique is the purposive sampling technique. Some difficulties have been encountered in the process of the research such as finances, documentary resources, language, suspicions; the interview is to be administered to five members of the leading staff of the accessible population.

CHAPTER 4
PRESENTATION OF RESULTS AND DISCUSSION

4.1. Presentation and Analysis of the Results of the Semi-Structured Interviews

In the framework of this research, the presentation of the analysis of the results will be done by hypothesis and by case. It will be a question of extracting from each discourse in the interview with the subjects, the portions corresponding to the indicators mentioned. The analysis will be done in table form and following a precise codification: we will have the symbols ↑ and ↓ to designate respectively the content of the discourse going in the direction of the hypothesis and that not going in the direction of the research hypothesis. As a result, only the key ideas which guide a better understanding of the qualitative data will be presented here. The synthesis of these analyses is presented in table 9 below.

4.1.1. Analysis Table of the Speeches Collected from Interviewee 1 on the Strategic Challenges of School Integration of Displaced Students from the NW in the GBHS Mendong.

Date: 27/02/2023

Gender: Female

Location: Government Bilingual High School Mendong

Age:

Start Time: 1:20pm

Number of Years in Post: 04

End Time: 2:00pm

Name of Respondent: The Principal

Table 9: Interviewee 1

Themes/Items	Indicators	Content of Speech	Coding	Decision
Stakeholder analysis	<ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; - Orientation and training of stakeholders. 	<p>In my school, the involvement of stakeholders depends more on the involvement of the staff members but especially on the development of a participatory leadership.</p> <p>Involving all educational stakeholders can optimise the management of displaced</p>	↑	+ (Positive)

		<p>students based on the difference of opinion.</p> <p>Involving them will take time, which is why, in order to make things work quickly, we, administrative staff, are obliged to make decisions and then report back to others.</p> <p>I would say that the stakeholder analysis takes into account all these strategies and really contributes to the educational inclusion of displaced students from the NW in our school.</p>		
<p>The integration of a permanent evaluation and monitoring</p>	<ul style="list-style-type: none"> - The implementation of an operation guide - Preparation of a contingency plan; - Audit; - Supervision. 	<p>The implementation of an operation guide and the preparation of an emergency calendar are part of the forecasts discussed and adopted by the leader that I am. And I can reassure you that, depending on the situation, these two strategies are updated every year. When it comes to</p>	↑	+ (Positive)

		auditing and control, these are two activities that are carried out periodically according to emergencies. I can still say that these indicators are partly a solution to the school integration of displaced students from the NW in our school.		
The special allocation of the necessary resources	<ul style="list-style-type: none"> - Effective provision of the financial resources; - Psychosocial support for displaced students; - Supervision of teachers on education in emergency; 	I would say with great restraint that "yes" because the special allocation of resources is of paramount importance for the school integration of the displaced students from the NW in our school.	↑	+ (Positive)

Source: Field Survey 2023

4.1.2. Analysis table of the Speeches Collected from Interviewee 2 on the Strategic Challenges of School Integration of Displaced Students from the North-West in the Bilingual High School of Mendong, as table 10 shows.

Date: 27/02/2023

Gender: Female

Location: Government Bilingual High School Mendong **Age:**

Start Time: 9am

Number of Years in Post: 09

End Time: 9:40am

Name of Respondent: Dean of Studies n°1

Table 10: Interviewee 2

Themes/Items	Indicators	Content of speech	Coding	Decision
Stakeholder analysis	<ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; - Orientation and training of the latter. 	<p>You know, the school is an organisation and as such we cannot make decisions on our own. This would mean excluding competences and evolving in a vacuum. In such an environment, such a context, it is important to have the opinion of all the stakeholders in order to reach decisions and conclusions that reflect the common will and are therefore consensual. However, the involvement of all stakeholders is more effective from the point of</p>	↑	+ (Positive)

		view of the education of the displaced students from the NW in our school.		
The integration of a permanent evaluation and monitoring	<p>-The implementation of an operation guide</p> <ul style="list-style-type: none"> - Preparation of a contingency plan; - Audit; - Control. 	<p>The elaboration of the budgetary roadmap in our institution requires us to define the priorities and needs in terms of operation and investment beforehand. This could be considered here as the provisional budget. Indeed, this budget is allocated to the construction of new classrooms, the manufacturing of tables and benches, etc. which can be used by other students. In addition, we have money for the running of the school. It is distributed among other things in the payment of external service providers for auditing and control, performance bonuses, expenses in terms of bills and material maintenance.</p>	↑	+ (Positive)

		It is obvious that these elements contribute to and constitute a solution for the school integration of the displaced students from the NW in our school.		
The special allocation of the necessary resources	<ul style="list-style-type: none"> - Effective provision of the financial resources; - Psychosocial support for displaced students; - Supervision of teachers on term performance education in emergency situations; 	<p>You know we are talking about education and school. And when we talk about school, we are talking about teaching materials, salaries for temporary teachers, end of term performance bonuses, special rewards to encourage teachers and students. Because you see, if a teacher does not feel motivated, it is clear that he or she will not be fully committed to the job. Overall I think that the special allocation of resources for the integration of the internally displaced students is necessary and involves the expansion of the school in terms of</p>	↑	+ (Positive)

		classroom buildings, sports equipment, computer room equipment, etc.		
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Source: Field survey 2023

4.1.3. Analysis table of the speeches collected from interviewee 3 regarding the strategic challenges of school integration of displaced pupils from the NW in the GBHS Mendong, according to table 11.

Date: 02/03/2023

Gender: Male

Location: Government Bilingual High School Mendong

Age:

Start Time: 11 am

Number of years in post: 05

End Time: 11:44 am

Name of Respondent: Dean of Studies 2

Table 11: Interviewee 3

Themes/Items	Indicators	Content of speech	Coding	Decision
Stakeholder analysis	<ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; - Orientation and training of the latter. 	In the context of the strategic challenges of school integration of displaced pupils from the North-West in my school, I would say that the stakeholder analysis takes into account the knowledge and description of the context; the involvement of all educational actors; the elaboration of training objectives and the orientation	↑	+ (Positive)

		<p>and training of the latter. In that they are important in the planning process for human resource management.</p> <p>In my humble opinion, I think that these elements really contribute to the school integration of displaced pupils from the NW in our school.</p>		
The integration of a permanent evaluation and monitoring	<ul style="list-style-type: none"> - The implementation of an operation guide; - The preparation of an emergency calendar; - Audit; 	<p>From my understanding, the integration of permanent evaluation and monitoring in our institution takes into account to a large extent the control and supervision of the adaptability of these children from crisis zones. Therefore, under the coordination of the schoolhead, the integration process of these learners must be permanently monitored.</p>	↑	+ (Positive)
The special allocation of necessary resources	<ul style="list-style-type: none"> - Effective provision of financial resources; - Psychosocial support for displaced students; 	<p>- First of all, let us reiterate that in our school, there is first of all the School Council which sets its budget through the fees payable, i.e. an amount of 3000f/5000f per student according to the</p>	↑	+ (Positive)

	<ul style="list-style-type: none"> - Psychosocial support for displaced students; - Training of teachers in emergency education; - Provision of teaching materials; 	<p>school's operating guide, and then the PTA which supports the school. The Provost, who is the head of our school, expresses the needs following the reception and the way in which all the educational actors must participate to allow the displaced students from the NW to better integrate into their new biotope. Therefore, during a school council, all the proposals of the stakeholders are welcomed and also considered and consensually validated.</p>		
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Source: Field survey 2023

4.1.4. Analysis table of the discourses collected from interviewee 4 relating to the strategic challenges of school integration of displaced pupils from the NW in the Mendong GBHS presented in table 12.

Date: 04/02/2023

Gender: Male

Location: Government Bilingual High School Mendong

Age:

Start Time: 11:53

Number of Years in Post: 03

End Time: 12:pm

Name of Respondent: Senior Discipline Master

Table 12: Interviewee 4

Topics/Items	Indicators	Speech Content	Coding	Decision
Stakeholder analysis	<ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; - Orientation and training of educational actors. 	<p>Here, this question seems to me very relevant in the sense that, as one of the main responsible of the discipline, and to the observation, the analysis of the stakeholders is part of the strategic challenges necessary for the school insertion of the displaced pupils of the NW.</p> <p>With this in mind, Yes, all these elements contribute to the integration of displaced students from the NW in our school.</p>	↑	+ (Positive)
The integration of a permanent evaluation	<ul style="list-style-type: none"> - The implementation of an operation guide; - The preparation of an emergency calendar; - Audit; - Monitoring. 	<p>Our school is well organised and as such we cannot make decisions on our own. This would mean excluding skills and operating in a vacuum. In</p>	↑↓	+□ (Positive; negative)

and monitoring		such an environment it is important to have the opinion of all the stakeholders in order to reach decisions and conclusions that reflect the common will and are therefore consensual. Therefore, I really do not find that the follow-up and evaluation of the integration of these children in our school is effective.		
Special allocation of necessary resources	<ul style="list-style-type: none"> - Effective provision of financial resource; - Psychosocial support for displaced students; - Psychosocial support for displaced students; - Supervision of teachers in emergency education; 	<p>It is important that our school be provided with additional resources in the current context. You yourselves can see from the documents I have presented to you that the number of students is only in the English-speaking sections and this is due to the massive displacement of populations in the war zone, not only from the NW to the big metropolises such as the</p>	↑	+ (Positive)

		city of Yaounde. Yes, it is therefore necessary to have special resources and allocations for the insertion of internally displaced students from the NW into the high school.		
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Source: Field survey 2023

4.1.5. Analysis Table of the Speeches Collected from Interviewee 5 Concerning the Strategic Challenges of School Integration of Displaced Students from the NW in the Mendong Bilingual High School.

Date: 04/02/2023

Gender: Female

Location: Government Bilingual High School Mendong

Age:

Start time: 9:42

Number of years in post: 07

End time: 10:30 am

Name of respondent: Head of Department

Table 13: Interviewee 5

Topics/Items	Indicators	Content of speeches	Coding	Decision
Stakeholder analysis	<ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; 	<p>All these elements are effectively taken into account to varying degrees.</p> <p>All of these elements are essentially unavoidable in the context of the strategic challenges of school</p>	↑	+ (Positive)

	<ul style="list-style-type: none"> - Orientation and training of the latter. 	<p>integration of displaced pupils from the NW in your school. Ignoring or underestimating some of these elements is likely to weaken or incapacitate the objectives to be achieved in the supervision of these children, with all the consequences that this entails.</p> <p>The involvement of various actors, or at least of educational actors wearing many hats, aims precisely at taking into consideration the various parameters necessary for optimal management of the school, which receives a variety of pupils. The scattered and diversified experiences of the stakeholders in the School Council, certainly constitute an added value in terms of optimisation and school integration of our internally displaced pupils.</p>		
<p>The integration of a permanent evaluation</p>	<ul style="list-style-type: none"> - The implementation of an operation guide - Preparation of a contingency plan; - Audit; 	<p>All of these elements are indeed part of the ongoing evaluation and monitoring of training activities for the arrival of IDP students. In fact,</p>	↑	<p>+(Positive)</p>

and monitoring	- Monitoring.	the adoption and processing of an emergency guide and timetable are criterion-based and take into account each of the elements listed above for the optimal school integration of ID students from the NW.		
Special allocation of necessary resources	<ul style="list-style-type: none"> - Effective provision of financial resources; - Psychosocial support for displaced students; - Psychosocial support for displaced students; - Supervision of teachers in education in emergency situations; 	<p>I think that the budget is sufficiently rationalised, but that the problems generally arise at the level of its implementation. Indeed, the whole normative arsenal of laws and regulations exists to enable adoption and optimised operation by allocating additional resources. Nevertheless, it is generally individual and selfish considerations and interpretations that pervert its proper functioning and weaken its use.</p> <p>It is clear that the effective acquisition of these elements can play a very important role in the educational integration of displaced pupils from the NW in our school.</p>	↑	+ (Positive)

Source: Field survey 2023

4.2. Interpretation of the Study Results

This study is, first and foremost, an interview. Therefore, the interpretation of the results will consist of organising the major themes, the quintessence of the items that contribute to the understanding of each. It should be noted that the present study is based on the following hypothesis: The strategic challenges in planning play a role in the school integration of displaced pupils from the NW in the public secondary schools of the city of Yaoundé. The operationalisation of the IV allowed for the selection of four independent secondary variables: the stakeholders analysis; the integration of ongoing evaluation and monitoring in schools; and the special allocation of necessary resources. These variables were therefore used to formulate the following points:

1. The stakeholders' analysis contributes to the educational inclusion of displaced students from the NW in public secondary schools in the city of Yaoundé.
2. The integration of permanent evaluation and monitoring in schools facilitates the integration of displaced students from the NW into public secondary schools in the city of Yaoundé.
3. The special allocation of necessary resources is indispensable for the integration of displaced students from the NW into public secondary schools in the city of Yaoundé.

4.2.1. Interpretation of Results of the Research Factor 1

The research factor 1 in response to the secondary question of study 1 was formulated as follows: The stakeholder analysis contributes to the educational integration of displaced students from the NW in public secondary schools in Yaoundé. In relation to this factor, two indicators related to the dependent variable were used to pose four open-ended items submitted to five stakeholders in charge of education in the Centre region, who expressed their views on the issue. According to UNESCO (2013), the quality of the planning of the educational process must be strategic. "It is based on quantitative and qualitative findings; contextually appropriate and realistic", (UNESCO, 2013). In the present study, the stakeholder analysis was operationalised into four indicators: the knowledge and description of the context; the involvement of all educational stakeholders; the development of educational objectives; and the orientation and training of

stakeholders. The content analysis of these four indicators shows their importance in the process of integrating displaced students from the NW into public secondary schools in the city of Yaoundé.

Overall, the emphasis on this importance can be seen in the responses of the five participants in the study who assert that: All these elements are indeed taken into account at different levels.

All of these elements are essential in the context of the strategic challenges of integrating displaced students from the North-West into our school. Ignoring or underestimating some of these elements is likely to weaken or incapacitate the objectives to be achieved in the supervision of these children, with all the consequences that such neglect entails.

The involvement of various actors, or at least of educational actors wearing many hats, aims precisely at taking into consideration various parameters necessary for the optimal management of a high school that welcomes various pupils. The varied and diverse experiences of the stakeholders in the School Council certainly constitute an added value in terms of optimising and integrating our internally displaced students at school. (Contents of subject #5)

With regards to the contents of the discourse that are part of the analysis, the research factor of the present study has been 100% validated.

4.2.2. The Interpretation of the Results of the Research Factor 2

In response to the secondary research question 2, the research factor 2 of the present study was formulated as follows: the integration of permanent evaluation and monitoring in schools facilitates the academic integration of displaced students from the NW in public secondary schools in the city of Yaoundé. Fullan (2015), refers to the organisational culture of an educational institution as the beliefs, values that are shared by the actors of the organisation in order to facilitate organisational practices. In the present study, she incorporates the implementation of an operation guide; the preparation of an emergency schedule; auditing; and control.

The content analysis of the discourse on the items considered reveals that research factor 2 was 90% validated. This can be seen in the opinions of subject #3 who believes that:

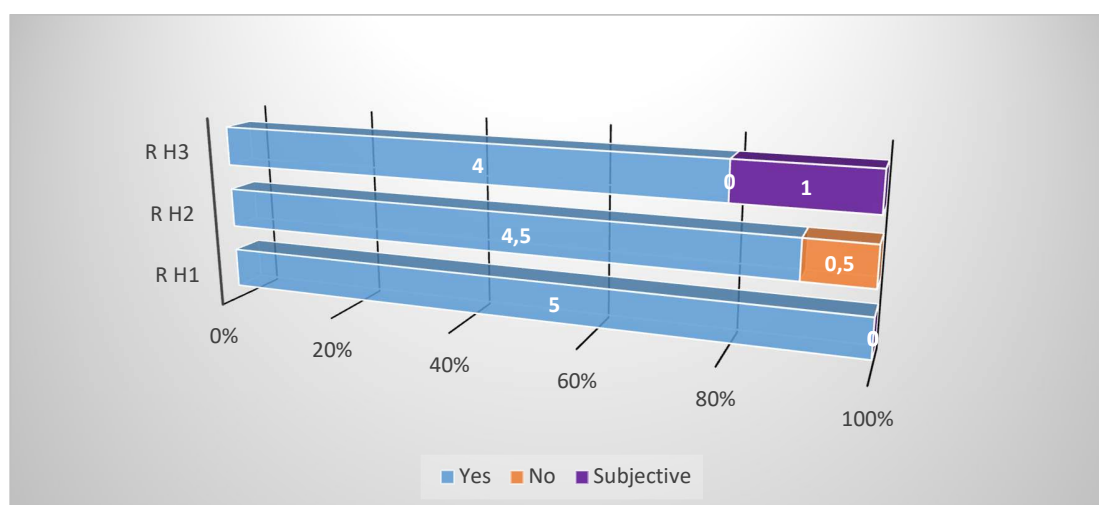
According to my understanding, the integration of a permanent evaluation and follow-up in our institution takes into account to a large extent the control and supervision of the adaptability of these children from crisis zones. It is therefore a question of permanently monitoring the integration process of these learners under the coordination of the School Principal.

4.2.3. Interpretation of the Results of the Research Factor 3

The research factor 3 of the present study was formulated as follows: the special allocation of necessary resources is indispensable for the integration of the displaced students from the North-West into the public secondary schools of the city of Yaoundé. Four indicators including the effective provision of financial resources, the psychosocial support for the displaced students, the supervision of teachers in emergency education, and the provision of teaching materials, were developed on the basis of the specific independent variable 3 'the special allocation of necessary resources'. These indicators, which are interdependent with the dependent variable "the integration of displaced students from the NW into public secondary schools in the city of Yaoundé", were used to construct items. Items submitted to 5 participants were retained in order to see the behaviour of each indicator.

The content of the speeches shows that 80% of the speeches are in line with the factors, while 20% do not share this view. This can be explained by the divergence of opinions on the previous items. The figure 7 below illustrates the validation of the three research factor in line with the positive responses of the respondents to the various research questions.

Figure 6: Validation of the Research Factors



Source: Research Work, 2023

4.3. Discussion of the Results of the Study

The content analysis of the data reveals that the strategic planning challenges play a role in the school integration of displaced students from the NW in public secondary schools in the city of Yaoundé. Inscribed in Article 26 of the Universal Declaration of Human Rights, education is an essential tool for protecting human dignity (UNESCO, 2018, p. 1). It is, moreover, the second Millennium Development Goal (MDG), which assigns to the different countries of the world to "Achieve universal primary education". This Millennium Development Goal is one of the priorities of States in terms of social policy throughout the world, and they are supported by the United Nations system, particularly UNESCO and UNICEF, and numerous NGOs. However, during humanitarian crises, access to education for refugee children remains a challenge for both humanitarians and host countries (Kamdem, 2016, p. 1).

In Cameroon, this goal is under severe threat due to the socio-political crisis in the NW and SW regions. An estimated 600,000 children are out of school as a result of this crisis (UNICEF, 2019, p. 2). In fact, due to ongoing violence and growing insecurity, teachers have massively left the crisis areas, seeking refuge in other parts of the country. This has led to the closure of schools under the intimidation of armed groups. In the Yaoundé VI District, the influx of internally displaced persons has put great pressure on the local education system, which already has limited educational structures and staff. Of all the households surveyed, 88% of the households received, as opposed to 92% of the returnees, were displaced with school-age children. With no income, those families strive to survive; educating their children becomes an uncertain or unthinkable project.

4.4. Implications

The general hypothesis of this study was "the strategic planning challenges play a role in the school integration of displaced students from the NW in public secondary schools in the city of Yaoundé". And the results of our data analysis showed that it has been validated at 80% while 20% depended on personal opinions. So we can attest that the strategic planning challenges effectively play an important role in the school integration of the internally displaced students from

the NW in the Government secondary schools in the city of Yaoundé. This has different implications for the onward educational development.

4.4.1. The Stakeholder Analysis

The stakeholder analysis as split down into these four indicators: the knowledge and description of the context; the involvement of all educational stakeholders; the development of educational objectives; and the orientation and training of stakeholders are key indicators which ought to be taken into account not only for a case of educational insertion of displaced students, but for all educational activities.

4.4.2. The Permanent Evaluation and Monitoring in Schools

The integration of permanent evaluation and monitoring in schools facilitates the educational integration of displaced students from the NW in public secondary schools in the city of Yaoundé as proved by our specific hypothesis 2. The regular evaluation of the staff in the supervision, audit and control of their activities in service in order to boost their performance is of crucial importance for the insertion of the displaced students in the school system in the city of Yaoundé. For a strategic planner, it would be better to introduce this theme of education in emergency in the training of every educational actor, especially in the teacher training programme in such a way that the staff would be equipped to face any case of emergencies and disasters when they are in duty. What has been learnt in school would be applied and enhanced on field as a professional, better than a one-day conference or seminar on education in emergency since Cameroon is now an arena of emergency challenges within three parts of its territory that is the political fight in the NW and SW, the religious crisis of Boko Haram in the Grand North, and the social claims in the East.

4.4.3. The Special Allocation of Necessary Resources

The special allocation of necessary resources is indispensable for the integration of the displaced students from the NW into the public secondary schools of the city of Yaoundé. This means that allocating the resources, both material or human resources, as well as financial resources is capital for the success of any integration of internally displaced students, not only in the city of Yaoundé, but to other parts of the country, been the same State which warrants for education. In practice, the ministries in charge of education already do provide the minimum

pedagogic package for every government school. As “minimum”, it is already very insufficient and that is why the parents have to intervene in the PTA contributions to support the State’s efforts. With this pressure of displacements and the need of educational insertion of the students from the NW in the education system in the city of Yaoundé, the “minimum” package cannot be sufficient to cover the pedagogic needs. Therefore, strategic planning in every educational institution has to foresee the way to allocate the necessary resources for the smooth running of the pedagogic, administrative and sociocultural activities in the school milieu that will enable the successful integration of the internally displaced students from the NW in the government secondary schools. Without this forecast, the integration of these students is vowed to be a total failure.

4.5. Limitations

Our study did not go closer to the authorities in charge of school orientation in the Ministry of secondary Education (DOVAS) who seek to support and provide quality environment for efficient learning to the vulnerables who are most concerned with the situation of the insertion of the internally displaced students from the NW into GHS. Furthermore, the study did not reach out to the students in order to measure the difficulties they are confronted with in their attempt to integrate the educational system in the city of Yaoundé. Another limitation is the implementation of the educational policies from the ministries of education concerning the educational insertion of the displaced students in the GHS in the city of Yaoundé. Our study been a qualitative approach, we did not have an overlook at the quantitative data on the issue.

4.6. Recommendations

With regards to the problem of the febrile school integration of the internally displaced students, various factors analysed and the indicators measured in this study, the researcher dares to propose an educational plan that could be implemented for a better educational insertion of these marginalised set of students in the education system. It comes out in 6 steps: goal, objectives, strategies, implementation, monitoring and evaluation.

1. Goals

To provide quality education through a successful school integration in the GBHS of Mendong and create a supportive learning environment for the internally displaced students in the school.

2. Objectives

- a) Ensure access to education: enrol all internally displaced students in the school, removing any barriers to school enrolment (official documents, school fees, etc).
- b) Adapt curriculum and instruction: adjust the teaching approaches to accommodate the diverse needs, languages, and educational backgrounds of the IDSs.
- c) Offer support programmes to help the IDSs cope with the new environment.
- d) Foster social and emotional well-being: Endeavour in counselling services and peer support programmes to address the social and emotional needs of the IDSs.
- e) Promote community engagement: Engage parents, local organisations, community members to create a supportive environment for the IDSs.
- f) Ensure educational continuity: Develop strategies to address gaps in previous education and support transition of the IDSs into the school milieu.

3. Strategies

- a) Conduct a comprehensive needs assessment to identify the specific needs and challenges of IDSs.
- b) Collaborate with relevant stakeholders, such as government agencies (DOVAS, Ministry of Social Affairs, City Council), NGOs, and community groups to raise resources and support.
- c) Provide pedagogic materials, create health support system and engage feeding action support for the IDSs in the school.
- d) Create an inclusive welcoming school environment that values the cultural diversity and experiences of IDSs.
- e) Provide professional development opportunities for teachers to enhance their cultural competency and pedagogical skills.
- f) Develop a mentoring programme pairing IDSs with peers in the school milieu.
- g) Implement socio-emotional support services, to address trauma and foster well-being.
- h) Collaborate with local community to organise cultural events, promote awareness, and reduce stigma.

- i) Regularly monitor and evaluate the progress and impact of the education plan to ensure its effectiveness and make necessary adjustments.

4. Implementation Timeline

This stage will be implemented altogether but emphasis will be on a particular aspect per year, during four years.

- ❖ Year 1. Awareness campaigns and needs assessment, partnerships and support programmes.
- ❖ Year 2. Implement adapted curriculum and instruction strategies, introduce socio-emotional support services.
- ❖ Year 3. Strengthen community engagement initiatives, expand mentoring and counselling programmes.
- ❖ Year 4. Evaluate progress, make adjustments based on feedback, and continue to refine the education plan.

GENERAL CONCLUSION

The title of this scientific research is “The Challenges of Educational Insertion of the Internally Displaced Students from the North-West Region: The Case of the GBHS Mendong”. The aim was to describe the challenges faced in educational planning for the insertion of the internally displaced students fleeing insecurity in the NW, after leaving abruptly the education system which they try to reintegrate in the city of Yaoundé. The study is structured in 4 chapters in which an attempt has been to analyse how the educational insertion of the displaced students from the NW region is influenced by different challenges.

In the first chapter, an overview of educational planning has been exposed. Starting from the rise of planning as a steering tool for managing available resources to achieve set goals in all sectors of life, it turns out to be an essential tool in education for policy-making, resulting in an educational sector plan whose elaboration follows different approaches at various levels. The evolution of education has been achieved through many stages right from the colonial period in the African colonised lands, through their independence, giving birth to the post colonisation attempt to raise backwardness through a properly handling of educational planning with the international community, the fight against poverty through education launched with the international financial agencies, and a look at the learning organisation approach.

Chapter 2 traced the contextual environment through which education in Cameroon evolves. As a legacy of its colonial experience, the country has an education system which is divided in two subsystems, each with specificities to be preserved, and this is stipulated in the national policy. The breach to comply with the preservation of these specificities proper to each of the subsystem brought out complaints from the Anglophones which degenerated into political claims in 2016, giving rise to numerous displacements for safety. The school insertion of the internally displaced students from the crisis area of the NW who landed in the city of Yaoundé, has to be considered through the angle of inclusive education and educational psychology in order to help the students fully integrate the education system and bloom. The theories of constructivism and contingency have the strongholds of the thoughts of the paradigm of education in crisis and the integration of the students from the NW in the city of Yaoundé.

Through chapter 3, the methodology of the study has been presented in detail. The study has been a qualitative description of the phenomenon of the school integration of the IDS from the NW in the city of Yaoundé, the GBHS Mendong as the study case. The independent variable is the “challenges” while the dependent variable is the “educational insertion of the internally displaced students from the NW region”. The two variables are in a strong relationship for the independent variable appears to be the cause of the dependent variable. In the proceedings, the operationalisation of the independent variable resulted in 3 specific factors, ushered from the general objective to identify and describe the strategic planning challenges that play a role in the school integration of the displaced students from the NW in the GHSs of the city of Yaoundé. The specific objectives of the study, being the goals targeted by the secondary questions of the study, were to demonstrate that the stakeholder analysis contributes to the educational integration of the

displaced students from the NW in GHSs in the city of Yaoundé; to examine how the integration of continuous evaluation and monitoring in schools facilitates the educational integration of the displaced students from the NW in GHSs in the city of Yaoundé; to analyse how the special allocation of necessary resources is necessary for the educational integration of the displaced students from the NW in GHSs in the city of Yaoundé. The instrument for the data collection was a semi-structured interview. The target population was the staff of the Bilingual secondary schools in the Cameroon, while the accessible population was the administrative staff of the secondary schools of the city of Yaoundé, 5 staff members of the GBHS of Mendong been the sample.

In chapter 4, from the semi-structured interviews launched on the administrative and pedagogic staff of the GBHS of Mendong, the case study, the data analysis showed that the insertion of the internally displaced students from the NW in the GHSs in the city of Yaoundé really depends on the strategic planning, through the stakeholder analysis, the integration of continuous evaluation and monitoring, the special allocation of necessary resources are all very important for the insertion of the internally displaced students from the NW in GHS in the city of Yaoundé. Thus this validated the factor at 90%. The divergence of opinion caused the difference of 10% negative answers.

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ANNEXES

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA
ET EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

Le Doyen

The Dean

N°...023.../22/UyI/FSE/VDSSE

AUTORISATION DE RECHERCHE

Je soussigné, Professeur **BELA Cyrille Bienvenu**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante **NKOMO MENYE Florine Clarence**, Matricule 20V3263 est inscrite en Master II à la Faculté des Sciences de l'Education, Département : *CURRICULA ET EVALUATION*, filière : *MANAGEMENT DE L'EDUCATION*, Option : *PLANIFICATION DES SYSTEMES EDUCATIFS*.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du Pr. **NJENGOUE NGAMALEU Henri Rodrigue**. Son sujet est intitulé : « *Planification de l'éducation adaptée à la crise du Nord-Ouest et du Sud-Ouest du Cameroun* ».

Je vous saurai gré de bien vouloir la recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le 12.01.2022...

Pour le Doyen et par ordre



NGOUE Etienne
Professeur

UNIVERSITE DE YAOUNDE I

 CENTRE DE RECHERCHE ET DE
 FORMATION DOCTORALE (CRFO) EN
 « SCIENCES, HUMAINES, SOCIALES
 ET EDUCATIVES

 UNITE DE RECHERCHE ET DE
 FORMATION DOCTORALE EN
 SCIENCES DE L'EDUCATION ET



THE UNIVERSITY OF YAOUNDE I

 POST COORDINATION SCHOOL FOR
 SOCIAL AND EDUCATIONAL
 SCIENCES

 DOCTORATE UNIT OF RESEARCH
 AND TRAINING IN SCIENCES OF
 EDUCATION AND EDUCATIONAL
 INGENIEERING

INTERVIEW GUIDE

Introduction: I am Florine Clarence Nkomo Menye. As a student in Educational Management of the University of Yaoundé I, Faculty of Education, in the context of writing a research paper on the theme: “Challenges of school integration of internally displaced students from the North-West in government secondary schools: the case of the Mendong Bilingual Secondary School”, I request your collaboration for the smooth running of the said dissertation. Please answer the following questions simply and frankly. The present investigation is not a morality survey. It has a purely academic purpose. Strict confidentiality and respect for individuals is maintained.

Please express yourself in confidence.

Date:

Place:

Start time:

End time:

Respondents' Code:

Respondents' title:

		Stakeholder analysis interview	
		Focal points for questioning the interview	Discourse content
Items			
I1	<p>In the context of the strategic challenges of school integration of displaced pupils from the North-West in your school, as an educational actor, does the stakeholder analysis take into account</p> <ul style="list-style-type: none"> - Knowledge and description of the context; - Involvement of all educational actors; - Elaboration of training objectives; - The orientation and training of the latter. <p>Do these elements really contribute to the educational integration of displaced pupils from the North-West in your school?</p>		
	Interview on the integration of permanent evaluation and monitoring in schools		
I2	<p>As an educator and an actor in strategic challenges in the supervision of students in your</p>		

	<p>school, is the integration of permanent evaluation and monitoring in schools dependent on:</p> <ul style="list-style-type: none"> - The implementation of an operation guide; - The preparation of a contingency plan; - The preparation of a monitoring plan - Auditing? - Monitoring? <p>In your opinion, can this involvement be a solution to the school integration of displaced students from the North West in your school?</p>	
Interview on the special allocation of the necessary resources		
I3	<p>In your opinion, does the special allocation of necessary resources in your school involve:</p> <ul style="list-style-type: none"> - Effective provision of financial resources; - Psychosocial support for displaced students; - Psychosocial support for displaced students; Training of teachers in education in emergency situations; - Provision of teaching materials 	

	Does the acquisition of these elements contribute to the educational integration of displaced students from the North-West in your school?	
Theme : Respondent identification		
I4	Your gender ?	
I5	Your age ?	
I6	Number of years in post ?	

Thank you for your kind cooperation