Report No: ACS13117

Republic of Cameroon

FOSTERING SKILLS FOR INCLUSIVE WORKFORCE DEVELOPMENT, COMPETITIVENESS, AND GROWTH

A FRAMEWORK FOR ACTION

April 2015

GEDDR
AFRICA

Document of the World Bank

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Acknowledgments

This report is a product of collaboration between the World Bank Central Africa Education, Poverty Reduction and Education, Finance and Private Sector Development teams, and a Government of Cameroon multi-sectoral team. The work was led, and the report was prepared by Shobhana Sosale. Kristen Majgaard, Ramahatra Mamy Rakotomalala, and Samira Halabi were the main contributors at the concept note stage of the study. The peer reviewers at concept note stage were Amit Dar, Xiaoyan Liang, Dena Ringold and Tape Mengistae. The Advisory Committee for the study at concept stage comprised Emanuela di Gropello, John Giles, Patrick Premand, and Jee-Peng Tan. The final draft report has benefited with inputs from peer reviewers Souleymane Coulibaly, Venkatesh Sundararaman, John Giles, Gilberto de Barros, Alphonsus Tji Achomuma, and Birger Fredriksen (external reviewer). Jee-Peng Tan, Viviana Gomez Venegas, and Ryan Peter Flynn were instrumental in all stages of client training, data collection, and data scoring for the SABER-Workforce Development tool. The team is grateful to Kristen Himelein and Rose Mungai for their timely support with data. The team acknowledges the support for logistics for the numerous consultations from integral team members Natalie Tchoumba Bitnga, Rose-Claire Pakabomba, and Laurence Hougue Bouguen, and to Francine le Touzé for the French translation of the document.

The multi-sectoral Government team comprising staff from ministries of education & training, youth, agriculture, forestry, industry and mining, *Groupement Inter-patronal du Cameroun* (GICAM) provided valuable inputs and guidance for the preparation of the workforce development analysis. Short background papers based on extensive consultations with the Government multi-sectoral team on public sector employees, youth leaders and constituent groups and information about ongoing programs and projects from secondary data/literature review for the note were prepared by consultants Judith Lewetchou Efouefack, Eleni Papakosta, Monica Chavez, and Vincent Perrot.

The report has benefited from the deliberations of the Program for Applied Sciences, Engineering and Technology (PASET) workshop that took place from June 10-12, 2014 in Dakar, Senegal. Pre-workshop consultations with the Ministry of Employment, Vocational Education and Training (MINEFOP), Ministry of Higher Education (MINESUP), and Ministry for Science and Innovation (MINRESI) added value to the document. Overall guidance was provided by Gregor Binkert and Peter Nicolas Materu.

The initial versions of the skills analysis, policies and institutions for workforce development and the background papers were progressively presented during the preparation phase of the study to the Government multi-ministry team officials, GICAM, and public and private sector education and training stakeholders in Cameroon.

The World Bank is grateful for the support from the Ministry of Economy, Planning and Regional Integration (MINEPAT), Ministry of Finance (MINFI), Ministry of Employment, Vocational Education and Training (MINEFOP), Ministry of Higher Education (MINESUP), Ministry of Youth (MINEJEUNE), Ministry of Science and Innovation (MINRESI) at various phases of the preparation and completion of this report. The team is also grateful to the Youth Group leaders and their constituents for their valuable inputs for the preparation of the study. In addition, the authors would like to thank officials of the various Ministries for sharing valuable data and information.

Abbreviations and Acronyms

AAACP-ACP	Agricultural Commodities Program
AAF	Accumulation-Aggregation Framework
ACE	Africa Centers of Excellence
ADC	*Aéroports du Cameroun*
AES-SONEL	National Electric Company
	Société Nationale d'Electricité
AFD	French Development Agency
	Agence Française de Développement
AfDB	African Development Bank
ALMP	Active Labor Market Programs
ARIZ	Monitoring Financial Risks
	Accompagnement du Risque Financier
ASPPA	*Projet d'appui aux stratégies paysannes et à la professionnalisation de l'agriculture*
ATPO	Association of Oilseed Product Transformers
	Association des Transformateurs des Produits Oléagineux
BAC	Baccalaureate
BEPC	*Brevet d'Etudes du Premier Cycle*
BHA	Hydraulically Assembled Wood
C2D	*Contrat de désendettement et de développement*
CAD	Computer aided design
CAM	Computer aided management
CAP	*Certificate d'Aptitude Professionnelle*
CAS	World Bank Country Assistance Strategy
CCI	International Trade Center
	Centre du commerce international
CDC	Cameroon Development Corporation
CEM	Cameroon Economic Memorandum
CEMAC	Central African Economic and Monetary Community
CEP	Primary Study Certificate
	Certificat d'Etude Primaire
CFC	*Crédit Foncier du Cameroun*
CFM	Vocational Training Center
	Centre de Formation Professionnelle aux Métiers
CFPE	Vocational Training Centers of Excellence
	Centres de Formation Professionnelle d'Exellence
CFPM	Mining Vocational Training Center
	Centre de Formation Professionnelle des Mines
CFPS	Vocational Sectoral Training Centers
	Centres de Formation Professionnelle Sectorielle
CFR	Rural Training Centers
	Centres de Formation Rurale
CMPJ	Multifunctional Center for Youth Development
	Centre Multifonctionelles de Promotion de la Jeunesse
CNUCED	*Conférence des Nations unies sur le Commerce et le Développement*
CQP	Vocational Qualification Certificate
	Certificat de Qualification Professionnelle
CRA	Regional Centers for Agriculture
	Centres Régionaux d'Agriculture
CVET	Continuing Vocational Education and Training
DEFACC	Agricultural Education Cooperative and Community Division

	Division de l'Enseignement Agricole Coopérative et Communautaire
DHS	Demographic and Heath Survey
EDS	*Enquête Démographique et de Santé*
DSCE	Strategy Document for Growth and Employment
	Document de Stratégie pour la Croissance et l'Emploi
ECAM	Household Consumption Survey
	Enquête Camerounaise auprès des Ménages
ECD	Early Childhood Development
EESI	Employment and Informal Sector Surveys
	Enquête sur l'Emploi et le Secteur Informel au Cameroun
EFSEAR	Training School for Rural Development Specialists
	École pour la Formation des Spécialistes en Aménagement Rural
EGEM	School of Geology and Mining
	École de Géologie et d'Exploitation Minière
ENATH	National School of Tourism and Hospitality
	Nationale de Tourisme et d'Hôtellerie
ENEF	National School of Forestry and Water Resources
	École Nationale des Eaux et Forêts
EPA	Economic Partnership Agreement
ESW	Economic and Sector Work
ETA	Technical Schools of Agriculture
	Écoles Techniques d'Agriculture
EU	European Union
FAAS- FASA	Faculty of Agronomy and Agricultural Sciences
	Faculté d'Agronomie et des Sciences Agricoles
FAO	Food and Agriculture Organization
FCFA	CFA franc
FDI	Foreign Direct Investment
FEFWE-FMBEE	Faculty of Employment in Wood, Water and Environment
	Faculté des Métiers Bois, Eaux et Environmment
FIDA	*Fond international pour le développement de l'agriculture*
FNE	National Employment Fund
FNE-PAJERU	Rural and urban Youth Support Program
	Programe d'appui à la Jeunesse Rurale et Urbaine
FNE-PREJ	Retirement and Youth Employment Program
	Programme Retraite Emploi Jeune
FSLC	First School Leaving Certificate
G4S	Group 4 Securicor
GCE A/L	General Certificate of Education Advanced/Level
GCE O/L	General Certificate of Education Ordinary/Level
GCEOL/L	General Certificate of Education Ordinary/Level
GDP	Gross Domestic Product
GER	Gross Enrollment Ration
GICAM	*Groupement Inter-patronal du Cameroun*
GIPA	Interprofessional Group for Craftsmen
	Groupement Interprofessionnel des Artisans
GoC	Government of Cameroon
GTHE- ENSET	General Technical Higher Education
	École Normale Supérieur de l'Enseignement Technique
HE	Household Enterprises
IFAD	International Fund for Agriculture Development
IFC	International Finance Corporation

ILO	International Labor Organization
IMF	International Monetary Fund
INS	*Institut National de Statistique*
IRAD	*Institut de recherche agricole pour le développement*
IT	Information Technology
ITES	Information Technology enabled-services
IVET	Initial Vocational Education and Training
JICA	Japanese International Cooperation Agency
MDG	Millennium Development Goals
MIC	Middle Income Country
MICROPAR	Referral Program for Micro-Enterprises *Programme de Parrainage des Micro-Entreprises*
MIDENO	North West Development Authority
MINADER	Ministry of Agriculture and Rural Development
MINAGRI	*Ministère de l'agriculture*
MINAS	Ministry of Social Affairs
MINDUH	Ministry of Urban Development and Housing
MINEDUB	Ministry of Primary Education
MINEFI	Ministry of Economy and Finance
MINFOF	*Ministère des Forets et de la Faune*
MINEFOP	Ministry of Employment, Vocational Education and Training
MINEPAT	*Ministère de l'Economie, de la Planification et de L'Amenagement du Territoire*
MINEPIA	Ministry of Livestock, Fisheries and Animal Industry *Ministère de l'elevage, des peches et des industries animals*
MINESEC	Ministry of Secondary Education
MINESUP	Ministry of Higher Education *Ministère de l'Enseignement Supérieur*
MINFOF	Ministry of Tourism
MINIMIDT	Ministry of Industry, Mines and Technological Development
MINJEUN	Ministry of Youth
MINPRMESA	Ministry of Small and Medium Size Enterprises, Social Economy and Handicrafts
MINPROFF	Ministry of Women's Empowerment and Family
MINTOUR	Ministry of Tourism
MINTSS	Ministry of Labor and Social Security
NEET	Formal Employment Sector
NER	Net Enrolment rate
NGO	Non-governmental Organization
NQF	National Qualifications Framework
NSWF- ENEF	National School of Water and Forests *École Nationale des Eaux et Forêts*
OHADA	Organization for the Harmonization of African Business Law *Organisation pour l'Harmonisation en Afrique du Droit des Affairs*
OMT	*Organisation mondiale du Tourisme*
ONCPB	*Office national de commercialisation des produits de base*
PADER	Support Program for Rural Jobs *Programme d'Appui aux Emplois Des Ruraux*
PAIJA	Support Programme for Youths Inclusions in Agriculture
PAPESAC	Support Cluster for Professionalization of Higher Education in Central Africa *Pôle d'Appui à la Professionnalisation de l'Enseignement Supérieur en Afrique Centrale*
PASEC	Program for the Analysis of Education Systems *Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN*
PCFC	*Projet Compétitivité des Filières de Croissance*

PCR	Primary Completion Rates
PED	Graduate Employment Program
	Programme Emploi Diplômé
PETU	Technological Excellence Cluster
	Pôle d'Excellence Technologique
PIAASI	*Programme Intégré d'Appui aux Acteurs du Secteur Informel*
PNVRA	National Program to Promote Public Access to Agricultural Research
PPF	Production Possibility Frontier
PRSP	Poverty Reduction Strategy Paper
PSVC	Private Sector Value-Chain
PTA	Parent-teacher Associations
PTR	Pupil-teacher ratio
RCSEAFW	Regional Center for Specialized Education in Agriculture, Forestry ad Wood
CRESA	*Centre Régional d'Enseignement Spécialisé en Agriculture, Forêt et Bois*
RGE	*Recensement général Des Entreprises*
SABER	Systems Approach for Better Education Results
SAP	Skills for Africa Program
SAR	Craft and Rural Department
	Section Artisanale et Rurale
SAR/SM	*Section Artisanale Rurale et Section Ménagère*
SCNPD	National Civic Service for Participation in Development
	Service Civique national de Participation au Développement
SF	Science of Forestry
	Sciences Forestière
SM	Household Department
	Section Ménagère
SME	Small and Medium Enterprises
SMIG	*Salaire Minimum Interprofessionnel Garanti*
SNPHPC	*Syndicat national des producteurs de l'huile de palme au Cameroun*
SOCAPALM	*Société Camerounaise de Palmeraies*
SODECOTON	*Mission de développement du nord-entreprises paraétatiques*
SOWEDA	South West Development Authority
SSA	Sub-Saharan Africa
STEP	Skills Towards Employability and Productivity
TVA	Value Added Tax
	Taxe à Valuer Ajouter
TVET	Technical Industrial Vocational and Entrepreneurship Training
UICN	International Union for Conservation of Nature and Natural Resources
	Union Internationale de la Conservation de la Nature et des Ressources naturelles
UIT	Academic and Technological Institute-Wood
	Institut Universitaire et Technologique-Bois
UITTW	University Institute of Technical Training in Wood
	Institut Universitaire de Technologique Bois
UNDP	United Nations Development Programme
UNESCO	United Nations Organization for Education, Science and Culture
UNEXPALM	Operations Union of Palm Oil
	Union des Exploitants de Palmier à huile
UPI- IUP	Informal Production Unit
USAID	United States Agency for International Development
UTA	*Unité de travail annuel*
VCA	Value Chain Analysis
WB	World Bank

WBG	World Bank Group
WDI	World Development Indicators
WfD	Workforce Development
WSCD	Workforce Skills and Competencies Development
WWF	World Wildlife Fund
ZEP	Education priority areas *Zones d'Education Prioritaires*

Executive Summary

Vision 2035 describes the Government of Cameroon's goals for the country's growth and development—the main one being for Cameroon to become an emerging economy by 2035. The vision includes medium-term objectives, with a focus on alleviating poverty, becoming a middle-income country, becoming a newly industrialized country, and consolidating democracy and national unity while respecting the country's diversity. *Vision 2035* also serves as the long-term anchor for the Government's recently updated poverty reduction strategy, which puts employment at center stage.

The vision, officially known as the Strategy for Growth and Employment (*Document de Stratégie pour la Croissance et l'Emploi*, or DSCE), was finalized in 2010. Among other aspects, the DSCE identifies unemployment and weak productivity as key challenges for the country's development.[1] Thus it seeks to:

- Develop more robust formal and informal employment opportunities by strengthening human development.
- Increase productivity in agriculture, mining, and key value chains (timber, tourism, and ICT).
- Stimulate growth through investments in critical infrastructure (notably energy, roads, port infrastructure, and water supply and sanitation) and through improvements in the business climate and regional integration.

The DSCE sets an ambitious target of reducing underemployment from 76 percent of the workforce to 50 percent by 2020 by creating tens of thousands of formal jobs. But based on results from the first two years of its implementation, the DSCE is far from achieving that target.

This report is intended to support Cameroon's efforts to augment the skills of its workforce to increase labor productivity and competitiveness and to create jobs—while recognizing that many factors other than skills can inhibit labor productivity and job creation. (This report uses the terms workforce and labor force interchangeably.) More specifically, the study is intended to help inform a national strategy for skills development and related policies and institutions in support of competitiveness, productivity, and job creation.

The study presents empirical analyses of skills development as it relates to the labor market to promote labor competitiveness and job creation. A sector-specific approach to skills development has been adopted while paying attention to employment-intensive sectors and addressing growth-intensive investments. The study reaches conclusions and offers policy recommendations based on its efforts to answer six questions:

- What has been the trajectory of Cameroon's economic growth? Which sectors have contributed to growth?
- Where are jobs being created?

[1] The DSCE was approved by an Inter-ministerial Committee on August 26, 2009 and covers the period 2009-2019.

- What types of skills are being used in the sectors where the highest percentages of the population are employed? Are the employed being productive?
- What are the demand and supply barriers to skills?
- Which policies and institutions are at play? Are they sufficient for Cameroon to reach full-fledged middle-income country status?
- What needs to or could be reformed to enhance skills development and productivity for competitiveness and growth?

The sectors analyzed by the study are infrastructure, forestry/wood and wood processing, agriculture, and agribusiness (with a focus on cotton textiles, palm oil, tourism, and extractives) another sector, technology and innovation, has also been included. The priority sectors were chosen based on:

- Their estimated potential for job creation.
- Their estimated potential for increasing productivity. The skills development perspective of job creation is seen as being relatively narrow, because the constraints to job creation in a particular sector in Cameroon often lie outside traditional labor policies, including skills development.
- Labor concentration.
- Whether jobs in the sectors cut across the formal and informal sectors where most of the poor and vulnerable are engaged.
- Prospects for creating economic opportunity through job creation and workforce value addition in most of the selected sectors.
- Their potential to remain labor-intensive, while also being the most amenable to structural transformation.

Given the large informal sector in Cameroon, the diagnostic and policy work includes both analyses of and recommendations for opportunities in the formal sector and increasing productivity in both the informal and formal sectors. A particular challenge in studying skills for the informal sector has been to identify appropriate tools.

Recognizing the need for a mix of tools to address the challenge of skills development, for what purpose, and how, the conceptual framework for this study integrates three themes and sub-themes. First, an Aggregation-Accumulation Framework that helps model growth and skills development using proxies and, together with the Skills Toward Employment and Productivity (STEP) framework, shows the potential for shifting the production possibility frontier (PPF). Second, an assessment of the stock and flow of workforce skills, since policy conclusions and recommendations differ for the two. Third, an application of the SABER-Workforce Development (WfD) framework to analyze policies and institutions that have been conducive to or have retarded skills development.

The Aggregation-Accumulation Model (AAM) helps measure the change in GDP over time (the independent variable) due to changes in skills accumulation as measured by educational attainment (the dependent variable), with all other factors of production (land, capital) held equal. It is acknowledged that educational attainment is a weak proxy for assessing the distribution of skills and is largely insufficient to inform policy. But in the absence of better measures to assess skills, educational attainment is the best quantitative measure. Learning

assessments would also serve as a good measure for skills. However, learning has not been measured consistently in Cameroon. The country participates in the regional assessment PASEC and has maintained its position as one of the top three placements in PASEC. But PASEC tests have changed over time, casting doubt on the comparability of country results.

The study takes stock of economic growth until 2012, the aspects that have contributed to or detracted from skills accumulation, the structure of the labor market and its shift over time from the primary agricultural sector to the tertiary services sector, and the education and skills of the workforce. Demand-side analysis has been conducted by reviewing the value chain analyses financed by the Private Sector Development and Competitiveness Project of the World Bank's Finance and Private Sector Development Department to assess the types of skills most sought by the primary, secondary, and tertiary sectors. Supply-side analysis has been undertaken by assessing the extent to which skills development is being fostered by the education and training sector.

The strategy and indicators for measuring the supply and demand of skills were developed by:

- Reviewing the evolution of growth and sectoral contributions to growth, employment, and associated education levels of the workforce**.**
- Drawing on labor market analyses by the National Statistics Institute and the International Labour Organization.
- Mapping the demand for skills using the 2011 employers' survey.
- Linking sector-oriented employment and skills needs for value addition in the value chain analyses by the World Bank's Africa Region Trade and Competitiveness Department.
- Conducting empirical analysis using the SABER-Workforce Development tool for the diagnostics of the existing skills development policy and institutional framework for workforce development.
- Drawing on an extensive literature review.

Several key conclusions emerged. First, there is significant deadweight loss with respect to the available skills in the system and the use of those skills. Meaning, the most highly educated people—those who have completed university education—have the highest unemployment rates. That is partly because they tend to opt out of lower-skill jobs and partly because of the shortage of jobs requiring highly skilled workers. Moreover, most university graduates have generalized skills as opposed to specialized skills. University graduates also often avoid taking jobs in rural and remote areas. Finally, the education and training system is highly inefficient, making education and training costly for households. These costs outweigh the private and social benefits of education and training. Combined, these factors create a mismatch between the quantity and quality of skills. Supply is not commensurate with the demand for workforce skills.

Second, about 90 percent of workers in Cameroon are underemployed and in informal jobs. Only 5-6 percent work in the formal sector, and the business environment is not conducive to self-employment. Entrepreneurs cite high taxes, a difficult tax regime, extensive corruption, problems with access to credit, excessive bureaucracy, unfair competition, problems with

energy and water, transportation challenges, and a cumbersome judicial system to be the main disincentives to starting a company and doing business. Workforce training and skills is also ranked among the list of barriers. That would be a major problem overall in the medium-to long-term even though most enterprises are small or medium in size. The selection of workforce over time would become incommensurate with increased potential that the market can actually bear. Another challenge is that most workers in the informal sector lack entrepreneurial and technical skills—a major contributor to reduced productivity. This report also discusses constraints on skills development that all sectors are facing.

Third, Cameroon lags behind most countries in terms of competitiveness: it is ranked 168 out of 189 economies. It is ranked at 132 for starting a business, mainly because of cumbersome and time-consuming procedures, long wait times for obtaining licenses to operate, high costs, and the absence of minimum capital to start small and medium-size enterprises. Cameroon lags behind Malaysia, Thailand, and Vietnam in terms of the size of the manufacturing sector despite having almost relative and equal growth in the services industry. Cameroon has latent potential to improve its manufacturing base through the promotion of light manufacturing in agribusiness, wood processing, and ancillary sectors to the extractives industry. The main impediments are the business environment (tax regime, excessive bureaucracy, unfair competition, cumbersome judicial system, etc.) and the low skills base, leading to low productivity.

Well-performing economies on *Doing Business* indicators (World Bank 2013) tend to be more inclusive along two dimensions. They have smaller informal sectors, so more people have access to formal markets and can benefit from regulations such as social protection and workplace safety regulations. They are also more likely to have gender equality under the law. Women make up nearly half the population in Cameroon, and boosting their productivity would benefit the country.

Finally, country-level, time-based benchmarking shows that Cameroon's system is between "latent" and "emerging" for all the functional dimensions of policies and institutions in the SABER-WfD analytical framework—strategic, system oversight, and service delivery. The findings represent an average. A deeper examination of the underlying scores across the nine policy areas reveals some confounding aspects to the system, requiring a more nuanced approach to understanding the system. Specifically, there is a strategic framework (policy areas of strategic direction and coordination, but not demand-led) that is tending toward an "emerging" system. This is largely due to centralized preparation of vision and strategy documents and action plans. But system oversight and service delivery dimensions are more skewed toward a "latent" system. That is, there is limited collective engagement across education and training ministries, and other ministries that provide specialized skills. This is due to a highly fragmented approach to workforce skills development oversight and service delivery.

Taking into account all these elements, the prospects for Cameroon to move from lower- to middle-income status are promising. There are implications for creating more dynamic and

responsive workforce skills and a competencies development system to address potential new jobs and requirements. A new strategy is required to foster the accumulation of skills and competencies for value addition to labor-intensive sectors, for economic diversification, and for structural transformation. Cameroon requires a unified, action-oriented framework for skills development to promote collective action for improving system oversight and assuring service delivery for results.

This report culminates with a proposed framework for action constructed on 10 principles: optimization, concentration and assimilation, adequacy, specialization versus generalization, facilitation, concatenation, relevance, maximization, portability, and structural transformation. For each of these areas some directions are proposed, including suggestions for global good practices that Cameroon could draw upon. Recommendations are also provided for revised and renewed governance and institutional arrangements. These include developing a management information system for jobs and promoting public-private partnerships. Some alternate financing options for skills programs are also discussed. Finally, monitoring and evaluation systems are proposed.

The expected outcomes are reducing systemic inefficiencies, promoting options, and boosting the contribution of the informal sector to support Cameroon's competitiveness and growth. The main risk is that the Government might not endorse the recommendations. But that might not be a substantial risk since mitigation measures have included extensive country-level consultations through crowdsourcing and close engagement with the Government's multi-sectoral team.

Chapter 1. Introduction and Background

Objective and Scope

1. The overarching goal of this study is to facilitate Cameroon's strategic objective of ensuring a well-educated human resources base in support of its quest to emerge as a strong middle-income economy by 2035. This strategic objective is communicated in various national documents, especially the vision documents *Cameroun emergent à l'horizon 2035* and the 2010 Strategy Document for Growth and Employment (*Document de Stratégie pour la Croissance et l'Emploi 2010*, or DSCE), which emphasize a shift away from focusing on poverty reduction to fostering growth as the source of prosperity and employment, premised on income redistribution and poverty reduction.

2. The DSCE identifies agriculture, agribusiness (cotton textiles, palm oil, cocoa, and coffee), forestry (wood and wood processing), mining, and tourism as the key engines of economic growth and employment. Light manufacturing in these sectors are emerging as viable options. Building on the themes and the vision, the World Bank sees the focus on labor-intensive production for value-addition, promoting competitiveness, and structural, spatial, and social transformation as likely critical drivers of economic growth.[2]

3. This study is intended to support Cameroon in preparing a national strategy for skills development, related policies and institutions to boost competitiveness and productivity, and job creation—while being aware that many factors other than skills can limit productivity and job creation, including weak governance, bureaucracy, infrastructure, and taxation policies that directly affect the business environment.

4. The study focuses on skills development for the informal and formal labor markets. For this purpose the authors have undertaken empirical analyses on growth accumulation effects, skills development through the education and training system that is presented by examining skills accumulation effects, and value-chain analysis that shows the constraints for the demand and supply of skilled and unskilled labor in Cameroon. Labor markets are dynamic. There will always be skills gaps and mismatches. Hence the review of the education and training system and its potential to build a skilled workforce as an accumulative approach.

5. This report also presents a comprehensive diagnostic of skills development policies and institutions in Cameroon. It analyzes the various mechanisms for skills development and their alignment with emerging sector demand. The underlying approach is that the development of a critical mass of skilled labor with strong foundational and higher-order skills could contribute to improving competitiveness, meeting the labor needs of a transforming economy, and promoting growth. Challenges facing the business and investment climate—weak governance,

[2] World Bank. 2014. *Some facts on Cameroon's Growth and Poverty Dynamics*. Presentation relating to the Cameroon Economic Memorandum (CEM) 2015, other finance and private sector development value-chain reports that have progressively demonstrated the need for economic diversification, and the Education Sector Country Status Report 2013 entitled *Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*.

excessive bureaucracy, inadequate infrastructure, and cumbersome taxation policies—that retard firm productivity and competitiveness and in turn reduce labor demand are discussed as overall key complementary factors that require attention. However, their effects are not analyzed in depth because these factors are considered exogenous to skills development.

6. The study attempts to bridge a knowledge gap about the skills mismatch in Cameroon, and address the question of how education and training can make valuable contributions to developing skills, spurring growth, increasing competitiveness, and helping Cameroon evolve to higher-value products and services. A significant challenge is in attempting to unify the currently fragmented approach to increasing the supply of skills, which is delivered by several ministries and private organizations. The fragmentation of skills supply—combined with a large rural population, extensive informality, and high underemployment—pose considerable challenges.

7. The study is a natural next step to the analytical and operational work on competitiveness and growth that have been undertaken over the past five years. Specifically, the note complements the value-chain studies in agriculture, agribusiness (cotton textiles, palm oil), forestry (wood and wood processing), and tourism that have already been prepared, and the National Statistical Institute's detailed analysis of employment, the role of the informal sector, and labor characteristics, including skills levels using the second enterprise survey (EESI II) dataset. The extent to which firms can attract and absorb workers is discussed.

8. This introductory chapter defines the context, rationale, and scope of the study, sets out the conceptual framework, describes the questions addressed by the study, explains the methodology, and identifies the data sources.

Context and Rationale

Cameroon's socioeconomic context as it relates to skills and competencies

9. Cameroon is a lower-middle-income country aspiring to reach full middle-income status by 2035. During the first two decades after independence (1960), growth in Cameroon was resource intensive, with productivity and efficiency playing only minor roles. Between 1996 and 2003, despite less favorable external conditions, structural reform-led growth was possible due to long-term foundations for enhanced productivity. Over the past decade growth has slowed as the foundations and policy resolve have weakened both in agriculture and non-mining industries.[3] While populations in most of the world are aging, Cameroon (like other African countries) has one of the youngest. Cameroon cannot afford to miss the demographic dividend to achieve its vision.[4]

[3] Ibid.

[4] The demographic dividend is the growth in a country's economy resulting from changes in the age structure and dependency ratios of its population due to the demographic transition. The first dividend occurs with the decline of birth rates and increase in labor supply. The second when significant number of workers are motivated to invest for their financial security in retirement. Governments have a 30 to 50-year window of opportunity to capitalize on the larger share of working age population, if productively employed for economic development and growth. (Human Development in Africa: Strategic Directions, World Bank, Africa Region 2013).

10. The *Document du Stratégie pour la Croissance et l'Emploi* (DSCE) has identified economic diversification through five sectors and two subsectors for purposes of generating employment and orienting growth. They are infrastructure, forestry (wood, wood processing), agriculture and agribusiness (with a focus on cotton textiles, palm oil), tourism, and extractives. This study is based on analyzing skills demand, supply, and development in these sectors. A sixth sector, technology and innovation, has also been included. This is an area that requires urgent attention in Cameroon in order to raise its competitiveness to international levels.

11. The first two criteria for selecting the priority sectors are their estimated job creation potential and estimated productivity gains. The skills development perspective of job creation is seen as being relatively narrow. This is because in many cases the constraints to job creation in a sector in Cameroon lie outside of traditional labor policies, including skills development. For example, the main constraints to improving job creation and raising productivity in the cotton sector in Cameroon involve the large number of small family plantations, lack of knowledge about new technologies, transportation barriers, and lack of information on market pricing signals. While these types of constraints lie outside the skills area, they could do more for jobs than other types of investments. Therefore, a larger perspective has been taken to recognize the broader context.

12. The criteria for selecting the priority sectors are also that the selected sectors have high labor concentration, that jobs cut across both the formal and the informal sectors where most of the poor and vulnerable are engaged, that there are prospects for creating economic opportunity through job creation and workforce value addition in some of the sectors, and that they could potentially continue to remain labor-intensive while also being most amenable to structural transformation. Sectors that contribute to growth are not necessarily or automatically labor-intensive.

13. By focusing investments on skills development and complementary business development areas in these sectors, the Government of Cameroon could create significant value addition in terms of jobs and workforce contributions to growth and productivity. Together the sectors could expand the national market through synergistic interdependence. They could create sustained jobs and steer the country away from seasonal employment. And they could put Cameroon on the path to becoming self-sufficient and promote export-oriented growth. The output aggregation and workforce skills accumulated over time would enable the country to sustain growth and attain its vision of becoming a full-fledged middle-income country by 2035. Cameroon's competitiveness and access to national, regional, and international markets could improve.

14. This study attempts to understand the skills in demand by employers, the constraints on the development of those skills, and the skills that make a difference in raising productivity. Formal wage work accounts for only 4-6 percent of employment in Cameroon. Therefore, the study looks broadly at both the informal sector—which accounts for about 90 percent of employment—and formal sector firms. From the perspective of skills development, the study

tries to identify the types of skills that could raise productivity for workers in the informal sector. Drawing on existing literature, the roles of both the formal education sector and informal learning opportunities (such as apprenticeships and on-the-job training) are studied to determine policy recommendations.

Conceptual framework for the study

15. Skills development drives productivity and can boost employment and earnings. But employment depends on job creation. Skills development is essential to improve productivity and attract foreign direct investment (Ansu and Tan, 2012). Cameroon has long protected local industries from foreign competition and direct investment. Local investment levels are also low. Weak skills have led to suboptimal jobs and earnings, than high level of skills to high-paying jobs. Thus, informality prevails and the majority of informal sector workers are underemployed.

16. Cameroon's approach to general education and training requires review. Higher levels of specialized—not generalized—higher education are required for Cameroon to achieve structural transformation. Moreover, structural transformation takes time. Thus this study's conceptual framework integrates three themes and sub-themes:

- An Aggregation-Accumulation Framework that helps model growth aggregation (with GDP serving as the proxy) and skills accumulation (with years of educational attainment serving as the proxy). The framework shows that, with all else held equal, changes in educational attainment can increase GDP over time.
- To estimate the supply of skills, it is necessary to take into consideration both the stock and flow of the workforce. Therefore, the study addresses:
    a. The *stock of workers* in the sectors selected for the study, with their characteristics—especially skill levels (opportunities and constraints)—analyzed using a framework to assess their job-relevant skills, their constraints and barriers to finding employment, the demand for their skills, and the socioeconomic constraints to skills supply as filters for the different sectors.
    b. The *flow of future workers* by analyzing the current education and training sector using the Skills Toward Employability and Productivity (STEP) framework and its potential contribution to economic growth. Skills are assessed by disaggregating the concept into developing foundational skills (getting off to the right start through early childhood development), ensuring that all children learn literacy and numeracy, building job-relevant skills, encouraging entrepreneurship, innovation, and management skills, and fostering skills for labor mobility to permit ease of movement from the formal to the informal sector and vice versa, since the workforce is often dynamic—especially in an environment such as Cameroon, where job stability is not assured.
- Using the SABER-Workforce Development (SABER-WfD) framework to analyze the policies and institutions that have been conducive to or retarded skills development.

Main questions addressed

17. The report is structured to respond to six main questions. First, what has been the trajectory of Cameroon's economic growth? Which sectors have contributed to the growth? Second, where are the jobs? Third, what types of skills are being used in the sectors where the largest percentages of the population are employed? Are the employed being productive? Fourth, what are the demand and supply barriers to skills? Fifth, which policies and institutions are at work in creating jobs and raising productivity? Are they sufficient for Cameroon to reach full-fledged middle-income country status? Sixth, what needs to or could be reformed to enhance skills development and productivity in Cameroon for competitiveness and growth?

Methodology and Data Sources

18. The study conducts a dynamic analysis, taking into account intertemporal and data constraints. Analytical inputs to the formation of the study's skills development strategy include:

- The private sector value-chain framework and analysis that have been undertaken in the key growth and competitiveness sectors identified in the Government's vision (embodied in the DSCE) for Cameroon to ensure structural transformation from being a lower-middle to a full-fledged middle-income country by 2035. The value-chain analysis serves as the basis for understanding the demand for workers by analyzing the geographic locations of sector activity as well as the stock of workers and their composition, education levels, and value addition to the sector, assessing existing skills and competencies, and understanding skills needs, skills gaps, and potential skills upgrading strategies for workforce development over the next 15 years. The key skills considered pertinent here are entrepreneurial, managerial, and behavioral skills.
- Analyses of the latest available household survey data[5] and government analytical reports on the Survey of Employment and the Informal Sector in Cameroon (2012),[6] which provide key information on the current state of public wage and non-wage sector employment and current education levels of employees. The key skills considered pertinent her are cognitive, non-cognitive, and job-relevant skills.
- The original quantitative simulation model created for the purpose of preparing the Country Status Report titled "*Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*" (World Bank, 2013). The model brings together the flow of students in the education and training sector and spans five ministries of education and training in Cameroon. The simulation model assesses the impact of a growing school age and youth population on educational attainment and its potential effects on the working-age population and labor market outcomes. The quantitative simulation helps to understand how gaps in the skills required by firms could be

[5] ECAM *Enquête Camerounaise auprès des ménages*; (Household Survey) 2007/08.

[6] Republic of Cameroon. EESI II (*Deuxième enquête sur l'emploi et le secteur informel*), INS (*Institut national de la statistique*) 2012.

bridged. Here foundational skills, higher-order job-relevant skills, and skills for labor mobility are considered important.

- The Systems Approach for Better Education Results (SABER) Workforce Development (WfD) framework and diagnostic tool,[7] to:
  (a) Systematically document policies and institutions that influence the performance of Cameroon's education and training system. The tool encompasses initial, continuing, and targeted vocational education and training that are offered through multiple channels, focusing on programs at the secondary and post-secondary levels.
  (b) Benchmark against evidence-based global standards.
  (c) Foster dialogue and action on reforms.
  The analyses were undertaken through consultations with a Government multi-sectoral team and youth groups. The analyses have served as the basis for prioritizing interventions. The SABER-WfD framework and diagnostic tool is useful for identifying strengths and weaknesses of the system, especially in developing a system responsive to the labor market. SABER-WfD has nine policy drivers grouped under three dimensions: strategic direction, system oversight, and service delivery. The instrument does not guide the prioritization and sequencing of reforms, so it is used in conjunction with the value-chain demand-side analyses to determine areas for prioritization and sequencing.

[7] The Systems Approach for Better Education Results (SABER) Workforce Development (WfD) framework was introduced by the World Bank's Human Development Network Education Team in 2012.

Chapter 2. The Macro Aggregation-Accumulation Model

This chapter addresses several questions: What has been the trajectory of Cameroon's economic growth? What is the current employment structure in the economy, and in which sectors? What is the projected trajectory of growth? And what new types of jobs are likely to emerge?

19. The chapter brings together the concepts of aggregation and accumulation as an approach to understanding the twin effects on moving the Production Possibility Frontier (PPF) for Cameroon. The discussion explores trends in economic growth over time, sector contributions and shifts over time, associated movements in jobs, shifts in the labor force participation and productivity over time, the stock and flow of skills mixes and mismatches, and the Government's approach to tackling jobs and skills challenges. The Skills Toward Employability and Productivity (STEP) framework is superimposed to show the path of skills accumulation and its potential effects for value addition and prospects for improving competitiveness and growth.

Labor-intensive Competitiveness and Growth

The Aggregation-Accumulation Model

20. The Aggregation-Accumulation Model (AAM) helps measure changes in GDP over time (the independent variable) due to changes in skills accumulation (the dependent variable), all other factors of production (land, capital) held equal (Figure 1). Cameroon's trajectory over time is captured using actual data on GDP and educational attainment.[8] The drivers of the change are discussed, and the potential positive impact over time is explained.

21. Along the X axis of Figure 1, the Skills Toward Employability and Productivity (STEP) framework demonstrates skills accumulation over time. Together the AAM and the STEP framework show how the Production Possibility Frontier (PPF) can shift. The underlying assumption is that even if Cameroon moves from labor-intensive to capital-intensive competitiveness and growth, worker skills would still need to be addressed. This is because Cameroon's labor market does not ensure job stability. The argument is that by enhancing the quality and quantity of the skills base in conjunction with changes to the business environment, Cameroon can elevate its regional and global competitiveness and create an enabling environment for stable jobs.

[8] It is acknowledged that educational attainment is a weak proxy for assessing the distribution of skills and is largely insufficient to inform policy. However, in the absence of better measures to assess skills, educational attainment serves as the best quantitative measure. Learning assessments would also serve as a good measure for skills. However, in Cameroon learning has not been measured consistently incountry. Cameroon participates in the regional assessment PASEC. So far Cameroon has maintained its one in top three placements in the PASEC. But the PASEC tests themselves have undergone change over time, casting doubt on the comparability of results.

Figure 1. Aggregation-Accumulation Effect for Cameroon (2010, 2020, 2025)

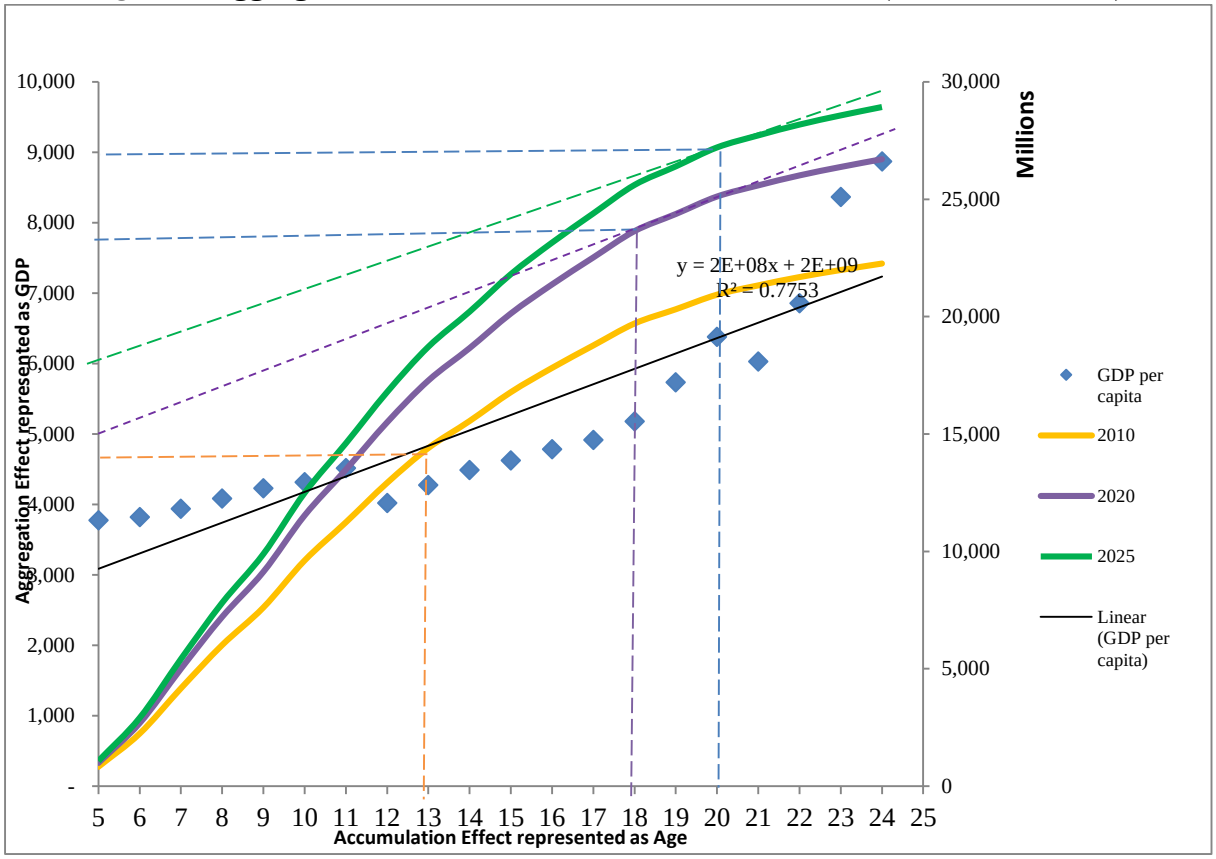


Figure 2. STEP-ping up Skills for Jobs and Productivity Framework as an Integrated Set of Programs Across Workers' Life Cycles

		Pre-school age	School age	Youth	Working age
5	**Facilitating labor mobility and job matching**			Apprenticeships, skills certification, counseling	Intermediation services, labor regulation, social security portability
4	**Encouraging entrepreneurship and innovation**		Fostering inquiry	Universities, innovation clusters, basic entrepreneurship training, risk management systems	
3	**Building job-relevant skills**		Basic vocational training, behavioral skills	Vocational training, higher education, apprenticeships, targeted programs	Firm-provided training, re-certification, re-skilling
2	**Ensuring that all students learn**		Cognitive skills, socialization, behavioral skills	Second chance education, behavioral skills	
1	**Getting children off to the right start**	Nutrition, psychological and cognitive stimulation, basic cognitive and social skills			

Source: World Bank 2010.

22. The AAM is based on estimating GDP as a measure of growth and output over time, as well as a proxy for measuring productivity (output per labor hour). The trend over time shows output aggregation. Age in years serves as a proxy for measuring educational attainment and skills accumulation. The numbers for 2010 are actual data. The estimated GDP trend line shows the projections for Cameroon from 2010 through 2025. The intersection of the age and GDP trend lines shows the levels of aggregation and accumulation points. In 2010 there was significant visible and invisible underemployment and high child labor in Cameroon. Over time, there was also investment in education and some investment in training. In 2010 there was considerable deadweight loss (measured as the distance between the GDP trend line and the educational attainment curve for ages 13 and above) of skills usage in the system. Investments in skills development for youth ages 14 and above could result in greater value addition through a better-skilled workforce. This could help strengthen the light manufacturing base that is already prevalent in the sectors analyzed by this study.

23. The STEP-ping up Skills for Jobs and Productivity Framework provides a means of integrating skills development across potential workforce over the life cycle (Figure 2). Moving up the steps correlates with the Y axis dimension of skills accumulation in Figure 1, where educational attainment measured in years is used as the proxy. Tracing the path and assessing progress in each step, it would be appropriate to conclude that Cameroon:

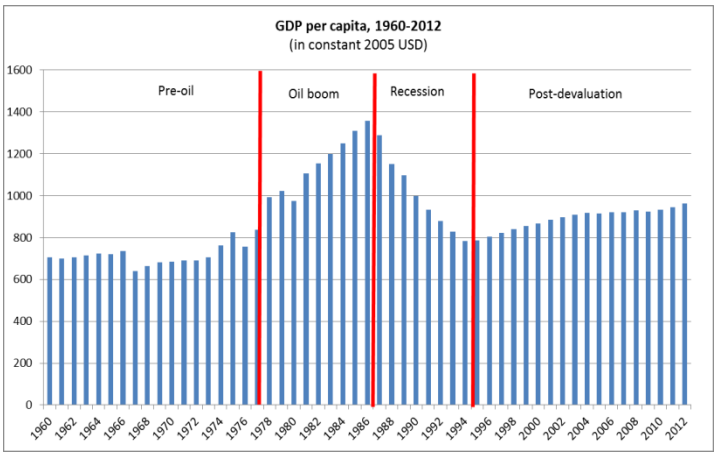
- Has been relatively successful in moving forward with steps 1 and 2, though step 1 requires some concerted attention. The step 2 requirements of fostering inquiry, providing basic vocational training, imparting and acquiring behavioral skills, fostering cognitive skills, and socialization for school-age students are already receiving some attention. But sustained efforts are needed, and tradeoffs should be carefully assessed in guiding transitions to the next levels.
- Is having difficulty in making the transition to step 3—building job-relevant skills. Key challenges include making skills development programs more accessible to purchasers or beneficiaries; and encouraging providers or suppliers to design and offer more responsive and adaptable programs suited to the needs of the market. Demand-side financing options need to be actively considered. There are other options. But the cost-effectiveness of comparable programs to determine scalability requires more attention. Fostering responsive supply-side programs means providing the right incentives linked to performance and results, and an enabling environment conducive for entrepreneurs to impart skills development. The certification and recertification of providers and skills require urgent attention.
- Is having great difficulty with step 4—encouraging entrepreneurship and innovation.
- Is lagging behind on step 5—facilitating labor mobility and job matching.

24. For Cameroon to emerge as a middle-income country, structural transformation through economic opportunity will be critical. Inclusive workforce skills development in concert with a better business environment could elevate labor and enterprise value addition, boost competitiveness, and sustain growth. The efforts would help advance Cameroon's development frontier. Disaggregating the model, each of the aggregation and accumulation effects are explained below. Specific aspects of skills development are discussed in subsequent chapters.

The aggregation effect, 1960-2012

25. Economic growth in Cameroon was modest over 2003-13 (Figure 3) and was undermined by the global economic crisis, which weakened demand for Cameroon's non-oil exports, such as wood, timber, and rubber. Non-oil exports are the drivers of economic growth, though activity in the oil industry picked up in 2012. In recent years the economy has rebounded, with real GDP growth approaching 4.7 percent in 2012. Only about 14 percent of human capital per labor unit had secure jobs.

Figure 3. GDP Per Capita, 1960-2012 (constant 2005 US$)



Source: World Bank, 2014; World Development Indicators, Various Years.

26. Per capita GDP rose 52 percent between 1978 and 1986. The oil sector contributed significantly to the Government budget, growing from 1.4 percent of GDP (9 percent of total revenue) in 1980 to about 9 percent of GDP (41 percent of total revenue) in 1985. The Government had adopted a development strategy dominated by expanding the capital budget from an average of 2 percent of GDP during 1965-77 to an average of 9 percent during 1978-86, and reducing current outlays from an average of 16 percent to 12 percent. This resulted in a relatively large public sector. National physical infrastructure improvements included more roads and irrigated land. However, the share of private investment in GDP remained largely unchanged (Ghure, 1997; Charliers and Nçho-Oguie, 2009).

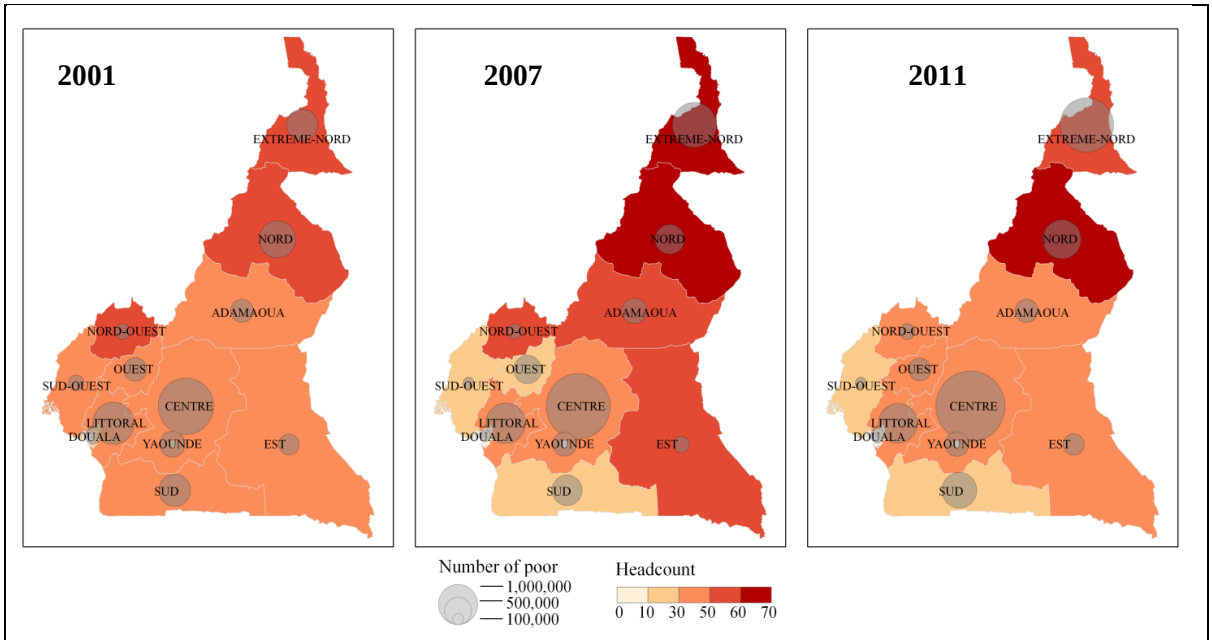
27. GDP per capita was $1,165 in 2012. Despite attaining lower-middle-income country status, poverty rates are still relatively high**.** While the annual population growth rate is high (more than 2 percent), real growth in GDP per capita averaged only 1 percent a year over the past decade, 2003-13. Poverty rates fell by 13 percentage points between 1996 and 2001, but have since stagnated at around 40 percent.[9] Further, national average poverty figures mask major regional disparities. While 56 percent of the population lived in urban areas in 2007, 87 percent of the poor were in rural areas. Further, there is a growing income gap between regions,

[9] The most recent poverty data are from 2007. A new ECAM (*Enquête Camerounaise auprès des ménages*; Household Survey) was awaited in 2013.

urban and rural areas, and rich and poor people. Between 2001 and 2007 poverty rates increased in four regions (Adamaoua, Far North, North, and East; Figure 4), with the two northern regions seeing the biggest increases and human development indicators—including access to schooling, primary completion rates, literacy, access to water and sanitation, and life expectancy—registering slower growth in these regions than in other parts of the country. Spatial and geographic disparities between rural and urban areas and poverty-based gender disparities have also become more pronounced.

28. The evolution of poverty is consistent with patterns of economic growth (World Bank, 2014). Average real non-oil economic growth per capita of 1.2 percent a year over time is meaningful but not high. A limited reduction in rural poverty is therefore realistic. Moreover, while the primary sector (agriculture, forestry, fisheries, and stock breeding) was the most dynamic over 2007-11, the relatively small share of the primary sector in non-oil GDP (around 25 percent) is also consistent with limited progress on poverty reduction in rural areas.

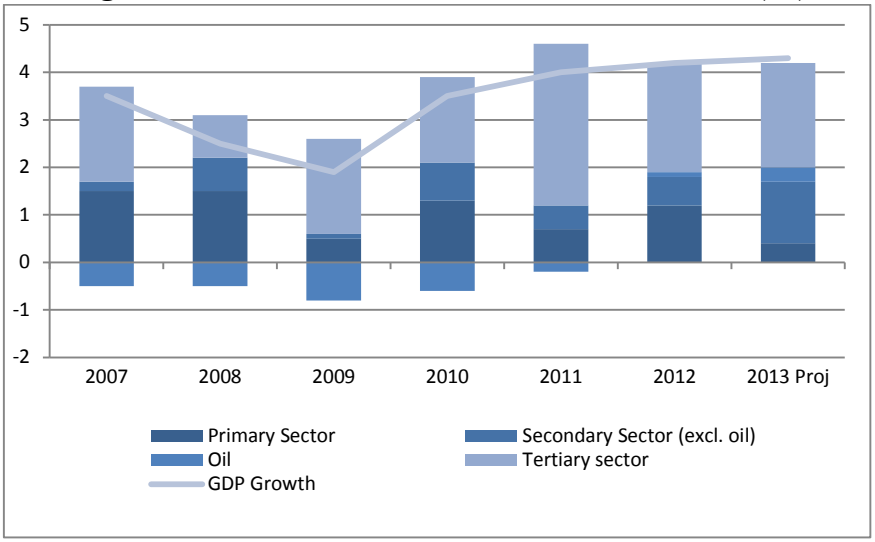
Figure 4. Poverty Headcount and Number of Poor, 2001, 2007, and 2011



Source: Cameroon Poverty Assessment, 2013; Himelein, 2014. World Bank staff estimates using ECAM1 (1996), ECAM2 (2001), ECAM3 (2007), and the DHS (2011).

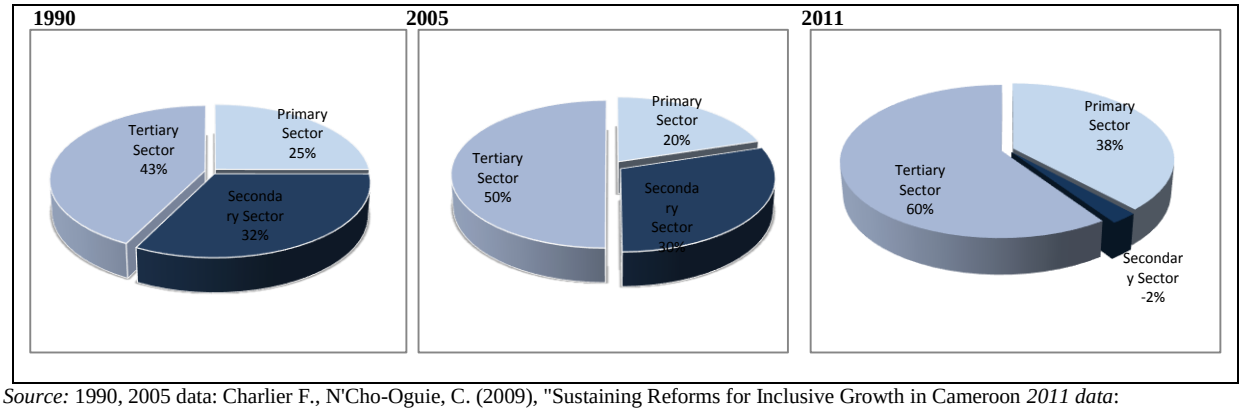
29. Over 1986-2011 sectoral contributions to GDP growth also shifted, reflecting changing workforce needs. In 1990 and 2005 the tertiary sector (services) was the largest contributor to GDP growth, followed by the secondary sector (mining, manufacturing, utilities, and construction, but excluding oil) and the primary sector (agriculture, forestry, fisheries, and stock breeding). By 2011, growing tertiary and primary sectors overshadowed the contribution of the secondary sector (Figure 5 and Figure 6). This could be attributed to the post-oil boom recession era, 1986-1994, and the post-devaluation period (1994-2012).

Figure 5. Sectoral Contributions to GDP, 2006-11 (%)



Sources: INS and WB staff calculations.

Figure 6. Sectoral Contributions to GDP, 1990, 2005, and 2011



Source: 1990, 2005 data: Charlier F., N'Cho-Oguie, C. (2009), "Sustaining Reforms for Inclusive Growth in Cameroon *2011 data*: World Bank, Cameroon Country Office (January 2012), "Cameroon Economic Update: Unlocking the Labor Force: An Economic update on Cameroon, with a Focus on Employment".

30. The World Bank's 2010 Country Assistance Strategy identified Cameroon's main challenges as stimulating a healthy growth rate and ensuring that growth is equitably shared. Debt relief in 2006 increased fiscal space for Government spending linked to poverty reduction. Cameroon is one of the least aid-dependent countries in Sub-Saharan Africa (SSA) and works with a relatively small number of development partners.

31. The Bank's 2003 Poverty Reduction Strategy Paper for Cameroon stressed human resource development as a core component of the Government's broadly based development strategy and efforts to meet the targets set by the Millennium Development Goals (MDGs). Strengthening the human resource base was also identified as an important aspect of poverty reduction. The volume and quality of human capital were seen as fundamental to long-term economic growth, including their effects on the quality of growth that could translate to employment creation and income generation (Ghura, 1997; Charlier and Nçho-Oguie, 2009). Government policies and efforts helped advance this goal. In 2009-10 the Government revised its strategy to move from reducing poverty to boosting growth and employment.

32. In 2012, despite concerted efforts, Cameroon was largely off track for achieving the MDGs. Recent data indicate that the MDG for universal primary schooling, which was once considered possible to achieve, is not feasible. The gender parity index fell from 0.88 in 2004 to 0.85 in 2010.[10] Further, lack of progress on the MDGs related to water and sanitation, teaching and learning materials, and school re-entry support structures for girls might be affecting education enrollments and attainment for out-of-school children (particularly girls and vulnerable groups, including ethnic minorities) and life expectancy in general. Still, Government efforts over time have raised Cameroon to lower-middle-income status (Table 1).

Table 1. Macroeconomic, Employment, and Education Indicators [2010]

Macroeocnomic Indicators	**Data**
GDP growth (annual %)	4.6
Exports of goods and services (% of GDP)	29.2
Imports of goods and services (% of GDP)	31.9
Tax revenue (% of GDP)*	11.2
Poverty headcount ratio at national poverty line (% of population)**	39.9
Employment	
Population (Total in Mil)	21.7
Unemployment, total (% of total labor force) (national estimate)	3.8
Urban population	11.4
Employment in agriculture (% of total employment)***	53.3
Employment in industry (% of total employment)***	12.6
Employment in services (% of total employment)***	34.1
Education	
Ratio of girls to boys in primary and secondary education (%)	86.9
School enrollment, primary (% net)	91.5
School enrollment, primary (% gross)	110.6
School enrollment, secondary (% gross)	50.4
School enrollment, secondary (% net)****	14.7
Literacy rate, adult total (% of people ages 15 and above)***	71.3
Literacy rate, adult total (% of people ages 15 and above)*****	65.1

Note: * 1999; ** 2007; *** 2010; **** 1981; ***** 2011;
Source: World Bank, World Development Indicators, 2014; and Cameroon Education Sector Status Report, 2013—*Le Système d'education et de formation du Cameroun dans le perspective de l'emergence, 2013*

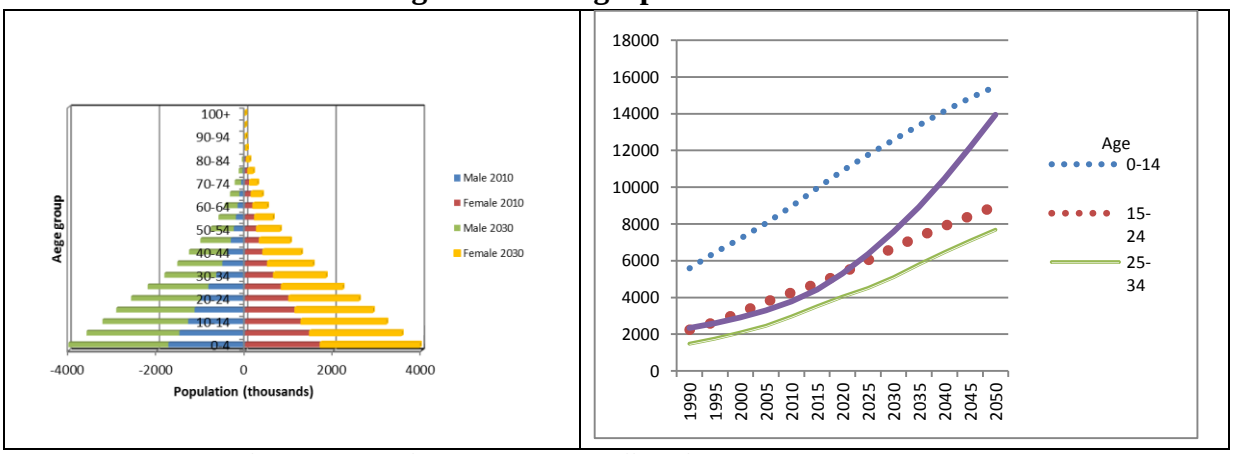
Demographics and employment

33. The results of the third population census in 2005 showed that Cameroon had 18.1 million inhabitants. By 2010 that had jumped to 20.6 million. Cameroon has a large, relatively healthy, young population (Figure 7). The share of young people is expected to increase over the next two decades. They could help increase the country's economic competitiveness sub-

[10] United Nations Development Programme (UNDP) database for Cameroon, (2012 update).

regionally and regionally. Over the next decade, a significant number of young people are expected to enter the job market. As in other Sub-Saharan countries, youth make up about 40 percent of the population in Cameroon and could generate a demographic dividend, with human resource benefits—or costs, if not appropriately addressed. Cameroon's young population offers a huge opportunity to build an educated, trained, skilled, employable workforce to drive economic diversification and economic transformation.

Figure 7. Demographic Profile



Source: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, various years.

34. A recent report on youth labor markets in Sub-Saharan Africa and around the world finds that the lack of prospects for secure employment, along with increased education, access to modern technology, and exposure to the perceived advantages of developed economies, risks creating frustration among youth (Elder and Koné, 2014). That, in turn, could result in political unrest and emigration. According to a 2010 report by the McKinsey Global Institute, only about 23 percent of young people in Cameroon had stable employment, 73 percent were in vulnerable employment, and 4 percent were unemployed. Therefore, the political economy aspects warrant equal attention. The DSCE sets a national target for youth employment of 50 percent by 2020—an ambitious goal. Key to reaching the target is maintaining access to education and training while improving their quality.

35. Since 2000 the emphasis has almost exclusively been on improving access to education. But improved access to education is not enhancing economic growth. The main reasons for this are the relatively low quality of education and mismatches in skills and competencies. Further, formal private sector jobs have been very slow to grow, resulting in growing numbers of jobs in the informal sector. While informal could be considered as normal, the potential contribution of the informal sector to the economy, especially for enhanced tax payments, is not being taken into account. And low tax revenue is undermining Cameroon's growth and competitiveness.

36. Changes in employment and workforce participation have been relatively slow over the past decade and will not increase significantly without concerted policies and enforcement. Between 2001 and 2010 the population grew by about 2.3 percent a year. The active workforce increased by 2.8 percent a year. But the workforce participation rate declined, as did the unemployment rate, leading to the conclusion that informality increased over period. The rate

for the active workforce aged 15-59 in 2001 was around 19.6 percent, representing only 7.1 percent of active workforce in the age group—a decrease of 60 percent. Youth aged 25-34 years experienced a less dramatic change, with the rate decreasing from 18.7 percent in 2001 to 8.2 percent in 2010—a decrease of 53 percent.

Table 2. Changes in Workforce Participation and Unemployment Rate by Population Age Group (%)

Age	Workforce Participation Rate			Unemployment Rate		
	2001	2005	2010	2001	2005	2010
15-59 years	66.1	64.1	60.0	35.0	12.0	11.3
25-34 years	93.0	90.3	88.0	18.7	9.1	8.2
35-49 years	94.5	93.8	93.0	7.9	3.4	3.3
50-59 years	91.6	90.5	88.7	5.7	3.0	2.3

Note: (a) Population with no education.
Source: World Bank, 2013: Authors calculations using INS data.

37. Sectoral breakdowns show that most employment is in the informal sector, increasing from 82.2 percent in 2001 to 84.1 percent in 2010 among workers aged 15-59. In the informal sector there was a significant reduction in the share of workers in agriculture, from 68.1 percent in 2001 to 56.6 percent in 2010, while the number of agricultural jobs rose from about 3.0 million to 3.5 million. Those employed in the informal non-agricultural sector increased during the period. Economic activity among 25-34-year-olds fell only slightly, from 94.8 percent in 2001 to 93 percent in 2010. Employment in the formal sector also decreased for this age group, from 21.2 percent in 2001 to 19.1 percent in 2010, with an increase in the number of unskilled workers.

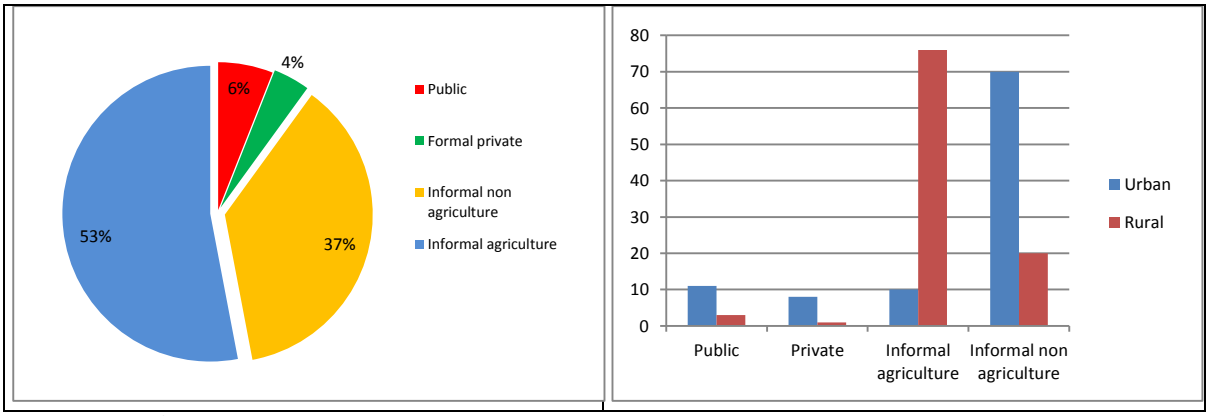
38. In 2012 Cameroon had an estimated population of 21 million. Therefore, over the next decade Government could anticipate a growing workforce. Taking into account the change in unemployment over time, it is important to assess the potential direction of future employment and the spread between skilled and unskilled employees.

39. Most young adults are unemployed, holding out for public sector jobs, underemployed in the public sector, or working in unpaid or poorly paid household enterprises. Three aspects deserve examination: workforce participation and its evolution over the past two decades and distribution across economic sectors, to understand the stock of workers; the consequences of the evolution in terms of employment creation; and estimated labor productivity from an intertemporal perspective and its effects on intersectoral mobility.

40. Workforce participation rose from 3.5 million in 1985 to 5.8 million in 2005—an annual growth rate of 2.5 percent.[11] During the same period there was a shifting population distribution across economic sectors. By 2010 the workforce showed increasing signs of being skewed toward the informal non-wage sector (Figure 8).

[11] Country Status Report *(Rapport d'Etat sur le Système d'Education Nationale)* entitled *Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*. May 2013. World Bank.

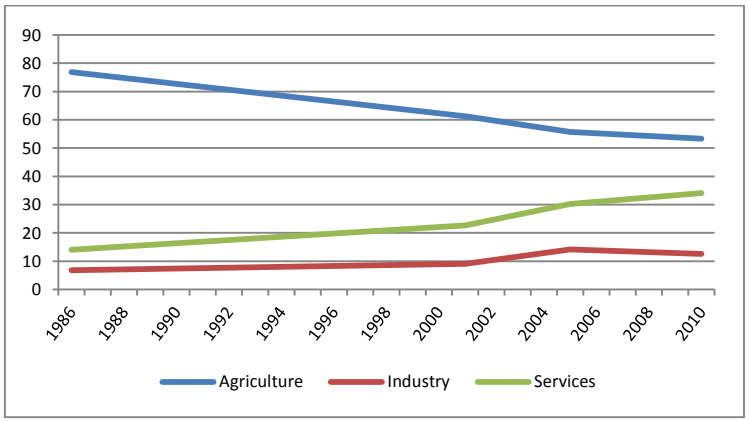
Figure 8. Employment Structure and Distribution of Employment by Sector and Location, 2010



Source: Republic of Cameroon, *Institut National de Statistique*, EESI II, 2010.

41. Data on employment by sector over 1986-2010 reveal declining trends for agriculture and industry and a growing trend for services (Figure 9). During 1978-86 there was an increased emphasis on capital spending that was reflected in substantial improvements to infrastructure. The increase in the primary sector's contribution to GDP while there was a decline in employment in agriculture could be due to improved technology and productivity. In 1986 the estimated active workforce in the primary sector (agriculture, forestry, fisheries) was 2.04 million. By 2005 that number had fallen to 1.9 million. The share of the workforce employed in agriculture witnessed a considerable decline from 57.6 percent in 1985 to 32.3 percent in 2005 a drop of nearly 1.3 percentage points a year. Between 1985 and 2005 only about 150,000 workers were employed in the secondary sector (industry). During the same period the numbers employed in the tertiary sector (services) increased from 1.35 million to 3.81 million, or from 38.1 percent of the labor force to 65.2 percent. Thus employment opportunities in the tertiary sector increased dramatically.

Figure 9. Employment by Sector, 1986-2010 (% of employment)



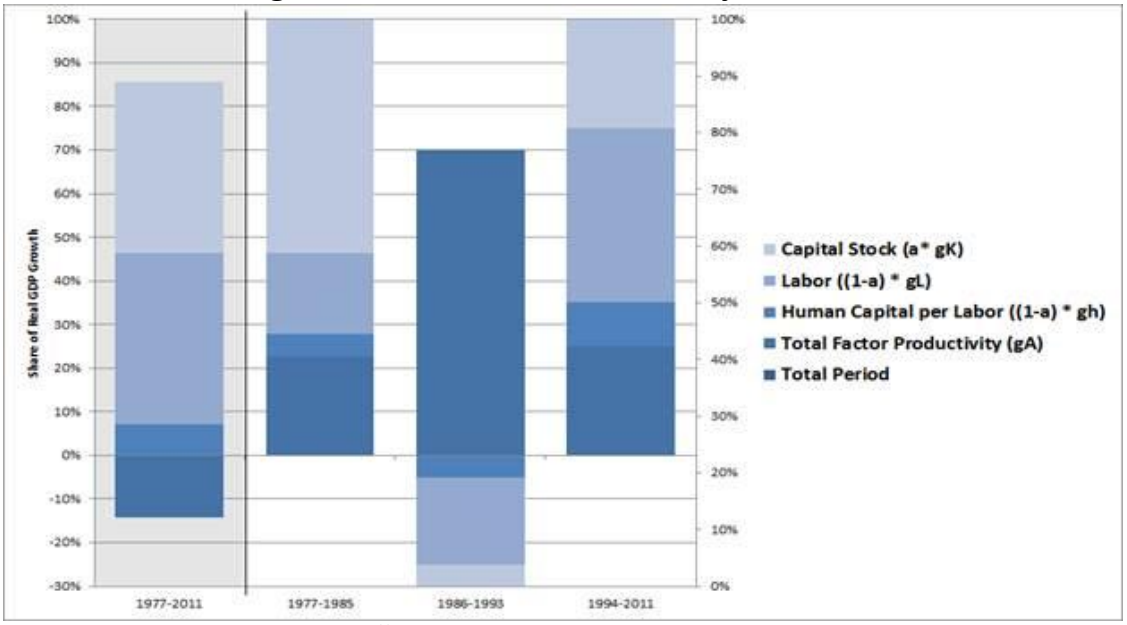
Source: World Development Indicators and staff calculations (1965-2006); and Cameroonian authorities and Bank staff calculations (2007-2012).

42. The preference for employment in the tertiary sector is creating significant competition and entry barriers. Within the tertiary sector, it is important to distinguish between the formal sector (where firms are registered, are not required to pay import duties, and employees earn reasonable salaries and social security benefits) and the informal sector (which comprises some small enterprises and retail services, often involves intermittent employment, and is fraught with unemployment). During 1985-2005 it seems that the numbers employed in the modern services subsector nearly doubled. But this was a relatively small increase relative to the working-age group (15-64 years). A large portion of this age group entered the informal services subsector. That is, from 858,000 individuals in 1985, or 24 percent of the labor force, to 2.8 million in 2005, or 48 percent. It is unclear to what extent they have served as a key input into the production function for economic growth. The increase could reflect unemployment redistribution that masks the overall constraints to access the overall formal and tertiary formal sectors.

Workforce participation and productivity

43. During 1977-2011 improved productivity defined as output per labor hour contributed about 14 percent to real GDP growth, whereas labor and capital each contributed about 53 percent (Figure 10).

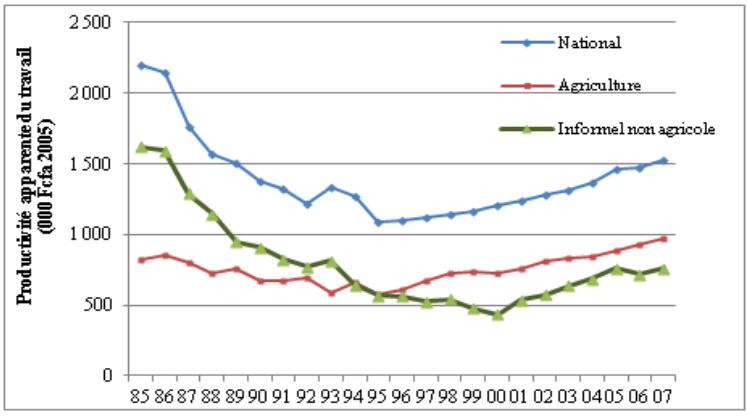
Figure 10. Total Factor Productivity 1977-2011



Source: Government INS data and WB Staff calculations, 2014.

44. The apparent average productivity of the aggregate workforce in Cameroon—in both the formal and informal sectors—and their value addition over time declined between 1985 and 2000.[12] This could be attributed to climate effects on agriculture, increase in the salaries of public officials in 2008, the revaluation of the *Salaire Minimum Interprofessionnel Garanti* (SMIG) intervention in 2008. Workforce productivity showed signs of picking up after 2000 (Figure 11).

Figure 11. Apparent productivity of the workforce by economic sector (1985-2007)



Source: World Bank, 2013.

[12] Represents the labor force participation in various sectors of the economy and the respective 'productivity' (output per worker hour) that is attributable to each sector (source IMF-World Bank). The calculation helps to determine the apparent productivity of the workforce and to assess the change over time. But the aggregate figures need to be complemented by separating the modern services sub-sector and the informal services sub-sector. For purposes of this report, the value addition in the informal services sub-sector is estimated to be the difference between (i) the value addition in the public and services sector; and (ii) the value addition in the modern informal sector by taking estimates and the average salary/remuneration (from the household survey).

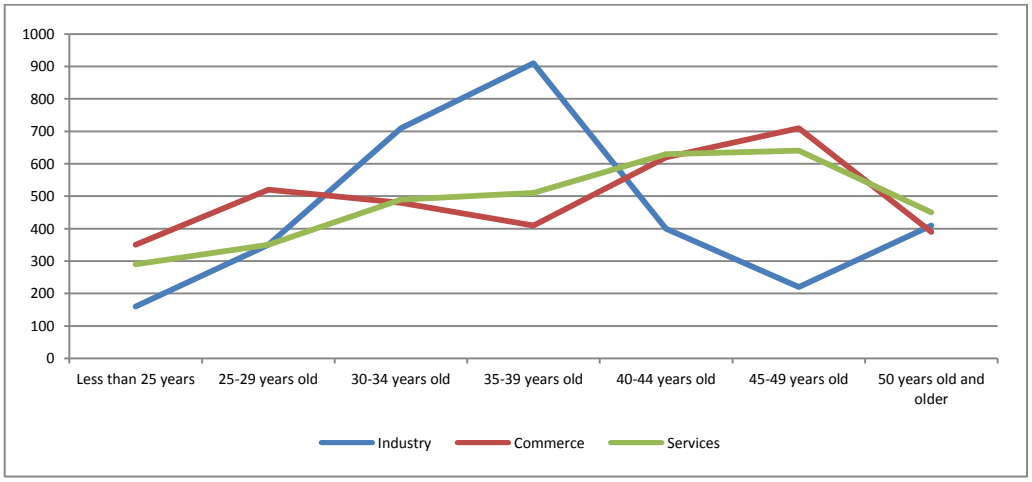
45. The trajectory appears to be in concert with the period of devaluation following the recession between 1986 and 1994. Labor productivity decreased dramatically in the informal non-agricultural subsector from 1985 to 2000. This effect could be due to an increase in the overall workforce, a manifestation of disguised unemployment, or both. Underemployment is mostly apparent among the active workforce in the informal agricultural subsector, though in rural areas, among females and family/apprentice/non-classable personnel. Overall, underemployment is among the majority (82.2 percent) in the workforce. However, this has declined by some 5.2 percentage points between 2005 and 2010. This is an encouraging evolution for the Government.

46. Productivity (also known as output per worker-hour) among the growing working-age population in the informal sector seems to be declining (Figure 12).[13] The INS analysis finds that optimal productivity (measured in monetary terms to be $2 worth of output per worker hour) is attained by a typical firm in the informal sector when it has at least no less than three workers and the entrepreneur. Not surprisingly an increase in average salary had a positive effect on worker productivity. This was contrary to the effect in the formal sector. Seniority and the years of education of the entrepreneur of informal sector firms did not have a significant influence on productivity.

47. Of the 3,635 informal sector firms analyzed, most were managed by female entrepreneurs. Their productivity seems to have been less than their male counterparts. Overall, in a typical informal sector firm, 47 percent of productivity gains were from the workforce and only 22 from capital. This seems to be the case almost systematically across the different economic sectors. Global productivity was around 10.5. That is, the quantity is evenly distributed between labor and capital. Interestingly, the informal sector firms that had relied on innovations and technology had outputs 10.5 times greater than those that did not. Sectoral analysis showed that the production levels jumped by two times (about 20) in the commercial and services sectors.

[13] Republic of Cameroon. *Productivité dans le secteur informel à Cameroun*. A comprehensive analysis of the EESI 2 dataset. Institut National de la Statistique. November 2012.

Figure 12. Evolution of Workforce Productivity by average age of worker



Source: Republic of Cameroon, INS. November 2012.

48. Promoting growth alone does not improve living conditions for all. Thus the World Bank promoted the notion of pro-poor growth (World Bank, 2005). Among the active working population, 90 percent were in the informal sector, of which approximately 52 percent are in the informal agricultural/farm sector (INS, EESI I, 2005) and about 35 percent in the informal non-farm sector are battling low productivity and under-employment. Further, over 20 percent of them in rural areas are in the informal non-farm sub-sector. The concentration of workers in this sub-sector is not because work here is attractive, but because the formal sector is closed to them. Their working conditions are precarious, they are low revenue earning, they use outmoded production mechanisms, they are by and large poorly managed, and because the informal sector is the only means of avoiding unemployment (Bem and others 2013).

49. The small, informal, small and medium-size firms are not registered with the Chamber of Commerce, and they do not adhere to formal accounting procedures as per the Organization for the Harmonization of African Business Law (*l'Organisation pour l'Harmonisation en Afrique du Droit des Affaires,* or OHADA[14]) requirements (INS, 2006). They are by and large inefficient. The proprietors and employees of those in the informal sector are poorly prepared due to low-quality basic education and post-basic education, especially vocational and technical training. Inclusive workforce development is fundamental to addressing pro-poor growth.

[14] The Organization for the Harmonization of African Business Law [*l'Organisation pour l'Harmonisation en Afrique du Droit des Affaires (OHADA)* was created in Port-Louis, Mauritius on October 19, 1993. It became effective on September 18, 1995. OHADA is intended to create for African member countries an economic zone with juridical security to attract foreign direct investments and to consolidate national investments. But OHADA law is heavily inspired by the French business laws. The OHADA law does not taken into account sufficiently the socioeconomic context of Africa. The member countries of OHADA have predominantly a large informal sector. In Cameroon a little over 90 percent of all employment is in the informal sector. OHADA law is not adapted to the informal sector. A study has been undertaken to outline the extent to which OHADA law could be adapted to the national level specificities (informal sector) of Cameroon. (*Source*: L'OHADA et le secteur informel, l'exemple du Cameroun. Kwemo, Stéphanie. *Editions Larcier* (October 1, 2012). *The details of the study are not discussed in detail in the World Bank report since the topic is beyond the scope of the study*.

Chapter 3. Enterprises and Workforce

This chapter responds to the following questions: What is the current status of skills among Cameroon's workforce? Do workers have the education and training required to increase productivity? And what are the key constraints to skills development?

50. Like many other Sub-Saharan countries, Cameroon's labor market has few formal jobs and a large informal labor force. Unemployment is low because most Cameroonians cannot afford not to work. But most jobs have low productivity and generate little income. Domestic help personnel are required to work up to 54 hours a week, and security guards and chauffeurs are required to work 56 hours. But the average work week is only 39 hours, reflecting involuntary underemployment in workers' main occupations. This is due to employment conditions or an inefficient economy. Thus the challenge is to improve the productivity and earnings of those already working—whether in the formal or informal sector—while also creating more jobs in the formal sector. Those goals could be achieved through a thriving private sector, a skilled workforce, and a streamlined public sector that creates an enabling environment for changes to policies and institutions.

51. The DSCE sets ambitious targets for Cameroon. A responsive labor market is a prerequisite for Cameroon to move up from lower-middle-income to full-fledged middle-income status. This chapter discusses the emerging landscape of the labor market, the distribution of employment by economic sector, the education levels and skills of the current labor force, and the training programs in place. The chapter captures the private sector/demand-side assessment of the stock of workers and their skills, skills mismatches, and other labor supply constraints. Investment climate constraints affecting enterprise productivity are also assessed.

52. The most recent survey data were used to identify the workforce characteristics of enterprises in Cameroon. Data analyses are based on three datasets: the Demographic and Health Survey (DHS), Household Consumption Survey (ECAM), and Enterprise Surveys. Enterprise Surveys are conducted by the World Bank, International Finance Corporation, and their partners across all geographic regions and cover small, medium-size, and large firms.[15] They focus on the many factors that shape the business environment. These factors can be accommodating or constraining for firms and play an important role in whether a country will prosper. An accommodating business environment encourages firms to operate efficiently by providing incentives for firms to innovate and raise productivity—key factors for sustainable development. A more productive private sector, in turn, expands employment and pays the taxes needed for public investments in education, health, and other services. In contrast, a poor

[15] Enterprises Surveys are administered to a representative sample of firms in the nonagricultural formal private economy. The sample is consistently defined in all countries and includes the manufacturing sector, services sector, and transportation and construction sectors. Public utilities, government services, healthcare, and financial services sectors are not included. The surveys collect a wide range of qualitative and quantitative data through in-person interviews with firm managers and owners about the business environment in their countries and the productivity of their firms. Topics covered include infrastructure, trade, finance, regulations, taxes and business licensing, corruption, crime, informality, finance, innovation, labor, and perceptions about obstacles to doing business. The data collected through the surveys link a country's business environment characteristics with firm productivity and performance. The surveys are useful to policymakers and researchers, and are repeated over time to track changes and benchmark the effects of reforms on firms' performance.

business environment increases the obstacles to conducting business activities and decreases a country's prospects for reaching its potential in terms of employment, production, and welfare (World Bank and International Finance Corporation, 2009).

Landscape of Enterprises and Employment[16]

Enterprise and workforce characteristics

53. *Enterprises by region, size, and number of workers*. Yaoundé is the political capital of Cameroon; Douala is the economic capital. The country has 10 geographic regions. Micro, small, medium-size, and large enterprises are concentrated in Douala (35.1 percent) and Yaoundé (23.9 percent), followed by the West, South-West, and North-West regions (Table 3). Regions in the Anglophone part of the country appear to be more entrepreneurial and inclined toward private sector employment, while the Francophone part of the country—with the exception of Yaoundé—is more oriented toward the Francophone system of public sector employment. Most enterprises are in the tertiary sector (85.3 percent), followed by the secondary sector (12.9 percent) and primary sector (0.4 percent). Some enterprises did not declare their sector of economic activity.

Table 3. Regional distribution of small, medium-size, and large enterprises, 2009

Region	Primary sector (%)	Secondary sector (%)	Tertiary sector (%)	Undec-lared (%)	Number of enterprises	Share of total (%)
Douala	0.2	11.8	86.1	2.0	33,004	35.1
Yaoundé	0.1	14.5	84.1	1.3	22,436	23.9
West	0.6	16.1	81.3	2.0	8,327	8.9
South-West	0.6	15.1	83.7	0.5	6,866	7.3
North-West	0.3	16.7	82.3	0.7	6,487	6.9
Adamaoua	0.6	8.2	90.7	0.5	2,740	2.9
Center (excluding Yaoundé)	1.1	7.4	90.4	1.2	2,695	2.9
East	0.6	6.0	93.1	0.3	1,736	1.8
Far North	0.5	7.5	90.8	1.2	2,585	2.8
Littoral (excluding Douala)	1.5	10.7	84.8	3.0	1,704	1.8
North	1.3	14.9	82.8	0.9	2,942	3.1
South	0.4	9.0	90.2	0.4	2,447	2.6
Total	**345**	**12,154**	**80,109**	**1,361**	**93,969**	**100**
(%)	(0.4)	(12.9)	(85.3)	(1.4)		

Note: Number of enterprises surveyed by the Institut Nationale de Statistique (INS) in 2009. Most recent data available.
Source: Republic of Cameroon, *Institut Nationale de Statistique* (INS), Enterprise Survey, 2009. *Recensement Général des Entreprises: Rapport principal des résultats*. 2009.

[16] This section draws on Cameroon National Institute of Statistics *Recensement Général des Entreprises* (2009) and World Bank Group Enterprise Surveys: Cameroon Country Profile (2009).

54. Micro-enterprises (those with fewer than five employees) account for three-quarters of the total (Table 4), and men manage two-thirds of these enterprises.[17] Only 25 firms have 1,000 or more employees.

Table 4. Definitions of Enterprises by Size, 2009

Enterprise size	Definition		% of enterprises by category
	Number of employees	Annual earnings (mil Fcfa)	
Micro	5 or fewer	Less than 15 million	75
Small	6-20	15-100 million	19
Medium	21-100	100-1 billion	5
Large	More than 100	More than 1 billion	1

Source: Republic of Cameroon, *Institut Nationale de Statistique* (INS), Enterprise Survey, 2009. *Recensement Général des Entreprises: Rapport principal des résultats*. 2009.

55. The number of permanent and temporary employees in micro and small enterprises is only a few thousands less than the number in medium-size and large firms (Table 5). There are far more male than female employees in nearly all categories, with especially large disparities in large enterprises. Permanent female employees account for 27 percent of permanent employees and 24 percent of temporary employees. Large firms employ the most permanent workers, followed by micro-enterprises.

Table 5. Number of Permanent and Temporary per sector Employees by Size of Enterprise, 2009

Enterprise size	Permanent employees			Temporary employees		
	Men	Women	Total	Men	Women	Total
Micro	88,351	32,202	120,553	9,012	5,899	14,911
Small	44,153	23,400	67,553	5,993	2,392	8,385
Medium	35,890	14,087	49,977	5,603	1,233	6,836
Large	112,597	35,583	148,180	12,470	893	13,363
Total	280,991	105,272	386,263	33,078	10,417	43,495

Source: Republic of Cameroon, *Institut Nationale de Statistique* (INS), Enterprise Survey, 2009. *Recensement Général des Entreprises: Rapport principal des résultats*. 2009.

56. *Workforce by economic sector*. In the three economic sectors—primary, secondary, and tertiary—men make up 70-80 percent of the temporary and permanent workforce and about 75 percent of the total workforce (Table 6). Women are more likely to work in the tertiary sector under other services" besides commerce and banking and insurance and some in transport,

[17] In 2009 enterprises were not categorized by type due to the lack of acceptable definitions. Through the process of preparing the Enterprise Survey (*Recensement Général des Entreprises*) the INS proposed acceptable criteria for classification. Appropriate amendments were made and legislation was passed [No.001/2020 of 13 April 2010]. This put in place the definitions for small and medium enterprises. The three criteria are: (a) number of employees expressed as--'*unité de travail annuel*' (UTA) full time for one year, part time or temporary; salaried, village level owners, associated entities with continuous activity in the enterprise as financial beneficiaries; nature of the business; (b) legal entity/status resulting from trading in goods or services, excluding taxes; and (c) formal or informal (unregistered, i.e., no registration number; with no formal accounting as per prevailing financial management system in Cameroon.

where they account for 44 percent of permanent employees and 53 percent of temporary employees.

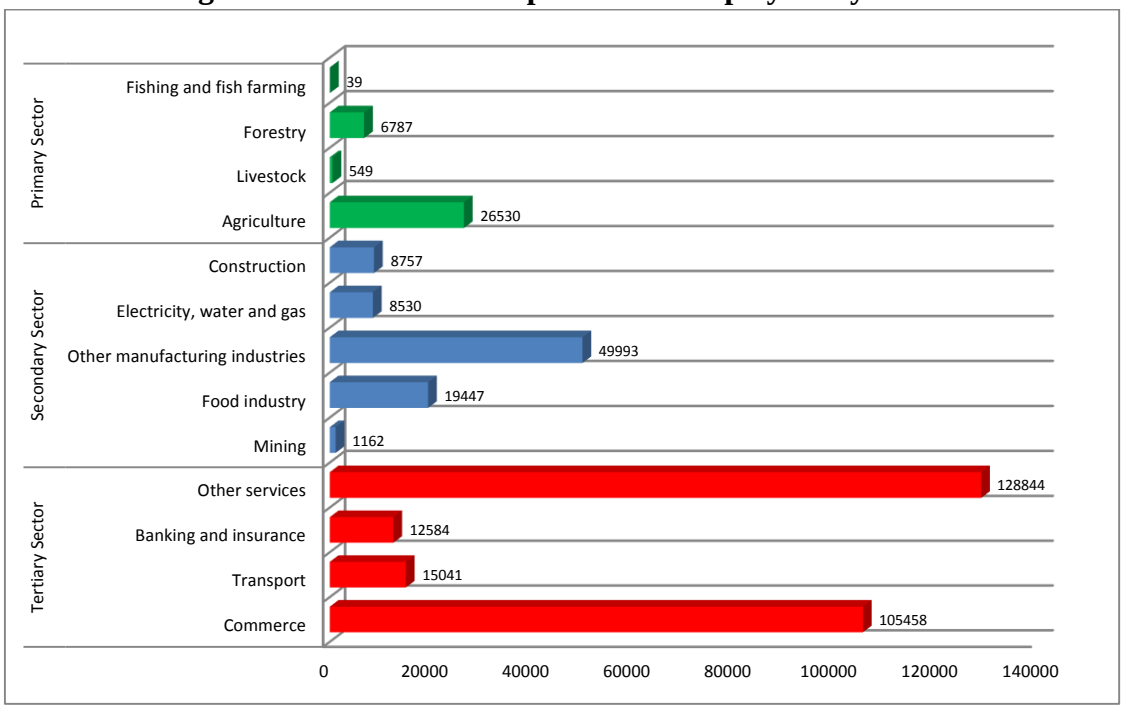
Table 6. Distribution of per sector Employees by Gender and Sector, 2009

Sector	Subsector	Permanent employees			Temporary employees		
		Men	Women	Total	Men	Women	Total
Primary	Agriculture	20,361	6,169	26,530	772	122	894
	Livestock management	405	144	549	42	36	78
	Sylviculture	6,533	254	6,787	289	29	318
	Fisheries	30	9	39	9	3	12
	Subtotal	**27,329**	**6,576**	**33,905**	**1,112**	**190**	**1,302**
Secondary	Mining	953	209	1,162	25	3	28
	Food industry	15,208	4,239	19,447	6,604	123	6,727
	Other manufacturing industries	39,843	10,150	49,993	4,608	1,727	6,335
	Electricity, water, and gas	6,378	2,152	8,530	1,055	32	1,087
	Construction	7,389	1,368	8,757	2,383	238	2,621
	Subtotal	**69,771**	**18,118**	**87,889**	**14,675**	**2,123**	**16,798**
Tertiary	Commerce	84,907	20,551	105,458	3,756	1,382	5,138
	Transport	12,346	2,695	15,041	634	110	744
	Banking and insurance	7,072	5,512	12,584	257	290	547
	Other services	77,382	51,462	128,844	12,554	6,304	18,858
	Subtotal	**181,707**	**80,220**	**261,927**	**17,201**	**8,086**	**25,287**
Undeclared		2,184	358	2,542	90	18	108
Total		**280,991**	**105,272**	**386,263**	**33,078**	**10,417**	**43,495**

Source: Republic of Cameroon, *Institut Nationale de Statistique* (INS), Enterprise Survey, 2009. *Recensement Général des Entreprises: Rapport principal des résultats*. 2009.

57. An overwhelming number of permanent employees are either self-employed or work in small, medium-size, and large enterprises in the tertiary sector, especially in the "other services" and commerce subsectors (Figure 13).

Figure 13. Distribution of permanent employees by sector

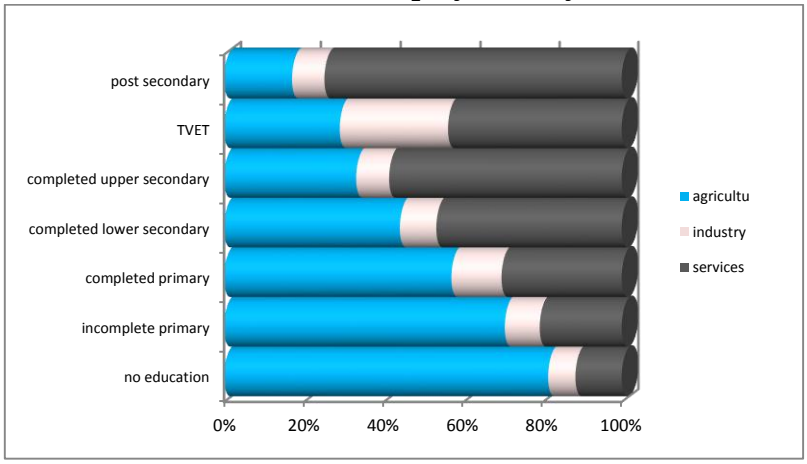


Source: Republic of Cameroon, *Institut Nationale de Statistique* (INS), Enterprise Survey, 2009. *Recensement Général des Entreprises: Rapport principal des résultats*. 2009.

58. *Workforce by gender, region, education level, and sector*. The DSCE projected 800,000 salaried employees in the formal sector by 2020. But there are only 386,263 permanent employees in 2010 in the private sector, of which about 281,000 (73 percent) are male and 105,000 (27 percent) are female. These numbers reflect the low absorptive capacity of enterprises. Public enterprises have about 196,000 permanent employees. Most are concentrated around Douala (47 percent) and Yaoundé (21 percent). Only about 73 percent of the active labor force—the majority of them men—are permanently employed or working as apprentices and drawing a regular salary. These data reflect the fragile state of Cameroon's formal sector.

59. Most workers who have no education, are out of school, or have not completed primary education work in agriculture, followed by industry (Figure 14). These tend to be nonwage jobs. By contrast, workers with post-secondary education and not in Technical, Industrial, Vocational, and Entrepreneurship Training (TVET) earn wages.

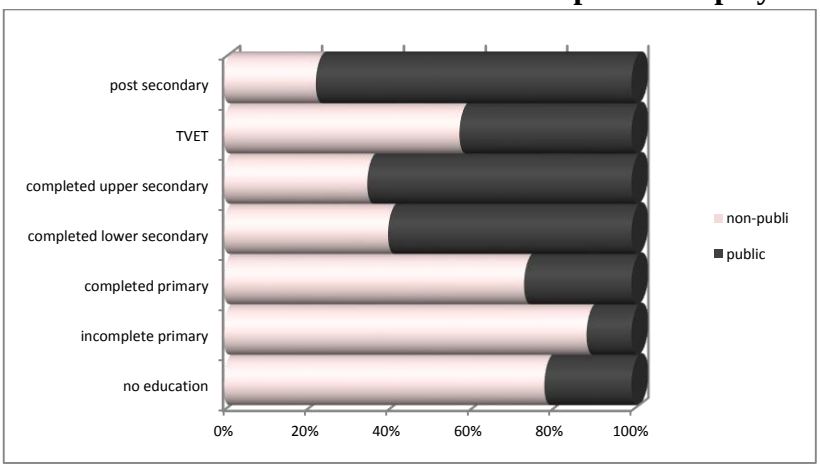
Figure 14. Education Levels and Employment by Economic Sector, 2009



Source: Cameroon DHS 2009; World Bank staff estimates.

60. Few employees with incomplete primary education work in the public sector (Figure 15). Those who have completed lower secondary, upper secondary, and post-secondary education are more likely to be in Government service, where there is job security and assured pay. Many others are also in TVET, which provides them with a purpose to continue education—though they are not assured of jobs once they complete training.

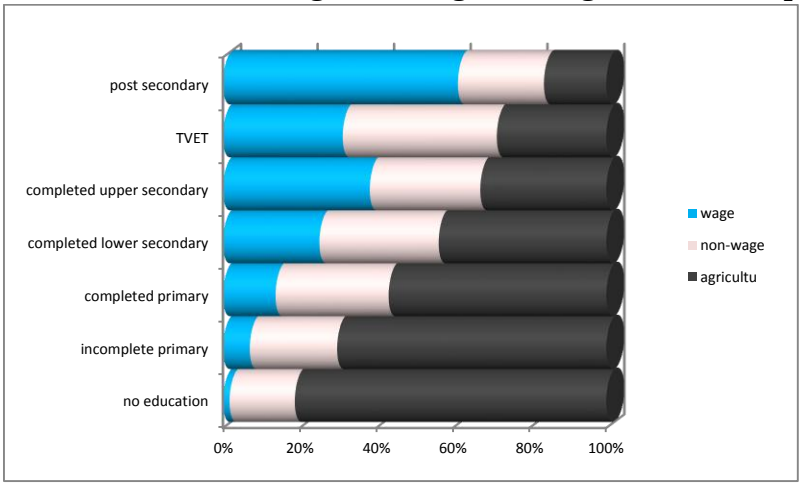
Figure 15. Education Levels and Public and Non-public Employment, 2009



Source: Cameroon DHS 2009; World Bank staff estimates.

61. A large share of the less educated workforce finds refuge in the informal sector (Figure 16). Again, most are underemployed. More women are in the informal sector, working multiple jobs or transient low-paying jobs. Thus their employment situation is more precarious than for men. Nearly 87 percent of women entrepreneurs in the informal sector operate without a professional address. Frictional unemployment is high.

Figure 16. Education Levels and Wage, Nonwage, and Agricultural Employment, 2009

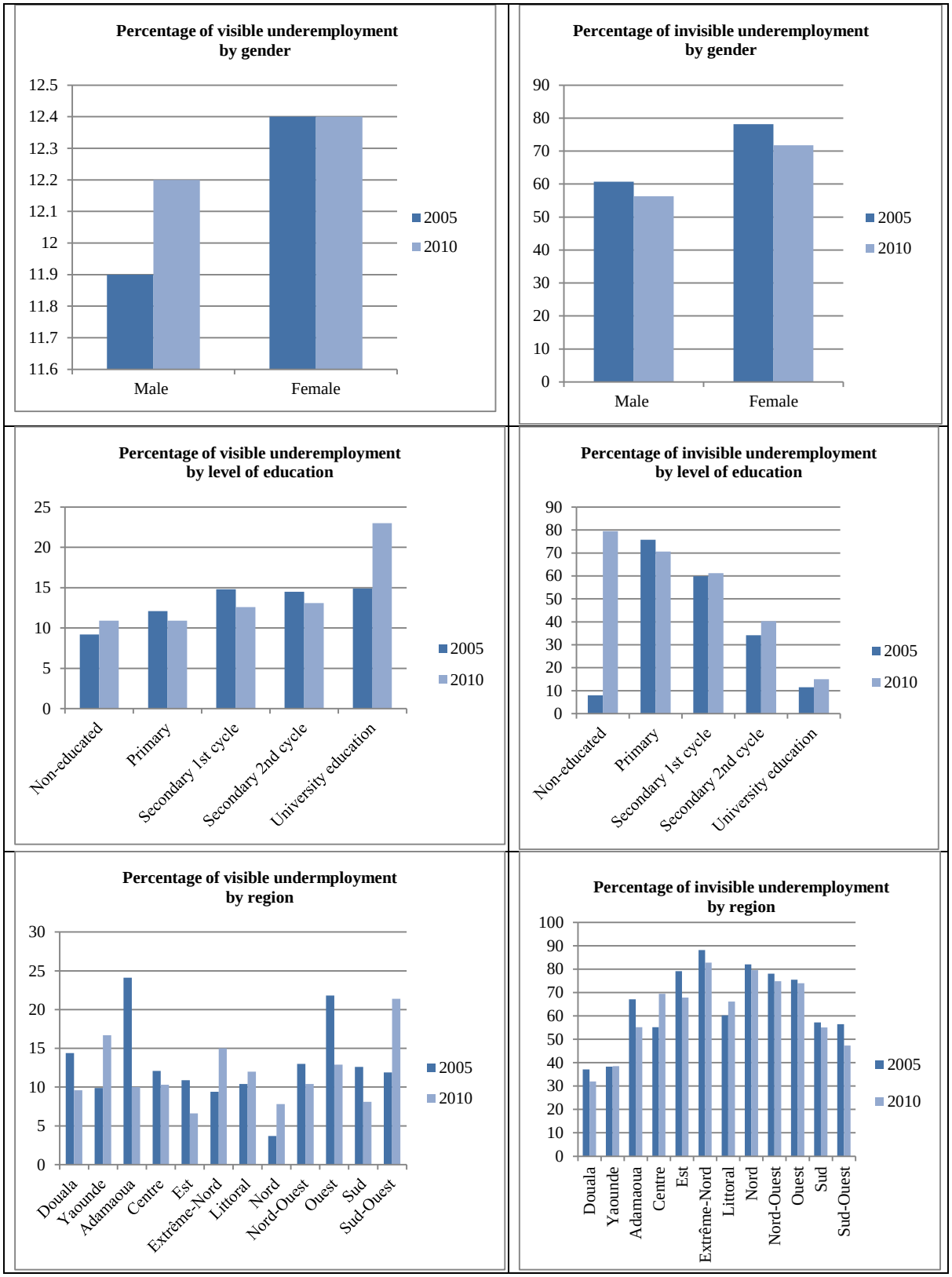


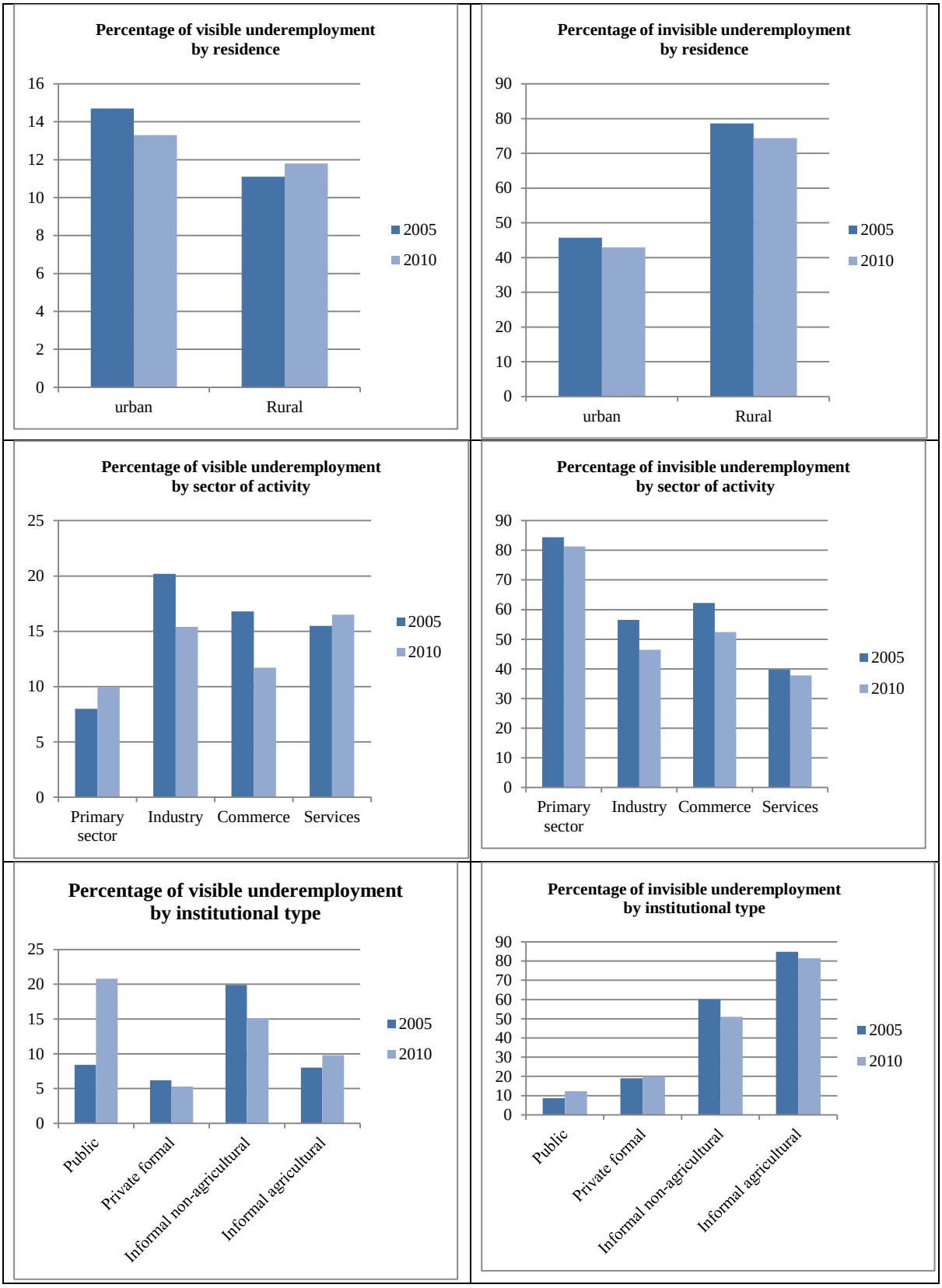
Source: Cameroon DHS 2009; World Bank staff estimates. The wage category includes those employed in the public sector receiving wages plus those working in the private, non-agriculture sector receiving wages. The non-wage category includes those working in the non-farm sector (small enterprises/informal sector). The agriculture category includes those employed in the private, agriculture sector receiving wages plus those working in the farm sector (small/family farms). (DHS, 2009)

Visible and invisible underemployment

62. Visible underemployment is considerably higher for women than men—as is invisible underemployment (Figure 17). Invisible unemployment characterizes those employed whose hourly revenue is less than the minimum hourly. It is calculated by taking the ratio of the number of employed earning less than the minimum hourly income and the employed population (Second Survey of Employment and the Informal Sector in Cameroon (EESI 2), November 2012, Pg. 38). In 2010 visible underemployment was highest among those with a university education, while invisible underemployment was highest among those with no education. Visible underemployment had fallen in most regions, with Adamaoua and West showing the greatest declines, but it increased significantly in the South-West. Invisible underemployment fell slightly in most regions. Visible underemployment was higher in urban areas, while invisible underemployment was much higher in rural areas. Visible underemployment mainly increased in the tertiary sector, while invisible underemployment was higher in the primary sector. Visible underemployment increased significantly in the public sector, while invisible underemployment increased in the informal agricultural sector.

Figure 17. Visible and Invisible Underemployment by Gender, Education Level, Region, Residence, Economic Sector, and Institutional Type



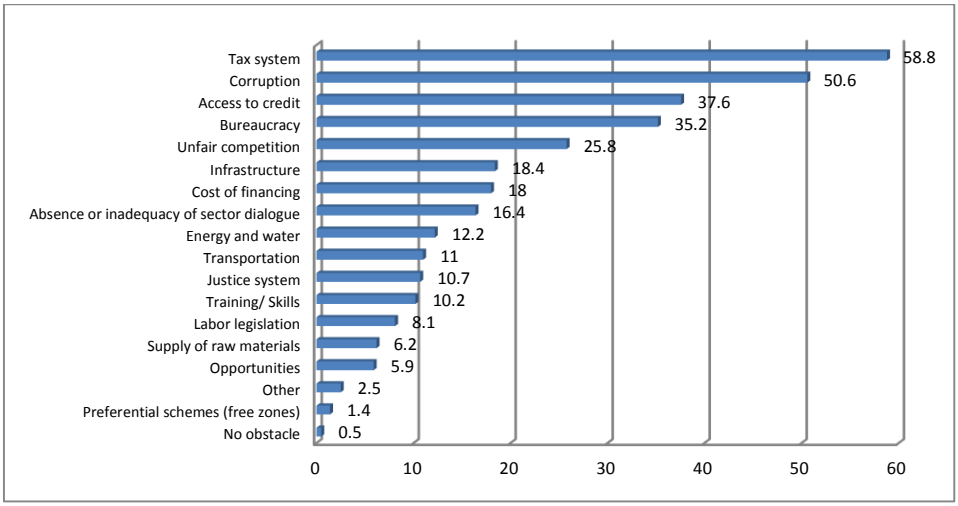

Percentage of visible underemployment by residence
16
14
12
10
8
6
4
2
0
urban
Rural
2005
2010
Percentage of invisible underemployment by residence
90
80
70
60
50
40
30
20
10
0
urban
Rural
2005
2010
Percentage of visible underemployment by sector of activity
25
20
15
10
5
0
Primary sector
Industry
Commerce
Services
2005
2010
Percentage of invisible underemployment by sector of activity
90
80
70
60
50
40
30
20
10
0
Primary sector
Industry
Commerce
Services
2005
2010
Percentage of visible underemployment by institutional type
25
20
15
10
5
0
Public
Private formal
Informal non-agricultural
Informal agricultural
2005
2010
Percentage of invisible underemployment by institutional type
90
80
70
60
50
40
30
20
10
0
Public
Private formal
Informal non-agricultural
Informal agricultural
2005
2010

63. One of the main goals of the DSCE is to reduce national underemployment from 76 percent of the workforce in 2005 to 50 percent by 2020. Underemployment dropped by 5 percentage points between 2005 and 2010. Still, in 2010 there was high invisible underemployment, at 82 percent and visible underemployment of 8.5 percent. The encouraging trend between 2005 and 2010 needs to be sustained through higher levels of employment creation in the formal sector—a goal that can be achieved through structural transformation projects. During that period, education and training programs also underwent qualitative and quantitative changes.

Enterprise-level constraints

64. As noted, the majority of enterprises and workers in Cameroon are in the informal sector. Entrepreneurs say that most of the barriers they face relate to the business environment: practices in the informal sector (a key finding of the Bank's 2009 Enterprise Survey), high taxes and a difficult tax regime, widespread corruption, problems accessing credit, excessive bureaucracy, unfair competition, poor infrastructure, high financing costs, little or no informal dialogue to promote collective action weak energy and water systems, transportation challenges, a cumbersome judicial system, problems with training and skills, and inadequate labor legislation (Figure 18). As a result, Cameroon is not competitive in global markets. If the human dimension—training and skills—is not addressed, increasing the supply of machinery, capital investments, and finance will not raise productivity.

Figure 18. Main barriers to entrepreneurship (% cited by entrepreneurs)



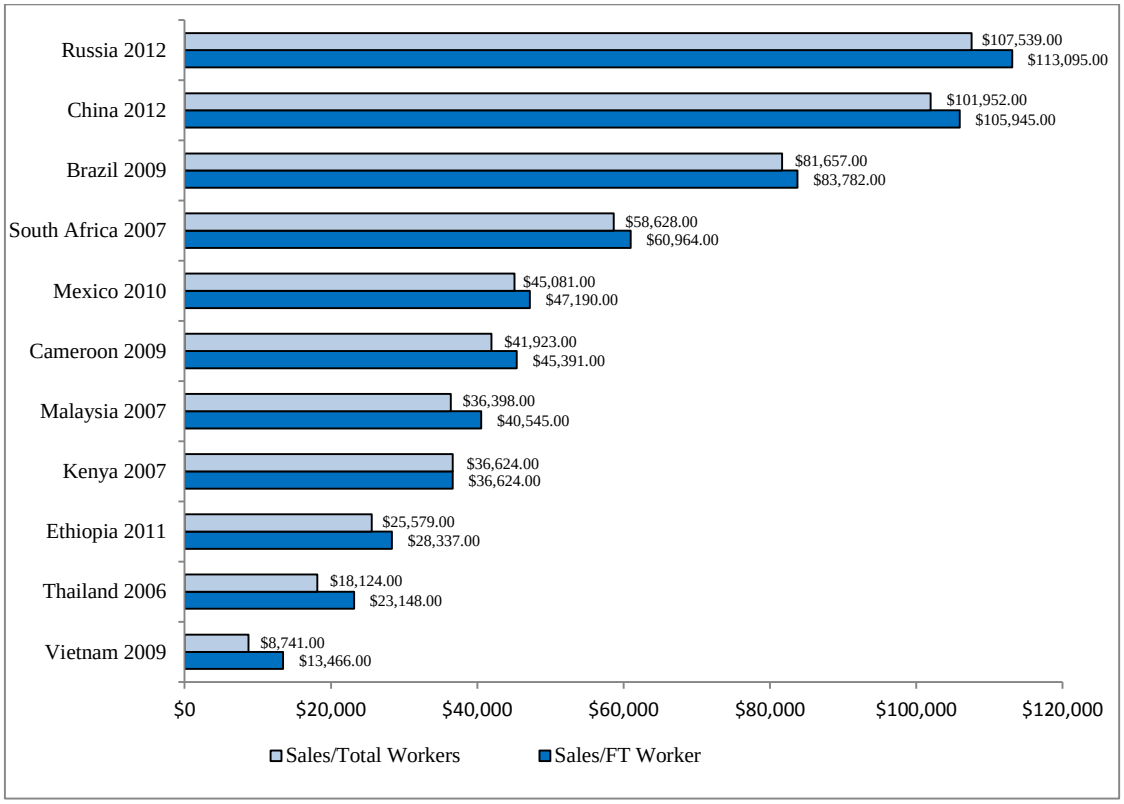
Source: *Recensement général Des Entreprises (RGE 2009): Rapport principal des résultats*, Republic of Cameroon, p.66. Enterprise Surveys, Cameroon Country Report 2009.

Benchmarking Skills and Workforce Productivity

65. The 2009 Enterprise Survey found that 15.5 percent of managers of enterprises in Cameroon did not have a formal education. Those managers employed 6.8 percent of the workforce. About 28.7 percent had completed primary education, and they employed 13.3 percent of employees. Another 38.2 percent of managers had a secondary education and

employed 24.4 percent of employees. And 37.1 percent had completed university education, but they managed only 12.8 percent of employees. Thus the less educated managers oversee a larger share of employees. This is one of the main weaknesses of the county's private sector—and, coupled with poor infrastructure, financial constraints, and a weak business environment, it has caused enterprise productivity to suffer. Labor productivity benchmarking for a sample of countries is shown in Figure 19.

Figure 19. Labor Productivity Benchmarking in Various Countries



Notes: Weighted averages, no controls. Sales are in 2009 US$.
Source: World Bank, Enterprise Surveys.

66. There are a few binding constraints to raising productivity for small and medium-size enterprises in Cameroon (Table 7). Respondents cited weak entrepreneurial skills as well as technical skills among workers, but not behavioral skills.

Table 7. Binding Constraints to Raising Productivity

Constraint	Skill type	Explanation
Weak entrepreneurial skills	Managerial skills of the firm's owner	Needed for efficient and reliable production processes; business is well-known
	Technical skills of the firm's owner	Know-how and ability to innovate products in response to shifts in market demand
Weak worker skills	Technical skills	Efficient production and high-quality output

Benchmarking Innovation and Workforce Indicators

67. Cameroon lags behind most countries in terms of competitiveness, with a ranking of 168 among 189 economies. It ranks at 132 for starting a business, mainly because of cumbersome and time-consuming procedures, long wait times for obtaining licenses to operate, high operating costs, and the absence of minimum capital to start small and medium-size enterprises. As of June 2013 no reforms had been reported in any of these areas since the previous year. Economies that improve in the areas measured by the World Bank. *Doing Business,* are more likely to also implement reforms in other areas, such as governance, health, education, and gender equality. Economies that perform well on *Doing Business* indicators do not necessarily have smaller governments. A key area of regulation measured by *Doing Business* that constantly affects firms relates to employing workers. But Cameroon lags behind many countries in this area. It has no business registry, and the absence of a minimum capital requirement hinders business development and growth.

68. In the formal sector, Cameroon scores well on seven Enterprise Survey indicators for innovation and workforce relative to the Sub-Saharan average, and on some indicators when compared to lower-middle-income countries elsewhere. In 2009, 68.3 percent of the firms surveyed had annual financial statements that were reviewed by external auditors. The high-risk governance environment could explain this requirement of all firms. But a plausible explanation is also that Cameroon has very few trained and certified accountants, so firms have to seek external auditors to audit their financial statements. A second explanation is that firms receiving foreign direct investment (FDI) are required to have their financial statements externally reviewed. In terms of the use of innovation and technology for business, Cameroon ranks on par with other lower-middle-income countries in using email to communicate with clients and suppliers, but lags behind in having firm-specific websites. Finally, Cameroon lags behind other lower-middle-income countries in hiring both temporary and permanent full-time workers (Table 8).

Table 8. Innovation and Workforce Indicators

Indicator	Small firms (1-19 employees)	Medium-size firms (20-29 employees)	Large firms (100+ employees)	Cameroon	Sub-Saharan Africa	Lower-middle-income average
% of firms with internationally recognized quality certification	9.1	31.6	58.0	20.4	13.0	16.0
% of firms with annual financial statements reviewed by external auditors	61.6	78.1	79.3	68.3	42.3	48.2
% of firms with their own website	14.8	38.6	68.1	27.5	16.3	32.0
% of firms using email to communicate with client/suppliers	49.4	70.1	85.6	59.3	44.0	58.3
Average number of temporary workers	1.6	5.9	24.9	5.3	5.2	11.5
Average number of permanent, full-time workers	8.6	32.0	201.4	35.3	25.7	60.9
% of full-time female workers	30.4	23.8	21.4	27.6	22.9	31.1

Source: Enterprise Surveys: Cameroon Country Report 2009. World Bank and International Finance Corporation.

Investment climate constraints to enterprise productivity

69. Well-performing economies on *Doing Business* indicators tend to be more inclusive along at least two dimensions. They tend to have smaller informal sectors, meaning that more people have access to the formal market—whether in the tertiary sector or in the primary and secondary sectors—and can benefit from regulations such as social protections and workplace safety regulations. They are also more likely to have gender equality under the law as measured by the World Bank Group's *Women, Business and the Law* indicators. This means not hampering the productivity of formal businesses through overly burdensome rules. And it means not needlessly depriving the economy of the skills and contributions of women. Other important factors are a well-educated workforce, well-developed infrastructure, and stable macroeconomic policies.

70. A thriving private sector with new firms entering the market—creating jobs and developing innovative products—could contribute to a more prosperous Cameroon. The Government could play a crucial role in supporting a dynamic ecosystem for firms that establishes the enabling environment, by developing rules, strengthening property rights, establishing a system for resolving disputes at manageable cost, increasing the predictability of economic transactions, creating financial regulations that permit access to seed funding/capital for entrepreneurs to test innovations, and setting boundaries for enforcement. Entrepreneurs would have greater access to capital to start small and medium-size firms, create jobs, and serve as engines of growth. Opportunities for business development in the leading growth sectors—agriculture and agribusiness, forestry/wood processing, infrastructure (including energy, mining, and petroleum), and tourism—identified in the DSCE.

Skills Utilization and Labor Laws

71. Knowing Cameroon's labor laws is crucial to understanding working conditions for employees and their motivation to use their skills. This relates directly to creating an enabling environment for skilled and unskilled workers to take jobs, whether full-time or part-time. It also relates to the salary levels of the workforce. Cameroon's labor laws are based on the *Code du travail, 1974* and the *Code du travail du Cameroun, 1992.* There is also a National Labor Council. The key elements of the Labor Code are:

- Industrial and commercial enterprises: 40-hour work week
- Public sector: 48-hour work week
- Agricultural sector: 48-hour work week
- Domestic help: 54-hour work week
- Security guards and chauffeurs: 56-hour work week

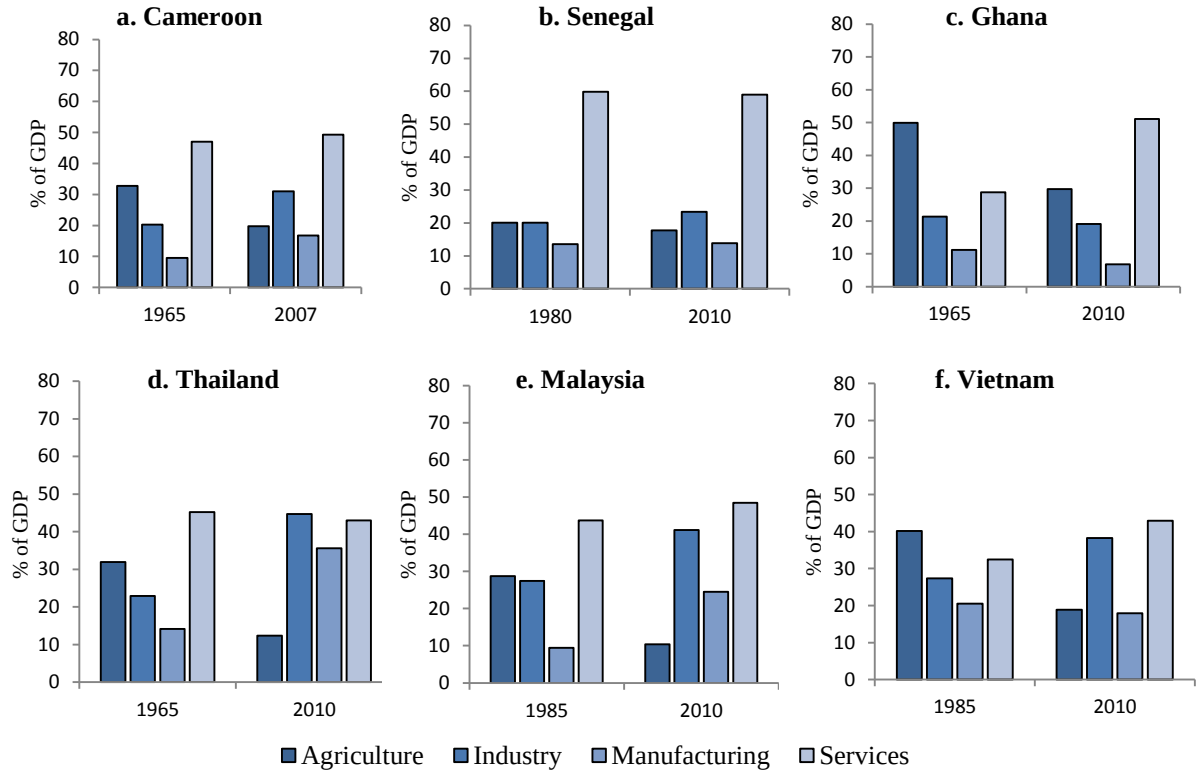
But as discussed, in practice the average work week in Cameroon is only about 39 hours. There is visible underemployment among the active workforce when they work less than 35 hours a week in a principal job due to either the employer or because there is no economic justification for working more. Invisible underemployment is also prevalent because much of the active workforce earns less than the guaranteed minimum hourly wage.

72. National underemployment includes both forms of underemployment—visible and invisible. According to official data, in 2005 nearly 75 percent of the active workforce was underemployed. The situation had not improved by 2010. If anything, it deepened: nearly 90 percent of the active workforce was in the informal nonwage sector. Unemployment insurance does not exist in Cameroon. About 60 percent of the unemployed surveyed preferred a salaried job, about 22 percent preferred to work independently, and less than 20 percent were indifferent to the type of employment. By contrast, about 70 percent preferred to be employed full-time with a 44-hour work week (EESI, 2005 and Njodo, 2012).

73. For Cameroon to accelerate economic growth, it needs to build a thriving and competitive private sector and a simpler public sector to create an enabling environment for policy and institutional development. In 2009-10 Cameroon elaborated value chains in each of the sectors identified as contributing the most to growth. The value chains set out the minimum thresholds for entering markets, creating jobs, and developing innovative products. The thresholds include the skills and competencies that would best serve future needs for developing the sectors. A discussion of value addition in the anticipated growth sectors and the opportunities and constraints are set out in the next Chapter.

74. Benchmarking of Cameroon and two other Sub-Saharan countries against three Southeast Asian countries shows that the sectoral composition is consistent (Figure 20): agricultural contributions have declined over time and industry has increased. Manufacturing does not show such a dramatic change upward in Cameroon, whereas it does in Thailand and Malaysia. And services has always been larger than any other sector. If Cameroon aspires to have an export-oriented economy like some Southeast Asian countries, fostering light manufacturing could bring big payoffs. It is worth noting that the shares of industry in the three Southeast Asian economies are almost on par with services, and that there has been a significant increase over time. But where could it start?

Figure 20. Benchmarking the Composition of Economic Sectors across Countries



Source: World Development Indicators, Various years. World Bank staff estimates.

Chapter 4. Key Economic Sectors for Jobs, Value Addition, Competitiveness, and Growth

This chapter addresses two questions: What skills are valued in the sectors studied by this report? And what are the payoffs to those skills?

75. The DSCE identifies unemployment and weak productivity as key challenges for Cameroon's development. Thus it seeks to:

- Develop more robust formal and informal employment opportunities by strengthening human development.
- Increase productivity in agriculture, mining, and key value chains (such as timber, tourism, and information and communication technology).
- Stimulate growth through investments in critical infrastructure (particularly energy, roads, port infrastructure, and water supply) and improvements in the business climate and regional integration.

The DSCE sets an ambitious target of reducing underemployment from 76 percent in 2010 of the workforce to 50 percent by 2020 by creating tens of thousands of formal jobs. But the results achieved during the first two years of its implementation suggest that the DSCE is far from achieving that goal.

76. The Government has identified infrastructure, forestry (wood and wood processing) agriculture (agribusiness with a focus on cotton textiles and palm oil) tourism, and extractives as sectors that would generate the most value addition and so accelerate economic growth. The sectors are quite labor intensive, and could support Cameroon's structural transformation.

Infrastructure

77. Infrastructure has great potential for workforce value addition and economic growth. Developing workers' skills in infrastructure involves fostering a range of generalists and specialists. For the purposes of this study, infrastructure is defined as construction of public and private buildings and public works. Infrastructure requires a host of light manufacturing enterprises, and there are specific workforce and skills requirements in the infrastructure value chain. For example, light manufacturing entrepreneurs engaged in the fabrication of construction materials such as ceramics, tiles, bricks, cement-based items (such as balustrades for stairs), and metal gates and doors. Public works require social and environmental assessments conducted by qualified engineers, sociologists, anthropologists, communication specialists to sensitize communities and the public, and sector experts for the construction of health, education, and water and sanitation facilities. Between 1993 and 2005 employment opportunities in public works increased by nearly half in Cameroon. Decentralized

management (*maître d'ouvrage délégué*) is the approach used for all construction and public works.

78. Projections of workforce requirements over 2009-12 showed a significant increase in the need for construction, rehabilitation, and maintenance of public and private buildings and for public works. The International Labour Organization estimated that global workforce requirements for infrastructure would increase 53 percent during that time, though the workforce for roads was projected to increase by only 1.2 percent. But the demand for construction of schools and other education facilities and health centers represents a significant market for workforce. Based on Government projections for investment in infrastructure, for each of the four fiscal years from 2009 to 2012, the ILO estimated direct jobs to increase by 36,000 in Cameroon, with 47 percent in construction and 45 percent in roads. That rhythm is set to continue during 2013-20.

79. In 2005, 51.3 percent of public works enterprises in Cameroon were in Douala, followed by 26.6 percent in Yaoundé.[18] Together they comprised a major source of jobs. Maroua in the Far North region accounted for 6.5 percent and Garoua in the Northern region for 3.4 percent, followed by Bemenda, Limbé, and Bertoua. All other townships combined had just 5.3 percent of public works enterprises.

80. About 70 percent of the workforce is employed in 72 percent of public works enterprises and each year contributes less than FCFA 20 million towards government revenue (about US$40,000). About 25 percent of employees in the remaining 22 percent of public work enterprises contribute FCFA 50-100 million (US$100,000-US$2 million) a year, and the remaining 5 percent employed in just 6 percent of public works enterprises contribute more than FCFA 100 million (US$2 million) a year. Between 2003 and 2006 workforce productivity declined, due to a drop in the national demand for construction and public works. Personnel costs rose 7.3 percent during that time, and the value addition of the workforce fell from 1.86 percent in 2003 to 1.40 in 2006.

81. The structure of all infrastructure employment changed considerably between 2005 and 2006 (Table 9). The demand for skilled workers increased while that for unskilled worked decreased. Construction and civil works engineering accounts for about 86 percent of all infrastructure employment.

Table 9. Structure of employment for all infrastructure, 2005 and 2006 (%)

Category	2005	2006
Specialists	5.1	5.3
Skilled technicians	6.7	8.0
Technicians (*agents de maîtrise*)	17.1	22.7
Unskilled workers	68.7	64.0
Total	**100.0**	**100.0**

Source: ILO 2010; INS and ILO staff calculations.

[18] The year 2005 was the latest for which data when the value-chain analysis for infrastructure was prepared in 2010. More recent data are in the EESI II 2010 dataset, but were not available to the task team to update the analysis. The analysis will be updated when INS shares the 2010 data.

82. In 2005, 35.2 percent of infrastructure workers were aged 10-24, 36.3 percent were 25-39, and 21.7 percent were 40-54 (Table 10). Thus a huge number were youth, including those of school age (10-16). About 89.6 percent of technical personnel at the concept stage had completed higher education, while 22.4 percent of unskilled workers (those without specific qualifications) had completed lower, secondary education, 17.8 percent had completed first cycle of technical secondary education, and 39.6 percent had completed primary education.

Table 10. Characteristics of Infrastructure Workforce by Age Group and Type of Work, 2005 (%)

Age group	Technical personnel/ concept stage	Technical personnel/ rehabilitation	Specialized workforce	Workforce without specific qualifications	Share of total
10-24	0.0	8.6	36.5	35.8	35.2
25-39	44.6	48.1	37.5	33.8	36.3
40-54	40.7	38.9	17.1	27.0	21.7
55-69	10.5	4.5	8.9	2.5	6.3
> 70	4.3	0.0	0.0	0.9	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: ILO 2010; INS and ILO staff calculations.

83. Major constraints for infrastructure development in Cameroon include a shortage of qualified workers in areas such as accounting, governance, and production of construction materials. There is also a dearth of qualified environmental experts to conduct environmental assessments. Most workers have only primary education (Table 11).

Table 11. Education Levels of Infrastructure Workers

Level of education	Technical personnel/ concept stage	Technical personnel/ rehabilitation	Specialized workforce	Workforce without specific qualifications	%
None			5.6%	3.9%	4.7%
Primary		5.4%	46.2%	39.6%	42.2%
1st cycle general secondary		7.8%	13.9%	22.4%	16.9%
2nd cycle general secondary	10.5%	3.3%	7.0%	6.3%	6.7%
1st cycle secondary technical		16.0%	14.6%	17.8%	15.6%
2nd cycle secondary technical		42.8%	8.1%	8.6%	8.7%
Higher education	89.6%	24.7%	4.6%	1.4%	5.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: ILO 2010; INS and ILO staff calculations.

84. Entrepreneurs in Cameroon consider adequate the skills imparted by the country's prominent, large, and specialized institutes of technical training. But skills for potential entrepreneurs require attention. Skills development in commerce and business management—including basics of economics, taxation, project management, accounting, and specialized software for accounting, auditing, and record keeping—are critical for increasing workforce

value addition. Management training is also required, particularly for civil works inspectors on industry standards, project managers, human resources managers, accountants, and auditors. Finally, there is a tendency to abandon projects or to have significant delays. Employment suffers and workers have little incentive to complete projects.

85. For potential employees, prior technical training in a host of specializations is needed including in areas such as carpentry, masonry, electricity, plumbing, painting, and roofing. Some workforce development solutions include capacity development by integrating training on a large-scale of the required quality within agreed timeframes, to facilitate job opportunities and on-the-job training. Government plans for skills development are not synchronized with market needs. Further, multinational corporations are unwilling to build the required capacity and transfer knowledge on new techniques and technologies. The Government needs to foster the conditions for such initiatives and devote efforts to new forms of technical training and technology transfer.

86. Infrastructure has been shifting from labor-intensive to capital-intensive processes, and is increasingly computerized. More higher-end skills are needed, including supervisory engineers and long-term skills development. But medium- and short-term skills development are also crucial. Yet the unskilled account for most infrastructure workers. And infrastructure is heavily oriented toward seasonal employment.

87. Structural transformation will require skilled workers with engineering, science, and technology backgrounds. Training needs to be tested and certified. Priority areas include specialized higher education in engineering (civil, mechanical, sanitation, water, plumbing, electrical), technology (computer-aided design, or CAD), and computer-aided management (CAM). But the paradox for infrastructure in Cameroon is that the sector's most highly educated and its illiterate workers find employment last. Nearly half of workers aged 25-34 with at least an undergraduate degree were unemployed (ILO 2010; ILO staff estimates based on ECAM 3 data). Thus a high-quality technical education could better serve people in that age bracket seeking work in infrastructure. But workers with a strong engineering and technology background could attract foreign direct investment and achieve structural transformation.

Forestry (Wood and Wood Processing)

88. Cameroon has the second largest natural forest area in sub-Saharan Africa, strict laws on forest management, and the region's most developed forestry industry in sub-Saharan Africa. Limits on exports of wood logs have helped create jobs, particularly among small enterprises involved in wood processing. The largest enterprises are owned by firms from France, Lebanon, Italy, Belgium, Greece, the Netherlands, China, and Malaysia. Most of them operate in Douala, Yaoundé, and Limbé.

89. In 2005 Cameroon's wood industry contributed about 6 percent to GDP. That same year, the wood and wood processing industry accounted for 170,000 jobs—150,000 in the

informal sector and 20,000 in the formal sector. Because startup costs are relatively low, many illegal and unregistered small enterprises are in operation. They mostly employ unskilled workers such as artisans and carpenters. The laws of 1999 paved the way for second-stage transformation in the country's value chain

90. The wood industry had generated a value of 228 billion Fcfa (US$456 million) in 2005. The Government sought to diversify products, attract new importers, and develop local wood producers. Those efforts were expected to create 21,000 full-time jobs and 15,000 part-time ones, with the value addition estimated at 126 billion Fcfa (US$252 million). The estimated cost was 1.36 billion Fcfa (US$2.72 million), for a benefit-cost ratio of Fcfa 0.92 of gross revenue for every franc invested. The Government provides subsidies for large enterprises. Small enterprises receive none, so they tend to be informal.

91. The value chain in the wood industry is based on Government classifications of enterprises (Table 12). Most wood enterprises (134) are involved in stage 1 transformation, 36 in the first two stages, 21 in the first three stages, and 8 in all four stages (MINEFOF 2012).

Table 12. Value Chain in the Wood Industry

	Stage 1 Transformation	**Stage 2 transformation**	**Stage 3 transformation**	**Stage 4 transformation**
Definition	Primary processing of wood logs; sawmill trades Heavy manufacturing Capital-intensive	Transformation of stage 1 products into semi-finished or finished outputs through supplementary processing **Light manufacturing amenable / labor-intensive**		Making available products for final consumption **Light manufacturing amenable / labor-intensive**
Examples	• Sawing timber of all sizes • Creating squared washers and studs • Slicing and peeling of veneer	• Hydraulically assembled wood (BHA) • Reconstituted solid wood • Paneling, parquet floors, wrinkles, decks • Drying of all sawn products	• Fabricating wood briquettes/bricks • Laminating and gluing • Fabricating particle board • Backing wood to prevent deterioration • Other wooden gadgets	• Furniture • Doors and doorframes • Windows • All ready to use wood products

Source: Government of Cameroon Decision 2637/D/MINEFOF of June 12, 2012; MINEPAT, PCFC Value Chain Report, January 2014.

92. Wood enterprises and jobs are concentrated around the Center, East, Littoral, and South Regions (Table 13). Their location is linked to forest cover and infrastructure, making transportation of raw materials and final products relatively efficient. The most recent data from MINEPAT and MINEFOF indicate that 77.6 percent of the wood industry workforce is composed of specialized workers. This is in keeping with the national legislation of collective enterprises for the wood industry (access, transformation, and forest byproducts). Professional workers comprise about 18.1 percent, and only 3.5 percent are high-level graduates (with a

master's degree or professional engineers). Moreover, only 2 percent of this last category is employed.

Table 13. Regional Distribution of Employment in the Wood Industry

Enterprise typology	Region	Full-time employees
Wood transformation enterprises	Center	39.0%
	East	30.6%
	Littoral	20.5%
	South	9.8%
Artisanal enterprises	Center	40.7%
	East	22.0%
	Littoral	20.1%
	South	17.2%

Source: Ibid

93. All stages of the forestry and wood industry are labor-intensive and offer employment opportunities. Jobs in rural areas include sawers, assistant sawers, porters, chauffeurs, and assistant chauffeurs; in urban areas employment opportunities include vendors, transporters, door-to-door salespeople, and food vendors who use processed wood materials (such as bowls, plates, and trays). In addition, potential spillover benefits exist in linking the outputs of the wood industry to the value addition of tourism (see below).

94. Cameroon could increase the economic contribution of its forestry and wood industry. There are not enough qualified workers for stages two and three transformation of raw materials to produce export-quality products (carpentry, panels, woodworking, carpentry, wood construction, cooperage, drying, packaging, pallets). The country also suffers from the absence of a well-organized structure for vocational and technical training for the wood industry, the lack of opportunities for apprenticeships, and forestry experts (mid- to high-level expertise) with knowledge about conservation, reforestation, and forestry management.

95. An analysis of vocational and technical education and training in Cameroon's public and private wood industry found many weaknesses:

- Several training centers affiliated with universities offer training in wood processing—but they are not producing enough graduates and offer few courses.
- The centers have poorly qualified but highly paid trainers, making courses expensive.
- Most training centers do not have conducive learning environments: not just staff, but also learning materials and equipment.[19]

Still, the training centers are the only providers of formal training for wood processing. There are also many informal training centers and programs offering low-quality training.

[19] Ministère de l'Economie, de la Planification et de L'Aménagement du Territoire (MINEPAT) diagnostic commissioned for the '*Projet Compétitivité des Filières de Croissance*' (PCFC). World Bank financed IDA-47800 CM. Report prepared by Pro-Invest. January 2014.

Cameroon needs to invest in training in the commercial production of saplings, scaling up the use of sustainable technology, and upgrading the skills of trainers.

Agriculture and Agribusiness

96. The Government of Cameroon has identified six areas in agriculture as *key profitable*: cotton, palm oil, maize, manioc, banana-plantain, and aviculture. The main stages in the value chain for agriculture are the supply of inputs, production on farms, collection, processing, and final delivery.[20] Cameroon could become a major Sub-Saharan source of manioc, maize, and banana-plantain—creating a lot of jobs and revenue, as well as developing skills.

97. This study analyzed only cotton and palm oil. Cotton is a major source of revenue for populations in the relatively poor parts of Cameroon—especially the North Region. Cotton can also benefit other sectors (such as tourism) at the national level, and could earn major revenue through regional and international exports. Palm oil offers promise for agribusiness and has high potential for exports. There is also significant national market for it. Most cotton is cultivated in the North Region, while palm oil, cocoa, and coffee grow well in the West, South, and Central Regions.

98. Cameroon has a good foundation for agroindustry. The country's 1 million small farms specialize in traditional agriculture, improved rainfed agriculture, intensive irrigated cultivation, pastoralism, and agro-pastoralism, producing many cereals and other foods. Medium-size and large farms are more specialized and typically have professional managers, salaried employees, and more mechanization. There are about 20 large public and private agroindustries, and their outputs are often exported. They have salaried employees and depend on the inputs from small and medium-size farms.

99. Agriculture production is organized in a hierarchy of inputs, with improvements changes in scale at each level (Table 14).

[20] World Bank. June 2008. *Cameroun : Étude de compétitivité de la chaîne de valeur du secteur agricole*. Report No.AAA25-CM. Agriculture and Rural Development Department. Africa Region. Washington, D.C.

Table 14. Hierarchy of Agroindustry and Worker Needs

Small scale ←----------	**Medium scale / taking to scale**		**Large scale** ----------→
Farm-level; inputs use relatively small	Farm-level; improved management of inputs	Commercial level production	Agro-industrial large enterprises; Extensive inputs use
Manual (Intensive ; 1 ha in total)	Manual (Intensive; 3 ha in total)	Manual (Intensive tending towards extensive ; 5 ha au total)	Tractors or manual (extensive)
Small-scale inputs	Medium-scale inputs	Medium-larger scale inputs	Large-scale inputs
Markets close to farms	Markets in the proximity of farms	Markets far off; products have to be transported	In-house production; raw material transported to site of production
Limited use of equipment	Greater use of equipment	Use of technologically adapted equipment	Modern equipment
Family workers	Combination of family workers plus some salaried workers/ contractors	Mostly salaried workforce	Only salaried workers
Entrepreneurship skills; Unskilled workforce; apprenticeship	Entrepreneurship skills; Some managerial skills; Unskilled and skilled workforce	Entrepreneurship skills; Management skills; Skilled workforce	Management skills; Skilled workforce

Source: World Bank, 2008.

100. Agriculture suffers from a limited number of workers trained in good farming practices, management skills, and access to inexpensive inputs. As in other sectors, many agricultural jobs are informal. Investors could offer opportunities for investment—but investors would need to see a potential for returns. Young people do not consider agriculture an exciting career path. Reestablishing agriculture as agribusiness, with the potential for technology-based innovations, would make it more attractive.

Institutions and Agriculture

101. Reforms in the 1990s promoted liberalization and privatization of economic activities in Cameroon. As in the other sectors, there are a number of players in the agriculture sector (Table 15). Each of the programs has distinct capacity building elements.

Table 15. Programs and Institutions in the Agriculture Sector

Program	Institutions involved	Focus
National program to promote public access to agricultural research (PNVRA)	World Bank/IDA Government[21] (MINAGRI; MINEPIA; MIDENO; SOWEDA; SODECOTON) African Development Bank	National policy for improving and sustaining agricultural productivity; Technical capacity (operational and financial) development; Improving information on services; Accelerating technology transfer.
Program for the reform of the fertilizers sub-sector	USAID National Office for the commercialization of basic agricultural products [*l'Office national de commercialisation des produits de base* (ONCPB)]	Support to private sector producers; Commercialization of fertilizers; Institutional capacity development
Project to support Strategies of farmers and the professionalization of agriculture [*Projet d'appui aux stratégies paysannes et à la professionnalisation de l'agriculture* (ASPPA)]	Churches Non-governmental organizations International donors/ development partners [French Development Cooperation --*Agence Française de Développement* (AFD) program such as the C2D—*Contrat des désendettements et de développement*]	Institutional capacity development; Professionalization of small farmers
All ACP Agricultural Commodities Program (AAACP)	European Union (EU) (cocoa, coffee, milk) World Bank, FAO, *Centre du commerce international* (CCI), CNUCED and CFC (cotton) *Fond international pour le développement de l'agriculture* (FIDA)	Preparing sustainable strategies for agricultural production to improve revenues and access to resources for producers

Source: World Bank, June 2008.

102. A number of programs for institutional capacity development support the current workforce and could help transfer technological know-how. But Government officials say that the programs bring financing but little knowledge transfer.

103. In the short term, food prices need to be lowered to help poor people. Over time, small farmers need to become more productive. Increasing access to better inputs and production technologies could improve output, which would require technical training for farmers in areas such as information sharing—such as through text messages. Lower transportation costs would also help.

104. All cost reduction strategies will require improving production technologies and the knowledge of farmers. Approaches to fertilizer use, direct imports of fertilizers, rationalizing the distribution channels by using collective management techniques, and information on value added tax could improve production, lower costs, and make Cameroon's products more competitive.

105. Cameroon's agricultural products enjoy regional markets in Gabon, Guinea Equatorial, the Central African Republic, the Republic of Congo, and Chad. The Economic Partnership Agreement (EPA) negotiated between CEMAC (Communauté Économique et Monétaire de

[21] Government includes the following ministries and missions*: Ministère de l'agriculture (MINAGRI), Ministère de l'élevage, des pêches et des industries animals (MINEPIA), Mission de développement du nord-enterprises paraétatiques (ex. SODECOTON), l'institut de recherche agricole pour le développement (IRAD). Source*: World Bank, 2008.

l'Afrique Centrale) countries and the European Union could lower Cameroonian tariffs and open the country's market to foreign competition. Investments in technology, inputs, and credit will be key drivers. Using options such as savings and insurance to raise agricultural productivity (as in Rwanda) and combining financing and skills development approaches would help maximize returns.

Cotton Textiles

106. Cameroon has a regional comparative advantage in converting cotton textiles into mass clothing, and in distribution. These are the third and fourth stages in the value chain. (The first two are the transformation of raw cotton into fiber and fiber into cloth, thread, and the like.) It is the only country in Central Africa that has manufacturing capacity for making final products that satisfy the national market.

107. Cameroon needs to foster regional exports. Workers can produce innovative cotton loincloths and textiles. They have long produced *stretch material*, know their clients' needs, and are nearby. Cotton textiles could also boost tourism (see below).

108. Some constraints make it difficult for cotton to move to foreign markets. Most output is produced by informal workers with limited knowledge. They have limited expertise and training. Apprenticeships are the main way of transferring know-how. And regulations on intellectual property are weak. The shortcomings arise from infrastructure weaknesses, the low level of pre-service training, and few options for re-tooling or learning new methods of production.

109. Some workforce skills development solutions include capacity development by integrating training in basic, homogenous techniques of production, mastering export-oriented procedures for external markets, promoting capacity for large deliveries, and improving job opportunities and training.

Palm Oil

110. Palm oil production could reduce poverty in Cameroon. Because such activities are not mechanized, they require that jobs be created in forests. Revenue from palm oil is fairly stable. The industry is relatively small and caters to national and regional consumption. It is not a full-fledged secondary level transformation industry. About 135,000 hectares are farmed and about 30,000 hectares have been reserved for agroindustry, with a transformation capacity of about 250,000 metric tons of palm oil that could grow by nearly 10,000 hectares a year. Table 16 shows the evolution of raw palm oil production in Cameroon over time. Palm oil cultivation area increased by nearly a third between 2003 and 2008 (Table 16).

Table 16. Raw palm oil production (2003-2008)

	2003	2004	2005	2006	2007	2008
Agro-industrialists	116,520	119,390	127,435	128,854	131,485	131,485
Village level plantations	52,680	58,680	64,880	70,680	76,680	82,680
Total	**169,200**	**178,070**	**192,115**	**199,534**	**208,165**	**214,165**

Source: World Bank, November 2009.

111. The Government has found it impossible to determine how many jobs palm oil can generate. Approximately 65,000 direct and indirect jobs are estimated for palm oil production. Plantations (agroindustries) use large numbers of unskilled hourly workers, making it a village-level industry. Elevating the agroindustry to a larger scale would create more jobs.

112. The five main agroindustries in Cameroon produced about 145,000 metric tons in 2008 (Table 17). The enterprises employ around 30,000 direct employees, for a global investment of 110 billion Fcfa (US$220 million). Privatization led to significant returns. In agroindustry the objective was to remove entry barriers for new operators with available capital and knowledge about the production of palm oil for commercial purposes. SOCAPALM was privatized successfully. This resulted in more forest areas being cultivated for harvesting palm oil.

Table 17. Agroindustries and Their Locations

Social denomination	Location	Production (in tons)
SOCAPALM	Mbongo, Nkapa, Kienke, Eseka	83,000
CDC	Limbe, Idenau	18,000
SPFS	Apouh (Edea)	15,000
SAFACAM	Dizangue (Edea)	12,000
PAMOL	Lobe	16,000

Source: World Bank, November 2009. *Etude sur la filière porteuse d'emploi « Palmier à Huile* ». MINEFOP and ILO. Lebailly, Philippe and Jean Tentchou. International Consultants.

113. Most village plantations are artisanal. In 2009 the trade union that represents small farmers—l'Union des Exploitants de Palmier à Huile (UNEXPALM)—brought together nearly 1 million planters among 10,000 small farmers who cultivate about 35,000 hectares. They produced about 30,000 tons of raw palm oil. Improvements in harvesting could increase those yields.

114. More extension workers are needed to improve cultivation. A major challenge has been about attracting qualified workforce from the Anglophone regions of the country to work in the more remote Southern and Eastern regions. More densely populated and urbanized areas are home to most qualified workers, but more data on palm oil workers are needed.

115. The palm oil value chain is amenable to labor-intensive production (Table 18).

Table 18. Workforce in the Palm Oil Value Chain

Category	Characteristics	Potential and Needs
Producers ▪ Cueilleurs ▪ Village plantations	▪ Represented by the Union [*l'Union des exploitants de palmier à huile du Cameroun* (UNEXPALM)] ▪ Supply 10-20 % to artisans ▪ Cultivation of primary product typically in old abandoned industrial plantations ▪ They focus on rapid returns to capital investment ▪ Generally poor and vulnerable ▪ They often take the route of risk mitigation than profit maximization ▪ Data/statistics on numbers of producers unavailable	▪ Most important category for skills development ▪ Data/statistics on numbers of producers
Agro-industrialists	▪ Producers are protected by two trade unions: the National Union of Palm Oil Producers of Cameroon [*le Syndicat national des producteurs de l'huile de palme au Cameroun* (SNPHPC)] ▪ The Association of Palm Oil by-Products Transformers [*L'Association des Transformateurs des Produits Oléagineaux* (ATPO)] [30,000 jobs with 6,000 jobs for transformation] ▪ Five large and most established (old) ones: Ferme Suisse, Pamol, Safacam, CDC and SOCAPALM ▪ Procuring primary products ▪ Organizing its collection (in bulk/wholesale)	▪ Mid- and high-level management skills ▪ Village plantations mostly inaccessible to the agro-industrialists
Local transformers	▪ Informal sector ▪ Artisanal transformers ▪ Set up in make-shift or rented premises ▪ Mostly manual transformation not automation ▪ Low level of outputs (between 15-18% at most from the best performers compared to industry equivalent of 22%) ▪ The by-products are used as fuel for cooking walnuts ▪ Amenable to light manufacturing	▪ Product diversification, management, and marketing skills ▪ A major handicap since the almonds of palms are highly sought by the soap-making industry ▪ Information about markets for primary and by-products ▪ Data/statistics
Commercial agents	▪ Importers who supply to transformers ▪ Wholesalers who target mostly agro-industrialists ▪ Middlemen linked to wholesalers ▪ Located in the informal rural setting or urban setting	▪ Marketing skills, negotiating skills ▪ Information ▪ Data/statistics
Transporters	▪ All types and modes (walking, pushcarts, bicycle, cars, vans, trucks…) at different stages of transformation	▪ Management and Organization skills, ▪ Defensive driving skills

Fats and soap-making industry	▪ Stage II transformation ▪ Use modern factories to transform palm oil—Light manufacturing ▪ Export quality production ▪ High distribution costs—not competitive	▪ Knowledge about the industry ▪ Management skills ▪

Source: World Bank, November 2009.

116. Cameroon's ability to produce palm oil is relatively weak. Maximum production yields 18-19 tons per hectare, compared with 25 in Indonesia—which, along with Malaysia, is among the world's top producers. For the more extensive production system, Cameroon can produce 9 tons a hectare, while Asian countries can produce 11.

117. Wages are among the top costs of palm oil production. Farmers say that they pay workers about 20,000 Fcfa (about US$40 on average per ton produced). But workers say that they receive only 12,000 Fcfa (about US$24). According to SMIG, a worker is supposed to receive 28,000 Fcfa per month. For small farmers, transportation is a close second cost.

118. The palm oil industry is a precarious option for young workers. They do not have access to factors of production: land, human, and financial capital. In urban areas youth tend to attend school and university. In rural areas they are less likely to do so.

Tourism

119. Tourism could create decent jobs and foster Cameroon's economic growth. With modest investment in infrastructure, tourism has the potential to create more than 5,100 short-term and permanent direct, indirect, and induced jobs.[22] Building three-star hotels with conference facilities could create jobs and generate investments.

120. The Government has not invested effectively in tourism. Weak infrastructure (communications, roads, sanitation) and a lacking service culture are major obstacles. Further, the Ministry of Tourism (MINFOF) does not have regional departments, and there are no synergies between the ministry and national security to promote tourism in Cameroon. UNWTO-OMT envisioned the arrival of 500,000 visitors in 2007, but only 196,000 arrived. The global fiscal crisis and its impact on Cameroon's economy further depressed tourism the following year (2008).

121. MINFOF's budget rose 234 percent for recurrent and 333 percent for investment spending between fiscal years 1996/97 to 2009. Yet the budget for tourism accounts for just 1 percent of the national budget. Moreover, the tourism industry is poorly organized, caters to few tourists, and has not contributed much to GDP.

122. Tourism is most prominent in the Littoral and Central Regions. It has generated 5,633 jobs in Limbe (Littoral) and 3,979 in Kribi (Littoral). Tourist agencies are also concentrated

[22] MINEFOP and ILO. 2009. " *Projet d'Appui à la Promotion de l'Emploi et à la Réduction de la Pauvreté : Etude sur le filière porteuses d'emploi « Le Tourisme »*. Onana, Zacharie Ewolo. Yaoundé.

around the two regions. Most tourist hotels are unclassified (no stars). Domestic travel is difficult due to limited infrastructure—only major highways, with inadequate railroads and unreliable lights.

123. About 20 public entities are engaged in tourism activities (Table 19). Coordinating them is a challenge, and the industry remains at a nascent stage. Still, Cameroon's plants and animals could generate significant tourism revenue.

Table 19. Public Entities Involved in Tourism

Entity	Responsibility
Ministry of Environment and Protection of Nature	Management of protected areas
Ministry of Forestry and Fauna	Management of forests, fauna, conserved areas, hunting and exports of "trophées"
Ministry of Culture	Inventory of principal cultural activities and promotion of national culture
Ministry of Higher Education	High level training and mastery in tourism studies
Ministry of Secondary Education	Mid-level training in tourism studies
Ministry of Technical and Vocational Education and Training	Technical and vocational training in tourism studies
Ministry of Finance	Tourism finance, accounting for tourism satellites, immigration and exchange
Ministry of Economy, Planning, and Regional Integration	Programming investments, territorial management (tourist zones)
Ministry of Agriculture and Rural Development	Export of foodstuffs
Ministry of Defense	Security of people and tourists
Ministry of the Interior and Decentralization	Oversight of local offices/agencies of tourism
National Security Delegation	Assuring security of persons, goods, border control, visa administration at national borders
Ministry of Small and Medium Enterprises, Social and Artisan Administration	Exports of artisanal products
Ministry of Commerce	Investment code
Ministry of National Health	National health and vaccinations
Ministry of Transport and National Airports Authority	Transport tariffs, *Aéroports du Cameroun* (ADC) administration
Ministry of Communication	Promotion of tourism through information for tourists and communication/media campaigns to sensitize the population
Ministry of External Relations	Visas and communication of information regarding Cameroon to tourists
Ministry of Scientific Research and Innovation	Research in codification of Cameroonian cuisine
Ministry of Public Works	Construction, maintenance and rehabilitation of tourist sites, roads/highways in general, public water and sanitation, airports

Source: MINEFOP and ILO, 2009.

124. Tourism training is offered by 38 public and private institutions:

- Among the public institutions, five technical training institutes offer hotel management. The most prominent are in Kribi and Limbé. The University of Yaoundé I has two faculties for hotel management and tourism, but they only provide licenses for tourist

guides. The School for Hotels and Tourism of CEMAC, in N'gaoundéré, offers the most diverse training. The Ministry of Higher Education (MINESUP)—in collaboration with the Ministry of Tourism and the French Cooperation (*Coopération Française*)—offers a license in tourism and hotel management in select universities, and the Training Institute in Garoua (North Region) for preparation of tourist guides.

- Among the private institutions, the most prominent are the Centers for Short-term Rapid Training (attestation programs, not diplomas) in Yaoundé and Douala and higher education institutions that provide *Brevet de Technicien Supérieur* (BTS) in tourism and hotel management.
- Most ecotourism projects are initiated by NGOs such as the World Wildlife Fund (WWF), International Union of Nature and Natural Resources Conservation (UICN), and Birdlife International.

125. The quality of training varies, but in most cases falls short of its potential (Table 20).

Table 20. The Quality of Tourism Training

Aspect	Assessment
Training environment	Generally poor and not conducive to learning. Most training centers are in noisy neighborhoods, in rented buildings intended for residences. Short-term courses in hotels do not have the required facilities. Trainees pay all of their expenses.
Program options	Not well defined. No options for on-the-job training. Tourism has been reduced to hotels and restaurants. The conceptualization, organization, and distribution of tourism related voyages/trips relating to tourism packages is entirely missing. This domain could offer significant job opportunities.
Relevance to market demand	Programs are poorly targeted, insufficiently elaborated, and not adapted to the tourism industry.
Pedagogical support	Highly theoretical and relatively disconnected from reality.
Training personnel	Not up to the standards required for training tourism professionals.

Extractives

126. Among extractive industries, mining has the most potential to create a lot of jobs. But it requires significant infrastructure investments as well as a steady supply of commodities. Creating jobs in mining will depend on the extent of excavations and the choice of technology (labor-intensive or machine-intensive). Thus, it is difficult to project job creation in mining.

127. The Government has identified diamond, cobalt-nickel, iron, and bauxite as some of the key minerals for excavation. The Capacity Development in Mining Project (PRECASEM) had estimated some levels of investment and employment for 2012-15 (Table 21).

Table 21. Minerals, Estimated investment, and Employment, 2012-15

Project	Estimated Investment	Estimated Employment	Transformation (Units)	Territorial Management	Estimated Exports
Diamond (Mobilong)	US$233 mil	4,000 (direct jobs during the excavation phase of transformation)	Sediment sorting	Local infrastructure	6,000 carats
Cobalt-nickel	US$617 mil	800 (direct jobs) 450 (indirect jobs)	Ore processing plant		4,000-5,500 tons of cobalt
Iron ore (Mbalam)	US$4.68 bil	3,000 (direct jobs)	Ore processing plant	Railway, port terminal, local infrastructure	No production
Bauxite (Minim-Martap)	US$5 bil	7,000 (direct jobs), 6,000 – 8,000 (indirect jobs)	Aluminum refinery, dam, hydroelectric power plant	Railway, port terminal, local infrastructure	No production

128. In keeping with the Strategic Development for the Geology and Mining Sector in Cameroon, projections for the medium-term (2015-25) are:

- The completion of iron ore excavations in Mbalam in 2016 and of bauxite in Minim-Martap in 2019, and the commencement of production.
- The next stage of transformation following the excavation of diamond mines in Mobilong and cobalt in Lomié.
- The construction of gold mines in the industrial South-East in 2018, of uranium in Poli, Lolodorf, in 2019, and of titanium in Akonolinga in 2019.

By 2020 the excavations would be complete and production would commence.

129. The jobs forecast for the medium-term (2015-2025) are provided in Table 22.

Table 22. Estimated impact of mining operations in the medium-term (2015-2025)

Project	Investment	Employment	Transformation factories	Territorial Management	Estimated Exports
Diamond (Mobilong)	US$223 mil net	4,000 (direct jobs)	Sediment sorting	Local infrastructure constructed	6,000 carats
Cobalt- Nickel (Lomié)	US$617 mil net	800 (direct jobs) 450 (indirect jobs)	Ore processing plant	Integration of roads and bridges	4,000-5,500 tons of cobalt
Iron Ore (Mbalam)	US$4.68 bil net US$3.14 bil (Phase 2)	3,000 (direct jobs)	Ore processing plant Ore enrichment plant	Railway, port terminal, local infrastructure	30 metric tons of iron
Bauxite (Minim-Martap)	US$5 bil net	1,500-2,000 (direct jobs) 4,000 (indirect jobs)	Aluminium refinery, dam, hydroelectric power plant	Railway, port terminal, local infrastructure	3 metric tons of aluminium
Gold (Industrial South-East Region of Cameroon)	US$200 mil (estimated)	500 (estimated jobs)	Processing plant	Local infrastructure	3,000 kgs of gold
Uranium (Poli-Kitongo Lolodorf Teubang)	US$1 bil (estimated)	500 (estimated jobs)	Ore processing plant and yellow cake manufacturing	Local infrastructure	800 tons per year of enriched mineral
Titanium (Akonoling)	US$300 mil (estimated)	600 (direct jobs) 300 (indirect jobs)	Mineral processing	Local infrastructure	30, 000 tons per year of rutile

130. The long-term (2025-2080) estimates translate to:

- Continued and progressive excavations and extraction of the mines already in place except if new reserves are found in the neighboring areas (probable).
- The production of new resources currently known as Colombo tantalite, syénite néphélinique, granites (rose or black), or those discovered during the process of geological and mineral exploration.

131. With respect to jobs, taking into account the short, medium, and long-term needs, the occupations could be classified under strategic categories (Table 23):

Table 23. Strategic Occupations in Mining

Occupations	Needs	Where should the training be received?
Jobs in Prospection - Geologist - Geomtric Topographer - Geochemist - Geophysicist - Driller	- In the short-term: stable - In the medium-term: depends considerably on the success of the first phase transformation phase	Graduates and post-graduates from Universities with specialized programs of study in geology
Jobs in construction - Civil engineering Supervisors: Head of civil engineering and construction - Masons - Plumbers - Logisticians (transport road and rail) - Electricians (industrial et buildings) - Mechanical engineers	- In the short-term :important – In the medium-term : depends on the extent and pace of excavations/ exploration (commencement of mining operations)	- Graduates and post-graduates from Universities with specialized programs of study in civil and mechanical engineering - Diploma holders from technical training institutes or vocational training centers
Jobs in excavation/exploration - Metallurgists/Chemists - Head of Mining sub-sector - Engine operators - Electro-mechanists - Maintenance technicians - Technicians in electronics/Automotives - Welders/solders - Coordinator of Health and Security - Head of community relations	- Jobs depend on the pace of construction and excavation. They follow within a space of 2-5 years after sites have been constructed and excavated.	- Degree holders from Universities with specialized programs in engineering - Diploma holders from technical training institutes/vocational training institutes
Closing and renovation of sites - Social and Environmental specialist	- Needed for the long-term	- Degree holders/graduates from Universities with specialized programs in environmental sciences

132. An analysis of employment needs undertaken by the PRECASEM project reveals a considerable number of induced jobs by mineral and mining site. In the short-term they total about 24,300 jobs, in the medium-term approximately 13,400 and in the long-term about 10,400.

133. Table 24 shows the mapping of induced jobs by mineral, mining site, and time period:

Table 24. Estimated Induced jobs in Mining

Mineral	Mining Site	Induced Jobs		
		Short-term (2013-2020)	**Medium-term** (2020-2030)	**Long-term** (2030-2080)
Diamonds	Mobilong	4,000	2,000	1,000
Cobalt-Nickel	Lomié	800	800	800
Iron ore	Mbalam/Djoum	12,000	6,000	4,000
Bauxite	Mini-Martap	7,000	3,000	3,000
Gold	South-East	500	500	500
Uranium	Poli		500	500
Titanium	Akonolinga		600	600
	Total	**24,300**	**13,400**	**10,400**

134. Among the primary challenges for Cameroon is a dearth of qualified workforce in all specialized areas. While there are centers of professional training, technical training institutes, and some programs in universities (Table 25), the quantity and quality of the trained are insufficient to meet the estimated demand. Further evaluation of the institutions is required to assess the programs being offered, the curriculum, their quality and relevance to the mining industry, whether graduates are finding jobs, and which programs are most popular and why.

Table 25. Training Institutes and University Programs by Location

Les Centres de Formation professionnelle	**Location**
Centre de formation Professionnelle lassalien Van Haygen	Bertoua
Centre de Formation Professionnelle aux Métiers d l'Industrie de Nyom (CFMIN)	Yaoundé
Centre de Formation professionnelle aux Métiers Miniers (CEPROMINES)	Yaoundé
Techniciens Génie Civil Réunis formation (TGCR)	Yaoundé
Professionnal Excelency Training Center (PTEC)	Edéa
Centre de Formation Professionnelle Continue de la Salle (CFPC)	Douala
Centre de Formation Professionnelle Amour Fraternité (CEFOPRAF)	Douala
Techniciens et Ingénieurs en Agro-Alimentaire (TINAGRI)	Ngaoundéré
Homelex Sarl	Douala
Matgénie	Yaoundé
Technical Training Colleges	
Lycée Technique	Edéa
Lycée Technique	Kousséri
Lycée Technique	Sanmélima
University-affiliated Colleges/Institutes	
Ecole de Géologie et des Mines (EGEM)	Maiguenga
Ecole Nationale Supérieure des Sciences Agro Industrielles (ENSAI)	N'Gaoundéré
Institut Universitaire de Technologie	N'Gaoundéré
Institut Universitaire du Sahel	Maroua
Les organismes d'intervention en Hygiène Sécurité Environnement Barakat SA	Douala

Information and Communication Technology

135. There is a large untapped market for new entrants in Cameroon's markets, particularly in information technology (IT) and information technology enabled-services (ITES). Structural change could be fostered by developing basic skills, assessment, and certification programs in internationally benchmarked ITES. The potential of social media could also be harnessed.

136. IT skills can enhance competitiveness in a broad range of sectors, including e-government initiatives. Improving the competitiveness of Cameroon would require: (i) a sustained flow of employable skills, including IT skills: (ii) competitive labor costs; (iii) conducive business climate; (iv) infrastructure and quality relevant to the industry; (v) sustaining investments in IT-related secondary and post-basic education.

137. For Cameroon to achieve structural transformation, it must identify skill gaps in technology and innovation. The assessment could form the basis for providing training and certifying skilled individuals. Cameroonian youth lack market-relevant skills in IT and ITES. Higher education enrollments in applied sciences, engineering, and technology are very low. Women's representation is especially low in science and technology courses, research professions, and leadership.

The Foundations for Workforce Value Addition

138. The value-chain analyses conducted for this study focused on the lack of workers with needed skills (Table 26). Slow job growth was cited as the second main problem, followed by lack of access to financial and social capital, problems with job matching, insufficient entrepreneurial skills, insufficient basic skills, and employer discrimination. The value-chain analyses were less useful at forecasting labor and skill needs.

Table 26. Sectors and constrains regarding workforce availability

Constraints		Infrastructure.	Wood	Ag / Agri-bus.	Cotton	Palm oil	Tourism	Technology
Job-relevant skills constraints	Insufficient basic skills				X			X
	Technical skills mismatch	X	XXX	X	X	XXX		X
	Behavioral skills mismatch							
	Insufficient entrepreneurial skills	X						X
Lack of labor demand	Slow job-growth economy	X	X				X	X
	Employer discrimination					X		
Job search constraints	Job matching				X			X
	Signaling competencies							X
Firm start-up constraints	Lack of access to financial or social capital					XX	X	X
Social constraints on the supply side	Excluded-group constraints (ethnicity, gender, etc.)			X				X

Source: Cunningham, Wendy, Maria Laura Sanchez-Puerta, Alice Wuermli, November 2010. *Active Labor Market Programs for Youth: A Framework to Guide Youth Employment Interventions*. World Bank Employment Policy Primer. No. 16. Washington, D.C.

Conclusion

139. Cameroon has latent potential for creating productive jobs in infrastructure, wood processing, cotton textiles, palm oil, and tourism. The strategic basis (enabling environment, laws, regulations) exist to varying degrees for each of the sectors. The Government needs to ensure a minimum threshold of capital-intensive investments for structural transformation of production processes. Labor-intensive structural transformation is also required. Workforce value addition would be a key condition to enhance the skills development and accumulation effect. Together the aggregation and accumulation effects could result in sustained, inclusive growth.

140. An unduly heavy and centralized system—with a plethora of ministries, institutions, and oversight structures—is paralyzing action in Cameroon. Civil service reforms and streamlined workforce development could help. Structural reforms are needed to tackle the quantity and quality of workforce development. The Government has already begun efforts in primary education, and is preparing to introduce basic education reform by 2016. Further, it has pledged to prepare forward-looking TVET and university education systems. These aspects are reviewed and the skills accumulation factors are analyzed in the next chapter.

Chapter 5. Skills Accumulation and the Stock and Flow of Workforce

This chapter responds to several questions: How is the Government addressing workforce constraints? How are Cameroon's ongoing reforms in education and training likely to affect workforce development over the next decade? Will the flow of potential workers have the skills and competencies needed to increase economic productivity and contribute to growth? And what role should private employers play in developing worker skills?

141. Investing in skills is costly. Few governments can afford to finance the extent and quality of worker skills required—creating a vicious cycle in which high costs constrain investment in skills, which impedes economic growth and so limits the resources available for investing in skills. Recognizing this, Ansu and Tan (2012) propose a two-pronged approach. First, skills development should be integrated with economic development plans. Purposeful and flexible arrangements would help meet employers' immediate demand for skills, particularly in prospective growth sectors. Second, longer-run efforts at systemwide improvement could equip all citizens with strong literacy and numeracy skills, increase the education system's orientation toward science and technology, and strengthen links with the working world, particularly in tertiary education.

142. This chapter provides a critical review of skills accumulation in Cameroon. This is considered a gradual process that is best analyzed from the perspective of the education and training system. Age-based educational attainment is the proxy used to capture the skills accumulation process, from foundational skills at early grades through higher-order skills at the university level. Changes in levels of educational attainment over time were tested using an education and training simulation model. The quantitative and qualitative effects of ongoing basic education reforms, rates of return to education, and trends in the supply of labor are measured. The chapter also reviews how the policies, institutions, and programs of the TVET system contribute to skills formation at the vocational and professional technical levels. Employment trends offer the demand-side counterpart information.

Education System and Enrollments

143. Several ministries are in charge of Cameroon's education system, with one each for: primary, secondary, vocational and professional technical, and higher education (Box 1). Another ministry oversees youth affairs and policies. In addition, two education systems operate in parallel: one for Francophone areas and one for Anglophone (see Appendixes 12 and 13 for greater detail on their structures). The Government is trying to create a unified system.

Box 1. Cameroon's Education System

- **Pre-primary**: 2 years. Responsible entities—**Communities, Private Sector**.
- **Primary**. Responsible ministry—**MINEDUB** .
  - The Francophone system lasts 6 years and ends with the *Certificat d'Étude Primaire* (CEP).
  - The Anglophone system lasts 7 years and ends with the First School Leaving Certificate (FSLC).
  - Under both systems the end of primary school marks preparation for vocational training or entrance to secondary.
- **Secondary**. 6 years (3 lower secondary and 3 upper secondary)—**MINESEC**.
- **Post-primary**. 2 years (for rural artisans and *ménagères* (domestic help).
- **Secondary and teacher training** Responsible ministry—**MINESUP**.
  - The Francophone system for **secondary general education** (based on a competitive entrance examination) lasts 4 years and ends with the *Brevet d'Études du Premier Cycle* (BEPC). The Anglophone system lasts 5 years and ends with General Certificate of Education Ordinary/Level (GCEOL/L).
  - For **secondary technical education**, there are two cycles. The first lasts 4 years and, in the Francophone system, ends with the *Certificate d'Aptitude Professionnelle* (CAP). The second cycle lasts 3 years. In the Francophone system this cycle is open to BEPC and CAP graduates to receive a *Baccelauréat de Technicien* or *Brevet de Technicien*. In the Anglophone system the second cycle ends with the General Certificate of Education Advanced Level, which provides access to higher education or jobs. Both systems require the successful conclusion of the *probatoire* (provisional) to graduate from the second cycle of secondary technical education.
- **Vocational and professional technical training**. Responsible ministry—**MINEFOP.**
  - Institutes offer short-term training and are affiliated with MINEFOP.
- **Post-secondary or higher education**. Responsible ministry—**MINESUP**.
  - Several public and private institutions offer post-secondary or higher education: Government universities: Yaoundé I, Yaoundé II, Douala, Buea, Dschang, N'gaoundéré, Maroua, and Bemenda.
  - University technical training institutes (UTIs), which last 2-3 years and are in Douala, Bandjoun and N'gaoundéré. Entrance to UTIs is competitive for Cameroon nationals; an education portfolio comprising educational background and related experience is required for foreign nationals. Graduates receive a *Diplôme Universitaire de Technologie* (DUT) or *Brevet de Technicien Supérieur* (BTS).
  - Private universities: Catholic University of Central Africa, Catholic University, University of Yaoundé-South Joseph Ndi Samba, and Institute Siantou Supérieur.
  - Major training institutes: most are affiliated with universities.

Source: Education Sector Strategy 2013-2020, Ministries of Education, Government of Cameroon 2013.

144. Between 2007 and 2011 Cameroon increased access to and completion of primary education (Table 27), though girls' completion rate grew less in the *Zones d'Éducation Prioritaires* (ZEP) (Education Priority Zones). There were notable increases in the net enrollment rate and primary completion rate (for both sexes) and a reduction in the repetition rate. Though there were improvements in the ZEP—particularly in the Far North, North, Adamaoua, North-West, and East regions, the disadvantaged pockets of urban and peri-urban areas, and the frontier parts of the country—progress was much slower than in the rest of the country. For example, the overall primary completion rate rose from 51 percent in 2007 to 80 percent in 2011, but for girls it only went from 38 percent in 2007 to 43 percent in 2011. The 2016 target for primary completion set in the Government's education strategy for 2013-20 is ambitious, at 84 percent for the ZEP.

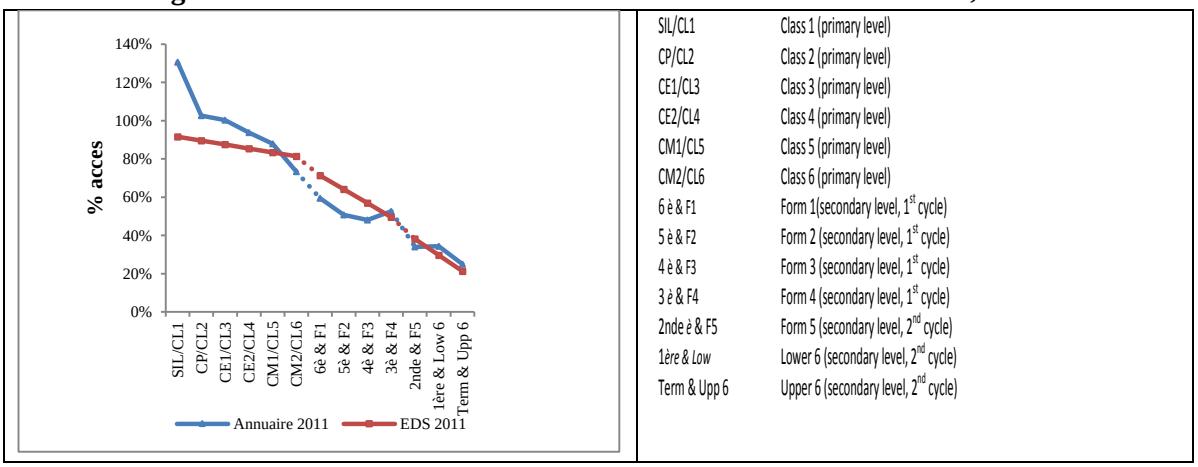
Table 27. Gross Enrollments (%) in Public and Private Education and Training, 2000-01 and 2010-11

	Public		Private	
	2000-01	2010-11	2000-01	2010-11
Pre-primary	13.3	27.2	58,0	61,9
Primary	102.8	112.9	27,0	22,2
1st cycle Secondary General Education	28.8	53.4	29,0	24,1
2nd cycle Secondary General Education	16.3	30.2	29,0	30,5
1st cycle Secondary Technical Education	7.3	13.5	42,0	16,8
2nd cycle Secondary Technical Education	3.8	8.1	39,5	26,4
Professional Training			Nd	69,9
University Education (Students/100,000 inhabitants)	454	1,103	7,6	14,6

Source: World Bank, 2013.

145. Data for 2011 from two sources—the National Statistical Yearbook and *Enquête Démographique et de Santé* [EDS; Demographic Health Survey (DHS)]—show student flow declining across the education system, factoring in dropouts and repetition rates (Figure 21).

Figure 21. Transversal Profile and Probabilistic Profile of Student Flow, 2011



Source: World Bank, 2013.

146. An analysis of student flow by level of education and sector of employment shows a changing pattern over time and important disconnects between jobs and the education levels of graduates (Table 28).

Table 28. Education Levels and the Structure of Employment (2010)

Education level of graduates			Access to employment			
Education level	**Number**	**% of total**	**Activity**	**Employment**	**Number**	**% of total**
University complete	16,782	3.6		Senior Management	13,444	2.9
University incomplete	50,723	11.0		Mid-level Management	14,156	3.1
Upper secondary complete	29,425	6.4		Skilled Employees	23,505	5.1
Upper secondary incomplete	78,467	17.0		Unskilled Employees	36,496	7.9
Lower secondary complete	55,389	12.0		Informal Non-agricultural	119,001	25.8
Lower secondary incomplete	96,930	21.0		Informal Agricultural	115,047	24.9
Primary complete	46,157	10.0	Unemployed		6,445	1.4
No schooling and primary incomplete	87,699	19.0	Inactive		133,479	28.9
Total	461,573	100.0	Total		461,573	100.0

Source: World Bank, 2013.

Educational Attainment across Age Groups

147. Educational attainment has improved in Cameroon in recent decades. The primary completion rate rose from 53 percent in 2001 to about 80 percent in (Figure 22). School life expectancy—the number of years of education children entering school can expect to receive in their lives—increased by four years over the same period, a sharp improvement relative to international comparators (Figure 23). These improvements reflect the abolition of school fees for primary education in 2000, which increased enrollments, as did the improved service delivery that resulted from the contract teachers program in 2007-11. Secondary enrollments more than doubled over the past two decades, with nearly 1.3 million students in 2009. Overall, children spend 2.5 more years in school than they did two decades ago, totaling an average of 10 years—well into secondary school.

Figure 22. Primary Completion Rates, 1991-2011

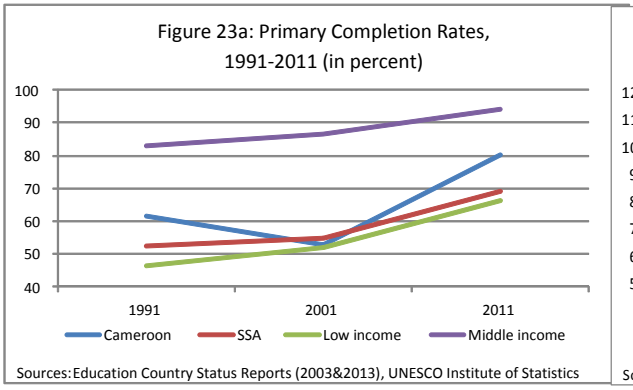
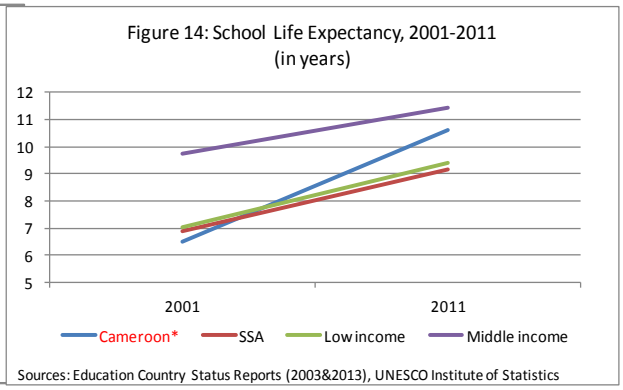


Figure 23. School Life Expectancy, 2001-11



148. Average years of total schooling (primary and secondary) have also risen among Cameroon's working age population (Figure 24). Countrywide, the share of this group (ages 15-64) with no schooling fell by more than half between 1990 and 2010, to just under 20 percent (Figure 25). It is becoming increasingly common for workers to have completed secondary education. Still, the increases have been lower than in full-fledged middle-income countries such as Malaysia and Thailand. Even though access to education increased, its quality fell.

149. The evolution of the education system has been uneven.[23] Budget cuts in the 1990s caused a 10 percentage point drop (from 94 to 84 percent) in the primary education gross enrollment ratio. The budget cuts also affected teachers. Civil servants saw their salaries cut drastically in 1993, and teacher recruitment was restricted. Consequently, class sizes grew to more than 60 students, with significant variations between regions. Regions and communities used different strategies to address the growing need for teachers.

Figure 24. Schooling among the Working Age Population (ages 15-64), 1990-2010

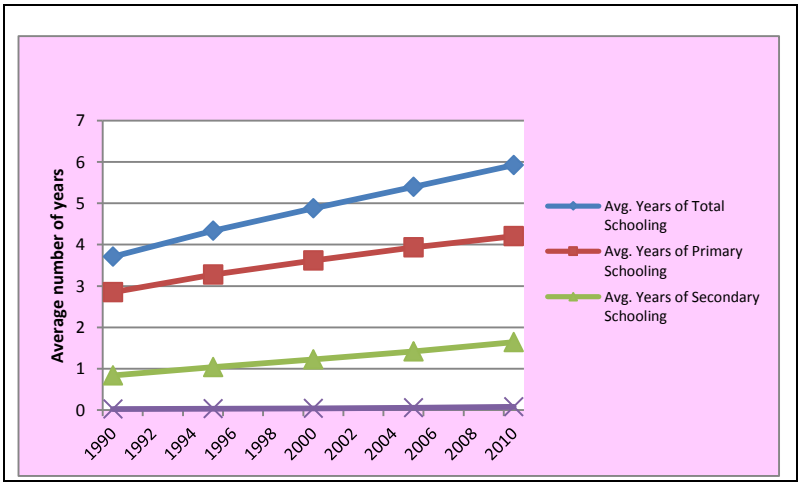
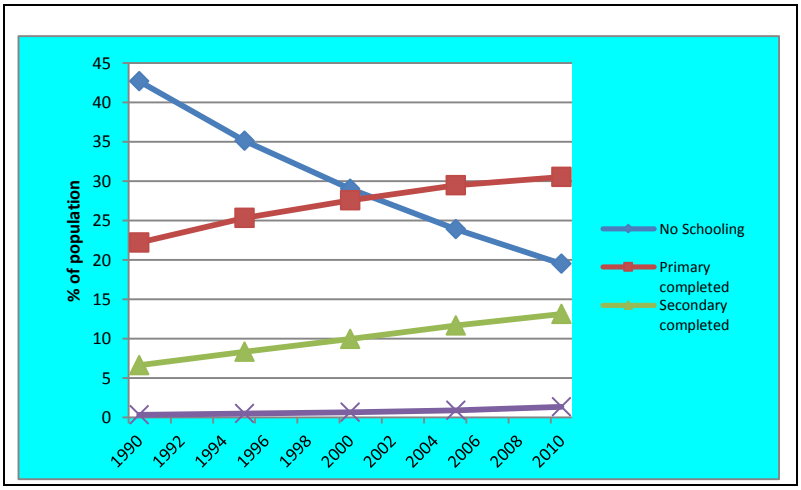


Figure 25. Highest Level of Education Attained among the Working Age Population (ages 15-64), 1990-2010



Source: Barro-Lee, 2010.

[23] World Bank. June 2012. *Education for All-Fast Track Initiative: Support to the Education Sector. Implementation Completion and Results Report*. Report No: ICR00002369. Washington, D.C.

The Accumulation Effect (Ages 5–24)

150. The stock of human capital in Cameroon nearly doubled between 1965-77 and 1978-86 from 1.3 years of education per working person to 2.5 years. Total and female primary and secondary school enrollment ratios increased, and overall literacy rose. During 1978-86 improvements in technology and productivity were attributable to the increased emphasis on human capital development. Relative to the Sub-Saharan average, Cameroon fared favorably on the educational attainment of its workforce. In 2005 the average Cameroonian worker had the equivalent of 3.18 years of primary education and 3.88 years of all levels of education, more than the average for Central and West Africa (3.10 years) and Sub-Saharan African (3.14) (Ghura, 1997; Charlier and Nçho-Oguie, 2009). Health indicators also improved markedly, reflecting an increase in the number of physicians and nurses relative to the population. Maternal and child mortality declined (World Bank, 2013).

151. Between 1986 and 2010 investments in human capital development—education, training, jobs—peaked, then declined in real terms. The quality of primary education also improved and fell during this period. Public spending on education and training requires review and adjustment to increase efficiency.

152. The gains since the mid-1980s were not uniform, especially among the poorer quintiles of the population, for whom enrollments are much lower at various education levels (Figure 26).

Figure 26. Enrollments in Education by Wealth Quintile, 2011

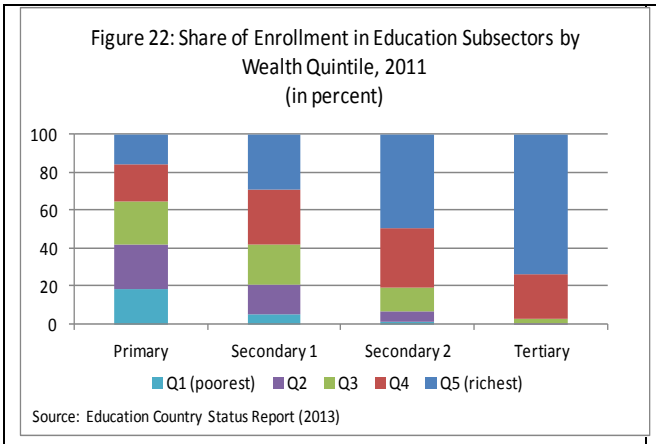


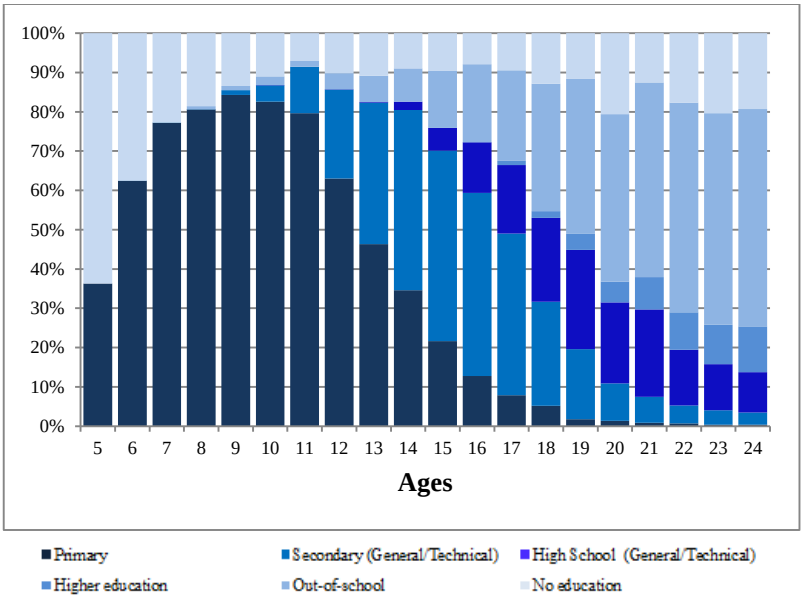
Table 29. Education and Enrollments 2010-11

Level of Education	Enrollments in 2010-11 (in '000)	Share in private education
ECD	339.6	61.9%
Primary	3,576.9	22.2%
Secondary general	1,386.0	
1st cycle	*1,005.5*	24.1%
2nd cycle	*380.5*	30.5%
Secondary technical	356.1	
1st cycle	*254.0*	16.8%
2nd cycle	*102.1*	26.4%
TVET	39.5	69.9%
University	189.8	14.6%

Source: *Annuaires statistiques MINEDUB, MINESEC, MINESUP* and Staff estimates for general secondary 1st cycle and secondary technical 1st cycle; *Le système d'éducation et de formation du Cameroun dans la perspeccive de l'émergence*. World Bank, 2013.

153. The educational attainment of children and youth (ages 5-24) starts to decline around age 10 (Figure 27).

Figure 27. Educational Attainment of Children and Youth (ages 5-24), 2010



Source: *Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*, World Bank, 2013.

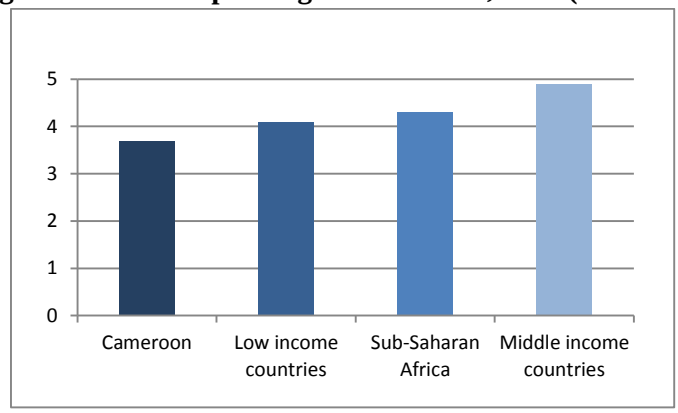
154. There are also significant numbers in these age groups who have no education, are out of school, or have not completed primary education. Since 2010 the rising costs of schooling have started to be reflected in educational attainment levels among children and youth. Greater numbers from age 12 and up are not in school or training or are in the formal employment sector [young people Not in Employment, Education, or Training (NEET)]. Most have a secondary general education that does not prepare them for informal employment, few have secondary technical education, and even fewer have a higher education. With growing numbers completing primary education and a portion of them completing lower secondary education, in the coming years (2014 and beyond) a post-basic education crisis is likely to emerge. There is also increasing pressure from youth for diversified post-basic education (technical, vocational, university).

155. Though policy states that education is free, school costs are rising for households. A *paquet minimum* (minimum package) is intended to defray the expenses of tuition and supplies. But practice does not match policy. The *paquet minimum* does not arrive on time, so households are expected to pay for expenses such as textbooks, Parents-Teachers Association (PTA) teacher salaries, and examination fees. But many households refuse to do so or are able to make only minimal payments. This is having two main effects. First, student-textbook ratios, at 12:1, are among the lowest in Sub-Saharan Africa, other learning aids are also missing, and low pay undermines incentives for PTA teachers. Second, the quality of education is falling, especially in disadvantaged areas (urban pockets of poverty, rural areas, the ZEP, and frontier areas). Learning levels have dropped, reflecting the deteriorating quality of education despite

increased access. The Government, with support from its development partners, is trying to reverse the decline in education quality.

156. Government and household spending on education and training could be considered investments. Although Government spending on education rose from 1.9 percent of GDP in 2000 to 3.3 percent in 2003, it has since stagnated—remaining below the regional average of 4.3 percent (Figure 28). Further, the distribution of these limited public resources is unequal. In 2011 secondary education received a disproportionately large allocation relative to primary and higher education. Most Sub-Saharan governments spend the most on primary education.

Figure 28. Public Spending on Education, 2010 (% of GDP)



Source: Education Country Status Report, 2013; World Bank staff estimates.

Balancing Improvements in Basic Education with Vocational, Technical, and Higher Education

157. Despite improvements, secondary enrollments in Cameroon are low compared with peer countries. In 2008 the gross enrollment ratio in Cameroon was similar to levels in the Democratic Republic of Congo, Eritrea, Guinea, and Liberia, but well below those in Ghana, Kenya, and South Africa. Secondary education is split into general and technical streams, but in 2008 technical secondary education accounted for less than 20 percent of total enrollment.

158. Vocational training is not closely linked to the needs of the labor market. Vocational institutions enroll a small number of students and focus on a few sectors such as construction (about 25 percent of enrollment) while leaving out other important areas of the economy, such as tourism (3 percent of enrollment) and agriculture (less than 1 percent). Apprenticeships, which could be an efficient way to deliver training aligned with the needs of private employers, can only occur informally because there is no legal framework for private companies to partner with training centers. As a result, most youth do not seem to receive any professional training (especially in the Northern regions). And when they do, they tend to get it on the job (with the exception of the South-West region).

159. Though enrollments in higher education have increased significantly, the proposed programs might not meet the needs of the job market. Enrollments have more than doubled

since 2005, mainly in public tertiary education institutions, following the creation of new universities (Figure 29). But the allocation of students by discipline could suggest that there is a gap with the needs of Cameroon's economy. Engineering, for instance, accounted for just 5 percent of higher education enrollments in 2010 (Figure 30)—a level too low to support Cameroon's plans to invest in a number of large energy and transport projects. Health attracted just 2 percent of students.

Figure 29. Enrollments in Higher Education, 2010

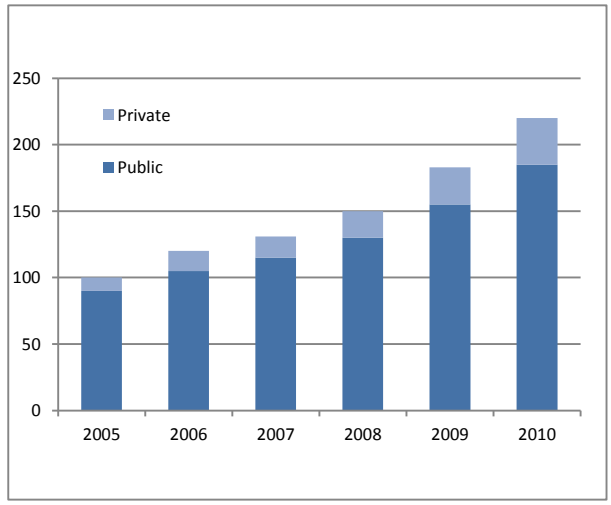
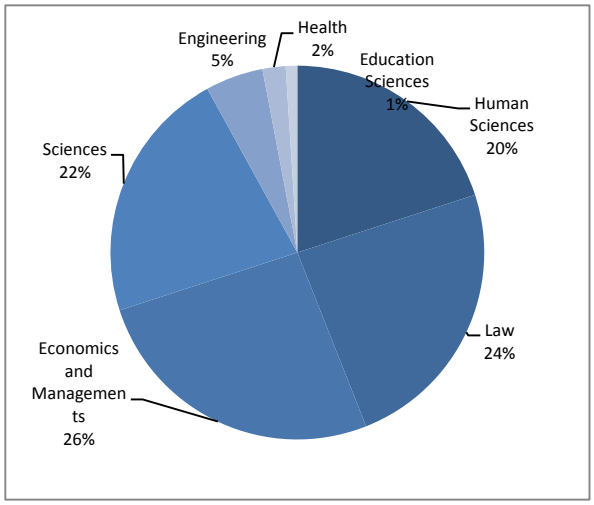


Figure 30. Enrollments by Discipline in Higher Education (excluding teacher training), 2010

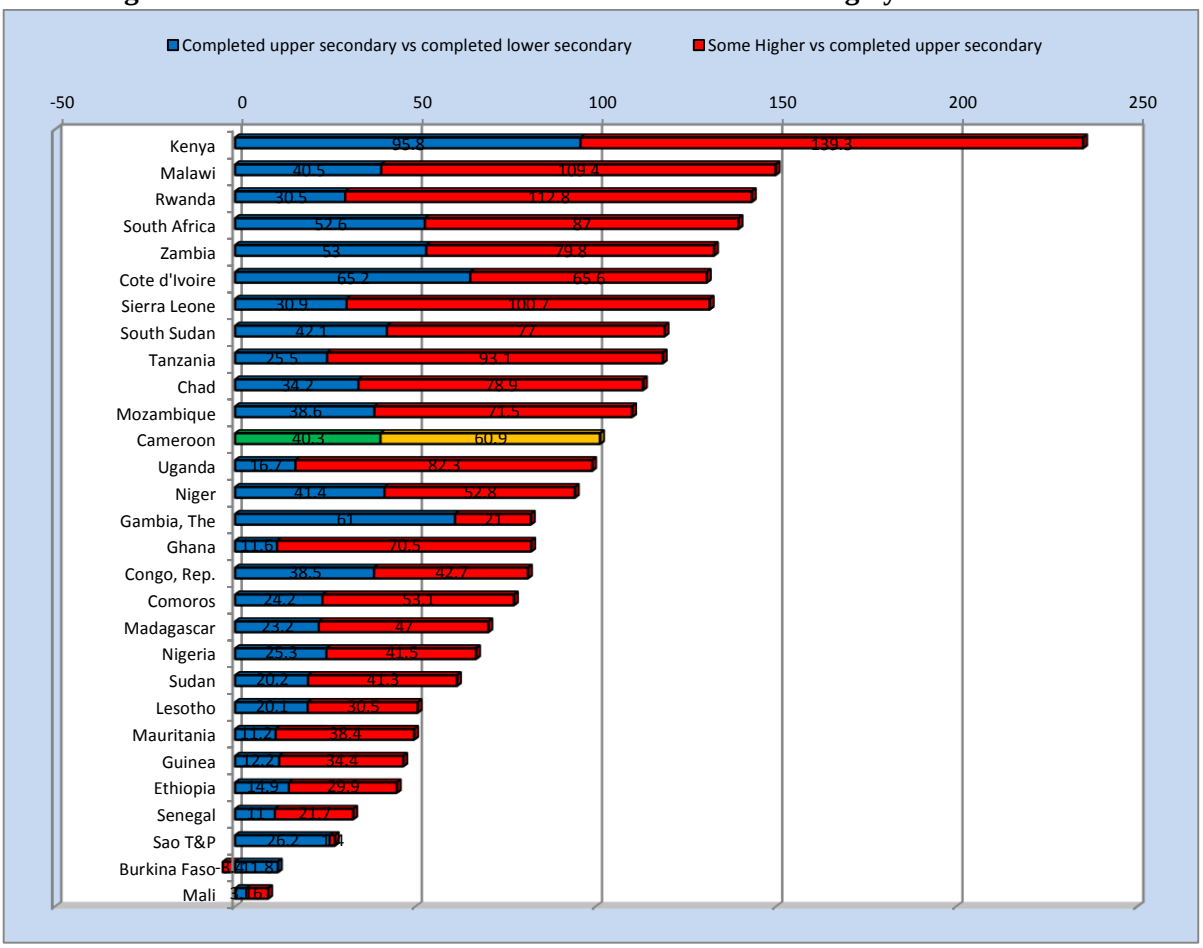


Source: INS, EESI 2005 and World Bank staff calculations in Country Economic Update, *Unlocking the Labor Force—An Economic Update on Cameroon.* 2012. World Bank.

Returns to Education

160. An assessment of returns to education for Cameroon shows that youth who have completed upper secondary general/technical education have the potential to earn 40.3 percent more than youth that have completed only lower secondary general/technical education (Figure 31). Further, youth with some higher education could earn 60.9 percent more than those who have only an upper secondary general/technical education. Thus each additional year of schooling could generate significant private returns. Moreover, a better-educated population could contribute to GDP growth and economic competitiveness—provided they are supported by a good business environment and sound macroeconomic policies.

Figure 31. Rates of Return for Additional Years of Schooling by Education Level



Source: Author estimates using ECAM 2007 for Cameroon and similar household surveys in other countries: Burkina Faso (2010), Chad (2011), Cote d'Ivoire (2011), Comoros (2004), Congo Rep. (2011), Ethiopia (2011), Gambia (2010), Ghana (2010), Guinea (2012), Kenya (2008), Lesotho (2011), Madagascar (2010), Malawi (2010), Mali (2010), Mauritania (2008), Mozambique (2009), Niger (2011), Nigeria (2010), Rwanda (2010), Sao Tome and Principe (2010), Sierra Leone (2011), Senegal (2011), South Africa (2012), South Sudan (2009), Sudan (2009), Tanzania (2010), Uganda (2010), and Zambia (2010).

161. From both individual and collective perspectives, a well-educated and/or well-trained workforce can have significant effects on labor markets (Ndjobo 2013). Education can affect the supply of and demand for jobs as well as levels of and changes in salaries. Ndjobo used two models: discrete choice and limited dependent variable. Both approaches yielded the same result. In Cameroon an individual's education has significant influence on diverse aspects of the labor market. That is, an individual with more education has a high propensity to exercise greater influence on their selected sector of activity than someone with less education in another sector. In other words, better-educated individuals are more likely to contribute to the productivity of their employers and command higher salaries.

162. However, the evolution of salary differentials is also determined by declassification/disaggregation, such that the longer people with vocational and technical diplomas are employed, the greater is their propensity not to be declassified in the labor market. The exception is for people with a doctorate/Ph.D. They have a propensity to opt out voluntarily from certain types of jobs. The result is statistically significant for university graduates seeking their first job. These results show how important it is for policymakers to take into account the knowledge and competencies of individuals with diplomas or higher-order degrees. Yet in

Cameron, individuals, enterprises, and the state are not benefiting from investments in education.

163. Analysis in the ESSI 2010 INS report shows that one in four youth are already in a vocational training program, with four out of ten persons in urban areas (and approximately one in two in the big metropolises of Yaoundé and Douala) in a vocational training program. However, only two out of ten in rural areas (and only one out of twenty in the Extreme North region) are enrolled in vocational programs. In the informal sector, professional vocational education and training is not marginal as official numbers appear to indicate.

164. Further, over the last decade higher education in Cameroon has gained prominence. In 1991 only about 29,000 students were enrolled. The number increased to 70,000 students in 2001, and by 2011 about 207,887 students were enrolled. That is, an increase of a little over three times over the course of ten years, or about an average increase of 12 percent per year. Between 2008 and 2009 alone about 40,000 additional students were enrolled in universities.

165. Youth groups surveyed for this study said that knowing languages (English/French) is the most important skill for securing a job, and completion of university as the most useful training. Young people expressed concern about Cameroon's economic situation. They said that it undermines their opportunities for future employment. They also said that not enough jobs are available—and that it was the main reason for their unemployment or simply not looking for jobs.

Anticipated Outcomes of Reforms in Education and Training

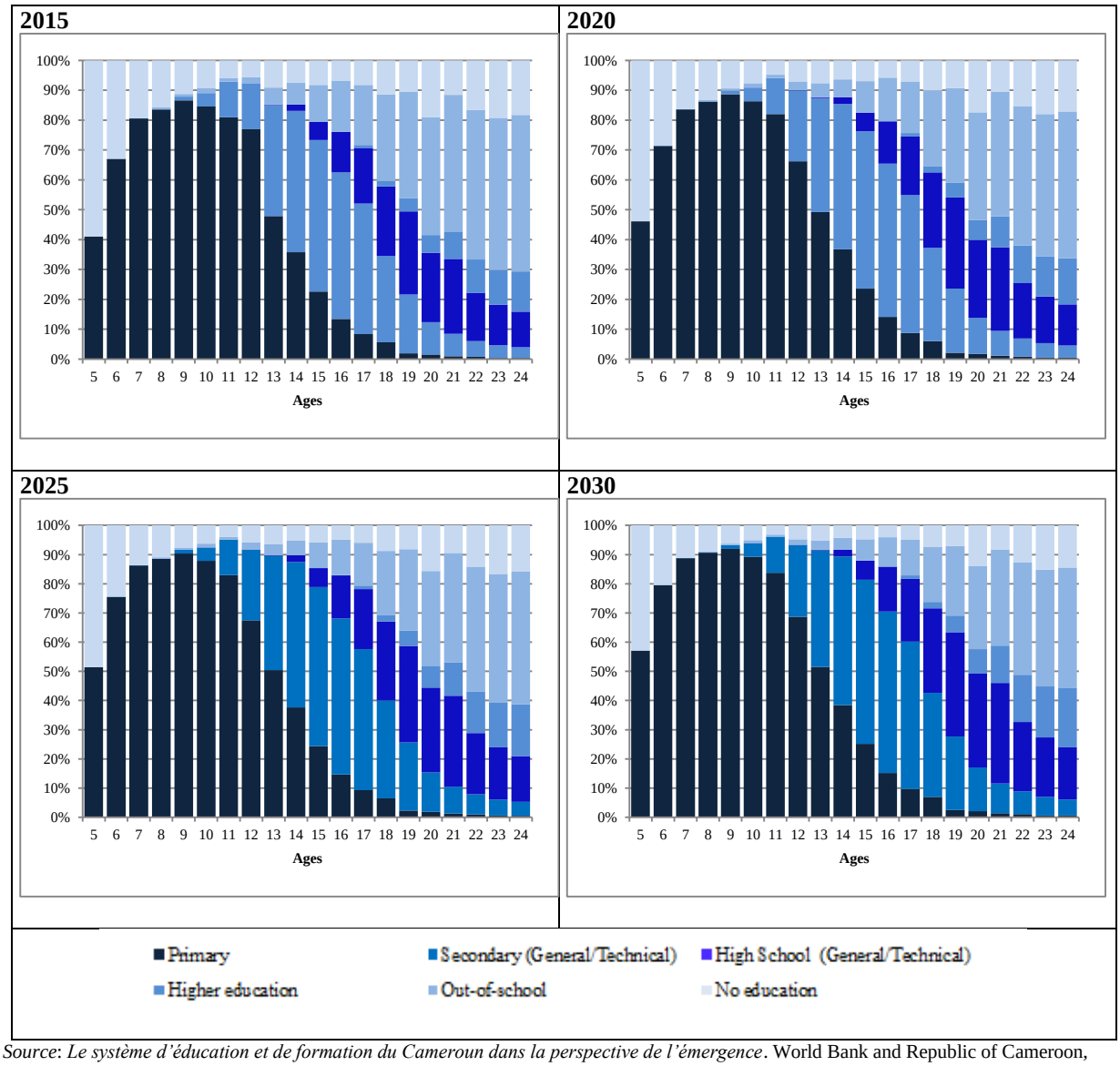
166. Cameroon is taking action to upgrade the quality of education. Measures are under way to make public spending on education more efficient, reduce out-of-pocket expenses for households—especially poor and disadvantaged ones—by providing them with textbooks, reduce the numbers of PTA teachers by moving them to contract teacher status, improve literacy and numeracy in primary education, and combine primary and lower secondary education to span nine years as basic education. Cameroon will conduct a reading literacy assessment as a fundamental building block for foundational skills starting in 2015. Together these efforts will likely lead more out-of-school children to enroll in the lower grades. Over time, the primary completion rate will likely improve. If the quality of education is maintained, the combined effects would potentially benefit society because the social rates of return would increase.

167. To increase schooling and offer alternate paths to general education and training, the Government is preparing new strategies for TVET and higher education with the goal of increasing investments in both. Doing so would better align the education and training system to the labor market needs of a middle-income country. The Government's ambitious targets require three key adjustments:

- Rationalizing public spending on education to boost efficiency.
- Improving service delivery by ensuring, among other aspects, that a greater percentage of the education budget is decentralized to support school-based management.
- Improving sector governance.

168. The estimated changes in educational attainment over time, factoring in the likely impact of ongoing and potential reforms, are simulated in Figure 32. The four scenarios for 2015, 2020, 2025, and 2030 are based on the base case simulation model prepared for the Cameroon Education Country Status Report (*Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*) in Figure 27. Simulation results are provided in Appendix 2.

Figure 32. Simulation Results of Improvements in Educational Attainment and Potential Workforce Entrants, 2015, 2020, 2025, and 2030



Source: *Le système d'éducation et de formation du Cameroun dans la perspective de l'émergence*. World Bank and Republic of Cameroon, 2013.

Conclusion

169. Economic growth in Cameroon has not been accompanied by a commensurate increase in competitiveness. This is partly due to the absence of structural transformation and economic diversification and to an employment structure that has been increasingly skewed toward the tertiary services informal sector—where nonwage, low-return employment, relatively high poverty rates, and disguised unemployment prevail.

170. Education and training could significantly contribute to economic growth and to the number and type of jobs in Cameroon. But that will also require aligning workforce development with key economic and social priorities, ensuring appropriate governance of the workforce development system, and managing service delivery for results.

171. Education and training are only one determinant—albeit an important one—of the number and type of jobs. Education and training do not constitute human capital until they are used effectively as a factor of production. The supply of and demand for workforce development (especially training) encounter labor market rigidities such as pricing and the quantity of the workforce. Education and training systems show more structural dynamism than does the labor market, where rigidities lead to employment in some cases and underemployment in others (Anderson, 1963 in the U.S. context and Boudon, 1973 in the French context in World Bank, 2013). For education and training to have significant influence, the skills and competencies acquired by workers need to be relevant to the labor market.

Chapter 6. Assessing the Workforce Development System

This chapter responds to the following questions: What policies and institutions are involved in workforce development in Cameroon? What forces are driving the strategic direction of workforce development, and are they credible? What oversight mechanisms are in place, and are they effective? And which aspects of service delivery are working, and which are not? Based on the answers to those questions, the SABER Workforce Development (WfD) tool benchmarks the country using a four-point scale—latent, emerging, established, and advanced—for each element of the workforce development system.

172. Cameroon has a dual education system: Francophone and Anglophone. Dual languages of instruction and dual modalities of education coexist. Schooling options are also diverse, with public education and private education, and within the latter private secular, religious schools (Catholic and Protestant), and private Muslim schools. This diversity offers choices for schooling but is challenging from policy and institutional perspectives. Quality technical and vocational education and training better facilitates school to work transition.

173. As noted in Chapter 5, skills development is costly and time consuming. But such efforts have been a long time in the making in Cameroon. With appropriate policies and institutions, the Government's goal of reaching fully fledged middle-income status could become a reality if the country continues to focus on strengthening education and training, with specific attention to skills development through TVET and university education. Developing skills in the formal and informal sectors alike is going to be key to increasing competitiveness and growth.

174. The workforce development benchmarking conducted for this study shows that Cameroon's policies and institutions must be adjusted for workforce development. To achieve middle-income status by 2030, urgent action is required. The Government's aspirations are set out in the DSCE. Its vision and targets for inclusive foundational skills development in basic education are described in the Education Sector Strategy 2013-2020. Targets are less clear for post-basic vocational and technical education and training and for higher education. The skills development landscape in Cameroon is complex and fragmented. Spread over five ministries of education, training, and youth, as well as other ministries, the system suffers from inadequate funding, inconsistent governance, and incoherence, and is largely supply-driven. Individual ministerial programs rely on internal rationales and budgets. But the sum of the parts is not addressing Cameroon's current and emerging human development needs. The Government recognizes the shortcomings of the system.

175. This chapter summarizes this study's diagnosis of workforce development policies and institutions.[24] The SABER-WfD tool was used to gather evidence and validate the findings (see Appendix 3). Complementary evidence from secondary sources was also used—specifically,

[24] The detailed diagnostics is available in the Cameroon SABER-Workforce Development, and Country Report 2014, World Bank (forthcoming).

the sources cited in the references (Appendix 4) and multiple consultations with a team of experts from the ministries of economy, planning and regional integration (MINEPAT), finance (MINFI), education and training (MINEDUB, MINESEC, MINEFOP, MINESUP), youth (MINJEUNE), agriculture, mining, and forestry. The data were combined, triangulated, rated, and scored across the three SABER-WfD dimensions and nine policy goals, and validated through consultations.

Summary of Benchmarking Results

176. The SABER-WfD assessment results rate Cameroon's system between "latent" and "emerging" for all the functional dimensions of policies and institutions in the SABER-WfD analytical framework: strategic framework, system oversight, and service delivery. These findings represent an average. A deeper examination of the underlying scores for the nine policy areas reveals some confounding aspects, requiring a more nuanced approach to understanding the workforce development system.

177. Specifically, the strategic framework—with policy areas of strategic direction and coordination, not demand-led—is latent. The system is primarily characterized by centralized preparation of vision and strategy documents and action plans, although with some level of with decentralized consultations. System oversight and service delivery are also latent. That is, there is limited collaboration and coordination across education and training ministries and other ministries that provide specialized skills. This is due to a highly fragmented approach to workforce development oversight and service delivery.

Strategic Framework: Aligning Workforce Development with Economic and Social Priorities

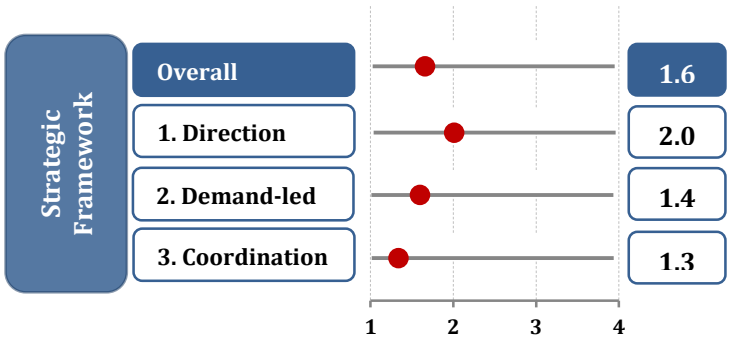
178. The SABER-WfD analytical framework for rating the strategic framework reflects the status of policies and institutions associated with three policy goals: articulating a strategic direction for workforce development, prioritizing a demand-led approach for workforce development, and fostering coordination among key stakeholders (Figure 33).

Strategic direction (emerging)

179. The DSCE lays the groundwork and provides guidance on workforce development. The Government and stakeholders conduct Economic Outlook assessments at national level. Further, MINEFOP, the Interdepartmental Committee for the follow-up of the DSCE, meetings between the Government and the multi-donor group, the Ministry of Finance upstream macroeconomic budget analysis, and MINEPAT reports such as the analyses of economic policy, demographic analyses and migration division provide direction on workforce development. The stakeholders have adapted the regulatory framework to promote workforce development. However, it is unclear if their implementation is monitored systematically. Finally, the impact of core (literacy and mathematical skills) competencies or cognitive and non-cognitive skills that the workforce must have are also not evaluated systematically.

180. Many stakeholders are involved in workforce development efforts in Cameroon. But it is unclear whether there are any active advocates with a clear vision of how workforce development can be used to achieve the country's social and economic goals. The *Groupement Inter-Patronal du Cameroun* (GICAM), representing employers, is perhaps the most active nongovernment stakeholder. But it is unclear how well GICAM represents the informal private sector—which accounts for nearly 90 percent of the labor market. Further, it is unclear whether government and nongovernment stakeholders have a shared strategic agenda for workforce development. Finally, the approach to workforce development is not demand-led, and there is limited coordination.

Figure 33. Dimension 1: Scores for the Strategic Framework



Demand-led approach (tending toward latent)

181. The Government seems to conduct studies on the country's economic prospects under the DSCE, but it is not clear whether they also assess the implications for skills development. Other studies appear to be ad hoc and only cover some economic sectors, and it is also unclear whether they specifically address the alignment of worker skills and national economic prospects. Other assessments are donor driven. Though some constraints seem to have been identified in one of the priority economic sectors, it is unclear whether skills constraints have as well. It is also unclear whether steps have been taken to address these constraints.

182. Employers have a formal, institutionalized space to participate in policy dialogue at the Cameroon Business Forum (CBF). However, this is an unofficial and non-institutionalized platform. The Government Inter-Ministerial Committee is the official platform for workforce development. The Committee meets twice a year. Private sector and civil society organization representatives are also invited to participate. However, businesses seem to rarely contribute to the impact of the main strategic decisions regarding skills development. The Government seems to be encouraging employers to develop the skills of their employees, both in the formal and informal sectors. However, there is little evidence on the types of incentives or measures, and whether they are implemented or not, and where applicable, if their impact is assessed and how.

Coordination among stakeholders (tending toward latent)

183. The mandates of government ministries and agencies with responsibilities for workforce development often overlap; no mechanism ensures coordination of strategies and programs. The legal roles and responsibilities of nongovernment stakeholders are not clear, and there is little evidence that mechanisms exist for coordination with government entities. There seem to be strategic workforce development measures such as the *Contrat de désendettement et de développement* (C2D; Contract for Debt Relief and Development) program, which has an implementation plan, budget, and some monitoring arrangements.

System Oversight: Governing Workforce Development

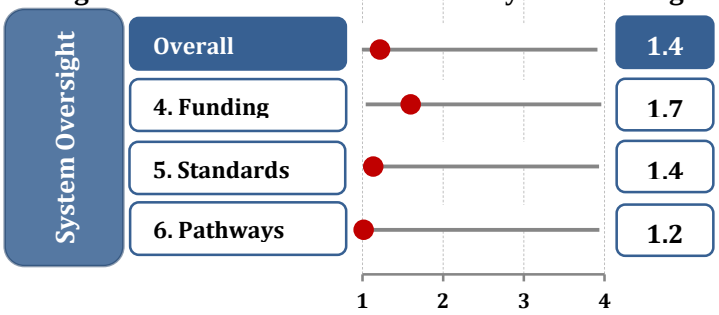
184. The scores for system oversight reflect the status of policies and institutions associated with three policy goals: ensuring efficiency and equity in funding, ensuring relevant and reliable standards, and diversifying pathways for skills acquisition (Figure 34).

Efficient and equitable funding (between latent and emerging)

185. The Government relies on the program budget and the medium-term expenditure frameworks in line with the GAR to calculate the budget appropriations for TVET institutions programs. Decisions are made by the two chambers of the Parliament that include representatives of the people. Programs fostering on-the-job training for small and medium-size enterprises benefit from government support. Most government funding for active labor market programs (ALMPs) benefits youth and rural groups. Support is determined through an ad hoc process involving only government officials in the implementing agencies. There are no recent formal impact evaluations of funding for training programs in initial or continuing vocational education and training (IVET and CVET) or the ALMPs. The government facilitates formal partnerships between training providers and employers. Various ministries and institutions form partnerships with training service providers.

186. With respect to recurrent expenditure by cycle/type, in addition to vocational training costs, the unit costs range from 47,000 FCFA (primary education) to 392,000 FCFA (level 2 technical secondary education), 87,000 FCFA for undergraduate general secondary education (119,000 FCFA for technical undergraduate level) and 236,000 FCFA for general secondary. The unit cost of higher education is estimated to be about 280 000 FCFA, while pre-school is 118,000 FCFA. The structure of these costs shows that technical education is about 36 percent more expensive than the first cycle of general secondary education and 66 percent more expensive than the second cycle of general secondary education. Pre-school unit cost is approximately 2.5 times more than that of primary education, which is likely to be detrimental for its development. General secondary is almost exactly in tandem with international norms, which indicates a level of expenditure per pupil in Cameroon identical to that of countries with the same level of GDP per capita (World Bank 2013). However, compared with other education subsectors, the Government provides a disproportionately low allocation to vocational and technical training.

Figure 34. Dimension 2: Scores for System Oversight



Relevant and reliable standards (nearly latent).

187. Training institutions operate in a context of fierce competition from both local firms and foreign companies in their respective areas of activity. The market sets the standards. Therefore, to remain competitive and ensure that their businesses are revitalised, the institutions are obliged to follow recognized and accepted standards when they develop their programs. Otherwise, they will be overturned by competition. The IGF and the DFOP are the structures in charge of setting accreditation standards for institutions and training programs. Their respective roles are noteworthy. In addition, professions are organized to control admission standards at entrance since access is mostly through competitively selective recruitment. This is strictly followed in daily practice. Moving to higher levels is largely dependant on the acquisition of diplomas or new qualifications. Finally, employment and income are positively influenced by the acquisition of qualifications by category, or classification type.

188. Cameroon has competency standards for some occupations, but there is no national qualifications framework. There is limited evidence on stakeholder engagement with the setting of competency standards and the extent to which training providers use standards when developing competency-based curricula. It is also unclear whether competency-based testing is used for skilled and semiskilled occupations. There is no evidence that there are skills testing for major occupations and, if there is, whether it assesses both theoretical knowledge and practical skills, and whether certificates awarded have any impact on employment and earnings. There does not seem to be a system for establishing accreditation standards for training institutions and programs. Accreditation does not seem to be needed for training providers, and they have no incentives to seek and retain accreditation.

Pathways for skills acquisition (latent)

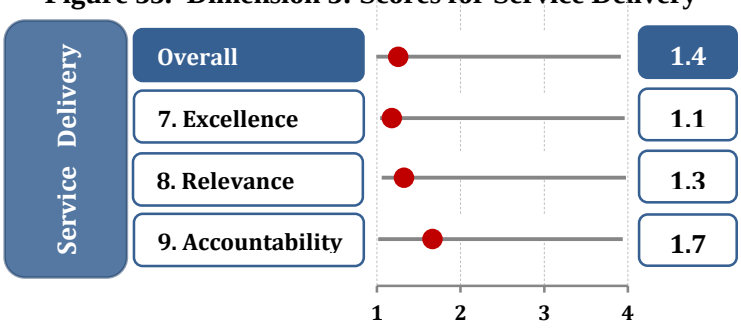
189. MINEFOP is responsible for the «Program for the Development of Vocational Education and Training» in Cameroon. A priority element for the program is the regulation of the flow of students from primary to secondary, vocational and higher education. However, in practice, the coordination of activities across the sub-sectors does not conform to the priority. With respect to the stock of graduates from the system, there is limited data on the programs and career paths of those who are already employed. There are many institutes of higher education that focus on vocational training. The professionalization of higher education is concretized through the sub-sector medium-term expenditure framework (MTEF). However,

the linkages between the training programs and the labor market are at best tenuous. The Government is conscious of building the skills of citizens. Some measures have been taken to encourage options for skills and career development for those who are already employed.

Service Delivery: Managing for Results

The rating for service delivery reflects the status of policies and institutions associated with the policy goals: encouraging excellence in training programs, fostering relevant training programs, and enhancing accountability for results (Figure 35).

Figure 35. Dimension 3: Scores for Service Delivery



Training excellence (tending toward latent)

190. MINEFOP approves all training institutions that can operate on Cameroonian territory. These establishments also receive some financial support in the form of grants and scholarships to achieve the strategic objectives set out for public training institutions. The Government has not yet enforced the reform of the SAR-SM in the training centers for specific trades. Further, it has pursued only in a limited manner the construction and equipping of the vocational centers. In order to improve training practice, MINEFOP has recently created the enabling environment for partners to build, equip, and develop and offer programs for the National Institute of Training of Trainers. The foundation stone was laid by His Excellency the Prime Minister, Head of Government at the beginning of the year 2015. This is important progress towards leading Cameroon to be among the emerging countries.

191. The Government occasionally revises its policies relating to non-State training institutions. However, it is unclear whether or not training institutions are autonomous. It appears that some of them are able to retain profits, to establish boards of directors and some options to investigate complaints. But more information is needed to integrate these elements.

Training relevance (latent)

192. Though the Government seems to aim to establish formal links and encourage significant collaboration between training providers and industry, there is not enough evidence to determine whether this is being achieved. There are some tenuous links between training providers and industry, but it is not clear whether firms provide input into the design of curricula. Despite the Government's stated intentions, there is no evidence that industry plays any role in specifying facility standards. There seem to be links between training and research institutions on the development of training programs and general assessments of the system. But it has not been determined whether these links are formal.

Accountability for results (tending toward emerging)

193. Public training providers seem to collect some data and occasionally produce reports. Private training providers could be asked to collect and report data, but that does not seem to occur. Moreover, procedures for managing data are unclear. The Government occasionally conducts or sponsors skills-related surveys, but not impact evaluations. It is unclear whether the Government makes any use of the data or whether information on the labor market outcomes of graduates is collected and published.

194. Public sector training service providers seem to collect data and prepare reports occasionally. However, private sector training providers do not appear to be doing so, or communicating available data. More importantly, overall country level data management procedures are imprecise. From time to time, the Government conducts or finances skills surveys, but not impact evaluations. It is unclear if the Government uses the data or if information about graduates in the labor market are collected and published.

Conclusion

195. The overall conclusion of the SABER-WfD assessment is that Cameroon has latent potential in most domains of workforce development and is tending toward an emerging system in others. This is a good springboard for policy and institutional action. The strategic framework for skills and workforce development shows promise. But with system oversight and service delivery, Cameroon faces significant challenges. The country is performing at a low equilibrium level, with significant deadweight loss because general education drives the skills development agenda. Most workers are in poor jobs, are underemployed, and lack incentives for increasing productivity.

Chapter 7. Prospects, Conclusions and Policy Recommendations

This chapter responds to the following questions: what are the implications for Cameroon of creating a more dynamic, responsive system for workforce skills and competencies development? And what strategies could help foster the accumulation of skills and competencies for value addition to labor-intensive sectors and for economic diversification and structural transformation?

196. Cameroon has latent potential to create an enabling environment for developing inclusive workforce skills, increasing productivity, promoting competitiveness, sustaining growth, and achieving structural transformation. But it requires a unified, action-oriented framework for skills development to promote collective action in improving system oversight and service delivery.

Framework for Action

197. Urgent action is required for Cameroon to catch up with global trends, address the needs of youth for skills development and job creation, increase its competitiveness and economic growth, and especially to become a middle-income country. Some principles could guide policy-making in three areas: developing a strategic framework, improving system oversight, and strengthening service delivery. Ten such principles are:

- *Creating an apex authority to optimize the continuous development of skills in order to promote social inclusion, create jobs and encourage economic growth.* The apex authority could rationalize the system of skills development, set up a Standards, Qualification, and Accreditation Board to address inefficiencies and streamline programs. A public expenditure review and efficiency analysis of education and training systems would help pinpoint problems.

- *Concentrating official links among training services providers and preparing a framework on skills and qualifications*. The Government has already established and continues to establish close collaboration with training service providers, businesses, and other partners through various contributions, grants, partnerships, and the promotion of collaborative networks for action. However, a framework of skills and qualifications could strongly unify the current fragmented and divided skills development system. Such a framework could be developed in close collaboration with training providers and companies in key growth sectors of the economy. Those engaged in the sectors could help to evaluate the jobs and set the required skills. Different roles played by individuals and the performance of organizations could then be directly linked to the development and the reorganization of skills development programs.

- *Creating a competency framework* to help assess, maintain, and monitor the knowledge, skills, behaviors, and attributes needed for people in specific job streams to perform

effectively. Making the competency framework publicly available would help guide job seekers.

Creating a competency framework can be time consuming but is worth the effort. The approach would measure current competency levels to ensure that the current workforce has the expertise needed for value addition to the economy. This would help determine the extent to which the skills of the existing workforce could be upgraded and inform decisions about curricular changes to introduce new knowledge and skills for the future workforce. Job-relevant skills are worthy of attention from job training programs, but their limitations need to be acknowledged (Box 2). The education and training system would be the ideal conveyor of new skills, competencies, and attributes, and budgets for training and development should be based on structural needs.

Box 2. Job-Relevant Skills and the Boundaries of Job Training Policies

Job-relevant skills are competencies and abilities valued by employers and useful for self-employment. They include technical skills relevant to specific jobs as well as other cognitive and noncognitive skills that enhance worker productivity. These other skills include:

- Problem-solving skills—the capacity for critical thinking and analysis.
- Learning skills—the ability to acquire new knowledge, distill lessons of experience, and apply them in search of innovations.
- Communication skills—including writing skills, collecting and using information to communicate with others, fluency in foreign languages, and use of information and communication technology.
- Personal skills—for self-management, making sound judgments, and managing risks.
- Social skills—for collaborating with and motivating others in a team, managing client relations, exercising leadership, resolving conflicts, and developing social networks.

Source: Banerji and others, 2010, *Stepping Up Skills for More Jobs and Higher Productivity,* World Bank, Washington, D.C.

- *Ensuring an adequate supply of appropriate skills* would involve building foundational knowledge and skills to enable labor mobility. Such skills are needed to secure even an entry-level position in low-skill markets. One of the main goals of Cameroon's Education Sector Strategy 2013-2020 is to promote foundational education and skills for all children, especially those between 6 and 15.

  Other Government goals include improving the quality of primary education and increasing access to education at all levels, including reaching a pre-primary enrollment rate of 50 percent by 2020. Brazil's early childhood development program is well-known (Box 14). Cameroon would benefit from drawing on this example.

  Second chance education for those who do not complete secondary education due to reasons such as early marriage or pregnancy or the high opportunity cost of schooling could be addressed through appropriate targeting and incentive programs. Relevant education and flexible second chance education programs would be helpful.

Incorporating life skills gradually could help streamline second chance education. Accelerated programs for highly motivated youth could be an incentive.

- *Specialization versus generalization*. Specialized skills development should be embraced, as opposed to generalized education and training.

- *Facilitating economic opportunities and create a favorable environment to develop from the application skills and use them effectively*. Economic opportunity could be created through demand-driven skills development and upgrading. For example, employers could be given tax incentives to hire interns, and the selection of interns could serve as a proxy for skills demand. School-to-work transition could be facilitated through cross-sectoral approaches (education, youth, labor, planning), especially for at-risk youth.

  An experiential learning approach integrates learning-by-doing and exposes trainees to real work situations. Traditional forms of experiential learning include apprenticeships and under-study. Kenya has used this approach (Box 3). A trainee typically works with a master craftsperson or equivalent who imparts knowledge by requiring the trainee to perform tasks that have a direct bearing on commercial output. This approach might be a good fit for the agribusiness, cotton textiles, palm oil, and tourism sectors.

Box 3. Traditional Apprenticeship Support

Between 1996 and 1998 the NGO Strengthening Informal Training and Enterprise (SITE) managed a British-assisted project to support and develop traditional apprenticeships in Kenya. The project concentrated on metalwork, woodwork, and textiles. A total of 420 master craftspersons and 280 apprentices were trained directly, and about 1,400 apprentices received training from the project's host trainers.

The project had a positive impact. Traditional apprenticeship training became more efficient and effective, increasing productivity and earnings for the master craftspersons who received it. The number of apprentices of the master craftspersons who participated increased by 15-20 percent. The masters who received training saw increased turnover and profits as a direct result of their new skills, new products, new markets, and better workshop layouts and production organization. Some of the lessons from the project were that:

- Master craftsperson were not interested in skills training unless it was delivered in the context of a broader business improvement context.
- Training for masters needs to be delivered flexibly, taking into account time constraints and opportunity costs.
- Master craftspersons provide training not necessarily to charge high training fees, but to increase income from production as a direct result of apprentices' on-the-job training.
- Training proved to be a good entry point for upgrading technology in enterprises.
- Attempts to create links between the *Jua Kali* (meaning "Under the Hot Sun") and the training institutions were disappointing. Independent trainers are more flexible and suitable.
- Collaboration with informal sector associations is crucial.
- Skills development, carefully and appropriately targeted, can be instrumental in improving the performance of informal enterprises. New skills can lead to increased growth, innovation, and productivity.

Source: Johanson and Van Adam, 2004; Haan, 2006.

- *Concatenating transitions and links for skills development.* A bridges-and-ladders approach to skills development is preferable to islands of skills development. Making this change in Cameroon will require redefining the mandate of the education and training system—for example, by increasing the emphasis on science and mathematics in secondary education, aggregating the efforts of polytechnics and technical colleges to address skills deficiencies, and promoting research in science and technology and fostering innovation in universities. Education and training need to reward youth for home-grown innovations. Creating skills for adopting and adapting technologies is key for Cameroon's structural transformation.

- *Ensuring the relevance of skills by clearing a qualifications and standards framework.*The qualifications and standards framework should be linked to the skills most relevant to the labor market. Sector-specific workforce forecasting would need to be developed, especially in the sectors where workforce value addition is deemed greatest.

- *Maximizing the use of human resources, especially young female adults and women*. To draw on a reservoir of untapped capacity, gender-sensitive skills development could be beneficial. In Cameroon, as in other countries, there is a performance gap between male and female entrepreneurs (World Bank, 2014). Female entrepreneurs are concentrated in less productive sectors and activities. They face several constraints: initial conditions (access to finance, education, and information and networks), sector sorting (forced into sectors with low productivity or low growth potential, preferences and managerial choices (taking the household as the unit of analysis), and institutions, legal frameworks, and the business environment.

  Female entrepreneurial decisions and activities are constrained by a complex interaction of social norms, legal institutions, and differences in subjective preferences. All these factors affect the decision to become an entrepreneur, the sector of activity, and management choices—including growth ambitions. Policies should address the challenges facing female entrepreneurs.

  Possible solutions include developing business education and networking opportunities for female entrepreneurs, addressing gaps due to the lack of enabling initial conditions, and better diagnosing the key constraints within the socioeconomic setting. Business training for women—supported by grants—can be effective and can raise profits. There are other social spillover benefits to supporting female entrepreneurs. Women tend to plough profits back into their businesses or spend them on the education and health of their children and families.

- *Creating portable skills and competencies*. Entrepreneurship skills are portable goods, as are basic literacy and numeracy. The generalized education that most youth acquire in Cameroon is useful only up to a point. Without entrepreneurship skills and other

cognitive and noncognitive skills, survival in both the informal and formal sectors is hardly guaranteed.

- *Augmenting knowledge and competencies for structural transformation*. A strong workforce must be equipped with appropriate knowledge and skills to be highly productive and generate innovations (Africa Center for Economic Transformation). Cameroon's youth could drive structural transformation. To do so, they require knowledge of science, technology, and engineering—areas where the country's education and training system is weak. At the secondary and tertiary levels there is inadequate emphasis on *knowledge* of science, technology, engineering, and mathematics (STEM). Skills in these areas are essential in the technology-oriented global economy. Post-basic education requires major overhauling to introduce STEM-related subjects.

  Better skills are also needed in *applied* science, engineering, and technology (ASET). ASET focuses on the continuum of skills development from the secondary through TVET and higher education levels. A preliminary foundational step would be to introduce sound science and mathematics curriculums in secondary education. This would make youth trainable to work in applied science, engineering, and technology areas, and prepare talented youth for university education in these areas.

  Technical and vocational and higher education institutions could emphasize specific skills such as internationally benchmarked IT-enabled services, accompanied by skills assessment and certification programs. This sector could be a locomotive for Cameroon's economic transformation.

  Finally, Cameroon needs to prepare itself to respond to the huge indirect and induced demand for skills for auxiliary trades. For example, the Kribi Port will create a number of direct, indirect, and induced jobs, including jobs in infrastructure, hotels and hospitality, and tourism. A range of skilled and unskilled workers will be needed. Career pathways need to be identified to elevate jobs in certain sectors to the level of careers. Further, the presumption is that the workforce and skills needed in various sectors are static. But sectors change over time, and retraining and reskilling of workers become necessary. Together the focus sectors for this study could reinforce one another, creating national and regional markets, jobs, and credible careers.

Governance and Institutional Arrangements

198. The institutional arrangements for skill-building policies to manage the relationship between supply and demand are very important in Cameroon. The Republic of Korea and Singapore have set up governance arrangements that help articulate demand and supply in a dynamic way. The institutional context in Cameroon is considerably weaker due to the complex decision-making process, which involves multiple actors. For Cameroon to reach its full

potential and become a middle-income country, the status of skills development needs to be elevated. The country needs to focus on transforming business and talent and on modernizing technology.

Information Management System for Jobs

199. Cameroon needs to develop a management information system for jobs, including jobs forecasting. Good practice examples are available in Sub-Saharan Africa, such as the Access Nigeria Jobs Information Management System (Box 4). In addition, job fairs would help bring together potential employers and employees and provide a venue for exchanging information and identifying talent. Cameroon also needs to move rapidly into IT business process organization and skills development.

200. Curriculum review to identify the skills gaps, inputs into the architecture for standards and qualifications frameworks at TVET and higher education levels, appropriate learning assessments to examine outcomes more closely linked to skills areas and to review learning outcomes in areas such as IT/ITES and job readiness that are missing, and determining the ways of addressing the gaps and how they can be closed.

Box 4. Access Nigeria Jobs Information Management System

The ACCESS Nigeria Project, which is financed by the World Bank, supports the development of new workforce equipped with the skills and training required by industry. Doing so will enable Nigeria to compete in fast-growing economic areas, particularly IT-enabled services and the services sector generally, including banking, telecommunications, business process organization services, energy, and hospitality. To empower participants and create jobs, the project uses a three-pronged approach: assessment, training, and certification. Overall, the project seeks to provide Nigerian technology and university graduates with access to employment opportunities in IT-enabled services and beyond, offer Nigerian companies access to a large pool of talented individuals seeking jobs in the services sector, and give domestic and international clients access to a global hub for IT-enabled services.

To ensure job placement upon completion of training and the overall success of the project, the Bank and its partner ODIN (Open Data Innovations Network) have been engaged at all stages with all identified stakeholders. As part of those efforts, the project created the Access Nigeria Information Management System (ANJIMS), an interactive electronic engagement platform. The system will connect registered stakeholders—job candidates, training providers, employers, and the ACCESS Nigeria team—and collate, store, analyze, report on, and share job-related information and data from them. It will also enable prospective employers to be fully integrated with the operations of ACCESS Nigeria, with a view of matchmaking and eventual job placement.

Source: http://www.anjims.org/?page_id=113.

Public-Private Partnerships

201. *Promoting work-based training*. This would depend on the willingness of employers to train potential or existing workforce. The approach of creating new institutions with explicit linkages to industry could bring positive results. The approach has been taken by Ireland, Malaysia, and Singapore (Box 5) among others.

Box 5. Singapore and Skills Development
A Strategy for Building a Pipeline of Skills for a Whole Industry

Singapore's approach of learning-by-doing to build a recognized worldwide and world-class system of technical training is instructive. In 1961 Singapore set up the Economic Development Board (EDB) as a statutory board under the Ministry of Finance in an effort to attract foreign direct investment to the country. The key elements of the strategy for skills development was to include six training-cum-production workshops run in parallel to the school system under the Engineering Industry Development Authority (EIDA). With funding from the United Nations Development Plan and technical assistance and contributions of machinery from Japan, Britain, and France. However, the six centers turned out to be an administrative problem to the EIDA. The Authority underwent three management changes. The centers were not cost-effective. At the end of four years, the government had spent $12 million on EIDA, but only 86 people had graduated. The scheme was closed in 1973. Then EDB experimented with Worker Retraining Schemes. The EDB worked with the Ministry of Education to offer on the premises of existing educational facilities, retraining courses in technical subjects (such as metal work, machine turning and fitting, radio maintenance and reports, and plumbing. The programs were remedial options for students who were performing below standards. The formal system of technical and vocational training was left untouched. Instead, the strategy adopted was one of leapfrogging and a mission-centric approach designed to go in tandem with the EDB's investment promotion and industry development effort. The strategy was to affiliate with leading international industry partners with proven training systems, to learn the training business from them, to train to their needs, and to adapt and improve the methods to meet local needs. The first arrangement was with the Tata Group (India's largest engineering firm at the time. It makes trucks, excavators, locomotives, machine tools, etc.). The strategy provided a prototype for scaling up a successful model of company-affiliated training. EDB wish to attract Tata as an investor in Singapore, setup a training facility that would produce workers trained in the way Tata required (that is, similar to the training schools that supplied Tata's workers in India). The Government of Singapore provided the land and buildings, contributed 70 percent of the operating costs of the center, and paid the stipends of the trainees, all of whom had signed a bond to serve the EDB or any company as directed by the government for a period of five years. The training center opened in 1972. It trained twice the number of staff that Tata required. Tata hired the best of the graduating trainees while EDB retained the rest as a marketing asset to attract other engineering firms to Singapore. In effect the strategy built a pipeline of skills to grow a whole industry rather than to meet the needs of a single company. Two company-affiliated training centers were set up (Rollei-Werke and Philips). Other approaches were: joint training programs through "transnational" partnership. This approach avoided the proliferation of new institutions. The practice of pooling training resources to serve companies in the industry cluster was forged. The approach contained key ingredients for Singapore to acquire the advanced skills for growing its new technology-intensive industries, the secondment of experts to Singapore, the training of EDB lecturers and technical staff, commitment to upgrade equipment and software, and commitment from participating companies to remain in the scheme for at least three years.

Source: Chiang, 1998 in Ansu and Tan, May 2012.

202. The Cameroon Chamber of Commerce could emulate India's NASSCOM model (Box 6). The approach could make a difference to new small and medium-size enterprises in IT and IT-enabled services.

Box 6. India's National Association of Software and Services Companies

The National Association of Software and Services Companies (NASSCOM) is a nonprofit trade association created in 1988 by India's information technology and business process outsourcing industries. Its mission is to promote sustainable industry growth and to harness technology to benefit society. NASSCOM is a global trade body with more than 1,500 members, over 250 of which are companies from China, the European Union, Japan, the United Kingdom, and the United States. NASSCOM's member companies are engaged in e-commerce, IT-enabled and business process outsourcing services, and software development, services, and products. NASSCOM facilitates business and trade in software and services and encourages the advancement of research in software technology. It sponsors a variety of activities: policy advocacy, events and international conferences, international affiliations, and skills development.

Source: http://www. NASSCOM.in

203. Public-private partnerships such as the World Bank-SAP skills development program in Africa could facilitate applications-based accounting and other training for youth in Cameroon (Box 7).

Box 7. World Bank-SAP and Skills Development in Africa

SAP Africa (a subsidiary of SAP AG) and the World Bank planned to collaborate on skills development in Africa. This move came shortly after the launch of SAP's Skills for Africa Program to provide IT training to 2,500 students to boost access to IT education and support entrepreneurs. After announcing the collaboration, SAP Africa CEO Pfungwa Serima attended a series of meetings across the United States focused on refining synergies between SAP's African operations and the Bank's goals for Africa. "SAP recognizes that promoting education and training is one of the best ways to improve the problem of chronic youth unemployment, an issue affecting the technology industry as a whole," Serima said. "With growth and the scarcity of skills on the African continent a prominent issue on our minds, we anticipate that our collaboration with the World Bank will amplify our efforts to develop world-class IT and business skills and give Africa's youth an opportunity to play a role in contributing towards Africa's future economic growth and infrastructure development." The first phase of the joint skills development initiative was expected to be rolled out in 2013. A pilot of the Skills for Africa Program began in Kenya in 2012 with 100 students. Additional SAP investments in the region range from a multilateral partnership to improve Ghana's shea butter supply chain to working with South Africa's Standard Bank Group to bring mobile banking services to people who do not have bank accounts.

Source: Triple Pundit, May 2013.

Alternate Financing Options for Skills Programs

204. Financing could be an effective tool for channeling the flow of students through the life-cycle stages of skills development. Given rising demand and unit costs, the Government of Cameroon needs to consider alternate financing options for skills programs including:

- Earmarked grants for vulnerable, marginalized, and excluded populations such as the poor, women, and the handicapped.
- Secondary education bursary schemes to support the efforts of parents.
- TVET bursaries.
- A training levy used to shore up financing for skills development.
- Incentives for major businesses to demonstrate corporate social responsibility.
- Efforts to attract foreign direct investment, which would provide technical assistance, opportunities for knowledge transfer, and skills development options.

A variety of financing options could be developed and fashioned along the models of Chile, Malaysia, and Singapore (Box 8).

Box 8. Programs to Reach Smaller Employers in Chile, Malaysia, and Singapore

Chile provides an income tax rebate program for firms that train their workers, whether directly or through registered contractors. The rebate can reach a maximum of 1 percent of a firm's payroll, with a floor that benefits smaller firms. This model allows firms to choose the content and provider of their training programs according to their needs. Smaller firms that do not have the capacity to design and deliver training programs can use intermediary technical assistance institutions (OTICs) to organize training for delivery by training providers. OTICS are nonprofits established for specific sectors or regions. They are not training providers and are prohibited from delivering training directly.

Singapore's Skills Development Fund (SDF) and Malaysia's Human Resource Development Fund (HRDF) have explicit programs targeting small enterprises. They provide services such as vouchers to ease cash-flow constraints, grants for training needs analysis and course design, and simplification of administrative approvals. Singapore offers a training voucher to companies with fewer than 50 workers. The voucher allowed firms to pay 30-50 percent of training costs, while the SDF supported the balance. In Malaysia large enterprises with excess training capacity are encouraged to offer training to employees of other enterprises, particularly small and medium-size ones lacking the expertise and resources to do so themselves. Small enterprises that send workers to such training are eligible for grants from the HRDF.

SDF grants were also extended to enterprises to hire consultants to conduct companywide analyses of training needs, leading to the submission of worker training plans to the SDF. Subsequent financing helped smaller firms access the specialized resources needed to assess training needs and design appropriate training programs. The HRDF helps companies select the most suitable programs for the skill development of all employees. The SDF made available a wide range of preapproved public courses for companies to subscribe to under its Approved in Principle System. This program was effective in attracting small companies that had neither the expertise nor the critical mass to conduct such programs on their own. Malaysia's HRDF offered a similar Approved Training Program.

Source: Galhardi, 2002; Sehnbruch, 2006; Hirosato, 2007.

Monitoring and Evaluation Systems for Skills Development Programs

- To improve data collection on day-to-day management of the program(s) with the ultimate objective of improving results.
- The aspects of identifying and tracking a good "control group" would be a core element.
- Best practice examples of skills evaluations.

Expected Outcomes

205. For Cameroon to become a middle-income country, a first step would be to reduce systemic inefficiencies and streamline service delivery in education and skills development. Efforts should be made in three areas.

Reducing Systemic Inefficiencies

- Addressing employer constraints by reducing the transaction costs of doing business—specifically, taking steps to reduce corruption and governance challenges; reducing bureaucracy for startup firms; improving enabling infrastructure; involving the private sector in sector dialogue and decisions; improving transportation options; and guaranteeing the supply of raw materials.
- Simplifying governance and institutional arrangements by reviewing legislation, reducing the number of ministries responsible for technical and vocational training, rationalizing service delivery, and improving oversight through public-private partnerships and community involvement.

Promoting Options

- Developing a range of financing and service delivery options to respond to different demands for skills development and enhancing service delivery.
- Exploring managerial skills and micro- and small enterprises in industrial clusters, with a view toward developing industrial parks (World Bank, 2009).

Boosting the Contribution of the Informal Sector

- Addressing human development and skills constraints and needs by rationalizing the post-basic education sector. If the human dimension of skills development is not addressed, capital investments and finance alone cannot raise productivity in Cameroon. The *savoir faire* is a key element for improving productivity.
- Exploiting the synergies of knowledge and technology transfers for economic growth.

Appendix 1

1. Data Sources on Employment in Cameroon[25]

There are three main sources of data and information on employment in Cameroon: (a) the 1996, 2001, and 2007 *Household Consumption Surveys*, (b) the *Non-Farm Enterprise Module* of the 2001 Household Survey, and (c) the 2005 and 2010 *Employment and Informal Sector Surveys*.

1. Household Consumption Surveys

There have been three Household Consumption Surveys (*Enquête Camerounaise auprès des Ménages* or ECAM) undertaken in Cameroon, one in 1996, 2002, and 2007. The first survey (ECAM-I) was conducted by the Ministry of Economy and Finance (MINEFI) in 1996 over a three-month period and comprised a random sample of approximately 1,800 households across the country's ten provinces, of which 1,731 households were actually visited.

The second survey (ECAM-II) was conducted by the National Institute of Statistics over a six-month period in 2001. It was much larger in its coverage relative to ECAM-I and comprised 11,553 households, of which 10,992 were actually visited. The format of ECAM-II, however, was identical to that of ECAM-I in terms of strata and territory and the National Institute of Statistics undertook a reconciliation process with support from the World Bank in order to render both surveys comparable.[26]

The most recent survey (ECAM-III) was undertaken in 2007 (Box 9). In order to insure comparability with the 2001 and 2006 surveys, the methodology of ECAM-III was the same as that for ECAM-II. It surveyed 12,000 households across 12 regions (each province plus Douala and Yaoundé) and three strata (urban, semi-urban, and rural). A "light" survey on employment and earnings during the year involving 3,000 households was also conducted, with a view to obtain seasonal coefficients that could assist in assessing the employment situation within a year (i.e., seasonality). The results of the light survey are forthcoming.

[25] Ames and Godang. 2012. Employment in Cameroon: Stock Take of Studies and Programs, Assessment of Existing Gaps and Opportunities, and Proposed Next Steps.

[26] *Institute Nationale de Statistique (INS)*, 2002.

Box 9. Main Results of ECAM III

The ECAM-II and ECAM-III household surveys allow for both a snapshot at each point in time (2001 and 2007) as well as a comparison of the evolution of individual indicators over the two time periods. The following are the main findings and trends derived from these surveys.

Employment distribution: About 85% of employment was with regard to self-employment/non-wage, while wage employment constituted only 15%. Of the 85%, the majority (60%) was self-employment on the family farm, with the remaining 25% being employment in non-farm enterprises. Wage employment was principally in the private sector (9%), with the public sector (4%) and agriculture (2%) comprising the remainder. Although the main aggregates were broadly unchanged over the period 2001 to 2007, there employment on family farms increased (from 56% in 2001 to 60% in 2002) while employment in non-farm enterprises declined (from 29% to 25%).

Household Enterprises by Industry: HE activity was principally with regard to wholesale/retail trade (50%), manufacturing (23%), other services (11%), and transportation/communication (10%). Over time, the share of wholesale/retail trade declined (from 68% in 2001), while the shares of manufacturing, other services increased slightly. Transportation/communication increased in share by 8 percentage points during this period. Although manufacturing remained constant in share in urban areas, it nearly doubled in importance (from 18% to 32%) in rural areas over this period. Other services, however, increased in relative importance in rural areas (by 6 percentage points), while they declined in importance (by 3 percentage points) in urban areas.

Employment distribution by sex: Female employment was principally with regard to self-employment/non-wage (91%), and was significantly greater than male employment (78%) in this area. This was the case regarding employment on family farms (68% for women and 52% for men), with the opposite being true for women employment in non-farm enterprises (23% versus 26% for men). In turn, male wage employment (22%) was greater in importance relative to female wage employment (9%), which was the case for both public and private wage employment. There was no significant change in these ratios for women over the period 2001 to 2007, while wage employment declined marginally in importance for males and self-employment/non-wage employment increased marginally (by 1.4 percentage points).

Employment by area: Self-employment/non-wage employment constituted the greatest share of employment in both urban (71%) and rural areas (92%), but was relatively more important in the later. Employment in rural areas was principally with regard to family farms (78% versus 14% for non-farm enterprises), while the opposite was the case in the urban areas (45% for non-farm enterprises versus 26% for family farms). Wage employment was greatest in urban areas (29%) versus rural areas (8%), with relatively larger shares for urban private and public wage employment and relatively lower shares for agriculture wage employment. Over time, the distribution of employment across activities remained relatively constant in rural areas, while there was a sharp reduction (from 38% in 2002 to 29% in 2007) in urban wage employment and an equally large increase in importance of self-employment/non-wage in urban areas (from 62% in 2001 to 71% in 2007).

Source of household income: Family farms constituted the most important sources of incomes for households (64%) and increased in relative importance since 2001 (57%). In turn, non-farm enterprises declined in relative importance (from 42% in 2001 to 38% in 2007), while the shares of wage employment remained largely unchanged.

Education distribution of the labor force: In 2007, close to two-thirds of wage earners had a primary education or less (63%), down from 72% in 2001. The percentage of workers with primary education or below was greater in rural areas (76%) than in urban areas (39%). Over time, there was a 6 percentage point decline in rural workers with a primary education or below and a 9 percentage point decline in urban workers.

Source: Cameroon National Institute of Statistics, ECAM-II and ECAM-III.

2. Non-Farm Enterprise Module of 2001 Household Consumption Survey

The 2001 ECAM Household survey included a module on the non-farm enterprise sector. This provided a detailed perspective of the non-farm sector at a particular point in time across a wide set of indicators (Box 10). However, since the 2007 ECAM survey did not include such a module, there is no scope to assess developments across these indicators since 2001. It does, however, provide a useful snap shot at a single point in time (albeit a decade ago) of the composition and activities of informal sector and/or household enterprises.

Box 10: 2001 Non-Farm Enterprise Module

The 2001 Non-Farm Enterprise Module provides data on Household Enterprises (HEs) broken down by owner and by enterprise. The main findings are summarized below:

By Owner

- ***Share of households***: 36% of households in Cameroon have an HE.
- ***Source of employment***: HE is the primary source of employment for over two thirds of HE owners.
- ***Gender:*** Largely Female (56.8%) versus Male (43.2%).
- ***Education:*** 95% have less than a high school education, 55% have less than a primary education, with one-third have no formal education whatsoever.
- ***Age***: two-thirds of HE owners are ages 20-44 and a quarter are age 45+.

By Enterprise

- ***Location:*** Most HEs are located in rural areas (56%) but are also significant in urban areas (44%).
- ***Age of enterprise***: 44% have been around for 5 years, with 17% being less than one year.
- **Number of months operated a year:** About one third of the HEs are operated only 1-3 months per year, another third only 4-6 months per year and the remainder 7-12 months per year.
- **Sector:** Over two-thirds of HEs are in wholesale/retail trade, with manufacturing (17%) and services (12%) comprising the other main sectors of activity.

Source: Cameroon National Institute of Statistics, ECAM-II, Non-Farm Enterprise Module, 2001.

3. Employment and Informal Sector Surveys (EESI)

There have also been two Employment and Informal Sector Surveys (*Enquete sur l'Emploi et le Secteur Informel au Cameroun* or EESI), one in 2005 and the other in 2010. These followed an initial 1-2-3 survey that was focused solely on the city of Yaoundé, which was a major limitation since the data could not be extrapolated at the national level. The EESI surveys, however, were national in coverage. They involved a two-phased statistical survey which evaluated the employment situation facing individuals (phase 1) and the economic activities of households and their members in the informal sector (phase 2). Data were provided for key informal sector employment indicators for Yaoundé, Douala and the 10 provincial administrations, with each province subdivided into rural, semi-urban, and urban categories. Data on enterprises were broken down by type of enterprises within the informal sector called informal production units (UPIs). The 2005 exercise surveyed a total of 5,274 UPIs, of which 4,815 were actually interviewed. The 2010 survey expanded to 8,160 UPIs, of which 7,932 (97.2%) were actually surveyed. A total of 22, 949 persons 10 years or older were captured by the survey with a 99.2% success rate. The EESI-2 data allows for a comparative analysis of the performance of these key indicators by over time (2005 – 2010). The main findings are presented below (Box 11).

Box 11. Main Findings of 2010 EESI-2

Overview: The survey involved 4,705 informal units of production (IUP) across the country and was divided into one component on the labor market and another component on the informal sector.

Size of Household: The average size of a Cameroonian household is 4.4 persons, which remain stable relative to 2005 EESI (4.5). Household are larger in rural areas (4.7) than in urban areas (4.0). The size is greater in the North (5.9), the Extreme North (5.4), and Adamaoua (4.9), in contrast to the South (3.3)

Head of Household: The average head of household in Cameroon is a man (74%), 42 years old (39 years in urban areas and 44 years in rural areas) with a primary education or less.

Structure of the population

- Men (49.6%) and Women (50.4%)
- Ages 0-14 (43.7%); ages 15-64 (53.1%); and ages 65+ (3.3%).
- Migrants 67.3% and Non-migrants (32.7%). The principal reason given justifying migration was regrouping of the family (53.3%) et job search (25.1%).
- 7 out of 10 persons (71.2%) of persons 15 years or more are literate.
- The average age of active workers is 33 years.

Employment

- The employment rate is 66.4% and varies significantly between men (71.7%) and women (52.2%) and rural (74.6%) and urban (54.7%) areas.
- The proportion of salaried jobs is low (20%) and is higher in urban areas (41.1%) than in rural areas (9.4%), and in the towns of Yaoundé (50.5%) and Douala (41.9%)
- The breakdown by socio-professional categories are as follows: Les cadre (5%); Workers and employees (15.2%); Independent workers (47.2%); and Family aids (29.7%)
- 1.41 million children ages 10-17 are engaged in employment (40% of people in this age group).
- The present generation is better educated than the previous one and prefers public sector jobs.
- There is a lack of awareness of public and private agencies that assist in helping people enter the job market.

Unemployment

- The unemployment rate (ILO sense) is estimated at 3.8%, with Yaoundé (10%) and Douala (9.1%) registering the highest unemployment rate relative to the other regions such as the South (5.5%), South West (4.4%) , and Adamaoua (4.3%)
- Unemployment is essentially an *urban phenomeno*n with the rate being higher in urban (8.1%) versus rural (1.4%) areas. It is highly concentrated in Douala and Yaoundé, with double-digit rates.
- Unemployment mainly affects the *youth*, especially aged 15-34, where the unemployment rate estimated at 15.5%.
- Women (4.5%) face a slightly higher unemployment rate than men (3.1%), and are also the most discouraged when it comes to looking for employment.
- More than half of the unemployed have been looking for a salaried job for more than a year.
- The minimum acceptable income to the unemployed for a job averages FCFA 59,800 per month (FCFD 70,900 for men and FCFA 54,000 for women), which is twice the minimum wage.

Under-employment

- The main problem of the labor market in Cameroon is not *unemployment*, but *under-employment*.
- Nearly three out of four workers are *underemployed* (71%) or 6.3 million persons, with problem being more significant in rural areas (78.8%) than in urban areas (55.7%).
- The *visible under-employment rate* (where the persons works involuntarily less than 35 hours per week) is 12.3% of the active population and ranges from 10.9% for those unschooled to 23% for those with a superior level of instruction.
- The *invisible under-employment rate* (where hourly wage is below the level fixed by the law) is 63.7% of the active population or 5.7 million persons.

Source: Cameroon National Institute of Statistics.

Appendix 2

Table 30: Simulation Results of Educational Attainment

	Base Case	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Pre-Primary					
Gross Enrollment Rate	27%	40%	40%	40%	40%
% increase in the private sector		4%	4%	4%	4%
% in the Government public sector	95%	70%	70%	70%	70%
Adult Literacy					
Adult (25-45 years) Illiteracy Rate	41%	18%	18%	18%	18%
Young adults (15-24 years) Illiteracy Rate	28%	15%	15%	15%	15%
Basic Education (% admitted)	0%	0%	0%	0%	0%
Primary					
Access Rate	124%	110%	110%	110%	110%
Completion Rate	71%	100%	100%	100%	100%
Repetition Rate	12%	5%	5%	5%	5%
Private Primary					
Share of private primary	22.2%	20%	20%	20%	20%
Subsidy to private primary as % of public	9%	9%	9%	9%	9%
Public Primary					
REM in public	54	50	50	50	50
Parent-Teacher Association (PTA) Teachers*	9,022	0	0	0	0
Target year		**2020**	**2020**	**2020**	**2020**
% of contract teachers integrated into civil-service status annually	0%	6.0%	6.0%	6.0%	6.0%
in the Zone Education Prioritaires (ZEP)					
% Enseignants éligibles (y a une date de début)	0%	15%	15%	15%	15%
Year of launching		**2016**	**2016**	**2016**	**2016**
Benefits (% of average salary)		25%	25%	25%	25%
Tuition per student from Government (% GDP/**H**)**	0.3%	1.0%	1.0%	1.0%	1.0%
Primary Promotion Rate -1st cycle	69%	85.0%	85.0%	85.0%	85.0%
Target year		**2016**	**2016**	**2016**	**2016**
Basic Education sub-sector					
Year of basic education reform		**2016**	**2016**	**2016**	**2016**
Number of students by level	0.0	50	50	50	50
Number of teachers by level	0.0	1.3	1.3	1.3	1.3
General Secondary					
Number of students by level					
6th - 3rd	68.1	60.0	60.0	60.0	60.0
2nd Term	65.8	60.0	60.0	60.0	60.0
Number of teachers by level					
6th - 3rd	1.8	1.4	1.4	1.4	1.4
2nd Term	1.8	1.4	1.4	1.4	1.4
General Secondary (new system after basic education reform)					
Number of student by level					
Orientation cycle	68.1	60.0	60.0	60.0	60.0
Second cycle-Secondary	65.8	60.0	60.0	60.0	60.0
Number of teachers by level					
Orientation cycle	1.8	1.4	1.4	1.4	1.4
Second cycle-Secondary	1.8	1.4	1.4	1.4	1.4
Promotion Rate (1st to 2nd cycle)	60%	30%	30%	30%	30%

	Base Case	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Distribution by level of education (%)					
General	79%	79%	79%	79%	79%
Technical and professional	21%	21%	21%	21%	21%
TVET enrollments (REM)					
TVET 1 - TVET 4 or 5	26.0	25	25	25	25
TVET 5 or 6 - TVET 7	10.6	20	20	20	20
Public sector vocational training : Quality (1 less or 2 more)					
Quality of vocational training (1 average or 2 would be better)		1	1	1	1
% exits from primary integrated system in the SAR/SM-CFM		10%	10%	10%	10%
% exists from secondary integrated system in the CFPR		20%	20%	20%	20%
Expenditure on assets and services/learning related (FCFA '000)					
SAR/SM	129	257.4	257.4	257.4	257.4
CFPR	129	386.2	386.2	386.2	386.2
Target Year		**2,016**	**2,016**	**2,016**	**2,016**
Higher Education (University)					
Choice (1: based on enrollments ; 2: /100 000 persons)		**1**	**1**	**1**	**2**
Number of students for every 100 000 persons	1,216	2,100	2,100	2,100	2,100
% in private sector	15%	20%	20%	20%	20%
Higher education: Quality (1 at least or 2 plus)		1	1	1	1
Passing rate in baccalauréat	55%	70%	70%	70%	70%
Transition rate to upper secondary	63%	60%	60%	60%	60%
% of bachelor's level graduates going to public sector universities	85%	75%	75%	75%	75%
Share of general education programs	81%	70%	70%	70%	70%
Pupil-teacher ratio (general programs)	64	55	55	55	55
Pupil-teacher ratio (technical and professional programs)	25	35	35	35	35
Monthly salary of a teacher (Per capita GDP/population)	7.5	9	9	9	9
Unit cost per student (GDP per capita/population) general programs	0.05	0.07	0.07	0.07	0.07
Unit cost per student (GDP per capita/population) TVET programs	0.15	0.20	0.20	0.20	0.20
% of students receiving merit scholarships	36%	12%	12%	12%	12%
Per capita amount per scholarship (% GDP/population)	8%	10%	10%	10%	10%
Research allocation per teacher (GDP/population)	2.7	4	4	4	4
Unit cost of MINFI subsidies (GDP/population)	0.16	0.16	0.16	0.16	0.16
National Resources					
Fiscal impact (%): Revenue (Public sector/GDP)	17.5%	17.5%	20.0%	20.0%	20.0%
Education finance and expenditures and Revenue Public Sector/Revenue	18.3%	17.2%	18.0%	19.0%	20.0%
Target year for launching		**2020**	**2016**	**2016**	**2016**
Changes in salary		0%	12.3%	15.0%	15.0%

Notes : * PTA teachers are scheduled to be phased out by 2016-17; ** reflects 'paquet minimum'.

Table 31. Potential New Entrants into the Workforce by Level of Education (all scenarios)

	Base	Scenario 1			Scenario 2			Scenario 3			Scenario 4		
Distribution by level of education (%)	**2010-2011**	**2013 to 2015**	**2019-2020**	**2024-2025**	**2013 to 2015**	**2019-2020**	**2024-2025**	**2013 to 2015**	**2019-2020**	**2024-2025**	**2013 to 2015**	**2019-2020**	**2024-2025**
Ministry of Basic Education	34.7%	33.1%	40.9%	38.9%	33.2%	40.9%	38.6%	33.2%	40.9%	38.4%	33.2%	40.9%	38.4%
Pre-primary	3.2%	2.8%	2.3%	1.9%	2.9%	2.3%	1.9%	2.9%	2.4%	1.9%	2.9%	2.4%	1.9%
Primary	31.3%	28.0%	26.0%	23.7%	27.9%	25.5%	22.9%	27.9%	25.4%	22.6%	27.9%	25.4%	22.6%
Observation cycle	0.0%	1.9%	12.0%	12.6%	2.0%	12.4%	13.0%	2.0%	12.5%	13.1%	2.0%	12.5%	13.1%
Basic Non-formal Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Adult Literacy	0.1%	0.4%	0.6%	0.7%	0.4%	0.7%	0.7%	0.4%	0.7%	0.7%	0.4%	0.7%	0.7%
Ministry of Secondary Education	43.6%	39.9%	29.8%	32.7%	39.2%	29.0%	32.2%	39.0%	28.8%	32.2%	39.0%	28.8%	32.2%
1st cycle (old cycle--general secondary)	15.0%	11.6%	0.0%	0.0%	11.4%	0.0%	0.0%	11.3%	0.0%	0.0%	11.3%	0.0%	0.0%
2nd cycle (old cycle--general secondary)	14.5%	16.2%	7.4%	0.0%	15.9%	6.9%	0.0%	15.9%	6.7%	0.0%	15.9%	6.7%	0.0%
Orientation cycle	0.0%	0.0%	11.3%	12.7%	0.0%	11.7%	13.2%	0.0%	11.8%	13.3%	0.0%	11.8%	13.3%
Secondary education--new cycle	0.0%	0.0%	0.0%	7.0%	0.0%	0.0%	7.3%	0.0%	0.0%	7.3%	0.0%	0.0%	7.3%
Primary education teacher training	1.5%	1.1%	1.3%	1.4%	1.1%	1.4%	1.4%	1.1%	1.4%	1.4%	1.1%	1.4%	1.4%
Technical and vocational education and training	12.6%	11.0%	9.7%	11.5%	10.7%	9.0%	10.3%	10.7%	8.9%	10.2%	10.7%	8.9%	10.2%
Ministry of Technical & Professional Vocational Education	2.9%	3.1%	3.2%	2.4%	3.1%	3.1%	2.2%	3.1%	3.1%	2.3%	3.1%	3.1%	2.3%
Ministry of Higher Education	18.8%	23.9%	26.1%	26.1%	24.5%	27.0%	27.0%	24.7%	27.2%	27.1%	24.7%	27.2%	27.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Education & Training Simulation Model for Cameroon. World Bank, 2013.

Appendix 3

SABER-WfD: Detailed scores for Cameroon

SABER-Workforce Development

The SABER-Workforce Development is a comprehensive diagnostic of the country's workforce development (WfD) policies and institutions. The results are based on a new World Bank tool designed for this purpose. Known as SABER-WfD, the tool is part of the World Bank's initiative on Systems Approach for Better Education Results (SABER)[27] whose aim is to provide systematic documentation and assessment of the policy and institutional factors that influence the performance of education and training systems. The SABER-WfD tool encompasses initial, continuing and targeted vocational education and training that are offered through multiple channels, and focuses largely on programs at the secondary and post-secondary levels.

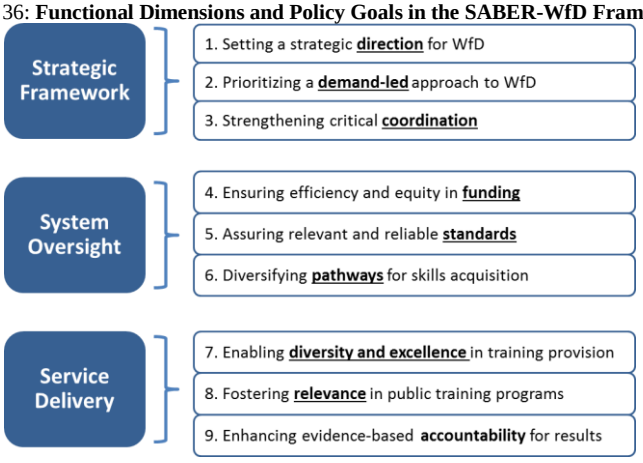
Analytical Framework

The tool is based on an analytical framework[28] that identifies three functional dimensions of WfD policies and institutions:

(1) S*trategic framework*, which refers to the praxis of high-level advocacy, partnership, and coordination, typically across traditional sectoral boundaries, in relation to the objective of aligning WfD in critical areas to priorities for national development;
(2) *System Oversight*, which refers to the arrangements governing funding, quality assurance and learning pathways that shape the incentives and information signals affecting the choices of individuals, employers, training providers and other stakeholders; and
(3) *Service Delivery*, which refers to the diversity, organization and management of training provision, both state and non-state, that deliver results on the ground by enabling individuals to acquire market- and job-relevant skills.

Taken together, these three dimensions allow for systematic analysis of the functioning of a WfD system as a whole. The focus in the SABER-WfD framework is on the institutional structures and practices of public policymaking and what they reveal about capacity in the system to conceptualize, design, coordinate and implement policies in order to achieve results on the ground. Each dimension is composed of three Policy Goals that correspond to important functional aspects of WfD systems (see Figure 36). Policy Goals are further broken down into discrete Policy Actions and Topics that reveal more detail about the system.

Figure 36: **Functional Dimensions and Policy Goals in the SABER-WfD Framework**

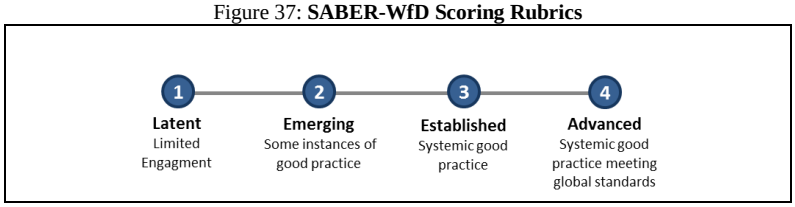


Implementing the Analysis

Information for the analysis is gathered using a structured SABER-WfD Data Collection Instrument (DCI). The instrument is designed to collect, to the extent possible, facts rather than opinions about WfD policies and institutions. For each Topic, the DCI poses a set of multiple choice questions which are answered based on documentary evidence and interviews with knowledgeable informants. The answers allow each Topic to be scored on a four-point scale against standardized rubrics based on available knowledge on global good practice (See Figure 3). Topic scores are averaged to produce Policy Goal scores, which are then aggregated into Dimension scores.[29] The results are finalized following validation by the relevant national counterparts, including the informants themselves.

[27] For details on SABER see http://www.worldbank.org/education/saber.
[28] For an explanation of the SABER-WfD framework see Tan et al 2013 and Appendix 3 for an overview of the structure of the framework.
[29] Since the composite scores are averages of the underlying scores, they are rarely whole numbers. For a given composite score, X, the conversion to the categorical rating shown on the cover is based on the following rule: $1.00 \leq X \leq 1.75$ converts to "Latent"; $1.75 < X \leq 2.50$, to "Emerging;" $2.50 < X \leq 3.25$, to "Established;" and $3.25 < X \leq 4.00$, to "Advanced."

Figure 37: **SABER-WfD Scoring Rubrics**



Since the composite scores are averages of the underlying scores, they are rarely whole numbers. For a given composite score, X, the conversion to the categorical rating shown on the cover is based on the following rule: $1.00 \leq X \leq 1.75$ converts to "Latent"; $1.75 < X \leq 2.50$, to "Emerging;" $2.50 < X \leq 3.25$, to "Established;" and $3.25 < X \leq 4.00$, to "Advanced."

Source: Tan et al. 2013.

Table 32. Cameroon: Benchmarking Scores 2014

		Policy Goal		Policy Action	Topic		
Dimension 1	Strategic Framework	G 1	Setting a Strategic Direction	Provide sustained advocacy for WfD at the top leadership level	G1_T1	2	Advocacy for WfD to Support Economic Development
					G1_T2	2	Strategic Focus and Decisions by the WfD Champions
		G 2	Fostering a Demand-Led Approach	Establish clarity on the demand for skills and areas of critical constraint	G2_T1	2	Overall Assessment of Economic Prospects and Skills Implications
					G2_T2	1	Critical Skills Constraints in Priority Economic Sectors
				Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers	G2_T3	1	Role of Employers and Industry
					G2_T4	2	Skills-Upgrading Incentives for Employers
					G2_T5	1	Monitoring of the Incentive Programs
		G 3	Strengthening Critical Coordination	Formalize key WfD roles for coordinated action on strategic priorities	G3_T1	1	Roles of Government Ministries and Agencies
					G3_T2	1	Roles of Non-Government WfD Stakeholders
					G3_T3	2	Coordination for the Implementation of Strategic WfD Measures
Dimension 2	System Oversight	G 4	Ensuring Efficiency and Equity in Funding	Provide stable funding for effective programs in initial, continuing and targeted vocational education and training	G4_T1	info	Overview of Funding for WfD
					G4_T2	3	Recurrent Funding for Initial Vocational Education and Training (IVET)
					G4_T3	2	Recurrent Funding for Continuing Vocational Education and Training Programs (CVET)
					G4_T4	2	Recurrent Funding for Training-related Active Labor Market Programs (ALMPs)
				Monitor and enhance equity in funding for training	G4_T5	1	Equity in Funding for Training Programs
				Facilitate sustained partnerships between training institutions and employers	G4_T6	2	Partnerships between Training Providers and Employers
		G 5	Assuring Relevant and Reliable Standards	Broaden the scope of competency standards as a basis for developing qualifications frameworks	G5_T1	2	Competency Standards and National Qualifications Frameworks
					G5_T2	1	Competency Standards for Major Occupations
				Establish protocols for assuring the credibility of skills testing and certification	G5_T3	1	Occupational Skills Testing
					G5_T4	1	Skills Testing and Certification
					G5_T5	1	Skills Testing for Major Occupations
				Develop and enforce accreditation standards for maintaining the quality of training provision	G5_T6	info	Government Oversight of Accreditation
					G5_T7	2	Establishment of Accreditation Standards
					G5_T8	2	Accreditation Requirements and Enforcement of Accreditation Standards
					G5_T9	1	Incentives and Support for Accreditation
		G 6	Diversifying Pathways for Skills Acquisition	Promote educational progression and permeability through multiple pathways, including for TVET students	G6_T1	1	Learning Pathways
					G6_T2	2	Public Perception of Pathways for TVET
				Facilitate life-long learning through articulation of skills certification and recognition of prior learning	G6_T3	1	Articulation of Skills Certification
					G6_T4	1	Recognition of Prior Learning
				Provide support services for skills acquisition by workers, job-seekers and the disadvantaged	G6_T5	1	Support for Further Occupational and Career Development
					G6_T6	1	Training-related Provision of Services for the Disadvantaged
Dimension 3	Service Delivery	G 7	Enabling Diversity and Excellence in Training Provision	Encourage and regulate non-state provision of training	G7_T1	1	Scope and Formality of Non-State Training Provision
					G7_T2	1	Incentives for Non-State Providers
					G7_T3	1	Quality Assurance of Non-State Training Provision
					G7_T4	2	Review of Policies towards Non-State Training Provision
				Combine incentives and autonomy in the management of public training institutions	G7_T5	1	Targets and Incentives for Public Training Institutions
					G7_T6	1	Autonomy and Accountability of Public Training Institutions
					G7_T7	1	Introduction and Closure of Public Training Programs
		G 8	Fostering Relevance in Public Training Programs	Integrate industry and expert input into the design and delivery of public training programs	G8_T1	2	Links between Training Institutions and Industry
		G 8	Fostering Relevance in Public Training Programs	Integrate industry and expert input into the design and delivery of public training programs	G8_T1	1	Links between Training Institutions and Industry
					G8_T2	1	Industry Role in the Design of Program Curricula
					G8_T3	2	Industry Role in the Specification of Facility Standards
					G8_T4	2	Links between Training and Research Institutions
				Recruit and support administrators and instructors for enhancing the market-relevance of public training programs	G8_T5	1	Recruitment and In-Service Training of Heads of Public Training Institutions
					G8_T6	1	Recruitment and In-Service Training of Instructors of Public Training Institutions
		G 9	Enhancing Evidence-based Accountability for Results	Expand the availability and use of policy-relevant data for focusing providers' attention on training outcomes, efficiency and innovation	G9_T1	2	Administrative Data from Training Providers
					G9_T2	2	Survey and Other Data
					G9_T3	1	Use of Data to Monitor and Improve Program and System Performance

Note:

1. Latent (Limited Engagement)
2. Emerging (Some instances of good practice)
3. Established (Systemic good practice)
4. Advanced (Systemic good practice meeting global standards)

Appendix 4

List of participants in the consultation with youth (26-27 March, 2014)

N°	Participant	Organisation	Désignation
1	Nana Paul Alain	Action Vitales pour le développement Durable (AVD)	Responsable de programme
2	Keko Kamga	Action Vitales pour le développement Durable (AVD)	Responsable des finances
3	Poka Nsom	GIC Tsellomar	Relations publiques
4	Mohamadou Dialo	ONG Développement Sans Frontières	Président du Bureau des directeurs
5	Ndeme Favorita	African Youth Initiattive on Climate Change (AYICC)	Simple membre
6	Tchokouatou Ghislaine Doralie	African Youth Initiattive on Climate Change AYICC	Membre
7	Noumegang Nguepi Hilde Flore	Association des Familles de Victimes des Accidents de la circulation (AFVAC-CAM)	Membre
8	Fokoue Fabrice	Association des Familles de Victimes des Accidents de la circulation (AFVAC-CAM)	National Président national
9	Mindene Mbella Roland	SYNACSU/ANACTU	Président
10	Boueloume B, Macaire	African Youth Initiative on Climate Change (AYICC)	Étudiant
11	Moutsok Tida Joel	Jeunes Volontaires pour l'Environnement (JVE)	Étudiant
12	Nsangou Moustapha M,	Parlement Mondial de la Jeunesse pour l'Eau (PMJE)	Étudiant
13	Nkwintchoua Ghislain	Association de Jeunes Etudiants Volontaires Humanitaires (AJEVOH)	Étudiant Secrétaire général
14	Defo Djuikom Virginie	Association de Lutte contre les Violences faites aux femmes (ALVF) (Centre)	Stagiaire
15	Ntsama Ngono	Agence De Développement de Douala (A2D)	Président/fondateur commercial
16	Matsida Kamta Marcelle Anne	Association de Jeunes Etudiants Volontaires Humanitaires (AJEVOH)	Étudiant/Président
17	Nkingue Mafouekeng Michelle Coralie		Étudiant
18	Djama Nabong Amelie Christelle	Jeunes Volontaires pour l'Environnement (JVE)	Étudiant
19	Tchimkamkou Amie Florette	Action Vitales pour le développement Durable (AVD)	Étudiant
20	Mooh Alexandre	Youth Development Foundation (YDF-Cameroun)	Directeur général/Chef de l'unité de lutte contre le chômage
21	Evodo Belibi Alain Kisito	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP)	
22	Ekoule K, Nicaise Patricia	Jeunes Volontaires pour l'Environnement (JVE-Cameroun)	Étudiant
23	Dassi Emilie Carole	Chambre de Commerce, d'Industrie, des Mines et de L'Artisanat (CCIMA)	SEAE

Nº,	Participant	Organisation	Désignation
24	Mballa Viviane	Ministère des Mines, de l'Industrie et du Développement Technologie (MINMIDT)	CCD
25	Bilo'O Meye Suzanne	Jeunes Volontaires pour l'Environnement (JVE)	Membre
26	Yene Ernest	Fondation Conseil Jeune (FCJ)	Président
27	Bionde Nick Armand	Youth Development Foundation (YDF-Cameroun)	Responsable de programme
28	Ndjiki Apollinaire	APSADJE	Président
29	Ngongom Catherine Josiane	Human Right and Freedom Movement (HRFM)	Membre
30	Sandrine Gabriel Mbamba	Association Jeunesse Verte du Cameroun (AJVC)	Relations publiques
31	Alemfack Efozo Nelly-Diane	Jeunes Volontaires pour l'environnement	Directeur exécutif
32	Rabeantoandro Haingomalala	Association de Lutte contre les Violences faites aux femmes (ALVF) (Centre)	Responsable de programme
33	Nde Athanase	Human Right and Freedom Movement (HRFM)	Rapporteur
34	Ndebi Jean Roger Gerard	Human Right and Freedom Movement (HRFM)	Coordinateur national
35	Mukum Cenotar E,	Association de Jeunes Etudiants Volontaires Humanitaires (AJEVOH)	Journaliste
36	Mikamb Mi Touamot Gaelle Pamela	Jeunes Volontaires pour l'Environnement (JVE)	Rapporteur
37	Mondeke Iyoma Guy Richard	Parlement Mondial des Jeunes pour l'Eau (PMJE)	Membre
38	Ngo Tjol II Malorie Syporah	Solidarité Sans Frontière (SSF)	Membre
39	Iloba Dominique	Solidarité Sans Frontière (SSF)	Membre
40	Eyenga Sandrine	Association Jeunesse Verte du Cameroun (AJVC)	Membre
41	Wamba Suffo Alexis	TUNZA AFRICA&JYE CAMEROUN	Secrétaire général
42	Foe Ekoa BENE Christophe	Enfant de Soleil	Membre
43	Ngo Mahop Brigitte N,	Solidarité Sans Frontière (SSF)	Responsable de programme
44	Bouli Nana Louis Cyrille	Fondation Ecolia	Responsable financier
45	Moudang Jean Vincent	Fondation Ecolia	Vice-président
46	Boog Jacques Etienne	Fondation Ecolia	Secrétaire général
47	Achounna Emosin	Le Groupement pour l'Education et l'Investissement(GEI)	Président
48	Bobiongono Serge Bertrand	ICES	Spécialiste informatique
49	Nkoth Guy William	APSADJE	Délégué
50	Thierry Balla	APSADJE	Délégué
51	Blondel Silenou	Jeunes Volontaires pour l'Environnement (JVE)	Président
52	Enongene Ebong George Ngolle	Ministère de l'Agriculture et du Développement Rural (DDLC/MINADER)	Cadre
53	Bika Nsam J, Bertrand	GIC Belomar	Cadre technique et logistique
54	Essomba Bala Martial	Enfant du Soleil	Responsable

Nº,	Participant	Organisation	Désignation
55	Nikoyo Armand	Youth Development Foundation (YDF-Cameroun)	Membre
56	Mba-Zoa Jacky Laury	Enfant du Soleil	Membre
57	Kolla Dassi Jores	Réseau des jeunes pour les forêts d'Afrique Centrale(REJEFAC)	Membre
58	Bille Jean Jules	Jeunes Volontaires pour l'Environnement (JVE-Cameroun)	Membre

Appendix 5

List of participants in consultation with Government (25 March, 2014)

N°	Participant	Organisation	Désignation
1	Bandibeno William	Ministère des Domaines, du Cadastre et des Affaires Foncières (MINDCAF/DEPC)	Assistant du responsable des études de première classe CEA1/Celcoop
2	Sandtoungou Serge	Ministère de la Jeunesse et de l'Education Civique (MINJEC)	Chef de l'unité des statistiques
3	Ndetou Nguessitheu A,	Ministère de l'Environnement et de la Protection de la Nature (MINEPDED)	CSSP
4	Zemengue Marcel H,	Ministère de l'Environnement et de la Protection de la Nature (MINEPDED)	CEA2/CPCOOP
5	Mbarga Marie Christiane	Ministère de l'Autonomisation des Femmes et de la Famille (MINPROFF)	C/Cellule Coop
6	Nkoa Pierre Bernard	Ministère de l'Enseignement Secondaire (MINESEC)	C/Cellule Études et Programmation DPPC
7	Dr Mpouak Oswald	Ministère de l'Elevage, des Pêches et des Industries Animales (MINEPIA)	C/Cellule Enseignement et Formation
8	Dr Mfouapon Njueya Martin Luther	Ministère de l'Elevage, des Pêches et des Industries Animales (MINEPIA)	CEA3/CEFZJH
9	Hebeg Colette Gilsèle	Ministère de l'Agriculture et du Développement Rural (MINADER)	Cadre/CAPPA
10	Belinga Marc	Ministère des Petites et Moyennes Entreprises de l'Economie Sociale et de l'Artisanat (MINPMEESA)	DPME exécutif Cadre
11	Tabi Akono François	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (IF1/MINEFOP)	MINEFOP
12	Ngathe Kon Philippe	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (Ct1/MINEFOP)	CT1
13	Ngonga Georgette	Ministre du Travail et de la Sécurité Sociale (CT1/MINTSS)	CT1
14	Bohimo Mouendji Edouard	Chef Cellule des études et des projets/ Ministre du Travail et de la Sécurité Sociale (MINTSS)	C/CEP
15	Achidi Ngu Valerie	Ministère de l'Agriculture et du Développement Rural (MINADER/DEPC/CPIE)	Économiste dans le domaine de l'agriculture
16	Avomo Epouse Abene Victorine	Chambre de Commerce, d'Industrie, des Mines et de L'Artisanat (CCIMA)	Chef du département de promotion des ventes/ Chef de promotion du service
17	Bikek Son Honoré	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP//DFOP)	Chef du service des approbations et des reclassifications professionnelles

List of participants in consultation with Government (12-13 December, 2013)

N°	Participant	Organisation	Désignation
1	Chekem Marie-Louise	Ministère de l'Autonomisation des Femmes et de la Famille (MINPROFF)	Chef des divisions de recherche/planification et coopération
2	Fonpumdap Jean-Jacques	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP/DRMO)	Assistant du directeur de la réglementation et de la planification de la main-d'œuvre
3	Mohamadou Aminou	Ministère des Finances (MINFI/DAE)	Chargé d'études
4	Nana Fadimatou	Ministre de la Fonction Publique et de la Réforme Administrative (MINFOPRA/DRPPCE)	Assistant de première classe Chargé d'études/unité Chef des études et des statistiques
5	Ndebi Ntamack Donatien	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP)	
6	Ndip Remes	Ministère de l'Enseignement Secondaire (MINESEC/DPPC)	Référent DSCE/ Chef d'unité de suivi et d'évaluation de projet
7	Njimbon Etienne	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP)	Chef de division de promotion de l'emploi
8	Ouwe Louise Honorine	Ministère de l'Emploi, de l'éducation Professionnelle et de la Formation (MINEFOP)	Attaché à l'éducation
9	Samba François	Ministère de l'Industrie, des Mines et du Développement Technologique (MINMIDT)	Chargé d'études assistant de première classe, suivi de l'unité
10	Sandja Teddy Jenkis	Ministère des Mines, de l'Industrie et du Développement Technologie (MINMIDT/DEPCO)	Cadre
11	Perrot Vincent	Banque mondiale	Consultant
12	Sosale, Shobhana	Banque mondiale	Chef de projet

Appendix 6

Table 33. Synopses of Various Training and Employment Promotion Schemes and Initiatives in the Formal Sector* in Cameroon

Providers	Type of training / employment promotion intervention	Target groups / Target labor market	Qualifications achieved	Knowledge about relevance/effectiveness
Government				
MINJEUN-MINEFOP/ CMPJ[30]	Support and assistance Counseling	Youths	CQP[31] in projects implementation	72 operating centers 1500 youths in training
MINJEUN-MINEFOP /MICROPAR[32]	Technical support Financing	Small business owners Entrepreneurs Youths	Skills transfer	
MINADER (DEFACC[33]-CRA[34]/ETA[35])	Capacity building in Agriculture Continuous training in forestry	Youths unemployed	CQP in Forestry/Agriculture	1000 people trained in 2009
MINADER-CFR[36]	Forestry Agriculture	Forest operators Agricultural specialists	CQP in Agriculture	
MINADER-EFSEAR[37]	Infrastructure, Water management, rural equipment's	College students	CQP in Natural Resource Management	
MINADER-PAIJA[38]	Capacity building	Young landowners		
MINESUP-EGEM[39]	Mining	Students Professionals	Higher Education Recognition in Mining	Well renowned school
MINESUP-UIT[40]-Bois	Wood processing	Graduates	Specialized vocational Training Certificate	Well-functioning school
MINESEC: SAR[41]/SM[42]	Functional literacy Vocational training	Illiterates Primary school: dropouts/graduates High school: dropouts/graduates	CQP in chosen training	
MINJEUN/MINEFOP (FNE-PAJERU[43])	Job placement Counseling Projects funding	Underprivileged youths, aged 15-35	Job readiness	2390 projects funded
MINEFOP (FNE-PREJ[44])	Skills transfer	Youths Retirees to be	On the job training	
MINEFOP	Carpentry Woodwork	Youths Graduates Professionals	Relevant vocational training recognition	4500 Students in 2010
MINEFOP-CFPM[45]	Mining	Unemployed Youths Professionals	CQP in Mining	

[30] Multifunctional Center for Youth Development (Centre Multifonctionnelles de Promotion de la Jeunesse)
[31] Vocational Qualification Certificate (Certificat de Qualification Professionnelle)
[32] Referral Program for Micro-Enterprises (Programme de Parrainage des Micro-Entreprises)
[33] Agricultural Education Cooperative and Community Division (Division de l'Enseignement Agricole Coopérative et Communautaire)
[34] Regional Centers for Agriculture (Centres Régionaux d'Agriculture)
[35] Technical Schools of Agriculture (Écoles Techniques d'Agriculture)
[36] Rural Training Centers (Centres de Formation Rurale)
[37] Training School for Rural Development specialists (École pour la Formation des Spécialistes en Aménagement Rural)
[38] Support Programme for Youths Inclusion in Agriculture (Programme d'Appui à l'Insertion des Jeunes en Agriculture)
[39] School of Geology and Mining (École de Géologie et d'Exploitation Minière)
[40] Academic and Technological Institute-Wood (Institut Universitaire et Technologique-Bois)
[41] Craft and Rural Department (Section Artisanale et Rurale)
[42] Household Department (Section Ménagère)
[43] Rural and urban Youth Support Program (Programme d'appui à la Jeunesse Rurale et Urbaine)
[44] Retirement and Youth Employment Program (Programme Retraite Emploi Jeune)
[45] Mining Vocational Training Center (Centre de Formation Professionnelle des Mines)

Providers	Type of training / employment promotion intervention	Target groups / Target labor market	Qualifications achieved	Knowledge about relevance/effectiveness
MINEFOP-FNE-PADER[46]	Training and placement Projects funding	Youths in rural areas	Self-employment Qualification	36000 people trained and self-employed
MINFOF-ENEF[47]	Agronomist engineers Forest managers Forest operators	Professionals Graduates	Specialized certificate in forestry	Well renowned school
PED[48]	Internship placement	Youths Local enterprises	On the job training	1000 youths enrolled in 2010
MINJEUN-SCNPD[49]	Project design, monitoring and management	Youths	CQP in projects development/ implementation	6000 youths trained 129,000 CFA Francs funding for each project
MINPMEESA-GIPA[50]	Capacity building for entrepreneurs Apprenticeship	Craftsmen	CQP in Craftsmanship	
Partnerships				
MINEFOP-South Korean government (CFPE[51])	Advanced technical training (electricity, auto mechanics, carpentry, design, etc.)	Youths (Unemployed and graduates)	CQP in chosen discipline	Training centers in a building process
MINEFOP- AFD (CFPS[52])	Initial and continuing training in industrial maintenance, food processing, transport, logistic	Unemployed Graduates	CQP in relevant domains	Operating training centers
MINADER-MINEPIA-AFD (AFOP1&2)	Agriculture Stock rearing	Young high school graduates	CQP in agriculture	42 operating public centers More than 2260 post-primary students and 441 high school graduates trained
AFD-GICAM (CFM[53])	Agro-processing, capacity building, construction, electricity, accounting and IT.	Jobseekers Private sector professionals Youths Business owners	CQP in the Agroindustry	Ongoing program
Development Partners				
French cooperation-PAPESAC[54]	Capacity building Higher education Support of training facilities and Universities	Government University administrators University lecturers Researchers Students	Program Management	Ongoing program
AFD- ARIZ[55]	Entrepreneurship	Microfinance institutions		322 companies assisted in 2012
CONFEJS - FIJ	Self-employment	Youths (less than 30)		37 youths trained in 2012
UNESCO-PETU[56]	Technology Research Engineering	College graduates Scholars Researchers Professionals	Master's degree PhD in relevant fields	Operating institutions under de supervision of MINESUP Internationally renowned

[46] Support Program for Rural Jobs (Programme d'Appui aux Emplois Des Ruraux)
[47] National School of Forestry and Water Resources (École Nationale des Eaux et Forêts)
[48] Graduate Employement Program (Programme Emploi Diplômé)
[49] National Civic Service for Participation in Development (Service Civique National de Participation au Développement)
[50] Interprofessional Group for Craftsmen (Groupement Interprofessionnel des Artisans)
[51] Vocational Training Centers of Excellence (Centres de Formation Professionnelle d'Excellence)
[52] Vocational Sectoral Training Centers (Centres de Formation Professionnelle Sectorielle)
[53] Vocational Training Center (Centre de Formation aux Métiers)
[54] Support Cluster for Professionalization of Higher Education in Central Africa (Pôle d'Appui à la Professionnalisation de l'Enseignement Supérieur en Afrique Centrale)
[55] Monitoring Financial Risk (Accompagnement du Risque Financier)
[56] Technological Excellence Cluster (Pôle d'Excellence Technologique)

Providers	Type of training / employment promotion intervention	Target groups / Target labor market	Qualifications achieved	Knowledge about relevance/effectiveness
The World Bank-ACE[57]	Research ICT STEM	College graduates Scholars Researchers Professionals	Master's degree PhD in relevant fields	Operating institutions
Private Investors				
AES-SONEL[58]/G4S[59]	Security	Youths (Riparian)	(CQP) Security agent qualification	500 youths trained and hired
AES-SONEL/SCADA	Training and job placement Control, Supervision	Riparian	Capacity building in electricity	40 people hired in the community
AES-SONEL/T-Line Watchers	Training and job placement Surveillance	Riparian	Capacity building in electricity	108 watchers recruited (coming from 54 villages) in 2012 550 T-lines Secured

* Formal sector is defined as those sectors that provide assured employment and a salary to employees.

[57] Africa Centers of Excellence
[58] National Electric Company (Société Nationale d'Électricité)
[59] Group 4 Securicor

Appendix 7

Synthesis of Consultations with Public Sector Employees

Key Findings

The goal of the consultations with public sector employees was to identify the skills public sector employees used mostly in their current job: written communication and language skills (English/French) and most importantly the skills they lack/need to improve to be successful in their job: language skills (English/French) and discipline specific training. At the same time the survey focused on the obstacles faced by public sector employees when searching for jobs, the main obstacle being skills and job market inadequacy and the amount of assistance available when searching for employment; 70% of respondents received little to no assistance.

Information from public sector employees was collected during a workshop and included skills public sector employees use at their current job, the skills they need to improve to succeed in their current job, the skills they need to promote to fulfill their career goals, the kind of training they received from their current job, if any, who has paid for the training, the type of training that would be helpful for their careers, the main obstacles to finding employment and the type of assistance they received when looking for a job.

Methodology

18 Public Sector employees from Cameroon participated in the workshop between the ages of 30 and 60. During consultations with public sector employees they provided information on 36 questions, including background, current employment and experience, skills, training and education, future employment and demographic questions.

Findings

Profile of Public Sector Employees

89% of public sector employees have received a post-graduate/ post-doctoral degree; 83% of them would pay for post-secondary education if it can help them secure another position; all of public sector employees participated in internships during or after school. The majority of public sector employees, 65% of them would prefer to work in the private sector instead of the public sector because of higher salaries.

Current employment

Approximately 53% of the public sector employees are performing administrative work, 29% managerial work and 18% technical work. 67% of public sector employees chose this area of work because they were qualified to be in that position due to their education. Public sector employees describe their current employment as decent and the main motivation for performing their job is promotion opportunities, followed by on the job experience, job security, training and finally salary.

Skills

The skills that are mostly used by public sector employees in their current job are written communication, followed by English/French (language skills), computer literacy and teamwork. The main skills public sector employees need to improve to better succeed in their current job are English/French (language skills), discipline specific training, computer literacy

and people management. The main skills they would like to improve to fulfil their career goals are discipline specific training, English/French (language skills), creativity and leadership skills.

Training- Education

For 61% of public sector employees their current job offers in-service training, including administrative pre-service training for 31% of them and technical training for 26% of them. More than half of public sector employees consulted were offered training in the past 12 months; that training was offered by a government organization for the majority of them and it was either free of charge or it was paid by the employee. The type of training that would be helpful for public sector employees at this point in their careers is professional training, followed by entrepreneurship to start their own business and foreign language training. The education received by 67% of the public sector employees did not adequately prepare them for their current job.

Future employment

The main obstacle undermining the chances of future employment is skills and job market inadequacy according to 65% of public sector employees followed by the overall economic situation of the country. The main obstacles in finding employment include the lack of available jobs, lack of work experience, followed by unsuitable vocational education, discriminatory prejudices and poor working conditions in available jobs. 70% of public sector employees received little to no assistance while looking for a job, while 82% of them received no help from employment services, on job search, education or training opportunities, job placement etc.

Figure 38. Which skills are used most in your current job?

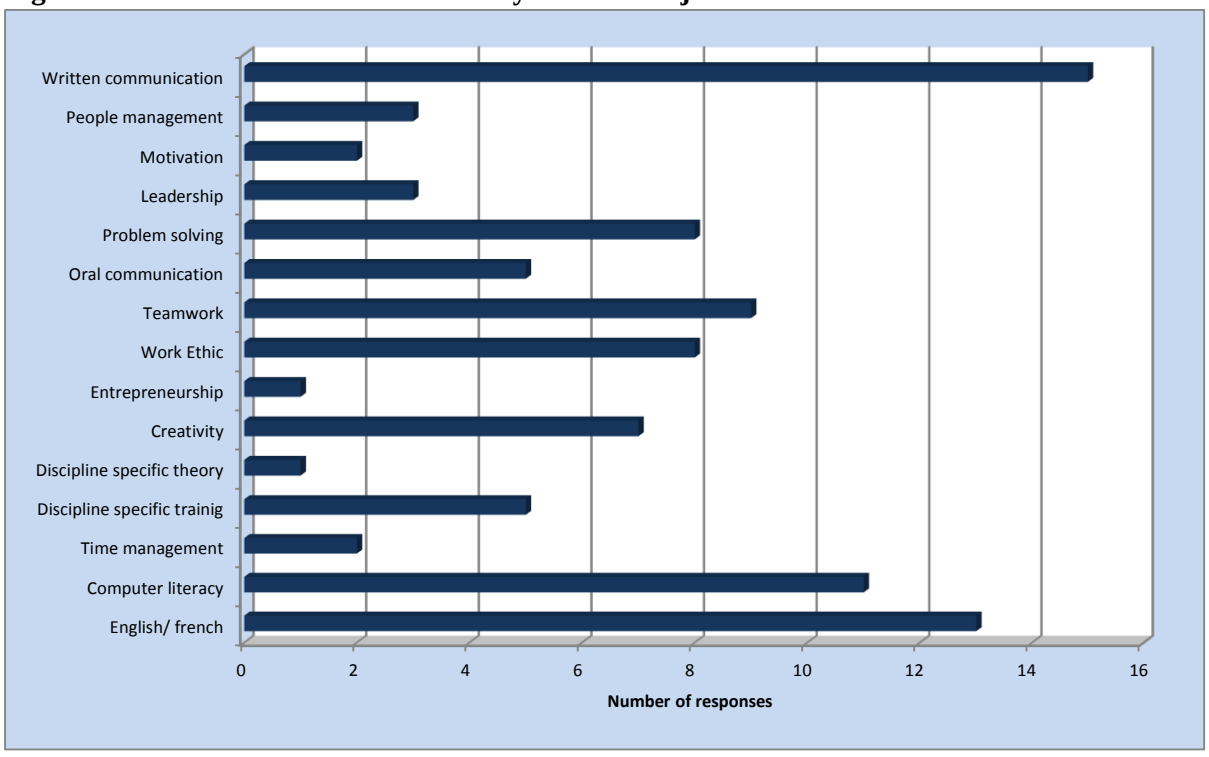


Figure 39. Skills that need to be improved to better succeed in current job.

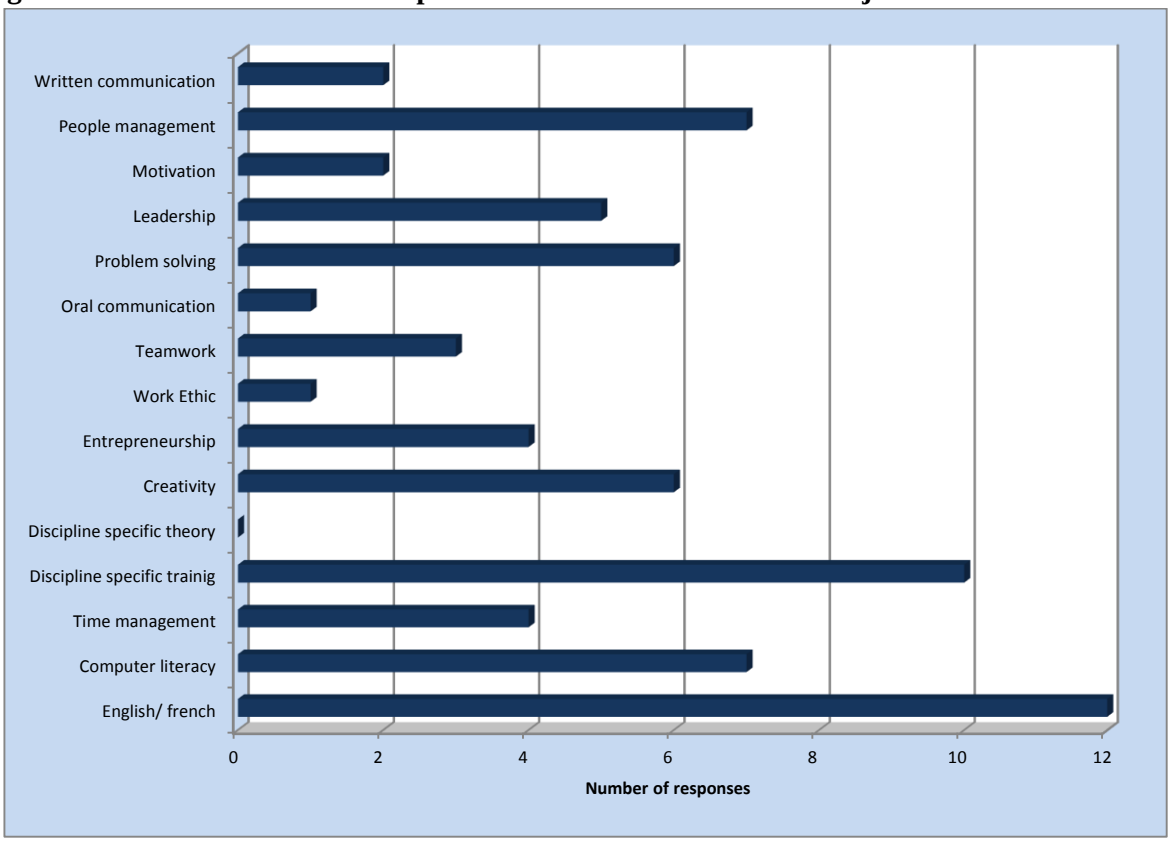
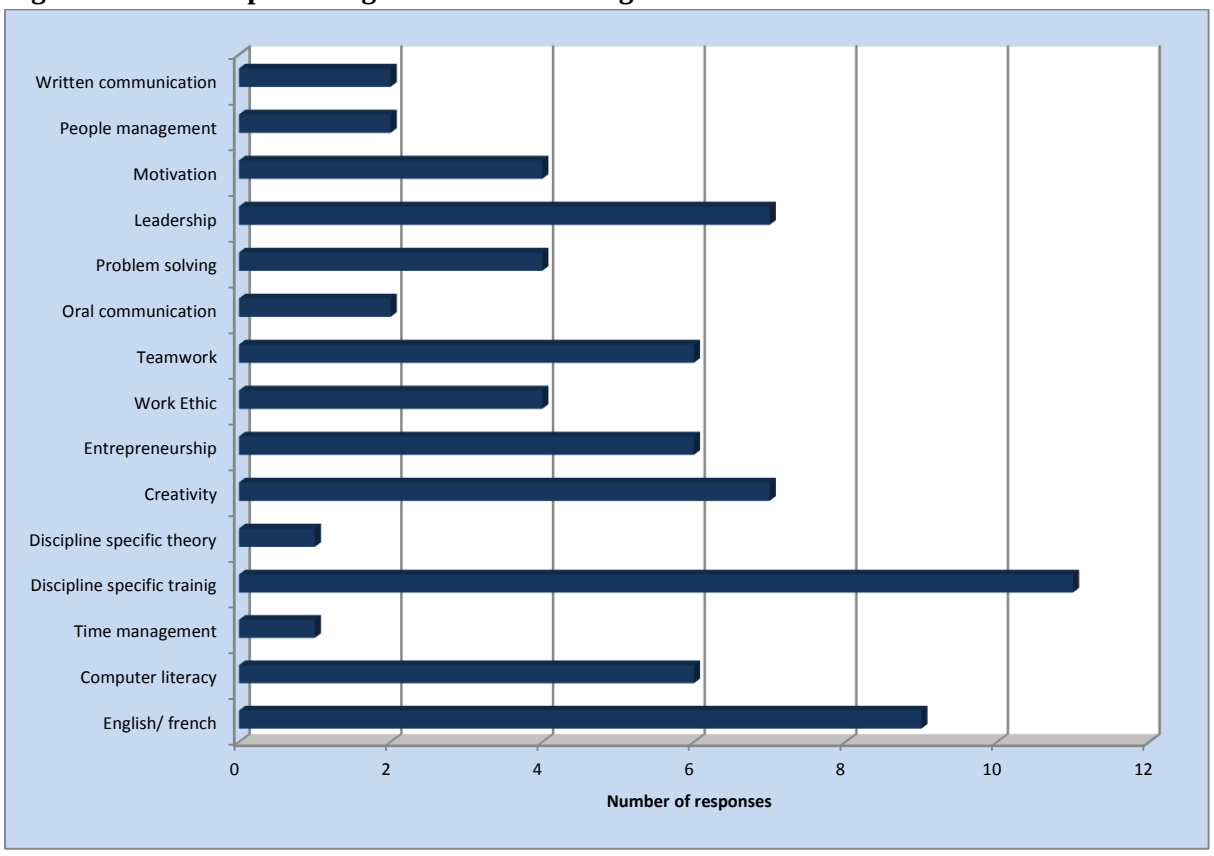


Figure 40. Skills to promote/grow to fulfil career goals.



Appendix 8

Synthesis of Consultations with Youth Groups

Key findings

The main goal of the consultations with youth groups was to identify the most important skills for securing a job and the skills youth think are relevant to them for securing a job in the future. Language skills (English/French) are the most important for securing a job according to respondents, and completion of university is the most useful training. Young people expressed concern about the economic situation of the country, which undermines their opportunities for future employment. Similarly, according to respondents there are not enough jobs in the market, which was identified as the main reason they are unemployed or not looking for jobs.

Methodology

The information was collected during consultations with various youth groups in Cameroon to elicit their own concerns. The number of youth consulted was 96 people between the ages of 21 and 50 and it included both group leaders and their constituents. Members of youth groups were asked to give their views on 35 questions including background, current employment and experience, skills, training and education, future employment and demographic questions.

Findings

Profile of youth consulted

33% of young people are available for work and actively looking for employment, 20% are students, 16% are self-employed and 12% are engaged in training. More than half of them have finished post-graduate school and 40% of them have either finished university or vocational school. Nearly all respondents would pay for post-secondary education if it could help them secure another position in the future and 87% of them participated in internships during or after school.

Current employment and experience

2/3 of the young people worked while studying, and more than half from those that worked were getting paid for their work. The main motivation for working while studying was to gain experience, followed by making connections to help them with future employment. The majority of respondents are employed in the private/informal sector followed by those that are self-employed. 30% are doing professional work in their current job, followed by 22% that are doing managerial and 19% who are doing technical work.

The main reason members of the youth groups decided to follow this area of work was primarily because they were qualified but also many of them could not get their dream job. Qualifying their current job most of respondents claimed it was a survival job, followed by their job being decent. For 61% of young people, their current job guarantees growth opportunities and for 14% of them it guarantees job security. The main motivation, according to respondents, for being in their current job is on the job experience, followed by training, job security and promotion.

Skills, training and education

The main skills identified as the most important for securing a job are English/French (language skills), followed by computer literacy, discipline scientific training, motivation, creativity and teamwork. For 2/3 of respondents their education prepared them adequately for their current job. The type of training most useful for young people at this point is completion of university followed by professional training, foreign language training and entrepreneurship training to start their own business.

Future employment

The main obstacle that could undermine future employment opportunities is according to respondents the overall economic situation of the country, followed by skills and job market inadequacy. The majority of people received little to no help when searching for a job; 62% of the youth consulted received no assistance or advice from employment services when searching for employment. The main obstacle in finding a job is the lack of jobs available in the market followed by the lack of work experience, unsuitable general education, poor working conditions in available jobs, and discriminatory prejudices. The main reasons why respondents are not working or are currently not looking for employment are they are not meeting the employers' requirements for the positions and also they are not able to find suitable work.

Self-employment

More than half of the respondents were self-employed. Being more independent when working was identified as the main reason they chose to be self-employed. Likewise, a number of people chose to be self-employed because they could not find a wage or salary job followed by more flexible work hours. 43% of those that are self-employed received no help and used their personal savings to start their business. The two most important problems self-employed youth faces are problems with internet service and insufficient training to prepare them for their jobs.

Figure 41. Most important skills for securing a job

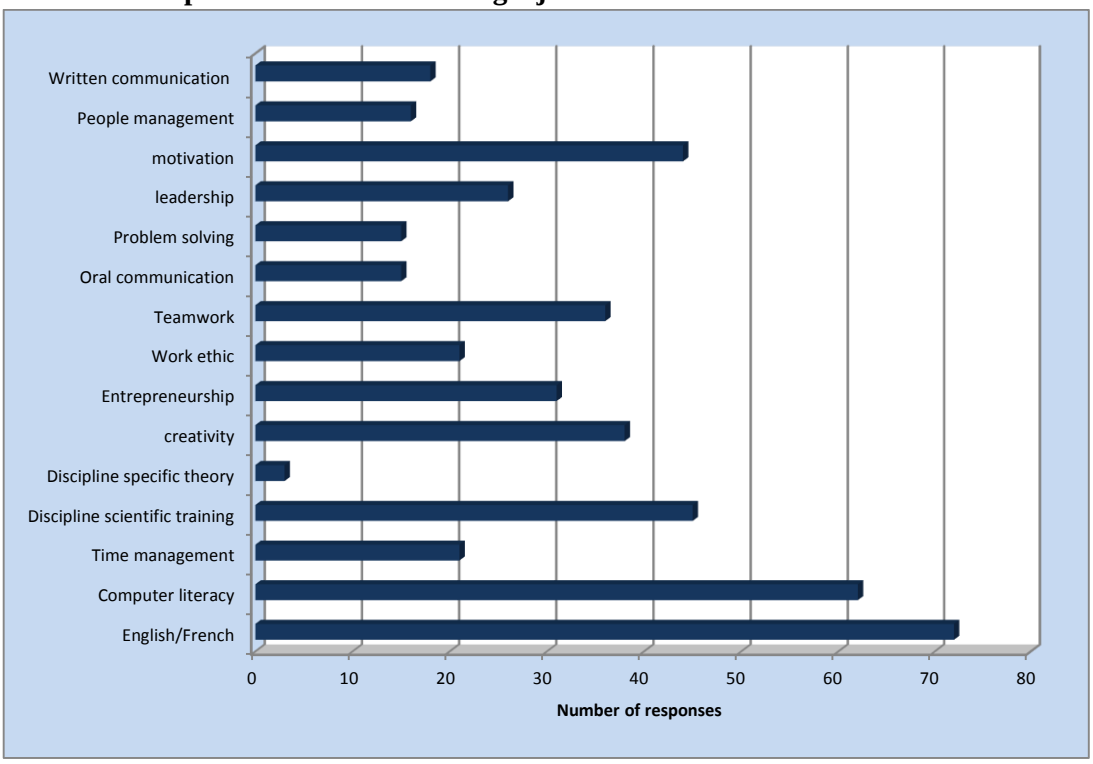
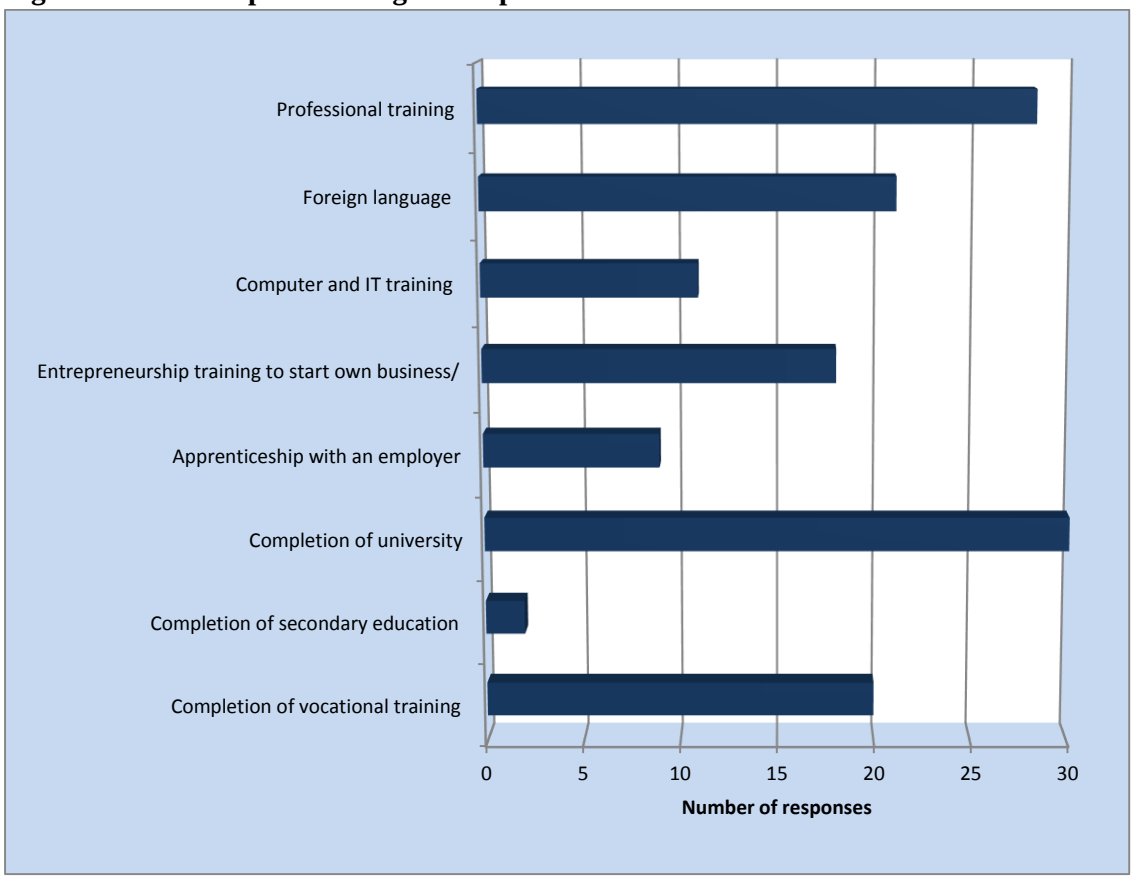


Figure 42. Most helpful training at this point.



Appendix 9

Coopération Banque mondiale/Cameroun	World Bank/Cameroon Cooperation
Enquête auprès de la Jeunesse	Youth Skills Survey

Disclaimer:

- This survey has a restricted distribution and may be used by recipients only to provide information.
- This survey is not intended for employment. Your response to this survey is voluntary.
- This survey is not authorized for further distribution.
- Please contribute to its effectiveness by responding only once.

Avertissement:

- Ce questionnaire est soumis à politique de restriction dans sa distribution et ne peut être utilisé par les répondants que dans le but de fournir des informations.
- Ce questionnaire n'offre aucune garantie d'emploi. Les réponses sont soumises de façon exclusivement volontaire.
- Ce questionnaire n'est pas autorisé à une distribution ultérieure.
- Veuillez s'il vous plaît contribuer à l'effectivité de cette enquête en ne répondant qu'une seule fois

Directions/Consigne: Please read each question carefully and respond accordingly/ : Merci de lire attentivement chacune des questions et entourer la lettre correspondant à votre choix

I. Background information/ Information de Base

1. **Current status / Situation actuelle**
    a. Employed/Employé
    b. Work for wage/salary w/employer (full or part-time) / Salarié(e) à temps plein ou partiel
    c. Self-employed/own-account worker/travailleur indépendant
    d. Available and actively looking for work/Disponible et activement à la recherche d'un emploi
    e. Engaged in training/ En formation
    f. Engaged in home duties / Engagé(e) dans un travail à domicile
    g. Did not work or seek work for other reasons / N'a pas travaillé ou cherché du travail pour d'autres raisons
    h. Student/ Etudiant
    i. Just graduated/ Jeune diplomé(e)

2. **Most recent educational activity/ Activité scolaire la plus récente**
    a. I have never studied/ Je n'ai jamais été à l'école
    b. I left before graduating from secondary/ J'ai arrêté les études sans être diplomé(e) du secondaire
    c. I have completed primary and secondary/J'ai achevé les cycles primaire et secondaire
    d. I have completed primary, secondary, and vocational/J'ai achevé les cycles : primaire secondaire et professionnel
    e. I have completed primary, secondary, and university /J'ai achevé les cycles : primaire, secondaire et universitaire
    f. I am currently studying /Je suis encore scolarisé(e)
        a. Primary level/ Niveau de l'enseignement primaire
        b. Vocational school/En formation professionnelle
        c. Secondary level / Niveau de l'Enseignement secondaire
        d. Higher education level /= Niveau Licence de l'Enseignement supérieur
        e. Post-graduate, post-doctoral level Post-graduate, post-doctoral level/ Niveau Maîtrise, Doctorat ou post-doctorat

3. **What is the highest level of education/training you have attained? /Quel est votre niveau de formation le plus élevé?**
    a. Elementary education /Cycle Primaire et Élémentaire
    b. Secondary education/Education secondaire
    c. Vocational education /Formation professionnelle

d. University/Premier cycle universitaire
e. Post-graduate studies/Second cycle universitaire (Maîtrise, Doctorat, Post-Doctorat)
f. Other/Autre :----------

4. Would you pay for post-secondary education if it would help you to secure another position? /Investiriez-vous de l'argent dans des études universitaires si cela vous aidait à trouver un nouvel emploi ?
a. Yes / Oui
b. No / Non

5. Field of study/ Filière d'étude
a. Education and humanities/Éducation et Sciences humaines
b. Social sciences/Sciences sociales
c. Medicine/Médecine
d. Scientific, technical, and engineering / Science technique, et ingénierie
e. Tourism/Tourisme
f. Other/Autre : ----------

6. Did you participate in any of the following, post or during school? /Avez-vous pris part aux activités suivantes pendant ou après vos études?
a. Internships/Stages
b. Mentoring/Parainnage
c. None of the above/Aucun des sus-mentionnés

7. What is the highest level of education/training you hope to attain? Quel le niveau d'étude souhaitez-vous atteindre ?
a. Elementary education / Formation primaire----------
b. Vocational education/ Formation professionnelle : Level/ Niveau----------
c. Secondary educaiton/ Niveau de l'enseignement secondaire ----------
d. University/ Premier Cycle Universitaire : level/Niveau:----------
e. Post- graduate studies/ studies : Maîtrise/Doctorat/Post-doctorat----------
f. Other/ Autre----------

II. Employment/Experience professionnelle

8. Did you work while you studied? /Avez-vous travaillé durant vos études?
a. Yes/Oui
b. No/Non

9. If so, was the work paid?/Si oui, cet emploi était-il remunéré?
a. Yes/Oui
b. No/Non

10. What was your primary motivation in working while studying? /Qu'elle était votre motivation première à combiner travail et études?
a. Earn money / Gagner de l'argent?
b. Gain experience / Accumuler de l'expérience professionnelle?
c. Make connections that could help with future employment / Se constituer un réseau de connaissances nécessaires à un emploi futur ?
d. Other / Autre : ----------

11. In what sector are you currently employed?Dans quel secteur êtes-vous actuellement employé(e)?
a. Public sector/ Fonction publique
b. Private/ informal sector/ Secteur privé / informel
c. Self-employed/ Indépendant
d. Other/ Autre:----------

12. Which of the following describes the type of work you do in your current job? /Comment décririez-vous votre travail actuel?

a. Manual work/Manutention
b. Clerical work / Assistance
c. Technical work / Intervention technique
d. Administrative work / Travail administratif
e. Managerial work / Coordination
f. Professionnal work/ Travail lié à une formation professionnelle
g. Other / Autre:----------

13. Why have you decided to choose this area work? /Qu'est-ce qui vous a poussé à choisir cette profession/ce secteur d'activité ?

a. I was qualified because of my education / Mon parcours scolaire
b. I couldn't get my dream job / Je n'arrivais pas à décrocher l'emploi souhaité
c. Lack of education / Manque d'éducation
d. Other / Autre: ----------

14. How would you qualify your current employment? / Comment qualifierez-vous votre emploi actuel

a. Decent / Acceptable
b. Dream job / Emploi souhaité
c. Survival job / emploi de survie
d. Other / autre: ----------

15. Which of the following does your current job guarantee? Que vous garantit votre emploi actuel?

a. Job security / Sécurité d'emploi
b. Growth opportunities / Possibilités d'évolution
c. Other / Autre : ----------

16. Which of the following motivates you most for your job (please rate your preference)/ Qu'est-ce qui vous motive le plus dans votre position actuelle? Veuillez marquer votre niveau de motivation selon une échelle de 1 à 5

1 = Peu ou pas motivé du tout ; 5= Très motivé

a. Salary ____ Le salaire
b. Promotion ____ Possibilité de promotion
c. Job security ____ Sécurité de l'emploi
d. Training _____ Opportunité de formation
e. On the job experience ____ Accumulation de l'expérience professionnelle

17. Which of the following skills are most important for securing a job (please select up to 5)? Lesquelles de ces compétences sont les plus importantes pour garantir un emploi (merci de choisir au plus 5)

a. English/French/Français- Anglais
b. Computer literacy / Connaissances en informatique
c. Time management / Gestion du temps
d. Discipline specific training / Formation spécifique
e. Discipline specific theory / Théorie spécifique
f. Creativity / Créativité
g. Entrepreneurship / Entrepenariat
h. Work ethic / Éthique de travail
i. Teamwork / Travail en équipe
j. Oral communication / Communication orale
k. Problem solving / Résolution de problème
l. Leadership / Leadership
m. Motivation / Motivation
n. People management / Gestion du personnel
o. Written communication / Communication écrite

18. Do you feel your education adequately prepared you for a job? Avez-vous le sentiment que votre formation vous a préparé de façon adéquate à votre emploi?

a. Yes/Oui
b. No/Non

19. What do you think could undermine your chances of future employment opportunities?/Qu'est ce qui selon vous pourrait réduire vos chances d'employabilité future ?

a. Long-term studies / De longues études
b. Skills and job market inadequacy / Incompatibilité entre les compétences et le marché du travail
c. Overall economic situation of the country / Situation économique générale
d. Other / Autres: ----------

20. How much help/assistance have you received when looking for a job?/Quel degré d'assistance avez-vous reçu pendant votre recherche d'emploi ?

a. Little to no help / Peu ou aucune assistance du tout
b. Some help / Une certaine assistance
c. A lot of help / Une grande assistance

21. Which of these professions are exciting and fulfilling for you? /Lesquelles des professions ci-dessous jugez-vous passisonnante et enrichissante

a. Engineer / Ingénieur
b. Doctor/surgeon / Médecin/Chirurgien
c. Accountant / Comptable
d. Financial analyst / Analyste financier
e. School teacher / Enseignant
f. IT technician / Informaticien
g. Web developer/ Developpeur site Web
h. Lodging manager / Agent immobilier
i. Police officer / Officier de police
j. Graphic designer / Plasticien
k. Teacher assistance / Professeur/Maître assistant
l. Customer service / Service client
m. Medical assistant / Assistant(e) medical(e)
n. Desk clerk/reception / Réceptionniste
o. Secretary / Secrétaire
p. Fire-fighter / Sapeur pompier
q. Recruiting specialist / Agent de recrutement
r. Health care technician / Technicien de la santé
s. Sales representative / Représentant Commercial
t. Social worker / Travailleur social
u. Marketing agent / Commercial
v. Child care worker /Assistante Maternelle/Puéricultrice
w. Real estate agent/ Agent immobilier
x. Auto mechanic / Mécanicien
y. Electrician / Électricien

22. How much do you expect to earn per month? /Combien vous attendiez-vous à gagner par mois ?

a. Below/ Moins de 75,000 CFA
b. Between / Entre 75,000 CFA - 175,000 CFA
c. Between / Entre 175,000 CFA - 250,000 CFA
d. Above / 250,000 CFA et plus

23. What kind of training do you think would be most helpful for you at this point? quelle formation pensez-vous être le plus utile pour vous à votre niveau actuel?

a. Completion of vocational training / Achèvement de la formation professionnelle
b. Completion of secondary education / Achèvement des études secondaires
c. Completion of university / Achèvement des études Universitaires
d. Apprenticeship with an employer / Apprentissage chez un employeur
e. Entrepreneurship training to start own business/formation en entrepreneuriat pour se lancer dans les affaires
f. Computer and IT training / Informatique
g. Foreign language / Langue étrangère
h. Professional training / Formation professionnelle

24. Have you ever received any advice/help/assistance from employment services?Avez-vous reçu des conseils, de l'aide ou de l'assistance des services d'aide à l'emploi?

a. None / Aucun
b. Advice on how to search for a job / Conseils relatifs à la recherche d'emploi
c. Information on vacancies / Information sur des postes vacants
d. Guidance on education and training opportunities / Orientations sur des opportunités d'étude ou de formation
e. Placecement in education or training programs / Placement dans une école ou un dans un programme de formation
f. Other/ Autre :----------

25. What would you say has been an obstacle in finding a job? /Qu'est ce qui selon vous a constitué un obstacle à trouver du travail ?

a. No education / Aucune éducation
b. Unsuitable general education / Éducation générale inadéquate
c. Unsuitable vocational education / Formation technique inadéquate
d. No suitable training opportunities / Aucune opportunité de formation adéquate
e. Requirements for job higher than education/training received / Nécessité d'une éducation de plus haut niveau
f. No work experience / Aucune experience professionnelle
g. Not enough jobs available / Pas assez d'opportunités d'emploi
h. Considered too young / Considéré très jeune
i. Being male/female / Genre (Homme/Femme)
j. Discriminatory prejudices / Discrimination
k. Low wages in available jobs / Salaire bas pour les positions disponibles
l. Poor working conditions in available jobs / Mauvaises conditions de travail
m. Other / Autres: ----------

26. If you are not currently employed, what has been your main reason for not working or looking for work? Si vous n'êtes pas actuellement employé(e), quelles sont les principales raisons de votre situation de chercheur d'emploi ou de chômeur?

a. Own illness, injury, pregnancy/ maladie, accident, grossesse
b. Personal family responsibilities/ Responsabilités familiales
c. Education leave or training/ Arrêt scolaire ou de formation
d. Arrangements for self-employment to start at later date/ préparation pour un travail indépendent à une date ultérieure
e. Slow hiring period/ Période de basse activité pour le recrutement
f. Belief in no suitable work available (in area of relevance to one's skills, capacities)/ Aucun emploi adapté dans le domaine de compétences
g. Lack employers requirements (qualifications, training, experience, age, etc.)/ Ne réponds pas aux critères des Employeurs (qualifications, formation, expérience, âge, etc…)
h. Could not find suitable work /N'a pas trouvé un travail adapté
i. Do not know how or where to seek work/ Ne sais pas comment et où chercher du travail
j. Not yet started to seek work/N'a pas encore commencé des recherches d' emploi
k. No reason given/ Pas de raison

III. Self-Employed/Entrepreneurs

27. Why did you choose to be self-employed or an own-account worker rather than work for someone else (as a wage and salaried worker)? Pourquoi avez-vous choisi d'être à votre propre compte au lieu de travailler pour une entreprise ou quelqu'un d'autre comme salarié ?

a. Could not find a wage or salary job/ Je n'ai pas trouvé d'emploi salarié
b. Greater independence as self-employed/own-account worker/ Grande indépendance en tant que travailleur indépendant
c. More flexible hours of work/ heures de travail plus souples
d. Higher income level/revenus plus élevés
e. Other/autres: ----------

28. Do you have anyone helping you in your business/economic activity?/ Recevez--vous de l'assistance dans votre activité ?

a. Paid employees/ Un salarié

b. Family members/ Un membre de votre famille
c. No help, working alon/ aucune aide, travaille seul(e)

29. Where did you get the money to start your current business? Comment avez-vous eu l'argent qui vous a permis de demarrer votre affaire personnel ?Comment avez-vous financé votre activité ?

a. No money needed/ pas eu besoin d'argent
b. Personal savings/ épargnes personnelles
c. Savings from other family members/ Fonds d'appuis reçus de la famille
d. Loan from family or friends/ Prêts effectués auprès de la famille et des amis
e. Loan from bank or commercial institution/ Prêts effectués auprès d'une Banque
f. Loan from private money lender/ Fonds reçus d'un organisme de crédit privé
g. Loan/assistance from government institution/ Prêt reçus d'un organisme gouvernemental
h. Loan/assistance from NGO, donor project, etc/ Prêt reçus d'un organisme non gouvernemental/ Projet, etc..
i. Funds from savings and credit/group/Fonds d'un groupe d'épargnes ou de crédits
j. Credit from customer/middleman/agent/supplier/Fonds d'un groupe d'épargne ou de crédit
k. Other sources : Autre sources: ----------

30. What are the two most important problems you face in running your business?Quels sont les 2 problèmes les plus importants auxquels vous faites face dans la gestion de votre activité ?

a. Business information /Information sur l'activité
b. Marketing services/Services de marketing
c. Financial services/Services financiers
d. Accounting/Comptabilité
e. Legal services/ Services juridiques
f. Counseling/advice/Conseil
g. Business training/ Formation en gestion d'entreprise
h. Language training/ Formation en linguistique Langue
i. Skills training/ Formation professionelle
j. Internet service/ Accès/Service d'accès Internet
k. Access to technology/ Accès au matériel technologique
l. Product development/Développment de produit
m. Other/Autre: ----------

IV. Demographic information/ Informations démographiques

31. Age / âge

a. Moins de 20 ans
b. 21-30 ans
c. 31-40ans
d. 41-50 ans
e. 51 ans et plus

32. Sex / Sexe

a. Male
b. Female

33. Quelle est votre province d'origine?

a. Adamaoua
b. Centre
c. Est

d. Extreme-Nord
e. Littoral
f. Nord
g. Nord-Ouest
h. Ouest
i. Sud
j. Sud-Ouest

34. What is your language of expression? / Quelle est votre langue d'expression?

a. English / Anglais
b. French / Français

35. What is your marital status? Quel votre statut d'état civil

a. Single - Célibataire
b. Married- Marié (e)
c. Separated- Séparé (e)
d. Widowed- Veuf (ve)
e. Co-habitation – En cohabitation

Appendix 10

Proposed Action Plan

Policy Goal	Workforce Development Domain/Issues/Findings	Strategic Directions for Reforms and Policy Actions	Responsibility	Timing
	1. Setting Strategic Direction			
Functional Dimention 1. Strategic Framework		**Principle of Optimization: Provide sustained advocacy for WfD at the top leadership level**		
		Topic 1. Advocacy for WfD to support economic development		
	Some **visible champions advocate for WfD** to support economic development on an ad-hoc and limited basis. They have taken a few specific measures to adjust the regulatory framework for WfD. However, the implementation of the adjustments is not systematically monitored. Based on multiple data sources both the government and other WfD stakeholders appear to conduct routine assessments of the country's economic prospects and skills implications only for key growth sectors. But they do not assess the implications of foundational skills (literacy and numeracy), cognitive and non-cognitive skills that are necessary albeit not sufficient conditions	Government leaders **exercise sustained advocacy for WfD** with support from non-government leaders, and collaborate on the WfD policy agenda for selected industries or economic sectors	PRIMATURE with MINEPAT Secretariat	Short-term
		Advocate for workforce development as a priority for economic growth: Bring together strategic sectors that contribute to or have the potential to contribute to growth, outline systematic demand-led criteria, and build in with well-defined coordination, roles and responsibilities, build capacity of those in charge of advocacy	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD) comprising membership of MINFI, MINEPAT, MINEFOP, MINESUP, GICAM, MINEJEUN, INS, Sector Skills Committees/ Councils, Association of Informal Sector Actors, representation from Youth Groups, Development Partners focusing on education & training and skills development, CIEP, Technical Secretariat, Technical Monitoring Committe of the implementation of DSCE (CTSE), MINESEC and MINADER	Short-term then ongoing
	Absence of **active advocates** with a clear vision on how WfD could be a tool to achieve the country's social and economic goals			
	There is no evidence of the government taking actions to improve public perception of TVET	Adopt strategic communications about the importance of workforce development for competitiveness and economic growth		

		Topic 2. Strategic focus and decisions by WfD champions		
	Cameroon's DSCE provides a basis and some direction for workforce development	Develop a strategic agenda and mechanism for inclusive workforce development, evaluate economic prospects and its implications for skills, and commission studies on the country's economic prospects under the DSCE with clear assessment of the implications for skills	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD) Working Groups, INS, Development Partners, CIEP, CTSE, MINEFOP and MINTSS	Short-term then periodic and regular
	WfD champions have taken specific action on strategic WfD priorities through a few interventions, but no arrangements exist to monitor and review implementation progress.	Conduct systematic monitoring and review of implementation progress both with public and private sectors by making a clear disctinction in the 6187 budget line (stock internship training)		
	2. Fostering a demand-led approach			
Policy Goal	***Workforce Development Domain/Issues/Findings***	***Strategic Directions for Reforms and Policy Actions***	***Responsibility***	***Timing***
Functional Dimention 1. Strategic Framework		**Principle of specialization versus generalization: Establish clarity on the demand for skills and areas of critical constraint: promote a demand-driven approach**		
		Topic 3. Overall assessment of economic prospects and skills implications		
	Insufficient strategic direction for WfD that is demand-led and well coordinated. There are some indications that the Government provides incentives for skills development and upgrading for employees in the formal ad informal sector, but not enough evidence to confirm the nature of these programs and whether they are implemented	Towards addressing demand-led workforce development, conduct regular labor market surveys and studies to review/assess the demand for skills, *activated* and develop a labor market information system (LMIS)	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD), INS, Development Partners, *MINEFOP*	Medium-term then periodic and regular
	Although incentive programs to encourage skills upgrading by employers seem to exist, it is not clear what they consist of and whether they are reviewed for impact	Conduct periodic reviews and assess the impact of skills upgrading programs by employers		
		Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers		

	Employers seem to have a formal institutionalized space to participate in policy dialogue at the CbF. However, it is not clear whether this mechanism is currently active and working, and if WfD-specific discussions take place in this scenario	Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers; strengthen firms' demand for skills to improve productivity through active involvement of employers using the CbF platform for policy dialogue	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD)	Ongoing
		Principle of Adequacy: Address critical challenges on the future supply of skills		
		Topic 4. Critical skills constraints in priority economic sectors		
	Insufficient systematic assessment (monitoring and evaluation) of foundational skills (literacy and numeracy), cognitive and non-cognitive skills that are necessary conditions for workforce development, diffusion of findings, and targeted programs for the disadvantaged and vulnerable (girls, women, children with disabilities)	Improve access to, quality, and monitoring for each of the areas below:		
		Foundational skills--Early childhood development (ECD); ECCD	MINEDUB, Development Partners	Medium through long-term
		Formative skills: Literacy and numeracy	MINEDUB, MINESEC, Development Partners	Medium through long-term
		Introduce career guidance in curricula (areas where students can use the knowledge they acquire)		
		Demand-driven TIVET programs in various trades linked to the key growth sectors	MINEFOP, GICAM, Development Partners	Medium through long-term
		Revise curricula to make programs more responsive to labor market needs; incorporate soft skills, problem-solving skills and critical thinking skills		
		Strengthen public sector training institutions		
		Specify targets for public training institutions		
		Foster private sector training institutions		
		Involve the private sector in institutional management		
		Develop labor market responsive curricula incorporating soft and critical skills (communications, writing, problem solving, critical thinking)		
		Introduce career guidance in the curricula		
		Recruit teachers with industry experience		

		Provide support for teachers to acquire further occupational and career development		
		Provide targeted support for training programs targeted to disadvantaged populations on a systematic basis	CIMSGWD, Development Partners	Ongoing
		Higher Education	MINESUP, Development Partners	Medium through long-term
	Absence of national level data on skills supply	Coordinate the regular collection of quality data on key indicators (enrolments, programs, staffing, financial data, data from graduate tracer studies) to assess skills supply	INS with MINEDUB, MINESEC, MINEFOP, MINESUP, MINEJEUN, Development Partners	Ongoing
		Principle of Facilitation: Engage employers in setting WfD priorities and in enhancing skills-upgrading of workers		
		Topic 5. Role of employers and industry		
	Many small enterprises are not registered and operate illegally	Require all enterprises (small/medium/large) to be registered	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD), Sector Skills Councils, Development Partners, INS	Medium-term followed by periodic evaluations
		Provide tax incentives for enterprises to enhance option for firms to be registered		
	There is no sufficient incubation for innovations	Patent innovations, Establish incentives by promoting innovation		
		Topic 6. Skills-upgrading incentives for employers		
	Enterprises do not invest in training employees fearing poaching of human resources and knowledge	Provide measure incentives for enterprises to enhance options for employers skills' upgrading	MINFI, MINEPAT, GICAM, MINJUSTICE, MINPMEESA, MINTSS, CBF, employer organizations (GICAM)	Medium-term followed by periodic revisions to calibrate incentives and regulations to evolving economic circumstances
	Enterprises do not invest in training employees fearing poaching of industry intellectual property	Develop regulations for intellectual property to help protect small enterpreneurs		

		Topic 7. Monitoring of the incentive programs		
		Periodic assessment of the incentive programs to determine efficacy and efficiency	*CIMSGWD, CTSE*	
	3. Strengthening Critical Coordination			
Policy Goal	***Workforce Development Domain/Issues/Findings***	***Strategic Directions for Reforms and Policy Actions***	***Responsibility***	***Timing***
Functional Dimension 1. Strategic Framework		**Principle of concentration and assimilation: Formalize key WfD roles for coordinated action on strategic priorities**		
		Topic 8. Roles of Government ministries and agencies		
	Absence of unified vision regarding workforce development	Ensure coherence of key strategic workforce development priorities	CIMSGWD, INS, Development Partners	Ongoing
		Topic 9. Roles of Non-government WfD stakeholders		
	Evidence about the existence of coordination mechanisms with government entities is rather weak	Prepare terms of reference setting out key WfD roles for coordinated action on strategic priorities	CIMSGWD, INS, Development Partners, Civil Society Organization (ROJAC, DMJ,…)	Medium-term
	The mandates of government ministries and agencies with responsibility for WfD overlap in multiple areas; no mechanism exists to ensure coordination of WfD strategies and programs. The legally-defined roles and responsibilities of non-government stakeholders are not clear	Institutionalize the structure of workforce development roles and responsibilities by prioritizing the establishment of the Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD) comprising membership of MINFI, MINEPAT, MINEFOP, MINESUP, GICAM, MINEJEC, *MINPMEESA*, Sector Skills Committees/ Councils, Association of Informal Sector Actors, representatives of Youth Groups, and Development Partners	MINEPAT *AND KEY GROWTH SECTORS MINISTRIES*	Medium-term

		Topic 10. Coordination for the iplementation of strategic WfD measures		
	Absence of communication on workforce development	Facilitate communication and interaction among all workforce development stakeholders through the regular publication of a newsletter on workforce development	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD)	Medium-term then periodic and regular
	Absence of concerted planning and stratgizing for workforce development	Ensure semi-annual planning, review of action plan, stocktaking of actions, review of impact evaluation results, and development of priorities at Workforce Development Fora	*Plate forme non gouvernementale*	
	5. Ensuring Efficiency and Equity in Funding			
Policy Goal	***Workforce Development Domain/Issues/Findings***	***Strategic Directions for Reforms and Policy Actions***	***Responsibility***	***Timing***
Functional Dimension 2. System Oversight		**Principle of facilitation: Provide stable funding for effective programs in initial, continuing and targeted vocational education and training**		
		Topic 11. Overview of funding for WfD		
	The Government relies on routine historical budgeting processes to determine funding for technical vocational education and training (TVET) institutions and programs	Articulate funding strategy	MINFI, MINEPAT, CIMSGWD, Development Partners, CIEP, CCIMA and others	Medium-term then periodic and regular
		Institute performance-based funding for public sector training institutions		
	The Government determines recurrent funding for TVET through a formal process involving only government officials and produces an annual report on TVET for internal purposes	**Topic 12. Recurrent funding for initial vocational education and training (TVET)**	MINFI, MINEPAT, CIMSGWD, Development Partners, MINEFOP and MINPMEESA	Medium-term then regular with periodic assessment
		Institute recurrent funding for TVET through a formal process involving both government officials and private sector employers; produce annual report on the basis to inform the public		

		Topic 13. Recurrent funding for continuing vocational education and training (TVET)		
		Institute recurrent funding for continuing TVET through a formal process involving both government officials and private sector employers; produce annual report on the basis to inform the public		
		Topic 14. Recurrent funding for Training-related Active Labor Market Programs (ALMPs)		
	Programs fostering on-the-job training in Small and Medium Enterprises (SMEs) benefit from government support. Government funding for targeted ALMPs benefits mainly youth and rural groups. Support is determined through an ad-hoc process involving only government officials in the correponding implementing agencies	Formalize and systematize funding for targeted ALMPs benefiting youth and rural groups and make the process transparent	*MINADER, MINJEC*	
		Mise en place du programme de gestion prévisionnelle de l'emploi et des compétences au niveau territoriale (GPECT-CAM)	*MINEFOP GICAM CCIMA*	Court terme
		Monitor and enhance equity in funding for training		
		Topic 15. Equity in funding for training programs		
		Allocate funds to achieve efficient results		
	It is unclear if multiple criteria are used to determine funding for the institutions and programs, and whether the criteria are reviewed periodically and consistently	Clarify criteria applied to determine funding for public sector training institutions	MINFI, MINEPAT, CIMSGWD, Development Partners	Medium-term; thereon ongoing
		Clarify criteria for and periodicity of review of funding for public sector training institutions		
	There are no recent formal impact evaluations of funding for beneficiaries of training programs either at the IVET, CVET levels or under the ALMPs	Introduce tracer studies to track beneficiaries of training programs funded by the Government	MINEFOP, GICAM, *INS*, Development Partners, *Ministries in charge of education and training*	Medium-term then periodic and regular
		Facilitate sustained partnerships between training institutions and employers		

		Topic 16. Partnerships between training providers and employers		
	Government facilitates formal partnerships between training providers and employers. But there is no information as to whether these take place at the national, regional or institutional level. Benefits for each party are also unclear	*Promoted* partnerships between training providers and employers to maximize synergies and learning	MINEFOP, GICAM, *MINPMEESA* Development Partners	Medium-term
	6. Assuring Relevant and Reliable Standards			
Policy Goal	***Workforce Development Domain/Issues/Findings***	***Strategic Directions for Reforms and Policy Actions***	***Responsibility***	***Timing***
Functional Dimension 2. System Oversight		**Broaden the scope of competency standards as a basis for developing qualifications frameworks**		
		Topic 17. Competency standards and National Qualifications Frameworks		
	There are competency standards for some occupations, but there is no National Qualifications Framework (NQF)	Specify accreditation standards by developing and instituting a National Qualifications Framework (NQF) to address accreditation standards for programs, ensure quality assurance, and a NQF certification process	CIMSGWD, GICAM, Development Partners, *Key growth sector ministries, ANOR*	Medium-term
	There is limited evidence regarding stakeholder engagement with setting competency standards and the extent to which these are used by training providers when developing competency-based curricula			
		Topic 18. Competency standards for major occupations		
	There are competency standards for some occupations, but not for all occupations	Develop and institute acompetency standards for major occupations in collaboration with the private sector	CIMSGWD, GICAM, Development Partners, Key growth sector ministries, ANOR	Medium-term

	There is limited evidence regarding stakeholder engagement with setting competency standards and the extent to which these are used by training providers when developing competency-based curricula			
		Establish protocols for assuring the credibility of skills testing and certification		
		Topic 19. Occupational skills testing		
	Unclear whether competency-based testing is used for skilled and semi-skilled occupations. There is no evidence that there are skills testing for major occupations, and whether it assesses both theoretical knowledge and practical skills, and whether certificates awarded have any impact on employment and earnings	Develop protocols for assessing the credibility of public and private sector skills programs	CIMSGWD, INS, Development Partners	Short-term
		Develop competency-based testing for skills and semi-skilled occupations	MINEDUB, MINESEC, MINEFOP, MINESUP, MINJEC, Sector skills committees/councils, INS, Development Partners	Medium-term
		Topic 20. Skills testing and certification		
	Qualifications certified by non-education ministers are not recognized for admission into formal programs under the Ministry of Education	Assess qualifications certified by non-education ministers against national accreditation standards for equivalency	MINEDUB, MINESEC, MINEFOP, MINESUP, MINJEC, Development Partners, CCIMA	Medium-term
		Outline threshold conditions and entry level guidelines for recognition of non-education ministers certified qualifications and admission into formal programs under the Ministry of Education		
	Recognition of prior learning is just now receiving some attention, reflected in the development of a regulatory framework with the support of donors	Develop regulatory framework (threshold conditions, guidelines) for recognition of prior learning for continuing education programs		
		Topic 21. Skills testing for major occupations		
	Unclear whether competency-based testing is used for skilled and semi-skilled occupations. There is no	Develop protocols for major occupations	CIMSGWD, INS, Development Partners	Short-term

	evidence that there are skills testing for major occupations, and whether it assesses both theoretical knowledge and practical skills, and whether certificates awarded have any impact on employment and earnings	Develop competency-based testing for the major occupations	MINEDUB, MINESEC, MINEFOP, MINESUP, MINJEC, Sector skills committees/councils, INS, Development Partners	Medium-term
		Develop and enforce accreditation standards for maintaining the quality of training provision		
		Topic 22. Government oversight of accreditation		
	Absence of central oversight for the accreditation of training institutions	Terms of reference and action to establish Government working group for oversight of accreditation	CIMSGWD	Short-term
	There is no National Accreditation Framework (NQF)	**Topic 23. Establishment of accreditation standards**	CIMSGWD working group on accreditation , CCIMA, Key growth sectors ministries, MINEFOP	Medium-term
	There is limited evidence regarding stakeholder engagement with setting accreditation standards and the extent to which these are used by potential training providers	Specify accreditation standards by developing and instituting a National Accreditation Framework (NAF) to address accreditation standards for programs, renewal of accreditation by training institutions, and a NAF certification process		
		Topic 25. Incentives and support for accreditation		
	Absence of evidence of incentives and support for training institutions to become accredited	Outline incentives and support for training institutions to seek accreditation		Medium-term
		Prévoir la régulation et donner des possibilités de reclassement au niveau du MINFOPRA et MINTSS	*MINFOPRA , MINTSS*	*Medium term*
	4. Diversifying pathways for Skills Acquisition			
Policy Goal	**Workforce Development Domain/Issues/Findings**	**Strategic Directions for Reforms and Policy Actions**	**Responsibility**	**Timing**
Functional Dimension 2. System Oversight		**Principle of concatenation**: Promote educational progression and permeability through multiple pathways, including for TVET students		

		Topic 26. Develop learning pathways and foster articulation across levels and programs		
	Weak of pathways for learning, gathering credits, and building credentials	Build bridges and ladders in the education and training system and facilitate credit transfers, credit portability	MINEDUB, MINESEC, MINEFOP, MINESUP, MINJEC, *MINFOF, MINADER, MINEPIA, MINPROFF*	Medium term
		Topic 27. Public perception of pathways for TVET		
	There is no evidence as to whether students in technical and vocational education have options for further formal skills acquisition beyond the secondary level	Launch strategic communications to improve information dissemination regarding learning and career pathways beyond secondary education	CIMSGWD, MINESEC, MINEFOP, MINEJEC	Medium-term
		Facilitate lifelong learning through articulation of skills certification and recognition of prior learning		
	Infrastructure for lifelong learning largely absent. There are limited opportunities for lifelong learning. Limited evidence regarding demand for TVET programs.	Develop the infrastructure for lifelong learning through pathways for formal adult education programs and other forms of learning including setting up public venues for knowledge dissemination (museums, learning centers, public libraries)	Ministry of Culture, Ministry of Commerce, Ministry of Tourism, GICAM, *CCIMA*	Medium through long-term
		Topic 28. Articulation of skills certification		
		Refer Topic 20 on Skills Testing and Certification		
		Topic 29. Recognition of prior learning		
	Recognition of prior learning is just now receiving some attention, reflected in the development of a regulatory framework with the support of donors	Refer Topic 20 and Topic 27		
		Provide support services for skills acquisition by workers, job-seekers and the disadvantaged		
		Topic 30. Support for further occupational and career development		
		Set policies and procedures to renew programs		
	Limited number of registered private sector training institutions	Create a market for learning by leveraging the private sector for both pre-employment and on-the-job training	Ministry of Commerce, GICAM	Medium through long-term

		Review and updates for existing programs	CIMSGWD, INS, Development Partners	Periodic and regular
		Topic 31. Training-related provision of services for the disadvantaged		
	Absence of targeted policies for training services for minority groups	Develop policies for training services for disadvantaged and vulnerable groups	CMSGWD working group	Medium-term
	7. Enabling Diversity and Excellence in Training Provision			
Policy Goal	**Workforce Development Domain/Issues/Findings**	**Strategic Directions for Reforms and Policy Actions**	**Responsibility**	**Timing**
Functional Dimension 3. Service Delivery		**Encourage and regulate non-state provision of training**		
		Topic 32. Scope and formality of non-state training provision		
	There seem to be limited measures for quality assurance, but there is no information on what these are	Promote diversity in training provision by encouraging formal private sector training provision	CIMSGWD, Development Partners, *CCIMA*	Short-term
		Develop quality assurance measures for non-formal training		Medium-term
		Topic 33. Incentives for non-state providers	CIMSGWD working groups, *MINEFOP, CCIMA*	Medium-term
		Refer related topics 3, 5, 6, 25, & 45		
		Topic 34. Quality assurance of non-state training provision		
		Refer 17		
		Topic 35. Review of policies towards non-state training provision		
		Refer related topic 3, 5, 6, 17, 25, 38, 45.		
		Combine incentives and autonomy in the management of public training institutions		
		Topic 36. Targets and incentives for public training institutions		
		Refer topics 4 and 38		

		Motivate public training institutions to respond to demand for skills		
	It is unclear if public training providers have autonomy. Some seem to be able to generate and retain revenues, have a management board and limited channels to address complaints	**Topic 37. Autonomy and accountability of public training institutions**	*CIMSGWD, MINEFOP, CCIMA, Corporations of key growth sectors ministries*	Medium-term then ongoing
		Provide autonomy to public sector training institutions enabling them to generate and retain revenues, establish a management board comprising public sector employees, Sector Skills Committees/Council members, and GICAM members		
		Create a complaints redressal mechanism		
	It is unclear if approvals and closures of training programs are well informed and follow a rigorous process	Specify norms and rigorous processes for assessing the validity and external efficiency (labor market outcomes) of training programs	CIMSGWD, Development Partners	Medium-term
	Public providers seem to offer training, but there is not enough evidence regarding the conditions under which public institutions are set up and conditions under which they are closed	**Topic 38. Introduction and closure of public training programs**	Cameroon Inter-Ministerial Steering Group for Workforce Development (CIMSGWD) and Sector Skills Councils	Medium-term
		Incentivize public providers to meet workforce development standards by publicly recognizing and rewarding public providers who do adhere consistently to established standards		
		Develop regulations for intellectual property to help protect public sector employees		
		Patent innovations		
	8. Fostering Relevance in Training Programs			
Policy Goal	**Workforce Development Domain/Issues/Findings**	**Strategic Directions for Reforms and Policy Actions**	**Responsibility**	**Timing**
		Principle of relevance: Integrate industry and expert input into the design and delivery of public training programs		
		Topic 39. Links between training institutions and industry		

Functional Dimension 3. Service Delivery		Link training industry and research institutions		
	There seems to be some informal links between training and research institutions around the development of training programs and general assessment of the system	Specify and develop systematic formal links between training and research institutions through annual seminars/conferences	CIMSGWD, MINRESI	Medium-term then ongoing
	There is limited evidence of the extent to which government is successful in establishing formal links and encouraging significant collaboration between training providers and industry	Establish formal links between training providers and industry through annual WfD congresses	MINEFOP, GICAM, Sector skills Committees/Councils, Development Partners	Ongoing
		Integrate industry and expert input into the design and delivery of public training programs	MINEFOP, GICAM, *MINFI MINEPAT CCIMA* Sector skills Committees/Councils, Development Partners	Medium-term then on an ongoing basis
		Topic 40. Links between training institutions and industry		
		Refer topics 4, 5, 6, 16, 32, 33, 34, 35, 36, & 39		
		Topic 41. Industry role in the design of program curricula		
		Refer topic 4		
		Topic 42. Industry role in the specification of facility standards		
		Refer topics 17, 18, 19, 20, 21, 22, 23 & 25		
		Topic 43. Links between training and research institutions		
		Recruit and support administrators and instructors for enhancing the market-relevance of public training programs		
		Topic 44. Recruitment and in-service training of heads of public training institutions		

	Institutional set-up exists; extant public training institutions have heads of institutions	Review of management competencies, assessment of competency levels, development of in-service training programs, administration of training programs, and certification of programs		
		Topic 45. Recruitment and in-service training of instructors of public training institutions		
	Institutional set-up exists; extant public training institutions have instructors of institutions	Review of competencies required for instructors, assessment of competency levels, development of in-service training programs, administration of training programs, and certification of programs		
	Although there are some links between training providers and industry in some sectors, it is unclear whether firms provide input into the design of curricula. Further, despite government stated intentions, there is not enough evidence that industry has any role in specifying facility standards	Design training with industry inputs	MINEFOP, GICAM, Sector skills Committees/Councils, Development Partners, Add keys growth sectors ministries	Medium-term
		Establish Sector Skills Councils for the key growth sectors to advise Government on sectoral skills needs, standards (minimum requirements), qualifications frameworks, governance and financing options	CIMSGWD Add keys growth sectors ministries	Short-term
		Improve competence of WfD administrators and instructors	keys growth sectors ministries	
	Limited data and information are available to verify competence of WfD administrators and instructors	Provide incentives for periodic participation of WfD administrators and instructors in conferences to improve their understanding of subject-matter, develop networks to exchange knowledge, and foster peer learning	CIMSGWD, Development Partners, Add keys growth sectors ministries	Ongoing

	9. Enhancing Evidence-based Accountability for Results			
Policy Goal	**Workforce Development Domain/Issues/Findings**	**Strategic Directions for Reforms and Policy Actions**	**Responsibility**	**Timing**
Functional Dimension 3. Service Delivery		**Expand the availability and use of policy-relevant data for focusing providers' attention on training outcomes, efficiency and innovation**		
		Topic 46. Administrative data from training providers		
	Insufficient of national level data on skills supply	Coordinate the regular collection of quality data on key indicators (enrolments, programs, staffing, financial data, data from graduate tracer studies) to assess skills supply	INS with MINEDUB, MINESEC, MINEFOP, MINESUP, MINJEC, Development Partners, GICAM Add keys growth sectors ministries	Ongoing
	Public training providers seem to collect some data and occasionally produce reports; private training providers are not required to collect and report data	Specify reporting requirements by training institutions including periodicity of reports to be produced and made available to the public	CIMSGWD	Short-term
	The government occasionally conducts or sponsors skills-related surveys in a limited number of sectors, but not impact evaluations of existing programs to determine their efficacy	Strengthen workforce development monitoring and evaluation Conduct periodic impact evaluations of existing programs to determine efficacy vis-à-vis the labor market, program quality, uptake/enrollments, numbers graduating, numbers dropping out	Sector Skills Committees/Councils, MINEFOP, MINESUP, INS, Development Partners	Short to Medium term then periodic and regular
		Topic 47. Survey and other data		
		Conduct periodic labor and workforce development surveys to assess the demand and supply for skills		
	Government does not use the available data, and does not emphasize the need for data collection and publication of labor market outcomes of graduates	**Topic 48. Use of data to monitor and improve program and system performance** Increase focus on outcomes, efficiency and innovation by linking labor market reports with training providers' reports to assess achievement of outcomes, efficiency of the programs, and whether innovations can be fostered	CIMSGWD, INS, Development Partners	Ongoing

Appendix 11

Synthesis of Employment-Related and Productivity Enhancement Activities[60]

There are seventeen Government ministries that are involved in the topics of job creation and productivity enhancement (Box 12). Four ministries focus on the formal education of general population and workforce development, while nine focus on the promotion of employment, including informal employment, and four others focus on "second chance" skills development for the vulnerable and excluded. The National Employment Fund (FNE) is the main implementing agency for the national employment policy. Each of these agencies manages several programs, the Ministry of Agriculture and Rural Development running for instance 17 programs. Many programs even within the same agency have similar objectives. This environment leads to a confused and untargeted approach to employment, where efforts and financial resources are spread very thin. Education is a case in point. As mentioned above, there are four ministries involved in delivering education and vocational training, which complicates the Government's ability to have a coherent, comprehensive, and consistent sector-wide approach.

Box 12 Government Ministries Involved in Employment-Related and Productivity Enhancement Activities

Ministries focused on formal education of general population and work force

- The Ministry of Primary Education (MINEDUB)
- The Ministry of Secondary Education (MINESEC)
- The Ministry of Higher Education (MINESUP)
- The Ministry of Employment and Vocational Training (MINEFOP)*

Ministries focused on promotion of employment, including informal employment

- The Ministry of Employment and Vocational Training (MINEFOP)*
- The Ministry of Youth (MINJEUN)
- The Ministry of Labor and Social Security (MINTSS)
- The Ministry of Women's Empowerment and Family (MINPROFF)**
- The Ministry of Agriculture and Rural Development (MINADER)
- The Ministry of Urban Development and Housing (MINDUH)
- The Ministry of Small and Medium Size Enterprises, Social Economy and Handicrafts (MINPRMESA)
- The Ministry of Industry, Mines, and Technological Development (MINIMIDT)
- The Ministry of Livestock, Fisheries and Animal Industry (MINEPIA)

Ministries focused on "second chances" for the vulnerable and excluded

- The Ministry of Social Affairs (MINAS)
- The Ministry of Women's Empowerment and Family (MINPROFF)**
- The Ministry of Employment and Vocational Training (MINEFOP)*
- The Ministry of Small and Medium Size Enterprises, Social Economy and Handicrafts (MINPMEESA)

[60] Ames and Godang. 2012. *Employment in Cameroon: Stock Take of Studies and Programs, Assessment of Existing Gaps and Opportunities, and Proposed Next Steps*. Background paper for the study on Cameroon: Skills for inclusive workforce development, competitiveness and growth. 2014.

Similarly with developing partners, Cameroon has seven main traditional partners that provide support in the areas of job creation and productivity enhancements, especially:

- The African Development Bank (AfDB)
- The European Union (EU)
- The Food and Agriculture Organization (FAO)
- The Agence Françaises de Développement (AFD)
- The International Fund for Agriculture Development (IFAD)
- The Japanese International Cooperation Agency (JICA)
- The World Bank Group (WBG), including the International Finance Corporation (IFC)

Lack of coordination could also be here a source of concern with very similar programs run by different donors. AFD, for instance, manages a « *Programme d'Appui à la Compétitivité des Exploitations Agricoles* », while the EU runs a « *Programme d'Amélioration de la Productivité Agricole* ». Both programs cover similar zones and include similar interventions.[61]

Limited explicit targeting of the informal sector

With the exception of PIAASI, the informal sector has not been the object of any explicit program despite its importance as a job provider. The Government seems to have preferred handling this sector through programs covering issues closely related to it rather than dealing heads on with the constraints faced by this sector. Furthermore, efforts seem to have been focused on ways to lure operators away from the informal sector and attract them to formality, although survey results would tend to indicate that most of them are satisfied with the greater flexibility informality provides them. Furthermore, although the stock-taking uncovered various interventions at the local level aimed at facilitating non-farm informal businesses, many municipalities are still trying to contain or repress these activities.

Even when the program explicitly targets the informal sector, as in the case of PIAASI, the results are mixed. Launched in 2005, the program aimed at facilitating migration from the informal to the formal sector. In this regard, the priority was put on youth and on women, and the main objectives were to: (1) organize activities into professional groups; (2) provide training; and (3) provide financial assistance. The program tried to reach as many people as possible, was rolled out in all the regions, and covered all activities, without proper targeting. As a result, the program over extended itself rapidly. Not being able to deal with the specificities of each activity, its portfolio remained mostly urban. Financial resources were spread thin, not providing enough of an incentive to operators to become formal. Increases in investment were limited. Furthermore, the repayment rate on the loans was low (40 percent).

[61] There are also various private, non-governmental or faith-based groups involved in employment-related activities. However, most of these are small interventions and, hence, are beyond the scope of the present stock take exercise

Bank focus on the formal sector

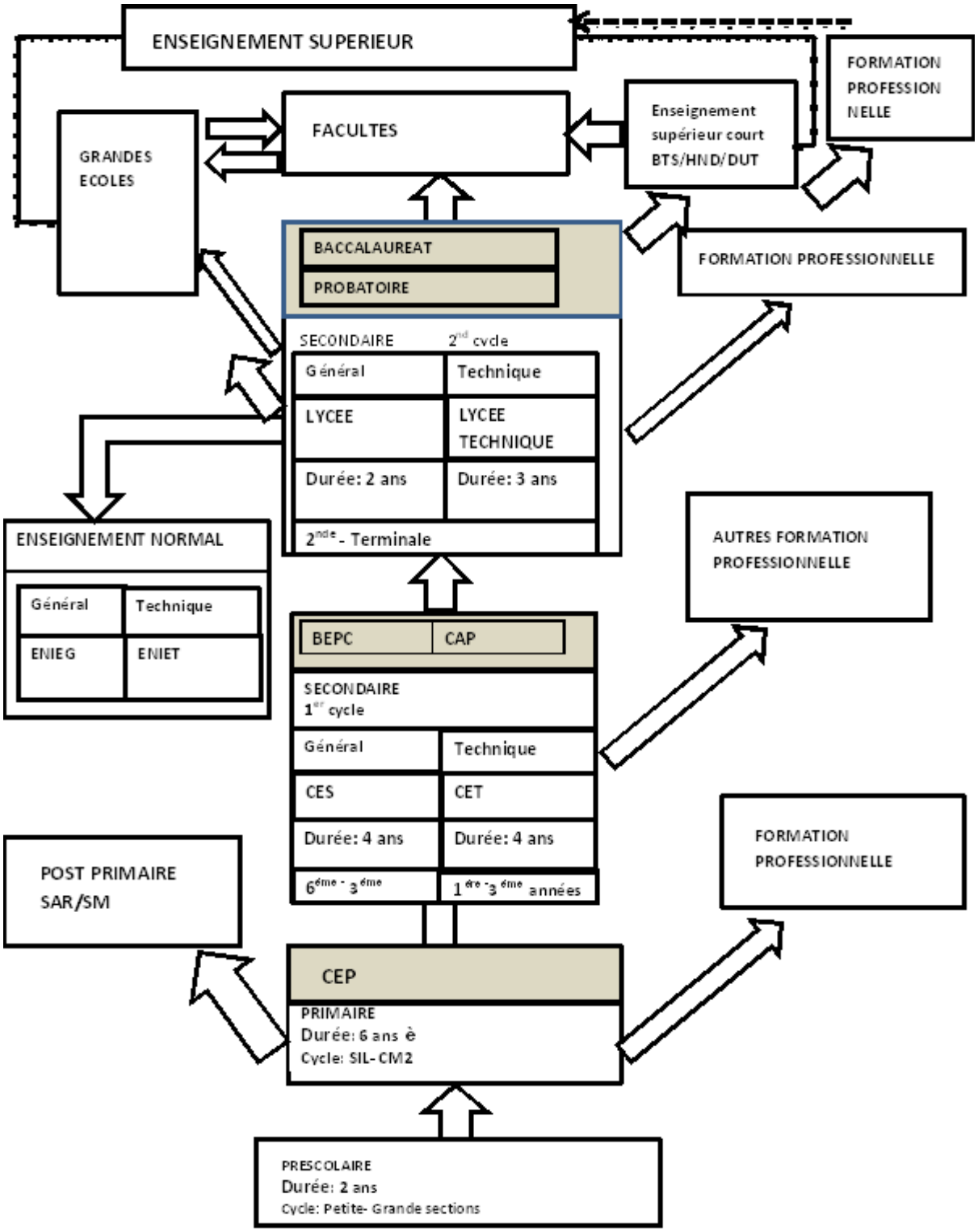
The Bank's involvement has primarily been in the formal sector (Table 34). In terms of coverage by institution, Government projects in support of employment are mainly with regard to the farm sector (18 projects), informal non-farm sector (18), and youth (13 projects). Similarly, the majority of development partner projects outside of the World Bank Group are with regard to the farm sector (10 projects), the informal non-farm sector (3 projects), youth (2 projects) and women (1 project). In stark contrast, the majority of the World Bank Group activities with implications for employment are with regard to the formal sector (19 projects), with the Bank also supporting the farm sector to a lesser degree (1 project) and the IFC aiding the non-farm informal sector (3 activities).

Table 34. Coverage of Government and Development Partner Employment-Related Programs and Projects

	Government	Development Partners	World Bank/IFC
Formal Sector	0	0	14/5
Farm Sector	18	10	1/0
Informal Sector:			
Household Enterprises	0	0	0/0
Other Enterprises	18	3	0/3
Youth Employment	13	2	0/0
Women Employment	0	1	0/0

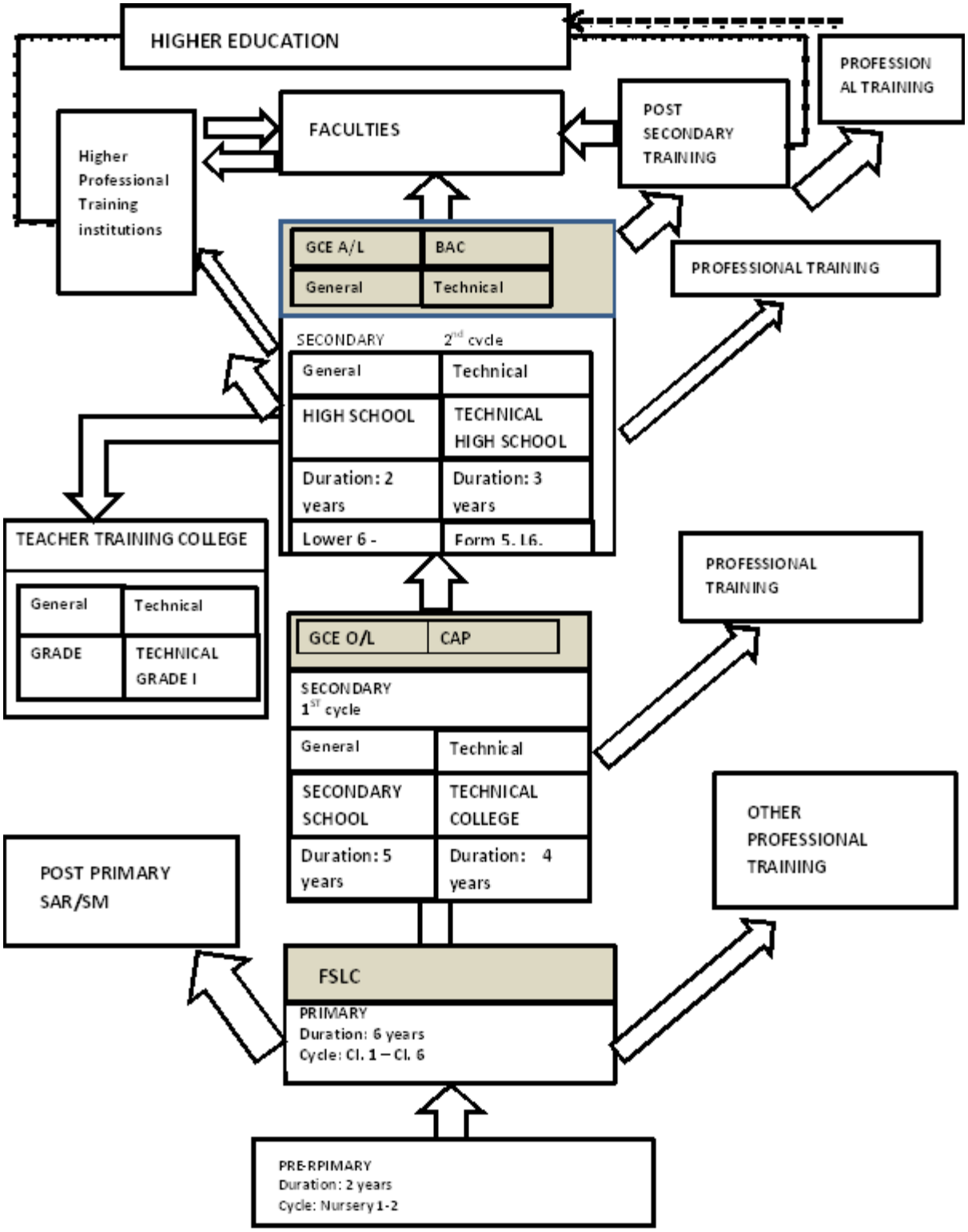
Appendix 12

Francophone Education and Training System



Appendix 13

Anglophone Education and Training System



Appendix 14

Skills Development Solutions in Select Countries

Box 13. Skilling up Vietnam: Preparing the workforce for a modern market economy

Education has played an important role in making Vietnam a development success story over the last twenty years. Vietnam's rapid economic growth in the 1990s was driven predominantly by productivity increases that came in the wake of a rapid shift of employment out of low productivity agriculture into higher productivity non-farm jobs. Vietnam's economy began to industrialize and modernize. Poverty fell dramatically. And education played an enabling role. Vietnam's committed effort to promote access to primary education for all and to ensure its quality through centrally setting minimum quality standards has contributed to its reputation for having a well-educated, young workforce. Literacy and numeracy among Vietnam's adult workforce is widespread and more so than in other countries, including wealthier ones. Recognizing that capital investments is one of the main sources of economic growth, Vietnam has also recognized that making its workforce more productive and alleviating skills barriers to labor mobility is central to Vietnam's economic modernization. Economic modernization will involve a shift in labor demand from predominantly manual and elementary jobs towards more skill-intensive non-manual jobs, from jobs that largely involve routine tasks to those with non-routine tasks, from old jobs to "new" jobs. And "new" jobs will require new skills. Despite impressive literacy and numeracy achievements among Vietnamese workers, many Vietnamese firms report a shortage of workers with adequate skills as a significant obstacle to their activity. Employers identify job-specific technical skills as the most important skill they are looking for when hiring both white and blue collar workers. Employers are equally looking for *cognitive skills* and *behavioral skills*. Job-specific technical skills, working well in teams and being able to solve problems are considered important behavioral and cognitive skills for blue collar workers. Employers expect white collar workers to be able to think critically, solve problems, and present their work in a convincing manner to clients and colleagues. Vietnam's new jobs require that workers have good foundational skills, such as good reading ability. Workers also need more advanced skills that help them to be responsive to changes in workplace demands. Vietnam's focused investments over the last decades in universalizing primary education completion and expanding access to all levels of education has paid off. This has allowed increasing shares of the population to take advantage of expanding economic opportunities. Strengthening the skills development system is an important element of Vietnam's restructuring needs to ensure that the structural transformation proceeds apace and Vietnam succeeds as a middle income country (MIC). The SABER Analytical Framework for Workforce Development (WfD) benchmarking results shows that already in 2011 Vietnam had a strongly **emerging** system of policies and institutions. That is, the country has (i) a strategic framework that provides clarifies the direction for WfD, prioritizes a demand-led approach, and has strong critical coordination mechanism fit for a solid middle-income country; (ii) system oversight that provides diverse pathways for skills acquisition, and assures relevant and reliable standards; and (iii) in the area of service delivery the system fosters relevance in training programs, and provides incentives for excellence in training provision. In the areas of ensuring efficiency and equity in funding and enhancing accountability for results alone more efforts are required in Vietnam.

Source: World Bank. Vietnam Development Report 2014. *Skilling up Vietnam: Preparing the workforce for a modern market economy*; World Bank. *Vietnam: Workforce Development, SABER Country Report 2012*.

Box 14. Successful and Widely Known ECD Program:

Brazil's Better Early Childhood Development Program (UNESCO, 2009)

PIM, headed by the State Department of Health, coordinates efforts by the State Departments of Education, Culture, Justice and Social Development. The program's concept and implementation reflects a deep recognition of the relevance and complexity of child development and is fully committed to promoting it through the articulation of the necessary sectors and resources. The program's basic premise is that child development is a complex process that comprises several dimensions: neurological, affective, cognitive and social. It cannot be decontextualized; rather, a child's environment, the family and the community it belongs to play a core role.

PIM was strongly based on lessons learned from the Cuban program "Educa a Tu Hijo" (Cuba, Ministry of Education, 2002). Defined as a non-formal, non-institutional, community- based, family-oriented Early Child Development (ECD) Program, of an intersectorial nature, the program has operated under the responsibility of the Ministry of Education in Cuba since its implementation from 1992-94.

Like *Educa a Tu Hijo*, *PIM* is organized around a structural troika: *Family*, *Community* and *Intersectoriality*. The *family* is viewed as the most important primary human group in the early years of an individual's life. It is an affective unit of relationship, care, protection and education, not necessarily based on blood or legal ties. The importance of family becomes even more critical in light of the fact that almost 75.28% of the population aged 0 to 6 years has no access to early childhood education facilities in Rio Grande do Sul. (IBGE, 2007; Ministry of Education/INEP, 2007) The program views the *community* as a central space for potentialities and human, material and institutional resources. Its customs, traditions and cultural production are key elements for the education, health and development of children. *Intersectoriality* is considered a key element to the success of PIM. Integration among governmental departments of health, education, social services and culture, as well as the full commitment of administrators in all spheres, are gradually converting PIM into a reality that is not only feasible but also increasingly promising. Moreover, the program's articulation with the second and third sectors has also contributed to positive results.

PIM provides assisted families with two modalities of care: *Individual* and *Group* Care, complemented by a community-based approach. All parental guidance and child stimulation activities are planned and carried out in a playful way, appropriate to children's ages and/ or women's stages of pregnancy, and take into consideration the developmental dimensions targeted by the program, its theoretical framework, and the local context and cultural aspects.

The *Individual Care Modality* is designed for families with children aged 0 to 2 years and 11 months, and pregnant women assisted by the program. Children are seen once a week and pregnant women are seen once every two weeks in home visits lasting approximately 1 hour. Each visit has three distinct stages: a review of the previous visit and an exploration of the present topic (during which the Home Visitor explains the benefits of the proposed activities for the various developmental aspects of the child and/or for the mother-baby dyad); the actual activity, observed and supported by the Family Visitor; and the final assessment stage.

The *Group Care Modality* is designed for families with children aged 3 to 6 and/or pregnant women in weekly and monthly schedules, respectively. Meetings can happen in community centers, church halls, parks, and homes big enough to accommodate all participants and include games and playful educational activities planned by Home Visitors under the supervision of PIM technical coordination team. The main goal of the group modality for pregnant women is to provide relevant information on topics such as child delivery and the importance of breastfeeding, as well as to promote socialization and the exchange of experiences.

As a result of the program's consolidation and effectiveness, a State Law has been passed - State Law #12544 – so as to guarantee the continuity of investments in early childhood at the local level. This law establishes PIM as a public policy that aims at promoting the holistic development for children from pregnancy to the age of six as a complement to family and community actions.

Source: Excerpt from UNESCO's *The Better Early Childhood Development Program: An Innovative Brazilian Public Policy* by Alessandra Schneider, Vera Regina Ramires, Maria da Graça Gomes Paiva, and Leila Almeida.

Appendix 15

Methodology

Transition rate:

$$TR^{t}_{h,h+1} = \frac{E^{t+1}_{h+1,1} - R^{t+1}_{h+1,1}}{E^{t}_{h,n}} * 100$$

Where:

$TR^{t}_{h,h+1}$ Transition Rate (from cycle or level of education *h* to *h+1* in school year *t)*

$E^{t+1}_{h+1,1}$ Number of pupils enrolled in the first grade at level of education *h+1* in school year *t+1*

$R^{t+1}_{h+1,1}$ Number of pupils repeating the first grade at level of education *h+1* in school year *t+1*

$E^{t}_{h,n}$ Number of pupils enrolled in final grade *n* at level of education *h* in school year *t*

Gross enrolment rate:

$$GER^{t}_{h} = \frac{E^{t}_{h}}{P^{t}_{h,a}} * 100$$

Where:

GER^{t}_{h} Gross Enrolment Ratio at level of education **h** in school year t

E^{t}_{h} Enrolment at the level of education **h** in school year t

$P^{t}_{h,a}$ Population in age group which officially corresponds to level of education **h** in school year t

Adult literacy:

$$LIT^{t}_{15+} = \frac{L^{t}_{15+}}{P^{t}_{15+}} * 100$$

Where:

LIT^{t}_{15+} Adult literacy Rate (15+) in year t year **t**

L^{t}_{15+} Adult Literate Population (15+) in year t

P^{t}_{15+} Adult Population (15+) in year t year **t**

Promotion rate:

$$PR^{t}_{i} = \frac{NE^{t+1}_{i+1}}{E^{t}_{i}}$$

Where:

PR^{t}_{i} Promotion Rate at grade **i** in school

NE^{t+1}_{i+1} New entrants to grade **i+1,** in school year **t+1**

E^{t}_{i} Number of pupils enrolled in grade **i,** in school

Repetition rate:

$$RR_i^t = \frac{R_i^{t+1}}{E_i^t}$$

Where:

RR_i^t Repetition Rate at grade **i** in school year **t**

R_i^{t+1} Number of pupils repeating grade **I,** in school year **t+1**

E_i^t Number of pupils enrolled in grade **I,** in school year **t**

Pupil-Teacher Ratio:

$$PTR_h^t = \frac{E_h^t}{T_h^t}$$

Where:

PTR_h^t Pupil-teacher ratio at level of education **h** in school year **t**

E_h^t Total number of pupils or (students) level of education **h** in school year **t**

T_h^t Total number of teachers at level of education **h** in school year **t**

Access rate/ Gross Intake Ratio in the first Grade of Primary:

$$GIR^t = \frac{N^t}{P_a^t} * 100$$

Where:

GIR^t Gross Intake Ratio in school year **t**

N^t Number of new entrants in the first grade of primary education, in school year **t**

P_a^t Population of official primary school entrance-age in **a,** in school year **t**

Primary completion rate/ Gross Intake Ration in the Last Grade of Primary (GIRLG):

$$GIRLG^t = \frac{NE_l^t}{P_a^t} * 100$$

Where:

$GIRLG^t$ Gross Intake Ratio in the Last Grade of primary in school year **t**

NE_l^t Number of new entrants in the last grade **l** of primary education, in school year **t**

P_a^t Population of theoretical entrance age **a** in the last grade of primary, in school year **t**

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