



A New Assessment Approach for High School Students in Cameroon

Kamerun'daki Ortaöğretim Öğrencileri için Yeni Bir Değerlendirme Yaklaşımı

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Abstract

The purpose of this study was to provide the Cameroonian educational community with a new evaluation approach capable of including in the mentalities of students entering the first year of the second cycle in secondary education. To do this, we carried out, in turn, a bibliographic work, data collection in the field, then data processing, followed by the drafting of the final document. Evaluation approaches in the Cameroonian education system are changing. Parents, teachers, and administrators of academic institutions deplore the behavior of students entering the first year of upper secondary school; in fact, they shine with their casualness. For them, the context, due to the absence of an official exam at the end of the school year, makes the level concerned a level of resting. The project-based evaluation system appears here as a solution trial that should be responsible for creating a challenge, specific to the second cycle. Thus, facing this reality, students will have to understand that a new variety of efforts are now required of them to leave the second cycle with solid skills in the conducting projects. The project based evaluation system will count for the third quarter. His mark will represent 75% of the final mark for the subject.

Keywords: Cameroon, Education, Casualness, Changing, Evaluation

Öz

Bu çalışmanın amacı, Kamerun eğitim topluluğuna, ortaöğretimde ikinci aşamanın ilk yılına giren öğrencilerin zihniyetlerinde değişiklik yaratabilecek yeni bir değerlendirme yaklaşımı sağlamaktır. Bunu gerçekleştirmek için öncelikle bibliyografik bir çalışma gerçekleştirilmiş, ardından, sahadan veriler toplanmış, veriler analiz edilmiş ve nihai belgenin taslağı hazırlanmıştır. Veriler ikincil kaynaklardan elde edilmiştir. Kamerun eğitim sisteminde değerlendirme yaklaşımları her geçen gün değişmektedir. Akademik kurumların ebeveynleri, öğretmenleri ve yöneticilerinin, lisenin ilk yılına giren öğrencilerin olumsuz davranışlarından rahatsızlık duydukları ifade edilebilir. Öğrenciler için okul yılı sonunda resmi bir sınavın olmaması, öğrencilerin içinde bulunmuş oldukları eğitim seviyesini bir dinlenme aşaması haline getirmektedir. Proje bazlı değerlendirme sistemi burada ikincil bir döngüye özel, daha kompleks beceriler kazandırmaya yönelik olarak zorluk yaratma sorumluluğu taşıması gereken bir çözüm denemesi olarak karşımıza çıkmaktadır. Bu bağlamda, proje bazlı değerlendirme sistemiyle karşı karşıya kalan öğrenciler, projelerin yürütülmesinde ikinci aşamayı güçlü becerilerle sonlandırabilmek açısından çeşitli becerileri vurgulayan önemli çabalar göstermeleri gerektiğini anlayacaklardır. Proje bazlı değerlendirme sistemi üçüncü çeyrek için geçerli olacaktır. Değerlendirme olarak ağırlığı, konudan alınacak nihai notun %75'ini temsil edecektir.

Anahtar Kelimeler: Kamerun, Eğitim, Sıradanlık, Değişim, Değerlendirme



Introduction

The education system has been changing since the advent of so-called European school in Cameroon (Bonner, 1999). This is how we have regularly moved from the NPA (new pedagogical approach) to the Objective-Based approach, then recently to the Competence-Based Approach (CBA) (Cros et al., 2009). In response to this, the emphasis is increasingly placed on the need to develop a type of assessment capable of inducing, over the trials, the learner's ability to adapt to the permanent upheavals imposed by the advent of the concept of global village (Ondoua, 2010). However, it is very often noted that the competency-based approach does not seem to play the role assigned to it at the time of its implementation in the educational environment in Cameroon. Indeed, we can see the difficulty with which learners try to link between the knowledge received and their daily lives. Moreover, when the time comes to bring together knowledge from various backgrounds to solve a problem in unwavering intellectual gymnastics, the blockage is total (Fopoussi Tuebue, 2021a). The non-assimilation of the concept of interdisciplinary can easily justify this break. Indeed, they are constantly reminded during class sessions about the need to progressively establish links between the sets of knowledge received on a daily basis. However, as Fopoussi Tuebue (2021a) points out, the superficiality of their different knowledge cannot allow them to go to a higher level. Unfortunately, as highlighted by (Cros et al., 2009), the interdisciplinary occupies a prominent place in the CBA (competency-based approach). Considering these facts and considering the seven years of CBA application in Cameroon, it would be interesting to make an inventory to assess the seriousness of the evil. We can then try to propose local amendments (Fopoussi Tuebue, 2021a), or even local or complete restructuring of the Cameroonian education system (Fopoussi Tuebue, 2021b), to enable young Cameroonians to profit from the benefits of the skills-based approach truly. The need to carry out such action is all the more important since today, young people from all sides are called upon to meet (Benassy-Quere et al., 2019). In the wake of (Fopoussi Tuebue, 2021a), the employer or the evaluator will never be interested in the origins or the learning conditions of the candidates who will pass in front of him, but rather to highlight those of the candidates the most well-rounded, applying either for funding or for a position in a renowned company (Solus and Engel, 2017). On a completely different level, the realization of a project requires the ability to set in motion a battery of knowledge or else to bring together people from different specialties whose energies should be pooled to achieve the prefixed goal (Chanut-Guieu and Guieu, 2015). In these different cases, it appears that it is mandatory for the learner to be able to make an undeniable link between their different knowledge (Deschamp et al., 2015; Perrenoud, 1997). In this sense, (Fopoussi Tuebue, 2021b) has shown that if the approach led by the teacher does not allow the learner to take the measure of the importance of interdisciplinary in his process of learning, it is now rightly necessary to open in front of him a canvas through which he will have to move in order to discover and then install in his mind the notion and the importance of carrying out interdisciplinary actions in his academic environment from the outset, then in his daily life in a second time. The need to attempt such a manoeuvre is all the more essential since in the contemporary world, the young person, to get out of it, will have to, even unconsciously, constantly find themselves at the crossroads of many knowledge, both divergent and convergent, that he will have to be able to combine to make his way through the inextricable tangle of difficulties that punctuate the daily life of the human community. Thus, (Fopoussi Tuebue, 2022b), engaging in this breach will lead to reasoning about that fact and then implementing the results obtained. Following this adaptation, (Fopoussi Tuebue, 2022b) will conduct a study aimed to identify the impact of this approach on education actors in Cameroon. Further, Fopoussi Tuebue et al (2023c). will conclude on the benefits of the interdisciplinary evaluation approach in the Cameroonian educational context. The advantages of this vision later decided Fopoussi Tuebue (2023d) to integrate this approach into the entrance examination to secondary school; indeed, he justified this action by emphasising on the necessity of a child entering secondary school to realize that the different knowledge received years ago are tools to be used jointly when facing difficulties. This is in perfect agreement with the statement of Fopoussi Tuebue (2021b) who insists that the education system in Cameroon must be readapted to make young people feel more comfortable when schooling. If one can see the advantages of such a vision, we

nevertheless remain worried when stopping the behavior of the pupils of the classes not sanctioned by an official examination at the end of the academic year in secondary education in Cameroon; these are the Fifth year class in the Francophone Subsystem and the Lower Sixth class in the Anglophone Subsystem. Indeed, it has been observed that regularly, a significant proportion of pupils, however brilliant until the end of the Orientation Sub-cycle, become weak as if by a miracle; for them, it is a class where resting is allowed (Fopoussi Tuebue, 2021b). Given this situation, the need to think about an approach that will allow students who reach those respective levels of study to strengthen and no longer relax in their dynamism arises with acuity. This is the reason that justifies the setting up of the present study. It will have to provide a solution which, made available to the stakeholders, will contribute to the lifting of a new day on educational life in Cameroon. This guarantees the elevation of a youth capable of identifying and dominating the challenges of their time.

Materials

In the French-speaking subsystem of general education in Cameroon, the subjects taught are organized into three main sets; the composition of these sets varies with the speciality (WDE, 2006). The assessments are theoretical and practical. As for theoretical assessments, they are either written or oral (Reuter et al, 2013; Raulin, 2017). Whatever the type of evaluation in force in Cameroon, it is based on autarky (Fopoussi Tuebue, 2022a), and in an attempt to solve the problem related to the autarky that characterizes the evaluation system in force in Cameroon, (Fopoussi Tuebue, 2022a) proposed an evaluative approach, known as interdisciplinary or thematic evaluation. The first year of the second secondary cycle is where most students become lazy. Fopoussi Tuebue, (2022b) explains this phenomenon by the fact that these levels are not sanctioned by an official exam.

Methods

The study was carried out within the framework of ethical rules. Concerning data were collected from secondary sources; they include books, unpublished personal sources, journals, newspapers, and Government records. So, to achieve the set objectives, the work was carried out in the field and indoors. It was then a question of collecting and treating various data. In detail, this concerned the way evaluations are carried out until today in the educational system of Cameroon, the way learners behave when facing simulated situations in the event of integration activities and evaluations, the impressions of teachers and parents as far as the teaching system is concerned, the need of going through the programs as offered in the various Pedagogical Departments in Cameroon, the talk with the Heads of Pedagogical Departments in order to get an idea concerning the respective particularities of their Departments.

Moreover, the work focused on grouping Pedagogical Departments according to their different programs. It also focused on producing of a survey form comprising many questions and suggested answers, as shown below. Also, it was a question of thinking about themes to be proposed to students in order to help them in their challenge of federating their different knowledge in view to achieve the targeted objectives. All measures have been taken so that from now, the particularity of the targeted levels put students in a situation where they will always have to redouble their ardor compared to the previous level, a level sanctioned by an official exam. This is, in detail, the fifth year of secondary school in the Francophone Subsystem and the Lower Sixth in the Anglophone Subsystem. The purpose of such an openness in an interdisciplinary environment is to propose a formula capable of destroying the concept of "resting level" commonly brandished by pupils who arrive there after having stayed at a level at the end of which they have passed an official exam. This done, students, on the one hand, and teaching teams on the other hand will joyfully experience a new way of schooling at that level. Teaching units will no longer be often running after students in order to make them being conscious about the specificities of the level they are attending at that given time. Students could discover and enjoy a new approach charge of helping them to

practice the different theoretical knowledge acquired years ago, and this with the aim of solving real life situations. Moreover, both students and teaching units will be learning how to conduct a research and to manage data. Finally, the school system in force in Cameroon will be having something new as far as his different evaluation practices will be concerned.

One hundred secondary schools, at the rate of ten per Region, all Subsystems and specialities combined, were approached. The number of pupils in the least populated classrooms in the upper secondary cycle was determined in the same structures. To decide on the number of pupils per group, we relied on the lowest number of pupils recorded per second cycle classroom and on the maximum number of pupils authorized by the Ministry of Secondary Education. Subsequently, we determined their greatest common denominator (Decaens, 2020). To find the number of groups of pupils per classroom, we proceeded by determining an interval. Thus, the lower limit of the interval was determined by dividing the size of the class concerned by the most significant common denominator. The maximum number of students authorised per classroom was divided to determine the upper limit. On a completely different level, with the various administrations visited, data was collected on their respective calendar of annual activities. One also thought about the different Pedagogical Departments, eligible to evaluate the work done by students. For this, one first thought about the Pedagogical Departments which teach the primary subjects of the speciality concerned. One then left the doors open to all the other Departments having, directly or indirectly, a relevant link with the theme. One also worked on the composition of the members of the different juries and the places to host the defences within the different structures. Special remuneration has been thought out to keep the people who have to analyze the work motivated. To do this, we based ourselves on the different costs of one hour of tutorials in schools consulted as part of this study; this made it possible to estimate the costs to be paid to each member of the jury per hour of work done. Regarding the cost of reading the various research papers, one used the cost of correcting a script during official exams in Cameroon to that end (Ndjomo, 2021).

In table 1, the criteria judging system is presented. In tables 2, 3, 4, and 5, are presented the application of the criteria judgment system, respectively, to the analysis of the evaluation system in force in Cameroon.

Table 1. Design of the criteria judging system

Opinion	Not at all	Not very much	Moderately	Completely	No opinion
Response choice	1	2	3	4	5

Table 2. Evaluation scrutiny

Criterion 1: Objectives and structure of the evaluation	
Items	Response choice
1) The objectives of the evaluation are clearly defined in advance.	1 2 3 4 5
2) Evaluation activities impose the link between knowledge and daily life.	1 2 3 4 5
3) The structure and conduct of assessment respond to the needs of learners, intended to be fed into current global socio-economic contexts.	1 2 3 4 5
4) You evolve in conformism.	1 2 3 4 5
5) You often go out of the prefixed framework to improve the quality of your evaluations.	1 2 3 4 5
Criterion 2 : Contents	
Items	Response choice
1) The flow of evaluation activities is clear.	1 2 3 4 5

2) Illustrations drawn from the context of life for the evaluation are sufficient. 1 2 3 4 5

Criterion 3 : Impact of teacher-field worker relations on the quality of the test

Items	Response choice
1) You try to justify actions in the field with your theoretical knowledge.	1 2 3 4 5
2) The results of your discussions are reformulated into activities for the evaluations.	1 2 3 4 5

Criterion 4: Control of knowledge and skills, acquisitions, projection

Items	Response choice
1) the frequency of checks is clear.	1 2 3 4 5
2) The evaluation criteria are clear.	1 2 3 4 5
3) You are looking for a societal issue before building your evaluation topic.	1 2 3 4 5
4) Competent action is built around this issue.	1 2 3 4 5
5) The knowledge (raw, doing, being, saying) evaluated are ways of simulating the actions of the learners who would find themselves faced with a given reality.	1 2 3 4 5
6) You give yourself enough time to build an evaluation topic.	1 2 3 4 5
7) You are convinced of the quality of your procedure.	1 2 3 4 5
8) What findings do you make of your assessments as conducted up to the present time?
9) If you should improve your procedures, what aspects would you revise?
10) Do you do a post-evaluation follow-up of your learners in the field context?
11) You see the impact of your evaluations on the way learners solve everyday difficulties.	1 2 3 4 5
12) In response to your evaluations, you now notice a change in the perception that your learners have of their environment.	1 2 3 4 5
13) You note in response to your evaluations, the broadening of the scientific culture of the learners.	1 2 3 4 5

Table 3. Application of the criteria judgment system to the scrutiny of the organization of the evaluation

Items	Response choice
1) Prior listing of the issues to be addressed by the assessments within the school.	1 2 3 4 5
2) Consistent evaluation content, then complementary between Departments.	1 2 3 4 5

Table 4. Application of the criteria judgment system to the analysis of the value that pupils in the first year of the second cycle of secondary education give to their evaluations

Items	Response choice
1) Students put a little more intensity in preparing for assessments compared to the previous level.	1 2 3 4 5
2) Students find in all assessments of the level a particularity which reminds them that they are now at a level where the assessments require an absolute federation of knowledge in a completely practical approach.	1 2 3 4 5

Table 5. Material and administrative organization linked to the evaluation approach by project

Items	Response choice
1) Tools to be used in future assessments will be sufficient and accessible to learners.	1 2 3 4 5
2) The administrative staff will listen to the needs.	1 2 3 4 5
3) The communication documents will clearly present the objectives targeted by the evaluations.	1 2 3 4 5

The different tables above are important tools in the context of this contribution. In fact, they provide the user with questions necessary to evaluate by themselves all what they used to do years ago. So, according to their different findings, they could determine how far the implementation of the proposition made in the framework of the present study could be done in their respective context.

Results and Discussion

Overview regarding the new educational context under experimentation in Cameroon

In response to the new directions proposed such as interdisciplinary assessment, one can see a palpable change in the attitude of students, teachers, and parents as far as the different levels where interdisciplinary assessment is applied are concerned. Thus, there is more collaboration among teachers from different Pedagogical Departments, noted by Fopoussi Tuebue (2022b). regarding students, many are those who improve themselves daily in establishing interconnections between the different subjects included in the program of their teaching; speaking of this phenomenon, Soizic and Lahouste-Langlès (2019) insist on the need for people concerned about their future to do better every day. Parents, for their part, are pleasantly surprised by the new orientations; they allow children to establish a bridge between the different subjects taught, and between school and their everyday life. In this sense, Schmitt et al. (2016) show that in developing countries, the entrepreneurial vision in the school environment is an opening towards the real development of competence among young people. The follow-up of many of these young people in their daily lives reveals the positive impact of the interdisciplinary evaluative approach on their perception; Frimousse and Peretti (2020) state in this regard that no good initiative can go completely unnoticed. Students from the first year of the secondary second cycle shine by their casualness. They find no grounds for pressure in their evaluations. For them, the context, due to the absence of an official exam at the end of the year, makes the level, concerned a resting level as revealed by Fopoussi Tuebue (2022a).

Administrative organization around project based assessment approach

During the fieldwork, 100 secondary schools were approached. 87 among the schools strongly welcomed this idea; Girard (2014) sees the acceptance of the approach by the majority of the institutions monitored. In this sense, the administration of each of these structures has declared that they are ready to make these innovative assessments a reality within their respective school compound. In the same vein, the administrative staff has shown itself ready to always be attentive to the needs regarding the question. Also, to make their work more readable, these bodies have improve it so that the communication documents now clearly present the objectives targeted by the evaluations. We can then say with Rauzy (2018) that the commitment of the institutions that have shown themselves to favour this approach is flawless.

Description of the project based assessment approach

This approach concerns only the second cycle of the secondary of general education. Indeed, the project will provide students with the second mark for the third term second mark obtained by students for the third term will be provided by the project they would have worked on; this vision is specific to academic

environments where the entrepreneurial vision reigns supreme as showed by Coste (2015). In this sense, at the beginning of the new academic year, by level and by speciality, a common theme (for the experimental year) will be proposed to the different groups of learners from the levels judged eligible for the approach; such an approach is based on the development of team spirit in students, an essential factor in the success of life in society if we rely on Quilliou-Rioual and Quilliou-Rioual (2020). The groups will deal with their themes in an original way under the supervision of the class teacher; this is the path to the entry of each of these students into immortality through the production of works bearing their mark if one militates in the ranks of Rioux-Beaulne (2008). To do this, bibliographical aspects and data taken from the environment will be collected, processed, and then recorded in the form of a mini-research paper properly mounted (hardcover, binding, pagination, among others); this approach is commonly observed in scientific work as certified by the work of Allo (2019) among others. The final document will be submitted two weeks at the latest before the date of the defense. Such an approach prepares students for school practice in the higher academic environment, according to Odry (2021).

Organization of the mini-research paper

The document should have no more than 20 sheets, two hardcovers, and a clear book cover. The 20 sheets must be duly paginated. In detail, the sheets bearing the summary, the acknowledgements, and the various summaries will be paginated in Roman numerals in lowercase. The other sheets will be paginated in Arabic numerals. Concerning the two hardback covers, the first will carry information relating to the theme, the school, the academic year, the group and the members of the group, the supervisor of the work, the classroom, the country, and the Supervising Ministry. The set must be linked according to the pre-established preferences.

It should be structured as follows:

- Summary section. For Francophone students, it will be written in French and English for the scientific series; regarding the literary series, it will be written in French, English, and German/Spanish/Chinese. For English speaking students however, it will only be written in English and French whether the students are scientific or literary. Indeed, as Ekomo Engolo (2001) shows, English and French are the major languages in the Anglophone Subsystem, respectively.
- Acknowledgments section;
- Introduction section;
- Materials and methods section;
- Results section;
- A short discussion and interpretation section;
- Conclusion section;
- References.

Such a document presentation is regularly observed in the environment of scientific work as noted by Allo (2019).

Evaluation of the work performed

Evaluating the work will be done in two stages. Initially, that is to say, at least one week before the defence, the Heads of Departments, whose respective centres of interest are directly linked to the content of the

various documents, will read them in order to circumscribe and analyze the elements of the work that concern them. Such an approach highlights the interdisciplinary vision as developed by Fopoussi Tuebue (2022a); also, it espouses the vision developed by Fopoussi Tuebue (2023b) regarding the management of culinary practices in secondary education in Cameroon. For each theme, all the Pedagogical Departments having a close or distant link with it must take part in analyzing the final work; Fopoussi Tuebue (2022a) speaks here of an interdisciplinary approach once again.

In the details of the French Sub-section, let's consider the case of the fifth year literary level for illustration.

Department of History-Geography-Citizenship. The Geography side of this Department will focus on the physical, climatic, human, and economic aspects of the area of the study. The History side will focus on previous works in general. The Citizenship side will focus on moral and civic aspects related to the work.

The **French Department** will take an interest in the overall form of the document (structuring of sentences and paragraphs, logical sequence in sentences, etc.).

The **English, German, Spanish, and Chinese Departments** will scrutinize the “abstract”.

The **Department of Mathematics** will make the mathematical processing of data (statistical approaches, construction of graphs, etc.) their interest.

The **Department of Life and Earth Sciences, Environment Education, Hygiene, and Biotechnology** will take an interest in the environmental and life aspects of the study (biotope, biocenosis).

The **Department of Philosophy** will focus on the discussion and the attempt to interpret the results. Indeed, we are here at the heart of the intellectual gymnastics oriented towards the attempt to explain and establish a cause and effect link between the data while avoiding contradictions.

The **Computer Science Department** will insist on the quality of word processing and the construction of figures and other graphics as part of the work.

The **Physics and Chemistry Department** will emphasize the work's physical and chemical aspects.

The **Social and Family Economy Department** will take care of aspects related to the management of household.

The **Drawing Department** will take care of the aesthetic aspects of the work.

The **Language and National Culture Department** will take care of the cultural aspects of the job.

The **Sport and Physical Education Department** will take care of the sporting aspects of the job.

The Departments of French, English, Spanish, German, English Literature, and French will be limited to just the summary (abstract, Abstrakt, resumen); Indeed, this part of the document makes it possible to assess the student's ability to manipulate the contraction of text with dexterity, as underlined by Choulet et al (2013). The Departments of Mathematics, Physics, Chemistry, SVT, PCT, History-Geography-ECM, LCN, EPS, ESF, and Drawing will scrutinize the document on just what concerns them; this is all the more relevant since the production of a work requires an interdisciplinary approach, as noted by Fopoussi Tuebue (2022a). This work will be marked in the respective Departments concerned on a scale of 5. Then, according to a previously established schedule, the work will be defended by class in front of a jury during the first week of the Easter holidays; this calendar responds to the density of annual activities within the different academic structures as previously observed by Mangez (2008). This phase will be scored on a scale of 15

(presentation on a scale of 2.5; answer to questions on a scale of 2.5; substance of the work on a scale of 10 marks); most of the marks provided are put on the merits of the work because it is expected that many of the candidates, in the grip of panic, could completely lose their means; this situation is generally experienced with people speaking in front of a jury for the first time, as described by Crocq (2013). It should be noted that the defense note will be valid for all the Departments concerned; this decision once again shows the emphasis that is now placed on complementary work between the different Pedagogical Departments in a structure as proposed by Fopoussi Tuebue (2021 b, 2022a, 2022c, 2023a, 2023b, 2023c, 2023d). The best work of each of the classrooms would benefit from finally being awarded during a ceremony organized for this purpose; as Durand-Mirtain (2018) shows, recognized excellence opens doors to more significant challenges. However, if there are two classrooms of the same level and the same speciality, for instance, Fifth Year Science 1 level and Fifth Year Science 2 level, their best results will be classified according to the arithmetic mean of the different marks awarded by the different Heads of Department in the phase of the document analysis. If the balance remains, we will have to assess the ease of the candidates during the presentation and the exchange with the jury. If the balance still remains, the final decision will rest with the jury; this reality demonstrates that the existence of independent and sovereign bodies guarantees a prompt exit from the crisis in all circumstances, according to Polin (1997).

Development of themes for the project based system of evaluation

It is a question here of producing guides around which the activities of the learners will be articulated within the framework of their project; the given themes will have to agree with the various programs. Such a manoeuvre is common in projects where everything is carefully planned in advance, as shown by Thietart (2012). Produced in continuous mode, they must be kept as they occur in a database from which they could be used in a timely manner; this way of proceeding is in line with the idea that success is the result of continuous work, as underlined by François (2019). These themes will be designed by a team made up of:

- Heads of Departments,
- Deans of Studies,
- The Pedagogical Advisor.

The formulated themes will be submitted to the Head Manager of the School concerned. The days following receipt of the document, the Head of the school, assisted by a team previously designed for this purpose, will analyze the work received.

The purpose of the project based evaluation system

The present approach aims at:

- Proposing a concrete mark of difference between the first and second. Indeed, Moor (2005) found that in the human community, when there is no interest, there is no action;
- Breaking in the minds of learners the idea according to which the Fifth Year Level for the Francophone Sub-System and the "Lower-Sixth" Level for the Anglophone Sub-System would be resting Levels; Marrone (2021) considers this situation to be a real scourge in schools.
- Using a platform to enable learners to identify by themselves, as part of the realization of their project, the place of theoretical knowledge and interdisciplinary behavior in the actions to be carried out on a daily basis; in this sense, Delory-Momberger (2015) and Fopoussi Tuebue et al. (2023e) insist on the fact academics knowledge are often operational in the daily life of all ordinary mortals.

Articulations accompanying the project based evaluation system

Making groups

Overall, depending on the schools and the level of study, the number of students per classroom varies. However, if the maximum number of pupils authorized per classroom is 60, as noted by Osidimbea (2022), it nevertheless emerges according to field data that on average, in the secondary second cycle, the classrooms less populated have around 25 students. The PGDC (greatest common divisor) of these two numbers is 5. Therefore, depending on whether the classroom is more or less populated, there will be between 5 and 12 working groups per classroom. However, in the case of unforeseen situations, each structure can readjust the number of pupils in the different groups; Mucchielli and Noy (2005), describing this way of proceeding, speak of the contextualization of the approach.

Defense period

Field data reveals that during the Christmas and Easter holidays, the second week is the time for many schools to offer remedial classes for students in Levels sanctioned by a National Exam at the end of the academic year. It therefore appears that the most suitable period is the first week of the Easter holidays. Indeed, during the Easter holidays, the academic year was covered on 2/3, as underlined by Rich (2008). We can then think that the student will have already received the maximum knowledge necessary to carry out his work. By being an activist in the ranks of Fragniere (2016), it is suggested that he complete his knowledge by conducting relentless bibliographic research. Also, according to Jackson (2015), he should not fail to turn to anyone capable of providing him with an additional element that can improve the quality of his work.

Area of defense and the number of possible juries

The defences will be held in the different classrooms according to a previously established order. The number of juries to work simultaneously will depend on the composition of the staff of the different structures. For example, if a given School has four Deans of Studies, four juries may work at the same time.

Each jury will be made up of two Heads of Department, the Head Teacher of a given classroom, one of the Parent Delegate of the classroom concerned, and a Dean of Studies.

Duration of defences

Each group will be 10 minutes (5 minutes for the presentation and 5 minutes for the questions). This time slot responds to several facts according to Guillen (2012): the imperative nature of the work, the number of presentations, to name a few. Between two successive groups, there will be a timeout during which the next group will occur. It will always be important to determine the number of days during which the event will take place to think about it.

The budget

The budget considered here would relate to the expenses of reading each document, the costs of holding each hour of the jury, and the costs necessary for refreshments. Table 6 presents the cost of reading the documents and the financial requirements of the juries. An estimate made based on documents to be read by ten Heads of Pedagogical Departments reveals relevant facts. In detail, starting from 15 minutes (10 minutes for defense, then 5 minutes to clear the table and for the next group to settle) per passage, we would have four passages per hour. Thus, the 100 documents would be defended in a duration that would be found as follows: 100 documents: 4 documents/hour = 25 hours. Supposing that the cost of reading a document is estimated at 500fcfa and the cost of one hour of jury at 1,500fcfa, Table 6 provides some details.

Table 6. Finances related to the reading of documents and holding of juries

Number of research paper	Reading cost (CFAF)		Jury member wages			Total cost of research paper evaluation (total cost of reading + total cost of defense) (CFAF)
	Per research paper	For all the research paper (The cost for one research paper*the number of research paper*the total number of evaluator)	payment per hour of defense (CFAF)	Total number of hours of defense (total number of research paper to be defended/ number of research paper to be defended per hour)	Cost of all hours of defense (cost of one hour*total number of hours*number of jury numbers) (CFAF)	
100	5.00	10*100*500*= 500.000	1.500	100/4= 25	5*1500*25= 187.500	687.500

By respecting such an approach to the letter, the amount of money to be allocated for such a project, however relevant given the plebiscite received (87% acceptance rate), could instead justify its outright rejection. In this sense, Caron (2014) recommends caution in decision-making. By Fremeaux and Noel-Lemaitre (2011), we could instead foresee a symbolic motivation for all the actors who took part in the event. To get closer to balance, we could improve those who would have worked the most according to our judgments; Girardot (2007), in evoking this procedure, speaks of corporate equity. For refreshments and snacks, the state of needs can also be estimated as showed in Table 7.

If we stay based on of 25 hours of defence and if we set eight hours of defence per day, including 4 hours per jury, we could have around $25:8=3.125$ days of defence, which we could round up by default to 3 days of defence. Table 7 shows the details of the expenditure in the simulated context.

Table 7. Cost of purchasing mineral water

The volume of each bottle	The number of days for the defense	The number of jury members per day of defense (Number of defense per day*number of jury member per defense)	The number of bottles of mineral water per day of defense (total number of jury member of the day*one bottle of mineral water)	Total number of bottles of mineral water (total number of days for the defense*total number of bottles of mineral water per day of defense)	Correspondence in palettes (total number of bottles of mineral water/6)	The cost of the mineral water	
						One palette (CFAF)	Five palette (CFAF)
1,5 liter	3	5*2 = 10	10*1= 10	3*10= 30	5	≈1.500	7.500

At the end of all the days of defence, the administration could celebrate the event in its way.

Logistics for presentations

Learners will need a projector, a pointer, and a board to present their power point.

For the jury members, tables, chairs, the necessary to take notes (sheets, pens, etc.), glasses, and disposable napkins, among others, will be needed.

Attempts to propose themes by level and by speciality

The evaluation system in force in Cameroon is changing Fopoussi Tuebue (2022b). Overall, it is characterized by two assessments, including a free and a harmonized assessment, respectively. In detail, however, we note that some of the institutions solicited a third rating, generally resulting from a practical evaluation, as noted by Fopoussi Tuebue (2022b). In the context of the present study, the desire to put an end to the current slackness among students entering the first year of the second cycle, as underlined by Fopoussi Tuebue (2021b) induces the occurrence of a particular evaluation style; it is indeed the project based evaluation system. Here, the different pupils grouped up according to their respective level and speciality will strive to carry out a common project according to their program, at the end of which their findings will be organized in order to produce a mini-research paper to be submitted to a duly constituted jury. Each group will work under the supervision of a teacher assigned to them. An attempt to produce themes by level and by speciality is made below. These themes relate to key aspects of human life, these include food, health, environmental management, etc.

Concerning the Fifth Year A4 students, one can have the following items

- 1- Impact of sunlight on the production of mushrooms, cocoyam, and corn
- 2- Management of albinism in African families: contribution of genetics for a better understanding of the phenomenon
- 3- The importance of communication in achieving food self-sufficiency
- 4- The importance of communication in the practice of responsible agriculture
- 5- Prevalence of asthmatics in school ... (school to be specified): lifestyle
- 6- Body aesthetics and prevalence of kidney failure: prevention
- 7- Food allergies: snobbery or reality within the college... (school to be specified)
- 8- The place of literature in the improvement of animal and plant production.
- 9- Household waste and its daily management: environmental health

As for the Fifth Year Scientits students, one can have the following topics

- 1- Based on a solid analytical approach, show why water from cooked beans can be helpful to maize production
- 2- Capacity of Yaoundé soils to support good production in its natural state
- 3- Insects at the heart of human nutrition
- 4- Production of mushrooms at home
- 5- Prevalence of respiratory diseases within the college ... (school to be specified): impact on physical and sports activities
- 6- Management of tropical diseases within student's families from ... secondary school (school to be specified)

- 7- Influence of training and resting on the physiological parameters of athletes and non-athletes: methods of measuring variations
- 8- Banana peels at the heart of Grass Field culture
- 9- Management of the ecosystem of ... (specify the sector)
- 10- Prevalence of allergies within the school... (school to be specified): nature of the allergy and control.
- 11- Nutrition of students in and out of the school (school to be specified) and risks of long-term renal failure: implication of statistics, chemistry, and culture
- 12- Plastic materials in the city of ... (city to be specified): material, use, environment.
- 13- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

As far as the Sixth Year A4 students are concerned, we have

- 1- The place of literature in the sustainable development of animal species
- 2- The college... (institution to be specified) canteen and the management of nutritional diseases
- 3- Congenital malformations within the college ... (school to be specified): feelings of the students concerned, the role of genetics, integration
- 4- College... (school to be specified) youth at the heart of globalization: consequences and attempts at management
- 5- Banana peels yesterday, today and tomorrow: Human nutrition
- 6- Cohabitation within the college... (school to be specified): statistical approach in the notion of living together
- 7- Involvement of statistics in the management of gender distribution within... (school to be specified) classrooms
- 8- Prevalence of chromosomal diseases within... (we will specify) secondary school

The Sixth Year Scientist students can have the following topics

- 1- Snail farming in urban areas
- 2- The quality of water in fish ponds (a particular case of pond will be greatly appreciated) adequate for a better practice of fish farming
- 3- Kitchen residues in improving soil fertility (initial soil, treatment, final soil)
- 4- Management of the ecosystem of the city of... (to be specified) and soaring food costs on the market: the case of the market of ... (to be specified)

- 5- The feeding style of students from ... (school to be specified) college and their daily activities in school
- 6- Prevalence of diseases within the ... (we will specify) college: inventory, prophylaxis, treatment
- 7- Soil management in the locality of... (specify): importance, use, risk, protection measure
- 8- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

For the Sixth Year Natural Science students, the following topics are applicable

- 1- Geology at the heart of nutritional health
- 2- Human impacts on the health of the environment of... (to be specified)
- 3- The geological events of the city of ... (to be specified)
- 4- Feeding habit of students from (to be specified) college and life expectancy
- 5- Diet and climate in Cameroon
- 6- Major techniques of sensitization within ... (we will specify) college against viral diseases
- 7- The daily experience of mitosis by a student during his secondary school course within... (school to be specified) college
- 8- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

The Seventh Year A4 students can have as topics the following propositions

- 1- The maintenance and induction of animal characteristics that can allow the breeder to live easily from his activity
- 2- The sensitivity of the human digestive tract is a key factor in the function of nutrition
- 3- The physiology of the human organism as a control tower in the relationship between man and his environment
- 4- The state of human fertility and the difficulties related to the experience of pregnancy in the contemporary world
- 5- The prevalence of immune disturbances within the human community
- 6- Man facing disasters in his environment
- 7- The life of plant products after harvest
- 8- Daily waste management

For the Seventh Year Scientists students, the following topics are applicable

- 1- The link between living functions in animals and their cell life
- 2- The link between eating habits and the health of the circulatory system
- 3- Difficulties related to human procreation in the contemporary world
- 4- Hematopoiesis, physiology and disturbances of the immune system within the human community
- 5- Man facing environmental disasters: the case study of... (to be specified)
- 6- Contribution of energy to the conservation and transformation of goods after harvesting
- 7- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

As for the Seventh Year Natural Science students, we have the following topics

- 1- The impact of cellular exchanges on the human living environment
- 2- Energy at the heart of physical activities
- 3- Procreation in the living world: the case of mammals and flowering plants
- 4- The appearance of new characters within a human community
- 5- The nervous system at the centre of human life
- 6- Hematopoiesis, physiology and disturbances of the immune system within the human community
- 7- The control and difficulties related to human procreation in the contemporary world
- 8- The management of difficulties related to the quality of the food: case of someone who is a victim of... (to be specified)
- 9- Man facing natural disasters: case study of... (to be specified)
- 10- Man in a given context at a specific time
- 11- The handling of plant products after harvesting
- 12- The place of insects in human life
- 13- The problem of energy within different human communities
- 14- Waste management
- 15- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils
- 16- Epidemics in schools: inventory, prophylaxis, contamination, treatment

- 17- The sex of the child in a couple: consideration, control by the spouses, social involvement
- 18- Prevalence of menstrual cycles in women (long, medium, short): a case study of teenagers and women in.... (to be specified) school environment
- 19- The different tics observed in humans: the implication of genetics
- 20- Rhesus factor and birth in couples
- 21- Genetics as a weapon for solving illegitimate relationships in the context of a couple: infidelity

The themes below are applicable at all levels and all specialities

- 1- The place of communication in human nutrition
- 2- Waste recycling
- 3- Sustainable management of the environment: natural resources
- 4- Improvement of animal and plant production
- 5- Food management: production, processing, conservation
- 6- Protection of biodiversity: animals and plants
- 7- Creativity: project-based approach
- 8- Cultural re-rooting
- 9- Impact of burning technique on the evolution of soil fertility parameters
- 10- Prevalence of people with albinism within a given school: possible genotypes and implication of genetics in understanding the phenomenon
- 11- Social networks as vectors of moral depravity

The impact of the project on the student's final mark

The project based evaluation system will be applied just during the third quarter. In practice, it requires using a set of different areas of knowledge. Thus, the candidate must harmoniously interweave the different knowledge to create a mosaic where complementarity is the master. Fopoussi Tuebue (2022b) qualifies this as an interdisciplinary approach. In addition, Lenoir (2020) places such an approach at the centre of the skill. Such work requires the candidate to sum up all that has received in terms of knowledge. Consequently, the difficulty in such an approach is somewhat higher. If we go through the reality of harmonized assessments, it turns out that the subject counts for itself. Deschamp (2015) characterizes such an environment as being under multidisciplinary control. However, as experienced, we have a set of disciplines that operate in an autarkic system as developed by Fopoussi Tuebue (2022b). Therefore, the candidate succeeds because he can evolve and succeed in a model that advocates compartmentalization. Cros et al. (2009), analyzing the reality prevailing in the education context in Cameroon, concludes their work by highlighting the weaknesses of such a person. In detail, such a candidate, after he has completed his academic course, is often frustrated due to the difficulties of getting a job. This justifies why, according to Fopoussi Tuebue (2021b) young people are day after day seeing devalorizing school

in Cameroon. Therefore, helping them join their different knowledge daily to solve real or modelled situations will certainly make academic environment in Cameroon more comfortable, with wellbeing in school as a motto. After Fopoussi Tuebue (2021b), we can highlight a significant fact. Indeed, the work in a partitioning system has one goal: to train people with a full head. Following the same author, it emerges that the interdisciplinary approach aims to promote an individual with a well-made head. Fopoussi Tuebue (2021a) characterizes such a candidate as someone capable of establishing a highly relevant link between the different knowledge he has received and the facts that mark his daily life. From these various observations, it would be a failure to put marks from work carried out at the same level in a context where fragmentation reigns supreme, with marks resulting from work which imposes the combination of all the partitions raised.

The present contribution aims to show to Cameroonian young people that competence is the key to a successful life. So, teaching them in a context where interdisciplinary reigns supreme becomes mandatory. This is fundamental a project's realization is tightly controlled by interdisciplinary habit. Therefore, common sense, being the most shared attribute among human beings, would like the decision markers in various academic contexts in Cameroon to make sure that the mark obtained in response to the combination of a set of knowledge to solve a real-life or modeled situation, to be capable to highly influence the final mark of a particular student at the end of a given academic. Doing so, a tool like the present one would have succeeded in establishing wellbeing in the Cameroonian school environment, necessary to build up a new school model that will be full of promise for students.

Conclusion and Recommendations

Evaluation approaches in the Cameroonian education system are changing. Parents, teachers, and administrators of academic institutions deplore the behavior of students entering the first year of upper secondary school; in fact, they shine with their casualness. For them, the context, due to the absence of an official exam at the end of the school year, makes the level concerned a level of resting. The project-based evaluation system appears here as being a solution trial that should be responsible for creating a challenge, specific to the second cycle. Thus, facing this reality, students will have to understand that a new variety of efforts are now required from them to leave the second cycle with solid skills conducting projects. The project based evaluation system must highly influence the final mark of a particular student at the end of a given academic All over the country, many particularities are found as far as the education context is concerned. So, to make this study more efficient, the Governmental organ managing education in Cameroon may gainfully see how far adaptations can be done locally. Doing so, a tool like the present one would have succeeded in establishing wellbeing in the Cameroonian school environment, necessary to build up a new school model that will be full of promise for students.

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