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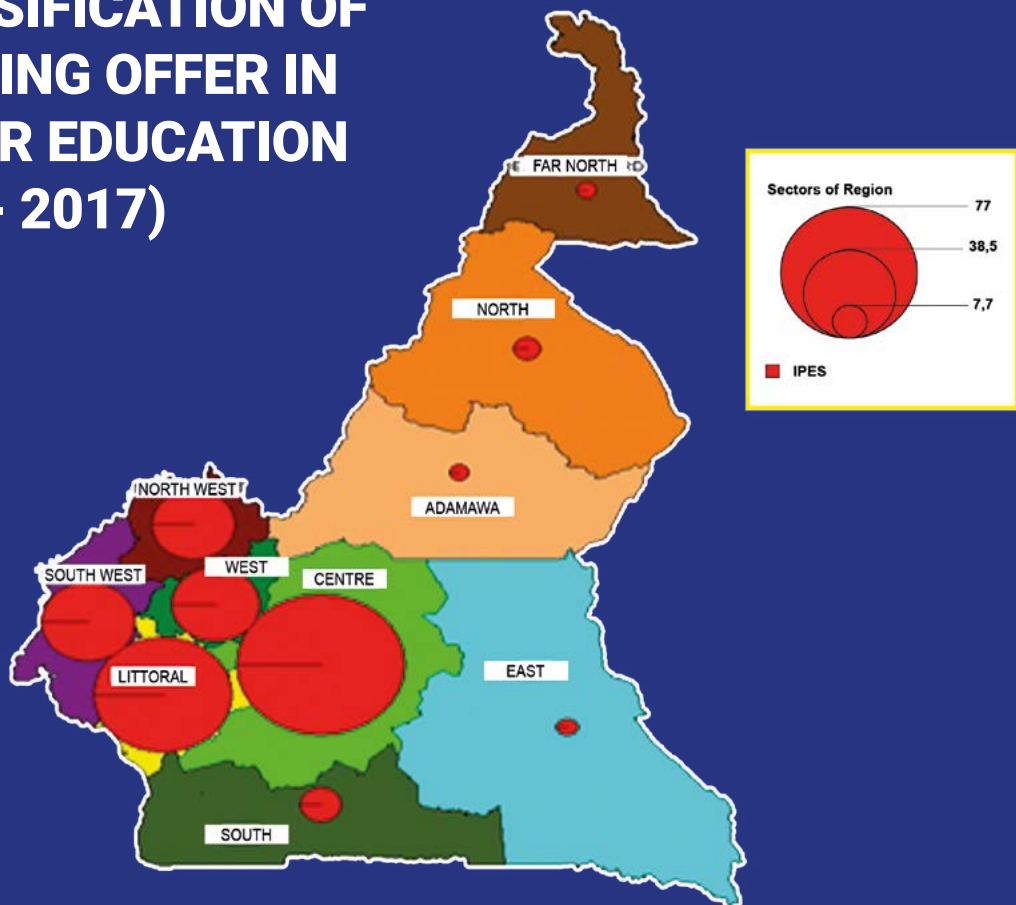
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INTENSIFICATION AND DIVERSIFICATION OF TRAINING OFFER IN HIGHER EDUCATION (1999- 2017)



**PRIVATE INSTITUTIONS OF HIGHER EDUCATION (IPES): DYNAMICS
OF THEIR CREATION AND OPENING**

SUMMARY

The prior issuing of the agreement to create and the authorization to open is one of the major mechanisms put in place by the Ministry of Higher Education to ensure quality and relevant training offers in Private Higher Education. Now, how many and how fast have the Private Higher Education Institutions (IPES) passed through this filter from 1999 to 2017 ? In which regions are they located? In what areas do they train? Are all levels of Higher Education training covered?

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From 1999 to 2017, the Ministry of Higher Education authorized the creation and opening of 225 Private Higher Education Institutions (IPES) throughout the national territory. That is an annual average of 13. The Littoral region with 56 IPES and the Centre region with 77 IPES, which together account for more than half of the institutions (59.11%), are predominant with 24, 88% and 34.22%, respectively.

Of the 1644 openings of registered disciplines, there is a strong dominance of Commerce, Administration and Law with 678 openings (41.24%). The Telecommunications, Information and Communication Technology fields have 281 openings (17.09%); Social Sciences, Communication and Information have 151 openings (9.25%) ranked second and third, respectively. The last three positions are occupied by Education and Training with 53 openings (3.22%); Letters, Arts and Crafts with 46 openings (2.80%); and Natural Sciences, Mathematics and Statistics fields with 39 openings (2.37%).

Private Higher Education Institutions now cover all levels of Higher Education training. With this trend, the opening of training fields is increasing but highly unstable for level 6. For levels 7 and 8, there was a rise from 2005 that led to a maximum in 2011 with 20 new openings. However, there is also a downward trend. The opening of third cycle trainings is slow. The highest number of annual openings is 3 while the total over the period is 11.

Given this development, there are at least three challenges to be met: (1) a greater adaptation so as to satisfy the human resource needs of various sectors of the Cameroonian economy, in general, and that of all the regions in particular; (2) the improvement of mechanisms that ensure quality and relevance; (3) a much more balanced coverage of the national territory to ensure an encompassing spatial presence of this level of education.

1

EVOLUTION OF THE CREATION AND OPENING OF IPES FROM 1999 TO 2017

From 1999 to 2017, 225 Private Institutions of Higher Education (IPES) obtained the agreement to create and authorization to open, giving an annual average of 13. The average time between obtaining the agreement to create and the authorization to open is 1.5 years, with a maximum duration of 6 years. This trend is summarized in the graph opposite.

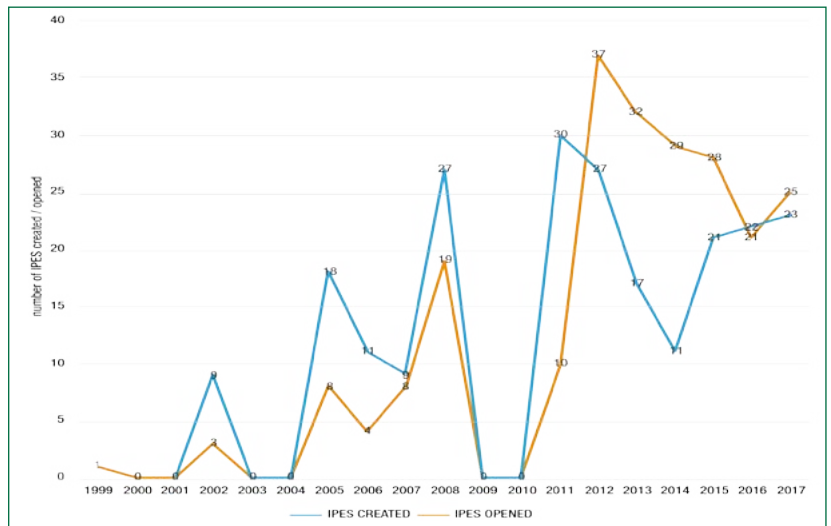


Chart 1 : Dynamics of the creation and opening of Private Higher Education Institutions (IPES) by the Ministry of Higher Education from 1999 to 2017

During the years 2000, 2001, 2009 and 2010, no promoter received any agreement to create nor an authorization to open. The number of agreements to create has remained

higher than that of authorizations to open, except during the period 2012 to 2016. This latter period would reflect the fact that the recently created IPES took a longer time

to meet the requirements for their opening. Private Higher Education training offer can also be understood from its spatial distribution.

2

LOCATION OF IPES CREATED AND OPENED FROM 1999 TO 2017

All regions of Cameroon do not seem to have the same attractiveness for promoters of Private Higher Education Institutions (IPES). Hence the disparities summarized by the graph opposite.

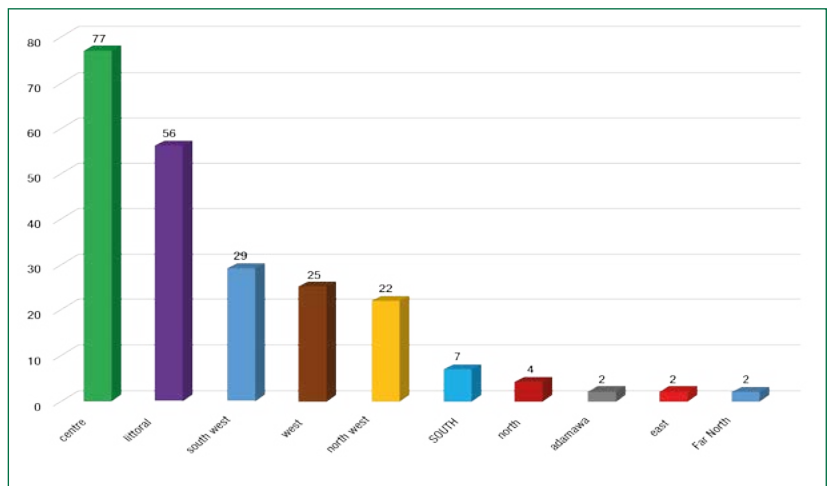


Chart 2 : Distribution of IPES created and opened from 1999 to 2017 following the region of location

The Centre and Littoral regions are the most represented while those of Adamawa (2), East (2) and Far- North (2) harbor the least number of IPES.

PRIVATE INSTITUTIONS OF HIGHER EDUCATION (IPES) : DYNAMICS OF THEIR CREATION AND OPENING

This distribution could reflect the spatial trend of demand in training, the availability of trainers and socio-economic activities.

It is also revealing of the need for regulations to ensure an encompassing spatial coverage of Private Higher Education in Cameroon.

The fields of training constitute an important analytical grid on training offers.

3

IPES TRAINING FIELDS CREATED AND OPENED FROM 1999 TO 2017

The ten areas of training in the Cameroon Nomenclature of Training Fields are covered by Private Higher Education Institutions (IPES). However we observe great irregularities as shown in the graph opposite.

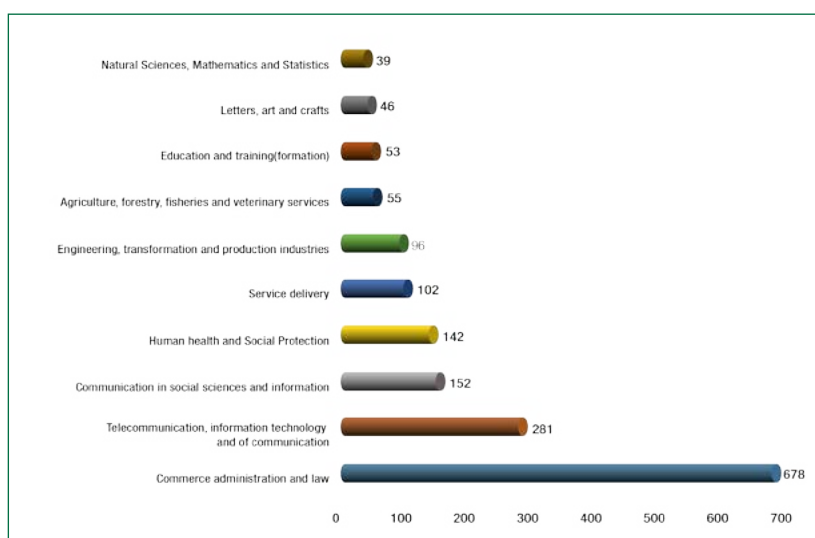


Chart 3 : Distribution of opening fields by training areas

The domains of Telecommunication, Information and Communication Technology areas with 281 openings (17.09%) as well as Social Sciences, Communication and Information with 151 openings (9.25%) ranked second and third, respectively. The last three places are occupied by the Education and Training fields with 53 openings (3.22%); Letters, Art and Crafts with 46 openings (2.80%); and Natural Sciences, Mathematics and Statistics with 39 openings (2,37%).

Moreover, these openings pose a problem of overall volume and

distribution by area. The large volume requires the improvement of mechanisms that ensure quality and relevance. As for the distribution, it must be analyzed in relation to the absorption capacity of the Cameroonian economy.

In this light, it is a question of its quantitative adequacy, at least, given the human resource needs of the various sectors of the economy, as well as the real aspirations of the private sector, and the major orientations fixed by development of the Nation. Moreover,

the second place in the area of Telecommunications, Information and Communication Technology appears consistent with the increasing priority of the digital economy. The role of Commerce, Administration and Law may raise questions about the risk of overproduction of human resources in this domain. Similarly, openings in the Engineering, Manufacturing Industry (5.84%) and Agriculture, Forestry, Fisheries and Veterinary Services (3.35%) seem insignificant given the need for industrialization of the Cameroonian

¹ INS(2017), Cameroon's Training Areas Nomenclature

PRIVATE INSTITUTIONS OF HIGHER EDUCATION (IPES) : DYNAMICS OF THEIR CREATION AND OPENING

economy and the pride of place given to agriculture by the Government of Cameroon.

Training offer can also be examined from the perspective of its spatial distribution.

4

SPATIAL DISTRIBUTION OF THE TRAINING OFFER OF IPES CREATED AND OPENED FROM 1999 TO 2017

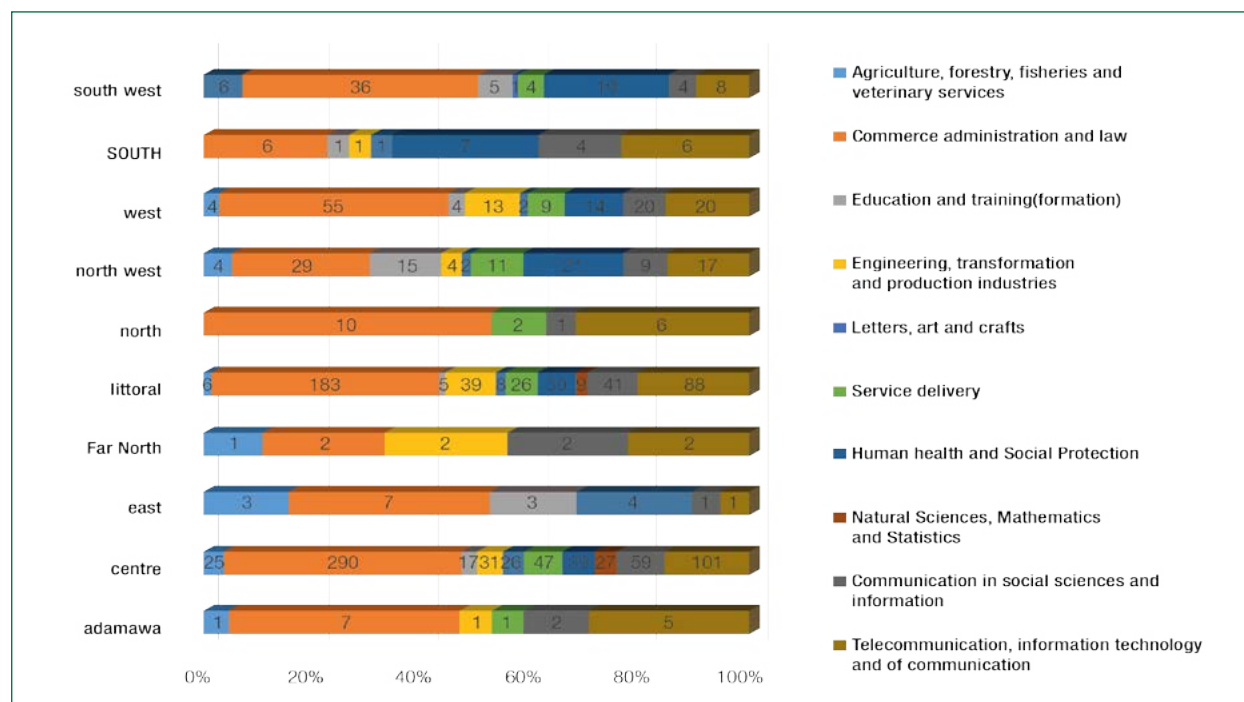


Chart 4 : Distribution of the opening of training fields according to training area and region of location of IPES

The spatial distribution of the opening of training fields is important in that it illustrates the adaptation of training fields to the regional socio-economic realities. It also sheds light on the regional imbalances that may result from the search of profit only. This graph reveals several disparities.

The fields of Natural Sciences, Mathematics and Statistics are

present only in the Centre and Littoral regions. These regions are also the most strongly represented in all fields. On the other hand, under-represented regions, whatever the field, are the Far North (only present, but weakly represented, in the fields of Agriculture, Forestry, Fisheries and Veterinary Services); North (only present and weakly represented in Commerce Administration and Law, Service Delivery, Telecommunications and Information and Communication

Technology); East (Agriculture, Forestry, Fisheries and Veterinary Services, Education and Training and Letters, Art and Crafts); and the South. Thus, in addition to its national under-representation, the fields of Agriculture, Forestry, Fisheries and Veterinary Science remain insignificant even in the agro-pastoral and forest basins.

In addition to the inequalities mentioned above, one can also notice irregularities in the pace of opening fields of study through time.

5

DYNAMICS IN THE OPENING OF SPECIALTIES IN TRAINING AREAS FROM 1999 TO 2017

The dynamics of openings make it possible to compare the pace of introduction of various fields of training through time. This is what the graph below illustrates.

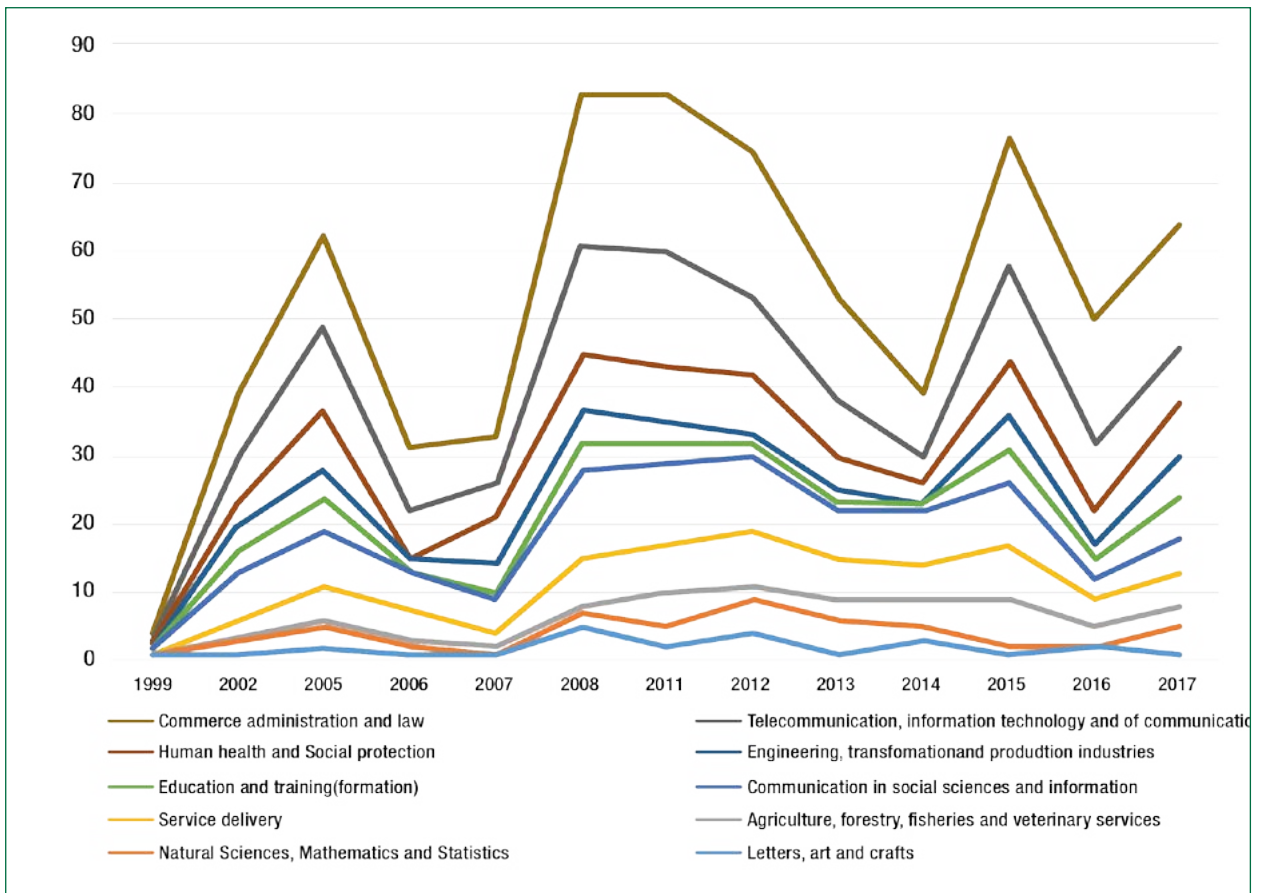


Chart 5 : Evolution of openings in the different fields of training

The opening of the training Fields is evolving in a similar way in all areas. On the whole , they are increasing, but highly unstable. This instability is less pronounced in Service Provision, Agriculture, Forestry, Fisheries and Veterinary Services;

Natural Sciences, Mathematics and Statistics; and finally Letters, Art and Crafts. However, Commerce, Administration and Law and Telecommunication, Information and Communication Technology sectors record the highest performance.

Another major aspect of training offer in Private Higher Education is its coverage of the different levels of Higher Education training.

6

**COVERAGE OF DIFFERENT LEVELS OF TRAINING BY THE IPES,
CREATED AND OPENED FROM 1999 TO 2017**

The Private Higher Education Institutions (IPES) that have been created and opened cover the following levels of training : 5 (Secondary, G.C.E. Ordinary Level); 6 (Post-Secondary BAC or G.C.E Advanced Level + 2 years); 7 (Undergraduate, BAC or G.C.E. Advanced Level + 3 years); 8 (Post graduate, BAC or G.C.E. Advanced Level + 4 or 5 years) and 9 (Doctoral).

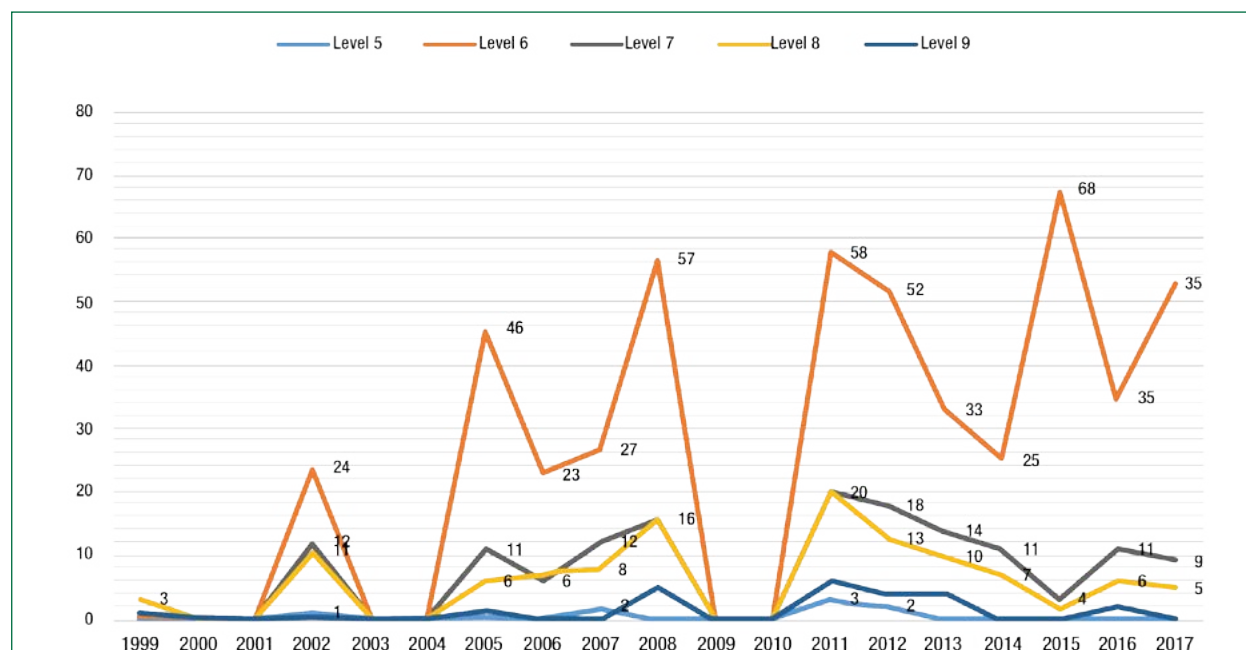


Chart 6 : Evolution of the opening of training fields in Private Higher Education Institutions (IPES) according to the level of training.

The IPES now cover all levels of Higher Education training. With this trend, the opening of training fields is increasing but highly unstable for level 6. For levels 7 and 8, there was a rise from 2005 to reach a peak in 2011 with 20 new openings. Thereafter, one notices a downward trend. The opening of the third cycle training remains low. The largest number of annual openings is 3 while the total over the period is 11.

In conclusion, since 1999, the Ministry of Higher Education has really boosted Private Higher

Education. It has given birth to 255 IPES, within which there are 1644 disciplines introduced, with a training preference for Advanced level + 2 years and the areas of Commerce, Administration and Law.

Centre and Littoral regions alone account for almost 60% of IPES. Given this development, at least three challenges have to be met:(1) greater adaptation to match the human resource needs of various sectors of Cameroon's economy, in general, and that of all regions in particular, (2) the

improvement of mechanisms that ensure quality and relevance; and (3) a more balanced coverage of the national territory to ensure an encompassing spatial presence of this type of education.

To attain these objectives, there is need to better master the factors That determine both the choice of venues for location and training fields by Private Higher Education Institution promoters as well as learners of this type of education.



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