



Received: 23/12/2024

Accepted: 11/03/2025

Published: 31/03/2025

Proposal of a Tool for a More Efficient School Guidance in Cameroon

Cameroon'da Daha Etkili Bir Okul Rehberliği için Araç Önerisi

Fopoussi Tuebue J. C.¹

Abstract

The primary aim of this study is to propose a tool that can improve and ensure the conflict-free implementation of school guidance in Cameroon. The research specifically focuses on the General Education System of the country. To achieve this goal, a comprehensive methodology was adopted, including a literature review, field data collection, data analysis, and the preparation of a final report. In the Cameroonian General Education System, school guidance is carried out at three stages: within the first cycle, between the first and second cycles, and within the second cycle. Regardless of students' individual abilities, "Year Five Science" in the French-speaking sub-system and "Form 5 Science" in the English-speaking sub-system are the most commonly chosen fields when entering the second cycle. However, in both sub-systems, only 25% of the students' academic work completed during the four years prior to orientation is considered, which often leads to parental objections, especially when students are guided toward literary tracks. To address this issue, the Fopoussi Tuebue Chart-2 offers a structured model for conducting school guidance without conflict, serving as an effective mechanism in secondary education institutions to prevent disputes over guidance decisions. Moreover, it was observed that boarding students who do not meet the formal requirements for selection into Year Five/Form 5 Science often demonstrate higher academic performance than external students admitted into these programs. Therefore, it is recommended that schools focus on developing strategies to better support and promote their own students before considering the admission of external candidates into Year Five/Form 5 Science. Adopting such an approach could foster a positive school climate and enhance student well-being across educational institutions nationwide.

Keywords: Cameroon, Education, Secondary Education, School guidance, Student academic profile

Öz

Bu çalışmanın temel amacı, Kamerun'da okul rehberliği uygulamalarını geliştirmek ve çatışmasız bir şekilde yürütülmesini sağlamak için kullanılacak bir araç önermektir. Araştırma, özellikle ülkenin Genel Eğitim Sistemine odaklanmaktadır. Bu doğrultuda, literatür taraması, saha verilerinin toplanması, verilerin analizi ve raporlaştırılması süreçlerini kapsayan bütüncül bir yöntem benimsenmiştir. Kamerun Genel Eğitim Sistemi'nde okul rehberliği, birinci döngü içinde, birinci ve ikinci döngü arasında, ve ikinci döngü içerisinde olmak üzere üç aşamada yürütülmektedir. Ancak, öğrenci yeterlikleri dikkate alınmaksızın, Fransızca konuşulan alt sistemde "Year Five Science" ve İngilizce konuşulan alt sistemde "Form 5 Science", ikinci döngüye geçişte en çok tercih edilen alanlar olarak öne çıkmaktadır. Her iki alt sistemde de öğrencilerin yönlendirilmeden önceki dört yıl içinde yaptıkları çalışmaların yalnızca %25'i değerlendirilmekte, bu durum özellikle Edebiyat alanına yönlendirilen öğrencilerin velilerinin itirazlarına yol açmaktadır. Bu soruna çözüm olarak önerilen Fopoussi Tuebue Tablo-2, çatışmasız okul rehberliği için yapılandırılmış bir model sunmakta ve ortaöğretim kurumlarında rehberlik kararlarına yönelik velilerden gelen itirazlara karşı etkili bir mekanizma işlevi görmektedir. Ayrıca, Year Five/Form 5 Science alanına yönlendirilme koşullarını sağlamayan yatılı öğrencilerin, çoğu zaman dışarıdan kabul edilen öğrencilere kıyasla daha yüksek akademik başarıya sahip olduğu tespit edilmiştir. Bu nedenle, her okulun öncelikle kendi öğrencilerini destekleyici stratejiler geliştirmesi, ardından dışarıdan öğrenci kabulünü değerlendirmesi önerilmektedir. Bu yaklaşım sayesinde, ülke genelinde olumlu okul iklimi ve öğrenci iyi oluşu (well-being) sağlanabilecektir.

Anahtar Kelimeler: Kamerun, Eğitim, Ortaöğretim, Okul Rehberliği, Öğrenci Akademik Profili

¹ Jesus and Mary Secondary High School, Domain of Sciences, Department of Life and Earth Science, Yaoundé, Cameroon, ftjc1974@gmail.com, ORCID: <https://orcid.org/0000-0002-5487-6046>



Introduction

It includes information about the purpose, significance, conceptual . School guidance is defined as a set of actions that enable a student to be placed, at a given point, on a pathway that ensures a promising future (Canzittu & Demeuse, 2017). In Cameroon, school guidance plays a critical role particularly at the transition to the second cycle of secondary education. However, when the results of this highly sensitive process are announced, it is common to observe the reluctance and dissatisfaction of many families, especially those whose children have been oriented towards Year Five/Form 5 Literary tracks (Fopoussi Tuebue, 2021b).

In such cases, it is not unusual to see parents presenting their children's Mathematics and Natural Sciences exam scripts, covering Year One to Year Three in the French-speaking sub-system, and Form 1 to Form 3 in the English-speaking sub-system, as evidence in the Principal's office, contesting the guidance decisions. This recurring situation raises a crucial issue regarding the procedures that govern school guidance practices throughout the country. Additionally, some parents challenge the decisions of the Guidance Council by requesting that their children be placed in Year Five/Form 5 Science, even going so far as to promise to hire private tutors during the entire holiday period, in order to prepare their children to follow the desired academic track, regardless of the child's actual abilities or academic readiness. Given these realities, while such disputes are undeniably disturbing, it remains equally true that the current orientation procedures tend to disadvantage students. At the same time, these procedures weaken the position of academic institutions when confronted with parents' objections. Thus, to ensure fairness and balance, it has become imperative to propose a tool that, as part of the school guidance process, would consider all of the efforts and achievements of each student throughout their academic journey within a given cycle. Furthermore, this tool is expected to equip schools with a solid basis to defend their decisions against disputes and unrealistic demands from dissatisfied parents.

Ultimately, such a tool would serve as a key mechanism to promote positivity and well-being in school guidance practices in Cameroon, as emphasized by Fopoussi Tuebue (2024). Therefore, the main objective of this study is to propose a Chart designed to synthesize and reflect each student's academic trajectory during the first cycle of secondary education. This Chart will be grounded in all the structural and procedural elements that shape academic life within the Cameroonian educational system.

Material

Since the advent of the so-called European school in Cameroon, there has been a juxtaposition of two education Sub-Systems in force, notably an English-speaking Sub-Systems and a French-speaking Sub-Systems (Ndjock, 2016). In both cases, academic activity is punctuated by General Education and Technical Education (Ekomo Engolo, 2001; Tsala Tsala, 2004). Regardless of the type of education considered, the practice of educational guidance in Cameroon is a reality (Fopoussi Tuebue, 2021b; Mbwassack, 2022).

Method

It provides details regarding the methodology and procedures employed in the research. The study was conducted in accordance with ethical guidelines. Regarding data collection, secondary sources were utilized, including books, unpublished personal documents, academic journals, newspapers, and official government records. To achieve the stated objectives, the research was carried out through both fieldwork and desk-based analysis.

During the fieldwork phase, one of the best bilingual general education secondary schools in each region of the country—making a total of ten schools—was selected and approached. At each institution, in-depth discussions were conducted with key stakeholders, including guidance counselors, teachers, students, parents, and administrators. The purpose of these discussions was

to gain insights into the academic abilities of students seeking admission into the second cycle of secondary education in specific specialties. More precisely, this phase aimed to compare the academic profiles and competencies of these prospective students with those of boarding students already at that level and pursuing the same specialty. Additionally, these exchanges sought to gather diverse perspectives on the concept and practice of educational guidance in Cameroon, as experienced up to the time of the study.

The desk-based (indoor) component of the research focused on analyzing the data collected from the field and conducting a thorough review of relevant educational content and policies. This included:

- Examining the subjects included in the curriculum by level and by sub-system throughout the second cycle of General Education in Cameroon,
- Gathering information on the different educational levels within each cycle across the two General Education sub-systems in place in Cameroon,
- Identifying the subjects that serve as determining factors for orienting students toward specific specialties within each sub-system,
- Highlighting the key stages in the General Education secondary curriculum where school guidance interventions are applied, and
- Reviewing official documents and policies related to school guidance in Cameroon.

Results

Overview of the General Education System in Cameroon

Organization of Cycles

In the General Education System of Cameroon, education is structured into two main cycles: the first cycle and the second cycle.

- In the French-speaking sub-system, the first cycle runs from Year One to Year Four, while in the English-speaking sub-system, it extends from Form 1 to Form 5.
- The second cycle includes Year Five, Year Six, and Year Seven in the French-speaking sub-system and Lower Sixth and Upper Sixth in the English-speaking sub-system.

The first cycle itself is divided into two sub-cycles:

- An Observation Sub-Cycle (Year One and Year Two in the French-speaking sub-system; Form 1 and Form 2 in the English-speaking sub-system), and
- An Orientation Sub-Cycle (Year Three and Year Four in the French-speaking sub-system; Form 4 and Form 5 in the English-speaking sub-system).

The second cycle is dedicated to specialization, encompassing Year Five to Year Seven in the French-speaking sub-system and Lower Sixth and Upper Sixth in the English-speaking sub-system. Notably, in the Anglophone system, Form 5 is already specialized, divided into Form 5 Sciences and Form 5 Arts.

Throughout these stages, the guidance process is omnipresent.

- In the French-speaking sub-system, entry into the orientation sub-cycle is guided by an initial school guidance process, directing students into Year Three (with options for German, Chinese, or Spanish).
- Entry into the specialization sub-cycle is determined by another level of guidance, primarily based on specific subjects. For literary tracks, Foreign Language I (French,

English) and Foreign Language II (Chinese, Spanish, German) are critical, while for scientific tracks, Mathematics, Physics-Chemistry-Technology (PCT), Life and Earth Sciences (SVTEEHB), and Computer Science are decisive.

However, only Year Four academic performance is considered in this decision—results from Year One to Year Three are disregarded. Upon completing Year Five Science, students face another orientation: either to Year Six Mathematics and Physics or Year Six Natural Sciences and Mathematics.

In the English-speaking sub-system, a single guidance step exists, based on History, Literature, and Geography for literary tracks, and Physics, Chemistry, and Biology for scientific tracks. This occurs at entry into Form 5, again relying solely on Form 4 performance, ignoring earlier years.

Given that Years One to Three (or Form 1 to Form 3) represent approximately 75% of the first cycle journey, neglecting this significant portion raises serious concerns about the fairness and validity of the school guidance system, as it disregards much of the student's development and effort.

Ambiguity in Admission to Year Five Science: Boarding vs. External Students

The admission process into Year Five Science often reveals serious ambiguities, especially when comparing boarding students to external applicants. Following national Year Four examination results, many prestigious schools conduct entrance exams for Year Five.

For instance, during the 2020/2021 and 2021/2022 academic years, ten top-ranked schools (one per region) were monitored, assessing a sample of 1,000 candidates (100 per region). Among these, 285 applied for Year Five Literary and 715 for Year Five Science, reflecting the negative perception many families hold towards literary tracks, often seen as a refuge for weaker students.

Despite the competitive exams, some external candidates were admitted out of leniency. A comparative analysis revealed that 94.3% of boarding students, though oriented towards Year Five Literary, had stronger academic profiles than 90% of external candidates admitted into Year Five Science. This underlines serious flaws in current guidance and admission practices.

Proposal of a Chart to Summarize Student Progress in the First Cycle

To restore fairness and protect student rights, there is an urgent need to systematically summarize each student's academic progress throughout the first cycle. The Fopoussi Tuebue Chart-2 (Tables 1 and 2) provides a solution.

- Description of Fopoussi Tuebue's Chart-2

The Fopoussi Tuebue Chart-2 is designed for both French-speaking and English-speaking sub-systems, with only minor adaptations. It is structured into two main parts:

1. The first part documents:
 - All academic levels completed during the first cycle,
 - The corresponding academic years,
 - Quarterly marks for each subject,
 - Annual averages per subject,
 - Preliminary orientation indications at the end of each academic year.
2. The second part summarizes:
 - Subjects critical to orientation,

- Overall orientation trend after four years,
 - Guidance Council decisions,
 - Parental opinions, and
 - The final orientation decision.
- Functioning of Fopoussi Tuebue's Chart-2

The subjects used for orientation in the French-speaking sub-system are:

- French, English, Mathematics, Physics-Chemistry-Technology (PCT), Life and Earth Sciences (SVTEEHB), and German/Chinese/Spanish (Foreign Language II).
In the English-speaking sub-system:
- History, Geography, Literature, Physics, Chemistry, and Biology.

In the French-speaking system, PCT and Foreign Language II are introduced in Year Three, thus contributing to evaluations over two years only.

The first part of the chart presents a detailed tracking of academic progress, while the second part aggregates these results into final orientation metrics.

- For most subjects, annual marks are averaged over four years (Year One to Year Four, or Form 1 to Form 4).
- For PCT and Foreign Language II, averages are based on two years.
- If a student repeats a level, marks from each attempt are included, with first attempt marks in black and second attempt in red. The final annual mark will consider the latest attempt.

This comprehensive record allows for a well-founded final orientation decision, aligned with both student performance and Guidance Council assessments. If the Council's evaluation aligns with the chart's results, the decision is confirmed. In case of discrepancy, parental input is collected and documented, enabling a final decision that reflects academic reality and family perspectives.

Table 1: Fopoussi Tuebue’s Chart-2 for monitoring with a view to a fairer orientation of students upon entering the second secondary cycle of General Education in the French-Speaking Sub-System in the Educational context in force in Cameroon

ANNUAL REVIEW BY SUBJECT AND BY LEVEL DURING THE FRENCH-SPEAKING FIRST SECONDARY CYCLE									
Level	School year	Area of the investigation	Guidance based subjects		Marks				Probable guidance option per step
			Main subjects	Sections	Term 1	Term 2	Term 3	Annual average	
Year 1		Common Languages Of communication	French	Reading Comprehension					
				Composition writing					
				Dictatoin					
				Oral expression					
				General mark					
		English							
		Sciences							
Year 2		Common Languages Of communication	French	Reading Comprehension					
				Composition writing					
				Dictation					
				Oral expression					
				Final mark					
		English							
		Sciences							
Year 3		Common Languages Of communication and foreign languages	French	Reading comprehension					
				Composition writing					
				Dictation					
				Oral expression					



			Final mark					
			English					
			Chinese/German/Spanish*					
		Sciences	Mathematics					
			Natural Sciences					
			Computer Science					
			Physics-Chemistry-Technology					
Year 4	Common Languages Of communication and foreign languages		French	Reading comprehension				
				Composition writing				
				Dictation				
				Oral expression				
				Final mark				
			English					
			Chinese/German/Spanish*					
		Sciences		Mathematics				
	Natural Sciences							
	Computer Science							
Physics-Chemistry-Technology								
QUADRI ANNUAL/BI ANNUAL REVIEW PER SUBJECT (AT THE END OF THE FIRST SECONDARY CYCLE)								
Specialties	Main subjects	Annual four-year grades per main subjects and induced orientation		Psychotechnical test result				Final orientation option
				Candidate performance		Observation		
		Quadri annual/bi annual marks	Orientation induced	Scientific aptitudes revealed	Literary aptitudes revealed	Parent opinion	Decision of the pedagogic staff	
Langues vivantes 1 et 2	French							
	English							
	Chinese/German/Spanish							
Sciences	MATHEMATICS							
	NATURAL SCIENCES							
	COMPUTER SCIENCE							
	PHYSICS-CHEMISTRY-TECHNOLOGY							

*Cross out the unnecessary

Proposal of a Tool for a More Efficient School Guidance in Cameroon

Table 2: Fopoussi Tuebue’s Chart-2 for monitoring with a view to a fairer orientation of students upon entering the second secondary cycle of General Education in the English-Speaking Sub-System in the Educational context in force in Cameroon

ANNUAL REVIEW BY SUBJECT AND BY LEVEL DURING THE ENGLISH-SPEAKING FIRST SECONDARY CYCLE									
Level	School year	Area of investigation	Guidance based subjects		Mark per term				Probable orientation option per step
			Main subjects	Sections	Term 1	Term 2	Term 3	Annual	
Form 1		Language and Human Science	English	English Littérature					
				English Language					
				Final mark					
			History						
			Geography						
			Sciences	Physics					
		Chemistry							
		Biology							
		Form 2		Language and Human Science	English	English Litterature			
English Language									
Final mark									
History									
Geography									
Sciences	Physics								
	Chemistry								
	Biology								
Form 3				Language and Human Science	English	English Litterature			
		English Language							
		Final mark							
		History							

			Geography					
		Sciences	Physics					
			Chemistry					
			Biology					
Form 4	Language and Human Science	English	English Litterature					
			English Language					
			Final mark					
		History						
			Geography					
	Sciences	Physics						
		Chemistry						
		Biology						
QUADRI ANNUAL REVIEW PER SUBJECT (AT THE END OF THE FIRST SECONDARY CYCLE)								
Specialties	Main subjects	Annual four-year grades per main discipline and induced orientation		Psychotechnical test results				Final orientation option
				Candidate performances		Observation		
		Quadri annual marks	Orientation induced	Scientific aptitudes revealed	Literary aptitudes revealed	Parent opinion	Final decision of the pedagogical staff	
Language and Human Science	English							
	History							
	Geography							
Sciences	Physics							
	Chemistry							
	Biology							

Openings Offered by the Fopoussi Tuebue's Chart-2

The Fopoussi Tuebue's Chart-2 represents a promising and hopeful innovation. Indeed, it offers multiple advantages for both educational institutions and students. For institutions, this tool would enable them to be better equipped to address and counter unfounded complaints from parents, providing clear, data-driven evidence to justify orientation decisions. For students, the Fopoussi Tuebue's Chart-2 ensures that the guidance process reflects and incorporates the full range of academic efforts and achievements accomplished throughout the entire first cycle of secondary education. By doing so, it promotes fairness, transparency, and recognition of sustained academic engagement.

Discussion and Conclusion

It is the main section in which authors describe, analyze, and interpret their findings. The school guidance process serves as a crucial mechanism for the meaningful accompaniment of students (Stevanovic, 2008). Its application takes into account the specificities of the two sub-systems of education in force in Cameroon (Noumba, 2008). In the French-speaking education sub-system, entry into the orientation sub-cycle is governed by an initial guidance process. Unfortunately, this process is based on foreign languages, despite the fact that many Cameroonians today struggle to speak even a single word in their mother tongue, as Fopoussi Tuebue (2023b) critically points out. Entry into the specialization sub-cycle is determined by another stage of guidance, whereby students are placed into either literary or scientific specialties. The major issue lies in the fact that only the student's performance during the fourth year—representing merely 25% of their work throughout the first cycle—is considered in making such critical decisions. This approach is frustrating and unfair to both students and their parents. Consider, for example, a student who performs excellently during the first three years but, due to a traumatic family event in the fourth year, experiences a sudden decline. As highlighted by Fopoussi Tuebue et al. (2023c, 2023d) and Fopoussi Tuebue (2024), such a student would not only face misdirected guidance based on unrepresentative data but would also suffer increased psychological distress.

Thus, it becomes evident that the current guidance system, which has shaped the futures of many young Cameroonians, deliberately ignores the essential 75% of the student's journey, which reflects their sustained academic effort and growth. This is a clear example of a procedural error, as described by Numa-Bocage (2011).

Moreover, in Cameroon, literary tracks are often viewed as options for less capable students, a prejudice sustained for decades, as noted by Pena-Ruiz (2001), rooted in ignorance (Milgrom, 2010), or explained through the theory of followership (De Visscher, 2016).

- **Ambiguities in Admission to Year Five Science**

Admission into Year Five Science is a persistent source of controversy and discomfort. Often, external candidates admitted to prestigious schools for Year Five Science perform at lower levels than internal boarding students, who, despite superior academic profiles, are denied entry. This highlights significant disparities in academic standards between institutions, as Musselin (2017) illustrates in similar contexts, and constitutes errors of judgment (Coste & Danet, 2012).

Thus, each institution should prioritize and promote its own students first, as advocated by Cormier-Salem & Roussel (2009). To address this gap, schools could organize special entrance exams for Year Five Science, open both to internal students who do not fully meet conditions and to external candidates, under the discretionary authority of the school head, aligning with Plessix's (2022) concept of institutional sovereignty.

- **The Necessity of Fopoussi Tuebue's Chart-2**

To restore students' rights, it is essential to summarize the entire academic journey of each student throughout the first cycle. The Fopoussi Tuebue's Chart-2 (Tables 1 and 2) is a vital tool in this regard.

Chart Operation and Structure

The Chart-2 accounts for cases where students repeat a level, recording each year's results:

- First attempt marks in black,
- Second attempt marks in red, following Gary-Bobo & Robin (2012), who emphasize that a student may not repeat the same level more than once in a cycle.

For final evaluation, the marks from the second attempt are considered if the level was repeated. This allows a comprehensive and longitudinal view of a student's academic progress, forming a robust foundation for orientation decisions.

However, as Martin-Krumm (2008) reminds, results can sometimes be distorted by cheating or circumstantial failures, making the outcomes of the Orientation Council crucial. These assessments rate both scientific and literary abilities on a scale of 10.

- If aligned with the student's academic record, the orientation decision is straightforward.
- If discrepancies arise, parental input is recorded, and the final decision is adjusted to reflect a more accurate academic reality.

Benefits of the Chart for Institutions and Students

For institutions, this tool offers a defense against unfounded parental complaints, as many parents neglect following their children's academic performance, later presenting numerous irrelevant arguments—a behavior Ott (2010) refers to as parental resignation. Parents often become highly engaged only when their child is oriented toward Year Five Literary, attempting to argue that, with just three months of effort, they can reverse four years of poor performance—an unrealistic claim, as highlighted by Fopoussi Tuebue (2021b).

Fopoussi Tuebue (2021a, 2021b, 2022a, 2022b, 2023a, 2023b) also notes that many parents in Cameroon perceive orientation to Year Five Literary as a family failure. Statistically, parents who attempt to resolve four years of academic struggle in three months are operating within a 3/48 time frame—only 6.25%—indicating a 93.75% likelihood of failure, confirming Ott's (2010) observations on parental resignation.

For students, the Chart-2 ensures that all academic efforts throughout the first cycle are taken into account. As noted by Armagnague-Roucher & Bruneaud (2016), this approach aligns with the principle of justice. Furthermore, by tracking quarterly and yearly performance, it facilitates early detection of academic decline, allowing timely interventions—a process Cayouette-Remblière & Moulin (2019) describe as predictive monitoring.

- Systemic Challenges and the Role of Fopoussi Tuebue's Chart-2

In the French-speaking sub-system, school guidance occurs at entry into Year Three, Year Five, and after Year Five Science. In the English-speaking sub-system, guidance is applied upon entry into Form 5. In both systems, Year Five/Form 5 Science is the most sought-after specialty, regardless of student ability. Yet, only Year Four/Form 4 results (25% of the total academic journey) are considered for orientation.

Consequently, tensions regularly erupt between schools and parents of students guided toward Year Five Literary or Form 5 Arts, while schools lack strong tools to justify their decisions. The Fopoussi Tuebue's Chart-2 provides a transparent, structured framework to ensure fairness in guidance and to defend against parental disputes.

Proposal of a Tool for a More Efficient School Guidance in Cameroon

It is often observed that boarding students not meeting the criteria for Year Five Science are still academically stronger than external students accepted for that same specialty. Therefore, schools should focus on promoting their own students before admitting external candidates.

The Fopoussi Tuebue's Chart-2 is applicable in any context where school guidance may carry risks of injustice toward students. It enables relevant and comprehensive student monitoring and provides a robust mechanism for schools to defend their orientation decisions against recurring parental complaints. As such, it represents a practical and fair solution to longstanding issues within Cameroon's school guidance system.

Declarations

Acknowledgements: Not applicable

Authors' contributions: Not applicable

Competing interests: The authors declare that they have no competing interests.

Funding: Not applicable

Ethics approval and consent to participate: Not applicable

Copyright & License: Authors publishing with the journal retain the copyright to their work licensed under the **CC BY 4.0**.

References

- Armagnague-Roucher M., Bruneaud J.F. (2016), "Introduction. Minoritized populations and educational justice: some issues for migrant populations? », *Les notebooks de la LCD*, 2(2), p. 13-24. <https://doi.org/10.3917/clcd.002.0013>.
- Barreau P. (2017), Le coaching : une forme d'accompagnement à part entière. *Information, données & documents* 4(54), p. 30-32, <https://doi.org/10.3917/i2d.174.0030>
- Canzittu D., Demeuse M. (2017), "Chapter 1. Orientation, oriented, orientor". In Ed. Canzittu D., Demeuse M. How to make a school truly orienting? *Louvain-la-Neuve, De Boeck Supérieur, "Practical guides"*, p. 21-24. URL: <https://www.cairn.info/comment-rendre-une-ecole-reellement-orientante--9782807307124-page-21.htm>
- Cayouette-Remblière J., Moulin L. (2019), "How are inequalities in academic performance evolving in middle school? Longitudinal monitoring of students between grades 6 and 3", *Population*, 4 (74), p. 551-586. <https://doi.org/10.3917/popu.1904.0551>.
- Cormier-Salem M.C. and Roussel B. (2009), "Locate products and promote local specialties. A general and abundant dynamic", *Autrepart*, 2(50), p. 3-15. <https://doi.org/10.3917/autr.050.0003>.
- Cossart O., Talpin J., Keith W. (2012), *Introduction. Comparing deliberative practices across eras: a historical aberration? In Participations* 2(3), p. 5-47 Éditions De Boeck Supérieur <https://doi.org/10.3917/parti.003.0005>
- Coste F.L. and Danet J. (2012), "The meaning of judicial error", *Les Cahiers de la Justice*, 2(2), p. 149-160. <https://doi.org/10.3917/cdlj.1202.0149>.
- Demaret J., GILSON A. (2019), "Failure in professional careers: a processual and interactionist analysis through identity tensions and their resolution", 3(32), p. 47-77. <https://doi.org/10.3917/grh.193.0047>.
- Ekomo Engolo (2001), Sociological analysis of bilingualism in education in Cameroon, *Education and Societies*, 2(8), p. 135-161 <https://doi.org/10.3917/es.008.0135>
- Filho A.M. (2017), "School – parents of students: towards direct questioning of institutions", *Administration & Education*, 1(153), p. 101-107. <https://doi.org/10.3917/admed.153.0101>.
- Fopoussi Tuebue, J.C. (2021a). Contribution to the Development of a Tool for Deciphering the Message Conveyed by Marks for Better Support of Learners in Competence Based Approach: Case Study of Cameroon. *Asian Journal of Education and Social Science*, 22(1), 1-16. <https://doi.org/10.9734/AJESS/2021/v22i130518>
- Fopoussi Tuebue, J.C. (2021b). Adaptation between the School Context in the Francophone Educational Sub-System of General Education in Cameroon and the Learner's Entry into the World of Employment: School Guidance. *Asian Journal of Education and Social Studies*, *Asian Journal of Education and Social Science*, 24(1), 39-54. <https://doi.org/10.9734/AJESS/2021/v24i130569> Editor(s)
- Fopoussi Tuebue, J.C.(2022a). Interdisciplinary Evaluation for the Cameroonian French-speaking Sub-section: Case of the Secondary School. *Asian Journal of Education and Social Studies*, *Asian Journal of Education and Social Science*, 29(3): 1-36. <https://doi.org/10.9734/AJESS/2022/v29i330699>
- Fopoussi Tuebue, J.C. (2022b). Impact of the implementation of evaluation model centered on a strong interdisciplinary approach in CBA (competence-based approach): case of secondary school in the francophone sub-section in Cameroon, *Asian Journal of Education and Social Science*, 34(1): 1-9. <https://doi.org/10.9734/AJESS/2022/v34i1718>
- Fopoussi Tuebue, J.C. (2023a). Development of an Implement Capable to Ease the Practicing of Culinary Activities in General Secondary High School in Cameroon: Case Study of the Francophone Subsystem of Education, *Asian Journal of Education and Social Studies*, *Asian Journal of Education and Social Science*, 41(2), 35-56. <https://doi.org/10.9734/AJSEE/2023/v41i2892>
- Fopoussi Tuebue, J.C., Botondono, B. B., Mbouombouo Mounben, H., Outekelek Sabeyam, A., Ntata Tchokodjeu, F., Djiotsa Tsafack, D. R., Tchouala Tchinda Oyono, M., Peyo Pegwo, R., & Mboo Ntonga, A. R. (2023c), Proposals of Quaterly Themes in the Framework of the Implementation of the Interdisciplinary Evaluation System in Secondary Education in Cameroon, *Asian Journal of Education and Social Science*, 45(1), 10-20. <https://doi.org/10.9734/AJESS/2023/v45i1973>
- Fopoussi Tuebue J.C., Botondono B. B., Mbouombouo Mounben H., Outekelek Sabeyam A., Ntata Tchokodjeu F., Djiotsa Tsafack D. R., M., & Peyo Pegwo R. (2023d), Thematic Approach of the Competition for Entrance to the First Year of the Secondary Level in the Cameroonian Education System, *Asian Journal of Education and Social Science*, 46(1), 55-64. <https://doi.org/10.9734/AJESS/2023/v46i1996>

Proposal of a Tool for a More Efficient School Guidance in Cameroon

- Fopoussi Tuebue J.C. (2024). A New Assessment Approach For High School Students In Cameroon. *International Journal of Positivity & Well-Being*, 2(1), 26-45. <https://doi.org/10.61518/ijpw-31>
- Gary-Bobo R., Robin J.M. (2012), « Chapter 6. Le redoublement est-il inefficace et nuisible ? ». In Ed. Gary-Bobo R. et Robin J.M., Débats et difficultés d'analyse, *Regards croisés sur l'économie*, 2 (12), p. 98-113. <https://doi.org/10.3917/rce.012.0098>.
- Martin-Krumm C., Salama-Younes M. (2008), “Explanatory method and academic results among pre-adolescent children”, *Carrefours de l'Éducation*, 1(25), p. 103-114. <https://doi.org/10.3917/cdle.025.0103>.
- Mbwassak R. (2022), “Practice of guidance-counseling activities and the student’s professional project in Cameroon”, *Education and socialization*, 65, <https://doi.org/https://doi.org/10.4000/edso.20045>
- Milgrom E. (2010), “Chapter 11. Success and failure: from the right to make mistakes to the duty to make mistakes? », In Ed. Raucet B., Supporting students. What roles for the teacher? What devices? What implementations? “*Pedagogies in development*”, Louvain-la-Neuve, De Boeck Supérieur, p. 291-311. <https://doi.org/10.3917/dbu.rauce.2010.01.0291>.
- Musselin C. (2017), “Chapter 2. Competition and performance differentiation”, In Ed. Musselin C., The great university race. Paris, Presses de Sciences Po, “Hors collection”, p. 45-100. URL: <https://www.cairn.info/la-grande-course-des-universites--9782724620559-page-45.htm>
- Ndjock F.N. (2016), *The dynamic observatory as a tool to support the decision-making process applied to an educational system Case of Cameroon In Les Cahiers du digital* 4(12), p. 19-38, Éditions Lavoisier ISSN 1622-1494 ISBN 9782746247871, <https://www.cairn.info/revue-les-cahiers-du-numerique-2016-4-page-19.htm>
- Noumba I. (2008), “A profile of school dropouts in Cameroon”, *Revue d'économie du développement*, 1(16), p. 37-62. <https://doi.org/10.3917/edd.221.0037>
- Ott L. (2010), “Have families resigned? », in: , *Working with families. Parents-professionals: a new sharing of the educational relationship*. Toulouse, Érès, “Specialized education in everyday life”, p. 33-41. URL: <https://www.cairn.info/travailler-avec-les-familles--9782749202433-page-33.htm>
- Pena-Ruiz H. (2001) “Ten prejudices about School”, *Les notebooks de médiologie*, 1(11), p. 254-261. <https://doi.org/10.3917/cdm.011.0254>.
- Plessix B. (2022), “Chapter 3. Sovereignty”, In Ed. Plessix B., Public law. “What do I know? Paris cedex 14, Presses Universitaires de France, », p. 38-49. URL: <https://www.cairn.info/le-droit-public--9782715400009-page-38.htm>
- Stevanovic B. (2008), « L'orientation scolaire », *Le Télémaque*, 2(34), p. 9-22. <https://doi.org/10.3917/tele.034.0009>.
- Tsala Tsala J.P. (2004), “Technical education in Cameroon: the poor relation of the system? », *Crossroads of education*, 2(18), p. 176-193. <https://doi.org/10.3917/cdle.018.0176>.