

**UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA**

**Public Administration, Human Resources
and Social Development Division**

EDUCATION STAFF TRAINING DEVELOPMENT PROGRAMME

**REPORT OF REGIONAL CURRICULUM DEVELOPMENT COURSE
AND SEMINAR ON CONCEPTS, PROCESSES AND TECHNIQUES
OF CURRICULUM PLANNING, DEVELOPMENT AND EVALUATION**

Ministry of National Education, IPAR BUEA, Cameroon

2 - 6 December 1991

**Jointly Planned and Organized by the United Nations Economic Commission for Africa (ECA)
and Ministry of National Education, IPAR Buea, Cameroon**

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PART ONE

I. Organization, Date and Venue

The UNECA/Cameroon Ministry of National Education Curriculum Development and Evaluation Seminar on the concepts, processes and techniques of curriculum planning, development and evaluation was jointly planned and organized by the United Nations Economic Commission for Africa (ECA), and the Ministry of National Education, Cameroon. The Seminar was held under the auspices of IPAR Buea at the University Centre, Buea from 2-6 December 1991.

II. Participation

The seminar was attended by one hundred and forty (140) participants comprising of senior educational administrators, education officers and administrators directors, principals and headmasters of education institutions, senior lecturers and lecturers, teachers, tutors and teacher trainers, examination officers, inspectors of schools, university scholars and academics, researchers, teacher trainers, educators and educationists and experts in various education fields. A full list of participants appears as Annex I of this report

III. Resource Persons

The seminar was serviced by one key resource person from the United Nations Economic Commission for Africa (ECA) and eight Cameroonian resource persons. The ECA resource person presented most of the topics as indicated in Part Two of this report and the local resource persons each presented a topic. The seminar also benefitted from the service of the organizing committee, the rapporteurs, the secretariat and the editorial board. A full list of the resource persons under this paragraph appears as Annex II of this report.

IV Rationale for the Seminar

Many African countries have an educational system with a colonial heritage and as such the educational systems have grown from a very narrow to a large base during the last three decades. At one time in Cameroon, education was for the privileged few; but today, it is accessible to many children of school going age from nursery education through university education.

Prior to independence, education was designed to meet the needs of colonizers; whereas today's education is geared towards achieving three main objectives. The first objective manifests itself in education of the worker wherein an individual is seen as the object for which instruction or training in some useful skills, knowledge and attitudes is very essential and is needed; and that failure to get such an education makes one less productive in society. The second objective leads to education of the citizen with the individual as the subject and also being considered as a member of society or a community. In this regard,

education and culture have an instrumental value so that education aims at preparing the individual for an effective and productive role in society.

A third objective manifests itself in education of the human being wherein the individual is a unique person and multi-functional developing subject playing various roles during one's life time. To this end, education is both a value in itself and an instrument for life's preparation in equipping individuals with the necessary knowledge, skills, attitudes and values for a meaningful and productive life. However, because the aims and processes of education are so complex and complicated, no one institution, mode of delivery or curriculum can prepare individuals for these various roles in society. This then necessitates the effective planning of education as well as its curriculum.

The situation is compounded by the existence of two systems of education in Cameroon - the French and English Systems of Education; proportionate increase in the population of school going age children; in the increase of large class sizes; lack of textbooks and teachers' guides; deteriorating instructional facilities; increase in the number of untrained and under-trained teachers; lack of professionally well qualified, dedicated and committed educational planners; curriculum planners, developers and evaluators; inspectors of schools and supervisors; examination officers; educational administrators; teachers, heads of schools, and teacher trainers; and lack of financial resources for the development of education. A more important factor has also been the deteriorating economic conditions in some African countries which have in turn resulted in a degeneration in the quality of education and particularly at the primary level.

In order to reduce some of these shortcomings of education, attention was focused during the seminar in assisting all those engaged in the field of education - administrators, educational planners, curriculum developers and evaluators, inspectors of schools, teacher trainers and tutors, examination officers, education officers and resource personnel, to be equipped with specialized knowledge, skills and attitudes in the execution of their duties. A key educational institution in a country that may help in sharpening the knowledge, skills and attitudes of some of these people is a Curriculum Development Centre and in the case of Cameroon, IPAR Buea, whose functions are essentially the design and development of instructional materials and evaluation, not only of teaching materials, but also of educational programmes. Research is also an important function of the IPAR.

The seminar, therefore, was organized to bring together teacher educators, education officers, curriculum development officers and evaluators, programme producers and resource personnel, educational planners, and teacher trainers in order to help them sharpen their tools for the important task of curriculum development and evaluation, teacher education and the development of education in general.

The intention of the seminar was to introduce participants more formally to the theory, practice and processes of curriculum planning, curriculum development and evaluation; and teacher education. To this end therefore, the workshop consisted of plenary presentations, discussions, and group assignments.

IV. Objectives of the Workshop

The stated objectives of the workshop were:

1. Describe the process of curriculum planning and curriculum development;
2. Describe selected models of curriculum development
3. Explain the role of objectives in curriculum planning, curriculum development and evaluation
4. Explain the selection of content and learning experiences for an approved curriculum
5. Explain the implications of curriculum development for teacher education
6. Explain programme and curriculum evaluation
7. Discuss the problems and issues affecting education development in Cameroon

V. Workshop Content

In the light of the stated objectives, the content of the workshop was as follows:

1. Objectives of the workshop
2. Selected Models of curriculum development
3. Problems, issues and prospects of education development in Cameroon with special reference to Curriculum Development
4. Curriculum Development Process; The case of Cameroon
5. Objectives in Curriculum Development and Evaluation
6. Selection of content and learning experiences
7. Professionalization of teaching and its implications for curriculum development in Cameroon
8. Evaluation - programme evaluation; curriculum evaluation; and workshop evaluation

VII. Seminar Design

The design of the Seminar was influenced by certain key considerations i.e.

- (a) the role played by the participants attending the workshop in curriculum development and evaluation in Cameroon;
- (b) the involvement of participants in the development and production of instructional materials, pupils' textbooks and teachers' guides;
- (c) the role played by participants in the curriculum development process in Cameroon;
- (d) the role played by participants in the development of education in general;
- (e) curriculum development and evaluation and its implications for the training and retraining of teachers; and
- (f) the role played by the participants in assessing the expected outcomes of education of pupils/students in Cameroon.

In view of the foregoing, opportunities were given to participants through contributions on the various topics presented and discussed and to learn from each other through formal and informal interactions. To this effect, therefore, the seminar methodologies focused attention on:

- lectures with extensive use of overhead projector to ensure effective learning and the development of dialogue between the resource person and participants;
- discussion techniques to encourage participants in developing constructive and logical thinking as well develop right attitudes in curriculum development and evaluation;
- group discussions to involve participants in finding solutions and proposing measures for the development of education in Botswana;
- plenary fora and discussions to present points of views concerning controversial issues; as well as give variety and change of pace during lectures; and as a means of involving participants and utilizing their various talents to share experiences and ideas
- inquiry methods which involved participants finding answers by themselves to a problem and then drawing their own conclusions. The inquiry method was used to ensure that participants thought carefully about the ideas, problems and issues under consideration in curriculum development and evaluation and

teacher education, particularly when they discussed the problem of education in Cameroon.

- workshop manuals which were used in the explanations and amplifications of concepts and processes in curriculum development and evaluation. A list of all the manuals used appears in Section VIII of this report; and
- projected materials or software such as transparencies for the overhead projector which were extensively used in conjunction with lectures for explanation and amplification of concepts and processes in curriculum development and evaluation

Evaluation of seminar was made during and at the end of the seminar by way of discussion and critiquing the activities of the workshop regarding the feelings of participants. An open forum on what participants felt they had learned from the seminar and what they would like to see happen in future was preferred for evaluating the effectiveness of the seminar.

VIII. Course Manuals and Handouts

A number of course manuals were prepared and distributed to all participants to reinforce and supplement the subject matter discussed and reviewed during the five days, and also to provide them with a record of their work. Each participant was presented with a copy of the documents listed below to facilitate the learning process.

1. Monitoring and Evaluation of Educational Systems (Education Training Manual No. 8 - ECA/PHSD/HRP/88/2/5.1(i)(b))
2. Programme Evaluation (Educational Training Manual No. 4 - ECA/PHSD/HRP/89/12/5.1(a))
3. Teacher Education (Education Training Manual No. 10 - ECA/PAMM/HRP/86/WP.5)
4. Teacher Education: The Professionalization of Teaching, Its Problems and Prospects (Educational Training Manual No. 12 - ECA/PHSD/HRP/91/1/5.2)
5. Instructional Objectives and Objectives in Curriculum Development (Educational Training Manual No. 14)
6. Some Models of Curriculum Development: Procedures in Curriculum Planning and Curriculum Development (Curriculum Development Course Manual 1989)
7. Evaluation in Curriculum Development: Some Basic Concepts and Approaches (Curriculum Development Course Manual 1989)

8. Objectives in Curriculum Planning and Curriculum Development (Curriculum Development Course Manual 1989)
9. Selection of Learning Experiences and the Teaching Syllabus (Curriculum Development Course Manual, 1989)
10. Selection of Content: Syllabus Design and the Development of a Scope and Sequence Chart - Principles and Procedures (Curriculum Development Course Manual 1989).

IX. Opening of the Seminar

The seminar was opened by the Secretary of State for National Education, His Excellency Joseph Teghen Yunga. In his speech, H.E. Yunga first welcomed the ECA representative and all the participants to this important seminar which was a result of fruitful co-operation between the Government of Cameroon and the Economic Commission for Africa.

He said that the seminar provided an opportunity for all those interested in the development of education in Cameroon to examine and appraise some of the fundamental problems and issues in education which continue to plague the development of education in Cameroon. Among such pertinent issues is the lack of effective educational planning to ensure that the education which is developed in Cameroon equips the people with the right knowledge, skills and attitudes for a productive life. A second fundamental problem was to question ourselves as regards the type and quality of products of the systems as regards the knowledge and skills needed for national development, and whether the present educational structures, methods and content of education could produce the required individuals.

The Secretary of State for National Education felt that the structures, content and methods were inadequate to produce the right mix individuals needed for national development. He pointed out that Cameroon's educational system was characterized by high drop-out repeaters and failure rates coupled with many school leavers failing to find production jobs on salaried employment.

It was his conviction therefore that such a Seminar would bring to the fore major issues of concern for discussion and exchange of ideas. He pointed out that in Cameroon there was urgent need to review the curricula for the two systems of education operating in the country. He felt that the present system was academic oriented and provided little room for vocational and job-oriented knowledge and skills. He emphasized the qualifications *per se* did not warrant any individual to be labelled a specialist in his/her subject of specialization. There was always the need for thorough and effective training for holders of academic qualifications. He hoped therefore that the Seminar provided an opportunity for the participants to sharpen their tools in their duties.

In conclusion he reminded the participants of the heavy work ahead of them and called upon them to apply their individual efforts, dedication and commitment to the activities of the Seminar to ensure its success. He then declared it open.

PART TWO

X. Seminar Proceedings

The programme of work of the seminar appears as Annex III of this report.

The seminar started with climate setting which included introductions, the seminar programme, a review of the objectives of the workshop, and an emphasis on the concerns and expectations of participants regarding the workshop.

It was pointed out that most of the officers working at the Curriculum Development Unit were not trained curriculum specialists or developers although the work they do requires specialized training. It was therefore necessary for most of these officers to acquire some knowledge, skills and attitudes in curriculum development and evaluation. Indeed it is essential for all officials engaged in curriculum development to have the necessary capability to perform competently in curriculum development tasks - hence the need for training which would produce individuals with the necessary knowledge and skills to perform tasks in curriculum development and evaluation. It was in this context that the workshop proceeded to examine:

- (i) Some selected models of curriculum development relevant to Cameroon;
- (ii) Problems, issues and prospects of education development in Cameroon with special reference to curriculum development;
- (iii) An overview of curriculum development in Cameroon;
- (iv) Curriculum development process and the Politics of Curriculum Development Process;
- (v) Objectives in curriculum development and evaluation;
- (vi) Selection of content and learning experiences;
- (vii) Strategies and styles of preparing vocational education;
- (viii) Influences in curriculum development and their implications for the development of education;
- (ix) Teaching African literature in Cameroon;
- (x) Planning and evaluation in curriculum development;
- (xi) Curriculum evaluation;

- (xii) Teacher education: The profesionalization of teaching and its implications for curriculum development in Cameroon;

These topics were presented and discussed in plenary and some of them, particularly objectives in curriculum development, and the problems, issues and prospects of education development were treated in greater detail during such discussions.

1. Some Selected Models of Curriculum Development

The seminar emphasized the point that in education, educational planning and curriculum development should not be seen as separate entities of an educational system. This consideration stems from the fact that educational planning involves deciding in advance what to do; how to do it; when to do it; and who to do it. It stands as the main link between where we are and where we want to go i.e. educational planning looks at the future in terms of ways in which the existing educational system can be incrementally modified to achieve a set of objectives in a better manner than at present. It is a process of evaluating the existing educational system at the level of its component programmes and sub-programmes.

In curriculum planning, however, a shift is made from the what and why to the how i.e. a shift from a search for answers to the primary curriculum questions of what to teach and why to a search for useful methods and strategies for effecting the learning process.

In essence therefore, the inter-relationship between educational planning and curriculum development is centred around four fundamental questions which must be taken into consideration in developing any curriculum. The four questions as formulated Tyler are:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

No educational plan is complete without having taken into account these questions because the purpose of every plan is to contribute towards the achievement of the objectives of education of the country. As a continuous process, educational planning involves implementation, evaluation, monitoring and feedback. At its implementation stage, it interacts heavily with curriculum development, and curriculum development becomes the focal point of an education plan. When evaluating a curriculum, one is also evaluating an education plan; because an education system must produce the kind of people needed by society.

Following this distinction, selected models of curriculum development process were discussed and some comparisons made. In particular, the discussion centred on Tyler's Wheeler's and Kerr's Models, and because of the shortage of time (one week's seminar) other models were not discussed. Emphasis was placed on the fact that in general, the various models of curriculum development identify the five stages of curriculum development process viz:

- (1) Articulation of goals, aims and objectives;
- (2) Selection of Learning Experiences;
- (3) Selection of Content;
- (4) Organization and Integration of learning experiences and content;
- (5) Evaluation.

The selected models as well as those not discussed were considered useful in curriculum development because they assist curriculum developers in;

- (a) focusing attention on the purpose of what the curriculum developer is trying to do and thereby assisting him/her in clarifying the education objectives being pursued;
- (b) anticipating certain problems which if identified at each stage of the curriculum development process can be attended to more quickly;
- (c) helping to save on time, effort and money when effectively used as guides to curriculum development;
- (e) facilitating the work of the curriculum developer.

A critical review was made of these models and an assessment was also made as regards their contribution to the curriculum development process. In particular, the review centred on Tyler's Model which was criticized for:

- no indicating what the curriculum developer should do after evaluating the achievement of the objectives;
- being simplistic and mechanism and not as a continuous process.
- not indicating the bases or criteria used for selecting the objectives.

In spite of these criticisms, it was argued during the workshop that all other curriculum models are derived from Tyler's Model. They are either a modification or an improved model of Tyler's, because the basic elements - objectives, learning experiences and

content, and evaluation remain the same. What differs is the arrangements i.e. linear, cyclic or otherwise.

2. Curriculum Development Process

Following from a discussion on selected models of curriculum development, the seminar noted that in general, the curriculum development process consists of five phases which were once again emphasized as:

- (a) The articulation of goods, aims and objectives;
- (b) the selection of learning experiences;
- (c) the selection of content through which certain types of experiences are provided;
- (d) organization and integration of learning experiences and content; and
- (e) evaluation.

The workshop discussed three levels of goals pertaining to the first phase i.e. the ultimate, mediate and proximate goals. Ultimate goals were explained as the kind of behaviour expected to be observed after a long period of education i.e. at the end of the education system; while the mediate goals are the kind of behaviour expected to be shown at the various stages of the education cycle leading to the achievement of ultimate goals. The proximate goals are the most specific statements of intended behavioural outcomes. They are objectives because they are measurable and permit of evaluation.

The second phase deals with the selection of appropriate learning experiences through which goals will be attained. Particular consideration should be given to the various levels of objectives to be achieved. As regards the third phase, it was noted that every learning experience involves content because appropriate learning experiences through which goals will be attained. Particular consideration should be given to the various levels of objectives to be achieved. As regards the third phase, it was noted that every learning experience involves content because appropriate learning experiences can only be provided through subject matter content. For content to have an important effect on intended learning outcomes, however, the general aims of education need to be translated into specific objectives so as to have direct influence on the learning-teaching process.

As regards the fourth phase, it emphasized that content and learning experiences are combined in order to set up educational experiences designed to achieve the intended outcomes. It is at this stage that subject matter is organized into scope and sequence chart of the various grade levels and a detailed teaching scheme or teaching syllabus.

In the fifth and final phase, evaluation deals with the success or failure of the educational programme by means of measurement and assessment of change in behaviour. This final phase is concerned with such questions as:

- Were the teaching-learning experiences chosen suitable for attaining the stated objectives?
- Was the integration of learning experiences and content effective.

In translating these basic elements of the curriculum development process, the curriculum developer in Cameroon has to do the following:

- (i) study the national goals of education, policy statements and directives to enlighten oneself on the task at hand;
- (ii) study the goals, aims or objectives of a cycle of education, e.g the aims and objectives of primary, secondary and teacher education;
- (iii) determine a curriculum (directly or indirectly) for the various levels of education. The curriculum developer asks such questions as to what will be the most appropriate subjects in a curriculum designed to achieve the objectives of the educational system;
- (iv) Select appropriate learning experiences. At this stage, the curriculum developer decides on the teacher-i.e. pupil/student activities and the teaching-learning experiences which will be provided in order to achieve the intended learning outcomes of the educational system;
- (v) Select appropriate content which involves the selection of individual subject topics and corresponding content, which must contribute to the attainment of objectives of the educational system;
- (vi) Organize and integrate the learning experience and content so as to facilitate the achievement of the objectives of education. This activity involves:
 - (a) a study of the objectives of a cycle of education and those of the subject;
 - (b) preparation of a scope and sequence chart;
 - (c) the development of a teaching syllabus which has the following elements:
 - (1) Topic or Strand
 - (2) Objectives
 - (3) Content
 - (4) Teaching-Learning Strategies

- (5) Teaching-Learning Materials
- (6) Assessment

It is very important to ensure that the organization and integration of content and learning experiences will promote the attainment of the intended learning outcomes.

- (vii) Writing of instructional materials involving the writing of the following teaching-learning, materials:
 - Pupils' books/textbooks
 - Teachers' guides
 - Teachers' handbooks
 - Supplementary reading materials
 - Non-print materials to aid learning and teaching
 - Other reference and teaching materials
- (viii) Evaluation of Instructional Materials both formatively and summatively to ensure that instructional materials facilitate the attainment of the particular cycle of education

3. Politics of Curriculum Development Process

The presentation of this topic focused attention on the Cameroonian attempts at Curriculum Development, and the politics and go with these attempts. The attempts fall into three major projects:

The first major project was the notable attempts to harmonise the two systems of education inherited from the colonial past. There were a series of inconclusive conferences, and the last bid to change the G.C.E. structure in 1984 marked the failure in this attempt. As part of the first major project, the government engaged in a second attempt to ruralise education. The most immediate target was the Primary School Age. This effort saw the creation of two institutes IPAR Yaounde in 1969 and IPAR Buea in 1974. The question of ruralisation for whom, marked the deathknell of this attempt. The third phase of the first major project has been the project on bilingualism. It has been marked by the creation of a then Federal Bilingual University of Yaounde and Bilingual Secondary Schools. However, there is still no system of evaluation which is Bilingual.

In addition, the presentation focused on the context of Decision Making in the Curriculum process, highlighting on the various constraints and prospects as noticed in the macro socio-political factors, the minority/majority factor and the Private/Public Duality in Education. Further an analysis was made of the politics as observed in the Roles and the Actors involved in the Curriculum Development Process. The Actors being the learners, Parents, Society, Politicians, the Government, Foreign Agencies, Teachers and the Curriculum Developers. Roles, of course, do change as the content also changes. More so because there is a continuous globalization of life. However, the Teacher and Curriculum

Developer stand out as visioner and prophets of change. In all this, however, the ultimate aim of the curriculum development process is "change and improvement" in education, and when this does not happen, all efforts come to nothing and are in vain.

4. Objectives in Curriculum Development

During the seminar, curriculum aims were defined as statements which describe expected life outcomes based on some value either consciously or unconsciously borrowed from philosophy. They do not directly relate to school or classroom situation because they are somewhat removed from that situation in as far as the degree of their achievement is determinable only after completion of school. In this regard, curriculum aims may be referred to as general objectives in the sense that they are broader in character than specific learning objectives.

In examining objectives in curriculum development, it was noted that an objective refers to an intended change to be brought about in a learner described in terms of measurable learner behaviour. It must therefore be absolutely specific, more readily observable and measurable so that one can determine whether a learner is making progress during the course.

Emphasis was placed on the fact that an objective is an intent communicated by a statement describing a proposed change in a learner. In other words, it is a description of a pattern of behaviour we want a learner to be able to demonstrate after undergoing a learning situation. Therefore, the statement of objectives must denote measurable attributes observable in a learner. In other words, a statement of an instructional objective is a statement which describes an instructional intention which communicates one's intention to the extent to which one has described:

- (i) What the learner will be doing when demonstrating what he has learned, and
- (ii) How one will know when the learner is doing it.

Therefore, in writing an instructional objective, one should be able to:

- (a) identify the terminal behaviour by name, i.e. specify the kind of behaviour which will be accepted as evidence that the learner has achieved the objective which was stated. This is the Performance Characteristic of an objective i.e. an objective always states (if it is a good objective) what the learner is expected to be able to do after a learning situation;
- (b) the important condition under which the behaviour is expected to occur. This is the Condition Characteristic i.e. an instructional objective always describes the condition/conditions (if any) under which the performance is to occur;
- (c) The criteria of acceptable performance by describing how well the learner must perform i.e. the acceptable minimum level of performance. This is the Criterion Characteristic which often specifies the time limit, or the minimum

number of correct responses, and also defines important characteristics of performance accuracy.

It was emphasized that of the three characteristics, the most important and indispensable characteristic for an objective to be useful is that of performance which describes the kind of behaviour which will be accepted as evidence that the learner has mastered the knowledge or skill and achieved the objective. Whatever else a statement may do, if it does not state a performance it is not a good objective or none at all.

A. Levels of Objectives

Two levels of objectives were discussed:

- (i) The first level delineates the terminal objectives which state what the learner will be doing in terms of a continuum of experiences during a programme of study;
- (ii) The second refers to Interim or Enabling Objectives which assist in the fulfilment of terminal objectives i.e. they are prerequisite to the fulfilment of the terminal ones.

B. Categories of objectives

Three major categories were discussed according to Blooms Taxonomy of Educational objectives:

- (a) Cognitive Domain which refers to objectives concerned with knowledge, information, facts and intellectual abilities - i.e. naming, listing, solving, explaining, describing, applying, judging, evaluating etc. Objectives in the cognitive domain state intellectual behaviours of the learners.

Six levels of the cognitive domain objectives were discussed in ascending order from the lowest level - knowledge to the highest, evaluation

- (i) Knowledge - student recalls learned material i.e. the ability to remember learned material
- (ii) Comprehension: student makes use of learned material i.e. the ability to grasp and make use of learned material
- (iii) Application: student uses abstraction in particular situations i.e. the ability to use material learned in new and concrete situations.
- (iv) Analysis: student separates complex wholes into their parts i.e. the ability to break down material into its component parts so that its organizational structure may be understood;

- (v) **Synthesis**: student combines elements into a new whole i.e. the ability to combine written material, statement etc. for a given purpose;
 - (vi) **Evaluation**: the student judges and makes conclusion about written material i.e. the ability to judge the value of written work and makes logical conclusion.
- (b) **Affective Domain**: which refers to objectives or behaviours relating to feelings, emotions, attitudes and appreciation i.e. enjoying, appreciating, respecting valuing etc. objectives in this domain state the feelings, values or attitudinal behaviours of learners.

Five levels of the Affective Domain were discussed in ascending order from the lowest - receiving to the highest - characterization.

- (i) **Receiving** - the learner's willingness to attend to particular stimuli i.e. objectives at this level are concerned with getting, holding and directing the learner's attention.
 - (ii) **Responding** active participation on the part of the learner i.e. the learner willingly responds to a particular phenomenon and reacts to it in some way.
 - (iii) **Valuing** The value attached by a learner to a particular object or behaviour.
 - (iv) **Organization** bringing together different values, resolving conflicts between them and making value system out of them.
 - (v) **Characterization** a value system controls an individual's behaviour so as to characterize a life style.
- (c) **Psychomotor Domain** which deals with skills requiring the use or co-ordination of skeletal muscles, performing, manipulating and constructing etc. Objectives in this domain state the physical, motor or manipulative behaviours of learners.

According to Bloom this category was not hierarchically categorized, but the domain constitutes an important category of educational objective in teaching practical and vocational skills.

However, others and not Bloom have classified the Psychomotor Domain into four levels viz.

- (i) **Observing**: which refers to attending to a performance by learners of a more experience person

- (ii) Initiating which refers to the basic rudiments of trying to imitate the required skill
- (iii) Practising which refers to the repetition of the sequences of phenomena as the conscious effort decreases
- (i) Adapting which refers to the perfection of the skill as one uses it.

C. Examples of Some Objectives of Education

- (1) To develop in learner the skills of logical thinking (Cognitive Domain)
- (2) To help learners develop as resourceful persons aware of their own potential (Affective Domain)
- (3) To develop in learners technical and manipulative skills for producing goods and handicrafts (Psychomotor Domain)

D. Role of Objectives in Curriculum Development

Each level of objectives has implications for the curriculum developers

- (1) The national goals of education enable the curriculum developer or those whose task it is to determine the objectives of a cycle of education i.e. primary secondary or higher education.
- (2) The objectives of a given cycle of education lead to a determination of the curriculum for that level of education.

For example from the national goals of education we derive the primary education objectives and from these objectives (i.e. primary education) we determine the Primary Education Curriculum i.e. National Goals of Education Lead to:

Determination of objectives for Primary Education or Secondary Education etc.

And this leads to:

Determination of Primary or Secondary Education Curriculum.

E. Sources of Objectives

Main sources of objectives were identified as follows:

- the learners themselves
- the needs of contemporary society

- our sets of values i.e. philosophy of life
- the nature of the subject matter
- the way children learn i.e. psychology

In addition objectives may be derived from:

- the financial resources available
- teaching force
- the quality of the teaching-learning environment
- political directives; and
- the uses of knowledge by society

F. Objectives in Curriculum Evaluation

For evaluation to be possible, the intended learning outcomes should be clearly stated i.e. certain educational goals should be clearly stated and we should expect the attainment of certain behaviours. When this is done, we can then ask:

- Have the students actually acquired the facts, the knowledge, the skills, attitudes, beliefs, and values that were intended to be achieved?
- Were the experiences chosen suitable for attaining the intended learning outcomes?
- Did the content selected contribute to the attainment of the objectives?
- Was the organization and integration of learning experiences and content effective?

Group discussions and assignments on instructional objectives were undertaken the reports of which appear under group discussions of this report.

5. Selection of Content

During the seminar, content was defined as "that which is presented to students or that which is made available to students for possible use" It is the source and foundation of the curriculum, and in essence, it is the body of knowledge or the information which comprises the learning material for a particular course or for a given grade.

In curriculum development, comprehending content and its knowledge sources allows curriculum developers to deal with the expansion of knowledge in an orderly fashion. Also stressing facts in the curriculum presents teachers and students with the task of teaching and learning all facts extent. At the same time, organization of content around conceptual

framework enables one to decide useful topics and to select pertinent facts. Thus the selection of content requires not only the designation of laws, principles, generalizations, concepts and facts but also specifying the procedures, methodologies, techniques and evaluation measurement, and assessment procedures' requisite for using content. It should also be emphasized that content, which is the subject matter of what is taught, is a compendium of facts, concepts, generalizations, principles, rules, and theories, and as such it can be equated to a sum total of knowledge possible of acquisition at the end of a given course or grade.

In the selection of content, the following considerations should be taken into account:

- (i) the scope and objectives of the curriculum;
- (ii) the needs and interests of the learners for which the curriculum is developed;
- (iii) the knowledge, qualifications and interests of teachers who will operate the programme;
- (iv) the resources available for use by both the learners and the teachers.

Nine criteria for the selection of content were discussed, viz:

- (1) Validity i.e. content must be closely related to goals. In other words, the content chosen must contribute to the attainment of goals.
- (2) Significance since every objective must have a corresponding content, the content chosen should ensure the acquisition of a wide range of objectives.
- (3) Learnability - content chosen should be within the learners' reach and ability so that they can grasp the items and topics set.
- (4) Feasibility - material chosen should be feasible and one which can be taught within available resources.
- (5) Continuity and sequence there is need for vertical and horizontal relationships in selecting content.
- (6) Usefulness - it is necessary to ask the questions whether the content is useful now or in the future and for whom and where it is appropriate.
- (7) Human Development - content should be adjusted to the level of learners and should be related to the objectives set at each level.

- (8) **Relevance** - content should be relevant to the needs and interests of learners and should contribute to the fulfilment of the learners' mental, intellectual, social and moral development
- (9) **Balance** there should be a balance of content both in terms of breadth and depth i.e. in terms of sequence in which each of the stands or topics are taught; a balance between individual needs, interests and mental maturity, and between time allocation in the curriculum and content.

Three factors were discussed which influence the sources of content in curriculum and its development, viz:

- What is regarded as educationally worthwhile;
- What is regarded as relevant;
- What is regards as teachable.

In considering these factors:

- Philosophical questions are asked pertaining to aims of education, worthwhile knowledge as well as cultural questions and issues
- Social questions such as the kind of society we want or we have, and cultural variables
- Psychological questions and theories e.g. of learning, instruction and of development etc.
- Curriculum questions as regards organizations and sequence
- Selection from culture.

As regards organization of content it was emphasized that content can be organized by:

- organizing it on the basis of societal institutions and activities such religion, agriculture etc.
- generating content in response to articulate social needs, environment studies, social and economic studies, population etc.
- arranging content and drawing directly from the disciplines or field of knowledge

6. Selection of Learning Experiences

Learning experience was defined as the interaction between the learner and the external conditions in the environment to which the learner can react. It is the active behaviour of the learner by which he/she learns more from what he/she does than by what the teacher does. The teacher only facilitates the learning process by assisting the learner to acquire or change some behaviour through interactions between the learner and the external conditions. In this regard, learning takes place more effectively through the active participation of the learner/student and not that of the teacher. The teacher should therefore provide an educational experience by setting up a learning environment and structuring the situation in such a way as to stimulate the desired type of reaction in a learner.

In selecting learning experiences, certain criteria should be taken into account, viz:

- (i) Validity which calls for the close relationship between learning experiences and educational aims, goals and objectives to produce the desired outcomes.
- (ii) Comprehensiveness that valid experiences must be provided for a wide range of objectives because objectives without relevant/corresponding experiences make no contribution to behavioural change.
- (iii) Variety which calls for the provision of a wide range of learning experiences to cater for different abilities and individual differences.
- (i) Suitability which requires that learning experiences should be appropriate to the general level of development of the group and the individuals.
- (v) Pattern which refers to the relationships between measured characteristics of an individual at a given time or as the succession of change which occur over time.
- (vi) Balance and continuity which calls for the balance of activities to vary from individual to individual at different levels of development; whereas continuity refers to the need to consider learning as a continuous process; and
- (vii) Relevance in which the educational experiences should be relevant to the learners and should be functional.

Other important conditions to consider when selecting learning experiences should be that curriculum should aim at:

- satisfying a recognized need of the learners;
- appropriateness to the maturity and understanding of the learner;
- building towards consistent, continuing and dynamic goals of education;

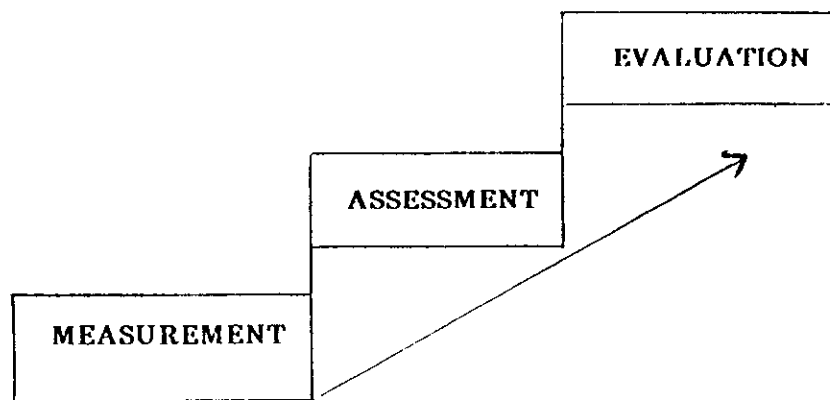
- based on social values;
- positive, realistic and efficient use of resources;
- not to be limited to artificial barriers such as the four walls of the classroom;
- involve total behaviour in the learner;
- be feasible of accomplishment.

7. Curriculum Evaluation

The workshop examined relevant semantics often used in education and during this examination, three terms were clarified, viz:

- (i) Measurement: which seeks to put meaningful quantity on the nature of pupil/student performance (e.g texts) in the form of a score as a means of measuring school performance.
- (ii) Assessment: which was defined as the process by which a pupil's (student's) progress was estimated. Assessment is a form of evaluation that can be applied in a specific way.
- (iii) Evaluation which was defined as the process by which relevant data are collected and transformed into information for decision making.

The three terms were graphically represented as this:



(a) Evaluation in Education

In education, evaluation should not solely be equated with measurement of pupils' performance. It should go beyond the professional judgement of assessing the expected outcomes of education because central to the issue of evaluation is decision making regarding an education programme.

(b) Curriculum Evaluation

This can be considered as the evaluation of the curriculum development process in an education programme. In curriculum evaluation, seven processes have been identified.

(c) Curriculum Evaluation Process

- (1) Identifying and delineating the entity to be evaluated
- (2) Determining the type of data to be collected
- (3) Determining the individual's or groups of people from whom data will be collected or obtained
- (4) Collecting the required data
- (5) Analyzing the data collected
- (6) Interpreting the results of the analyzed data and to draw conclusions
- (7) Using the data/information as interpreted for decision making.

(d) Purpose of Evaluation in Education

In education, as elsewhere, several purposes of evaluation have been identified, but for the workshop a few of these purposes were discussed viz:

- (1) To increase the substantive knowledge base regarding the education process and the functioning of the education system
- (2) To furnish information which will facilitate making decisions as to whether to continue, adjust or discard an on-going programme in the education system
- (3) To provide justification for a political, socio-economic and educational action relating to educational programmes.

- (4) To develop a report which can be utilized by all appropriate persons in the education system resulting in the introduction and continuance of effective education programmes.
- (5) to generate information that may be employed in educating the community as to the rationale for a particular programme, and the effectiveness of education programmes.

(e) How to Carry out a Curriculum Evaluation

The workshop discussed five steps needed in conducting a curriculum evaluation, viz:

- (i) First step involves a study of the educational system in its context so as to assist the curriculum evaluators in deciding meaningfully on the scope of the evaluation. This is often done and followed by:
 - spelling out the objectives of the evaluation to be undertaken
 - noting the constraints and policies under which the evaluation is to be conducted
- (ii) The second step involves the selection and collection of relevant information or data in which the evaluators
 - identify the sources of data or information which is essential for consideration and use; and noting the state of current information or data available
 - identify the means for collecting such data/information
 - identify procedures for collecting the data/information; and
 - develop a time frame for the collection of such data
- (iii) The third step involves the organization of information and data collected so as to assist evaluators in:
 - identifying the means by which the collected data will be classified, organized and recorded;
 - identifying the system of retrieving data for use by evaluators

(iv) The fourth step involves analyzing the collected data/information by the evaluators to assist them in:

- deciding on appropriate statistics considered relevant to the evaluation study;
- deciding on the devices and methods for data analysis e.g. use of computers and other devices used for data analysis.

(v) The fifth step involves the reporting of data/information which evaluators consider relevant for their use in the report. In practical terms, it means:

- preparing the evaluation report:
- presenting the report to the primary users for dissemination to all those concerned and interested in the report.

(f) Types of Evaluation

The workshop did not go into details as regards the types of evaluation commonly known to many curriculum developers. However some little time was devoted to the following

- Formative and Summative Evaluation
- Discrepancy and goal-free evaluation

(g) Users of Evaluation

The major users are:

Policy makers, programme directors, sponsors, donors and practitioners of evaluation.

8. Teacher Education: The Professionalization of Teaching and Its Implications for Curriculum Development

In presenting this topic, four key questions which should be taken into consideration when providing teacher education were discussed, viz:

1. Why are we concerned with Teacher Education?
2. What are the objectives of Teacher Education?

3. How are teachers trained?
4. What is the Teacher's Role in Education to-day?

A. Why the Concern in Teacher Education

Teaching is made up of the following people:

- (i) Those who consider teaching as their calling to serve society in that capacity;
- (ii) Those who choose teaching and find satisfaction in it as compared to other professions or occupations;
- (iii) Those who cannot make good elsewhere, and therefore join teaching out of necessity rather from choice;
- (iv) Those who are disqualified for further education and therefore have no choice but to become teachers with or without training.
- (v) Those who turn to teaching as a means of fulfilling their quest for educational qualifications.

Whatever motive for joining teaching, a teacher may be considered as:

- A substitute parent or guardian
- A student/pupil's welfare officer
- A social worker
- A community leader
- A disciplinary proctor
- A counsellor in academic and personal problems
- A participant in in-service training programmes.

Teacher's role has however become more diffuse following socio-economic and technological changes.

(i) PROFESSIONAL EXPECTATIONS

Teachers should be competent in:

- (a) the use of teaching methods and techniques
- (b) managing and controlling a class when teaching and when dealing with pupils/students
- (c) implementing the curriculum and assessing the progress of pupils/students.

- (ii) Following from the professional expectations of teachers, teacher education and its preparation requires:
 - Strong training in the disciplines or subject of specialization;
 - Professional preparation;
 - Continual in-service training and retraining;
 - Professional growth through research and enquiry into teaching and learning

B. Objectives of Teacher Education

These were stated as follows:

- (i) To introduce teacher trainees to the study of education as a basic social institution and the profession of teaching including aspects of ethical behaviour self-control and ethics of the profession.
- (ii) To help trainees develop proficiency in the teaching process through theory and practice;
- (iii) To develop in teacher trainees the right knowledge, skills and attitudes in the selection, organization, presentation and evaluation of pupil/student learning;
- (iv) To develop in teacher trainees, through research, observation and direct experience, an understanding of the growth and development in pupils or students.
- (v) To equip teacher trainees with the desired and required skills of teaching as a profession.

C. Preparation of Teachers

It was emphasized that this requires:

- (i) General Education - i.e. general subjects taken by all trainees
- (ii) Subject Matter Preparation i.e. an in-depth study in subject of one's specialization
- (iii) Professional Preparation covering
 - Philosophy of education

- Sociology of education
 - Educational psychology
 - History of education
 - Comparative education
 - Educational administration
 - Supervision etc.
- (iv) **Clinical Training in Teaching**
Often known as teaching practice with its many problems
- (v) **In-service and Further Training** - both short courses and long training programmes

D. Professionalizing Teacher Training

- (i) **Professionalizing Teacher Training**
- (a) **The Professional Curriculum**
 - (b) **The Co-operative Curriculum**
 - (c) **Administrative Curriculum**
- (ii) **Selection for Access to Teaching Profession**
- (iii) **Changes in the initial training period**
- (iv) **Changes in government policies towards teachers**
- (v) **Research and self development**
- (vi) **Training of teacher trainers (TOT)**

A professionalized teacher training leads to an organization of teacher education as shown in Figure 1

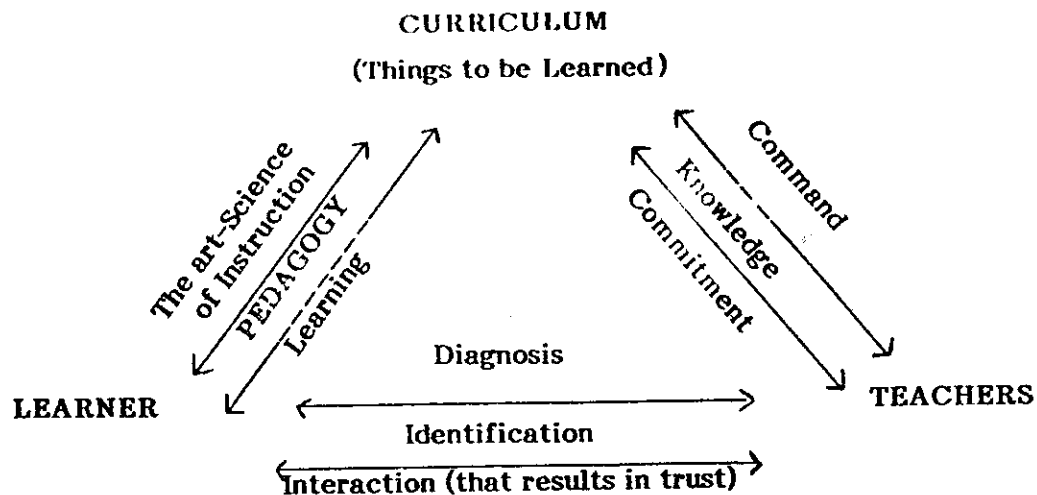
In view of the foregoing, "professionalization" was defined during the workshop as the process of professional development whereby teachers as individuals improve their competencies i.e. knowledge, skills and attitudes, and as a consequence the teaching profession in general and as a whole, improves in quality. Quality in this case refers to the improvement in the way teachers teach, i.e their improved ability to use various methods and techniques in teaching to achieve the desired learning.

Professionalization of teaching entails that:

- teachers should be in a position to draw upon a scientific body of knowledge rather than drawing upon their intuition when teaching in a classroom;
- teachers should play a major role in all stages of curriculum planning, development and evaluation i.e. in curriculum development and evaluation particularly in the preparation of instructional materials; in selecting appropriate teaching strategies; selection of learning experiences; and in the examination and assessment of pupils/learners
- there is need for teachers to gain considerably in income power and prestige by governments to change the policies regarding teaching as a profession - better conditions of services, recruitment procedures, better pay etc.
- teachers should be free to take charge of their teaching profession with little interference from parents, politicians, citizens, government etc. All of whom claim to be knowledgeable teachers ready to give advice to trained teachers and tell them what to do.
- teachers should be in a position to evaluate their fellow teachers and should develop their own professional code of conduct
- the need for well-defined organizational structures for teachers to allow for career advancement through pre- and in-service training and professional advancement.

Professionalization of teaching calls for a strong link of the three dimensional relationship of the teachers' role in education which has come to the fore as a result of the shift in emphasis from teaching as the transmission of knowledge by teachers to teaching as the organization of learning. (See diagram for this relationship in Figure 2.)

Figure 2: The Inter-relationship between the Curriculum and Teaching



This shift in emphasis necessitates a change in the following;

- (a) in the structure of the learning situation;
- (b) in the attitudes of the teachers to teaching and their profession;
- (c) in the methods and techniques used by the teachers both while in training and while in the service.

A point emphasized was that the professionalization of teaching should start with heavy emphasis on professionalizing teacher training by revising the curriculum for teacher training i.e. that teacher training curriculum should encompass three elements: viz: the professional curriculum with emphasis on professional skills; the co-operative curriculum with emphasis on co-operative skills; and the administrative curriculum with emphasis on administrative and supervisory skills.

It was also emphasized that since most of the tutors/lecturers in teacher training institutions (colleges or institutes) are not specifically trained to train others, (other than the fact they were trained as teachers to teach in primary or secondary schools), there is urgent need for mounting programmes for the training of teacher trainers. Teachers/tutors or lecturers who train students in colleges or training institutions should be subjected to training so as to acquire skills for training teacher trainees. The fact that one was a good primary or secondary school teacher or a good research fellow, does not make one a good teacher trainer. Training others requires specialized skills which can be acquired through training.

Further, the professionalization of teaching requires that teachers should be equipped with nine categories of required and desired skills of teaching. These categories were analyzed and examples given as in Table 1.

Table 1: Professionalization of Teaching:
Required and Desired Skills of Teaching

Category	Required Skills	Desired Skills	Desired Knowledge	Desired Attitudes
1. Skills of Teaching as a profession	Behave ethically perform professional services	Provide a mode of integrity	Professional Ethics	Be intellectually honest
2. Instructional Planning Skills	Prepare or write lesson plans	Engage in co-operative planning with other teachers	Be able to state behavioural objectives	Be able to make learning relevant
3. Skills for implementing Instructional plans	Use innovative teaching methods and techniques	Be actively involved in classroom activities	Be able to use a variety of methods	Believe that one learns as one teaches
4. Interpersonal skills	Be tolerant of others' ideas	Display a sense of humour	Group dynamics	Have self control
5. Skills for using instructional aids	Use instructional aids	Organize materials	Criteria for selecting resources	Be willing to use materials
6. Skills for diagnosing readiness for learning	Observe student behaviour	Develop observational skills	Leaving styles	Be able to recognize individual differences
7. Skills for testing and evaluation	Assess or evaluate student learning and progress	Develop test instruments and feedback mechanisms	Test Construction	Use evaluation results
8. Skills for supportive services	Maintain student records	Have a systematic approach to records	Retrieve Records	Keep records safe
9. Additional skills	Ethical, social, political and economic notions	Social values Cultural rituals etc	Cultural norms	Stimuli an enquiring mind

9. Problems, Issues and Prospects of Education Development in Cameroon

The problems issues and prospects of education development in Botswana were discussed at length, but never exhausted. The topic generated a lot of debate in group discussions and the recommendations which came of the groups should be taken note of by decision makers and administrators. Every country has some problems of one kind or another, and if the problems are not there, pertinent issues worthy of attention must be there. In this regard, the workshop highlighted on the following problems in Cameroon.

- there is an increasing trek of school leavers from rural areas to urban areas in search of white collar jobs
- the co-existence of extremes of poverty and affluence in the country with a spill over in educational facilities and opportunities
- the galloping population growth which requires more resources to be allocated to education development
- there is a serious neglect of technical/vocational education in primary and secondary schools so that the majority of school leavers are ill-equipped for the world of work, and all they can do is "anything" but not a labourer's job
- the unsuitability of the curriculum to the socio-economic development of the country in as far as the country continues to rely on foreign examinations at school certificate level. With foreign examinations, the choice of subjects taught may not necessarily be ones most appropriate for the country's socio-economic development
- the rapid progress in knowledge as a result of technological and developmental changes so that there is need for constant review of the curriculum to ensure that education provided does not become obsolete before use
- the increase in the demand for education and the attendant problems particularly the insufficiency of available jobs for the many school leavers
- the use of inappropriate teaching methods by untrained teachers as well as the under-trained teachers.
- the co-existence of two systems of education in Cameroon i.e. The Francophone and Anglophone systems of education which has made the implementation of educational reforms particularly difficult. harmonization of the two systems often raises serious suspicions, doubts, fears etc. of one of the two systems swallowing or dominating the other. It is clear that the term "harmonization" is not clearly defined or properly spelt out. Solution to the problem should start with a clear clarification and definition of what is involved in a harmonization exercise.

- the terminal dead nature of education at each level of the system. Most pupils/students cannot continue with school for a variety of reasons and for a variety of reasons and for lack of educational opportunities.
- lack of adherence to professional ethics as regards failure to develop skills for teaching as a profession; and in pursuance of self development and career enhancement.
- the mismanagement of resources in education - human, financial and material. This problem is closely linked with that of professional ethics in as far as misuse of public funds and materials is concerned.

In the discussion that followed a number of issues were raised. It was pointed out that the problem of harmonization in Cameroon calls for:

- (a) the translation of educational concepts of Anglophone into French and vice-versa;
- (b) frequent changes of key personnel including education ministers so that those who come and go have no time to address this problem seriously.
- (c) the inappropriate credentials and qualifications of those heading the Ministry of National Education as they appear ill-equipped to tackle this task.
- (d) Cameroonians are not prepared to decide which of the two examinations - the GCE and the Baccalauriate should be accepted at the expense of the other. In essence, however, harmonization does not mean a termination of one type of examination; nor would the minority be swallowed by the ascendancy of one of the two examinations over the other.

10. An Overview of Curriculum Development in Cameroon

In presenting this topic, attention was focused on three components of curriculum - the planning, implementation and evaluation aspects of education.

Curriculum planning was defined as "the process of creating a curriculum" which involves two phases viz: the creating and the checking phases. The first phase involves the selection of participants; defining the focus of change; selecting a curriculum design; and writing the curriculum plan.

Put simply, the first phase of curriculum planning involves:

- (i) establishment or recognition of the curriculum planning authority;
- (ii) selection of the participants and definition of their roles;
- (iii) Needs assessment and definition of objectives;

- (iv) Selection of the design;
- (v) Writing of the curriculum plan and related materials.

The second phase focuses on tasks such as checking for articulation by grade level, pilot testing of the prototype materials and submitting the documents for approval by the legal or established authority.

As regards curriculum implementation, it was emphasized that curriculum planning is for naught or nothing unless it influences and shapes the things which children do under the auspices of the school. In essence therefore, the process of ensuring that curriculum plans influence and shape school practice may be referred to as implementation.

Curriculum implementation was therefore defined as "the process of altering the existing practice in order to achieve more effectively certain desired learning outcomes for students" According to this definition,, implementation involves at least three kinds of changes; (i) the use of new or revised materials; (ii) the use of new teaching approaches; and (iii) the incorporation of new or revised beliefs.

Curriculum evaluation was defined as "the systematic assessment of the worth or merit of some object". In other words, curriculum evaluation is concerned with assessing both the merit or worth of the curriculum.

Four dimensions of tasks of curriculum evaluation were discussed viz:

- (1) evaluation of the design or plan;
- (2) evaluation of teacher use of curriculum;
- (3) evaluation of the curriculum system (i.e. the curriculum development process).

It was emphasized that because of the centralized nature of education in Cameroon, a lot of effort in the three phases of curriculum is frustrated and there is little co-ordination of activities in the three phases.

11. Teaching African Literature in Cameroon

The main theme of the presentation was on changing the approach of teaching literature in African schools. This approach involves a shift from the sociological to a more ingenious approach which gives less emphasis on the socio-cultural background of the author of the book used as a literature textbook. Since textbooks used for teaching literature are not always indigenous, it was not necessary to emphasize the socio-cultural background of the author. Rather the teaching of literature should be concentrated on theory of literature i.e. in the understanding of the principles and methods of the subject, and the allied theory of criticism and the principles of the study of literature.

It was also observed that there was a slow process in the teaching of oral literature in Cameroon. In spite of much teaching of literature in Cameroon, its study is seriously associated with public examinations such as the O'Level Examinations. As such, its teaching is very mechanical. It was therefore important for Cameroonians to give an honoured approach to the teaching of literature in schools.

12. Strategies and Style of Preparing a Vocational Education Curriculum

The presentation of this topic started with the definition of vocational education as that type of education which instils in children the type of skills necessary for earning a living. This was followed by critical analysis and examples of both the general and specific learning objectives in vocational education, and the procedures for developing a vocational education curriculum.

The rest of the presentation focused on a case study of developing a curriculum for the training of junior book-keepers in Cameroon and how such curriculum can and has been evaluated over the years, including the instruments which have been used for such evaluation.

13. Planning an Evaluation in Curriculum Development and Reflections on Curriculum Design and its Implications

Planning an evaluation in curriculum should focus on the purpose of evaluation; the audience to be served; the issues involved; the resources available, the evidence to be obtained; the collection of data, and how the data should be analysed and reported upon. The presentation therefore focused on answers to the five questions posed as steps in planning evaluation viz:

- (1) What is the nature, meaning and function of curriculum evaluation?
- (2) Who needs to know what and why?
- (3) What resources are needed to find out the information requested?
- (4) How will one disseminate the gathered data?
- (5) What principles ought to guide the evaluator?

Such questions often lead one to reflect on how curriculum should be designed and developed and this leads to a synergism in preparing a curriculum requiring an intervention of: the political scientist and his views; the specialists in the different disciplines or subjects; the educational psychologist whose views on how children learn are necessary; and the educator and his objectives to ensure the selection of relevant and appropriate content and learning experiences. When this is done, it becomes easier to clarify the inter-relationship of determinants in curriculum design and to develop a curriculum out of the world of practice rather than concocting one out of a hat in the name of innovation and development.

PART THREE

XI. Conclusions and Recommendations of the Seminar

The PARTICIPANTS at the UNECA/MINEDUC CAMEROON Seminar held at Buea from 2-7 December 1991 hereby express their thanks and gratitudes to the authorities who sponsored this Seminar. They congratulate Dr. Peter H. Chiwona of the UNECA for the very brilliant and efficient organization and conduct of the seminar on Curriculum Development and Evaluation. They also wish to thank IPAR-BUEA and the Provincial authorities of the South West Province and especially the Buea University Centre for all the efforts put into making the seminar a success.

Participants felt highly motivated to tackle their roles and responsibilities at the different levels of the Curriculum Development Process that devolve on them in the Cameroon school system.

RECOMMENDATIONS

The 140 participants at this Seminar/Course on Curriculum Development and Evaluation make the following recommendations: That.

Participants

1. A follow-up Seminar be held to complete the themes and activities which time did not permit to deal with at the present Seminar. This second Seminar should also tackle some more advanced topics and issues for those who are interested in advancing in the area of Curriculum Development and Evaluation.
2. Similar Seminars and workshops should be organized by different Educational authorities in Cameroon in order to initiate and train their teachers in various aspects of the Curriculum Development Process and Evaluation. Such Seminars will galvanise into a movement which will usher in a new era of greater competence in the handling of the Cameroon school curriculum. Participants believe that this is the appropriate way of adapting our educational system to the exigencies of our changing Cameroon society and the world.

IPAR-BUEA

3. IPAR-Buea should be encouraged and assisted to continue the work it has been doing over the years on Curriculum Development and Evaluation. The IPAR Buea Report of April 1977 should be reproduced and widely disseminated to all Cameroon teachers and educationist. This report should be update and enlarged as it is a good example of the kind of Situational Analysis which must precede all Curriculum Development activities.

UN:ECA

4. The Ministry of National Education should request the ECA to authorise Mr. Chiwona to run follow-up seminars and workshops upon a programme carefully drawn up in collaboration with a group drawn from amongst participants at this seminar so that the most effective use can be made in the execution of that programme of foreign and Cameroonian Specialists in Curriculum Development and Evaluation Specialists.
5. The ECA provide the necessary assistance so that all the documentation which should have been distributed at this seminar reach all the participants through IPAR Buea.
6. The ECA help create a Curriculum Development Resource Centre with IPAR Buea as a possible in Cameroon.

MINEDUC

7. The Ministry of National Education should immediately engage in a census of available national competence in the area of Curriculum Development and Evaluation. These national specialists should be organised in a body so that their expertise can be drawn upon whenever occasion arises to introduce major Curriculum Innovation projects in Cameroon schools.
8. The Ministry of National Education take full control and responsibility for the selection of people to be trained in Primary education Teacher Training Colleges all of which should be put to function in order to arrest the present scarcity of trained teachers for the education of young Cameroonians. We also recommend the revamping of existing primary school teacher training programmes.

GOVERNMENT

9. The Government of Cameroon make a policy decision to introduce Cameroon languages and religious/moral education into all our schools. This seems to us to be one effective way of arresting the present increasing decadence in the moral, cultural and intellectual foundations of Cameroon society.
10. The Government make a policy decision on the proper constitution of the Teaching Profession in Cameroon into which people will enter only on the basis of sound professional training, moral rectitude and devotion to teaching. This profession, whose members will be entitled equitable remuneration in the form of just salaries, as people in other professions, will be the guarantee for the proper education of the Cameroon citizen.

RESOLUTION

All participants resolve to commit themselves individually to continue the work began at this Seminar and to develop expertise in some specific aspect of Curriculum Development and Evaluation in which they have an interest and initial training. Also resolve to join a Cameroon Curriculum Development Association to be organised by an ad-hoc committee constituted during the seminar.

CONCLUSION

During the Seminar participants were exposed to inspiring and illuminating academic lectures. Having been thus exposed, participants were beginning to see themselves in new roles as teachers/inspectors vis-a-vis Curriculum Development. Many it can be said have left the Seminar with new ideas and are even more ready to assist in the change and improvement of the Curriculum

The United Nations Economic Commission for Africa has a lot more to offer to use through such Seminars. Despite the economic crunch, the Cameroon Government have been able to support the Seminar. Participants who were mainly Cameroonians from the various sectors of education exercised a lot of patience in order to have this enriching experience. Their reactions to the organization presentation and other impressions of their seminar are presented in an evaluation report which will be sent later.

LIST OF PARTICIPANTS

NAME	FUNCTION/EXPERIENCE	ADDRESS
1. Abah Samson Egene	SDIPNE - 4 months	DIPNE-NJIKWA - MOMO
2. Abraham N. Matuke	P.P.I DELEDUC - Buea	DELEDUC - Buea
3. Abunaw Susan Ashu	P.P.I Home Economics	DELEDUC - Buea
4. Achale Samson Bate	P.P.I. Primary and Teacher Educ.	DELEDUC - Buea
5. Achu Esther Naghin	Examiner	SAR/SM MBENGWI - MOMO
6. Akara Michael	I.C.C. Buea	P.O. Box 09, Buea
7. Akenji Florence Anjeh	Examiner	SAR/SM MBENGWI - MOMO
8. Akoh Timothy N.	Tutor - 5 Years	G.T.T.C NKAMBE
9. Alobwede Joseph Epie	Vice Principal	G.T.T.C. Buea
10. Anyangwe Helen Ayuk Besong	DELEDUC - BAMENDA	DELEDUC - BAMENDA
11. Asobo Ignatius	Examiner 3 Years	C.E.S. BILINGUE - Buea
12. Assah Kejuteba Joseph	Teaching	G.P.S. MOLYKO ONE
13. Assonken Benoit	N.P.I. - 4 Years	IGP/EMP/N/MINEDUC Y'DE
14. Ayuk Peter Ako-Ebot	Educational Administrator	DELEDUC - BAMENDA
15. BA Kaji Sama Lofor	Retired Director - IPAR Buea	Box 92, Bali - Mezam
16. Bejuka George Ngung	Teaching - 19 Years	I.G.S.S. Buea
17. Betow Ebenezer Stanley	PPI Chemistry - 12 Years	DELEDUC - Buea
18. Bibiana Tita	Teacher	G.T.T.C Buea
19. Bongfen Lawrence J.	P.P.I. - 13 Years	DELEDUC - BAMENDA
20. Bouyom Emmanuel	P.P.I. Economics	DELEDUC - BAMENDA
21. Bunyui Emmanuel	Teach./Research Student/Eam.	G.H.S. Limbe
22. Buriya Sylvester	C/B Pedagogy - Examiner	DIPNE Mbengwi - Momo
23. Bweh Esembeson	Prov. Inspect. of Educ. 30 Years	DELEDUC - Buea
24. Cheikoh Ojukache Augustine	Headmaster 8 Years	G.S. TEZE - MOMO
25. Chief Diah Dibo Edward	Sub-Inspector	SIPNE FONTEM
26. Chief Esambe Linus N.	P.P.I. - 15 Years	DELEDUC - Buea
27. Chifen Nkwenti Monique	P.P.I. Nursery Educ - 8 years	DELEDUC - Buea
28. Chinjong Philip	Headmaster - 8 Years	C.S. Buea Town
29. Chuleba Zach. Che	Inspector - 5 Years	Sub-Inspector Jakiri
30. Chumbow Peter Fru	Principal - 6 years	G.T.T.C (Niet) MBENGWI

31. Doh nee MBI Felicia	Teacher - 14 Years	G.S. Buea Town GI
32. Ebai Maurice Atine S.	Inspector	SIPNE EKONDO TITI
33. Ebanga Johanna	Assist. Inspector	DIPNE - FAKO
34. Eben Njang Simon	Principal	GTTC (ENI-ENIA) Buea
35. Ebi John Epe	Headmaster	G.S. Muyuka II
36. Ebohe Paul Tiku	PPI Prim. Educ. 4 months	DELEDUC - Buea
37. Echobei Jethro	Div. Inspector of Educ.	DIPNE Nkambe
38. Efange Marcus Mbonde	Headmaster - 18 Years	PRESBY EDUC. Buea
39. Egbe Latia Zacharia	Teaching	G.S. Muea II Buea
40. Egbe Bekeching John	Headmaster	G.S. Likoyo Bembea
41. Ekang Aloysius	-	DELEDUC - Buea
42. Ekayung Isaac	Headmaster - 2 years	G.S. BARAMBE - Momo
43. Ekiti P. George	Ad. Pedagogy and Exams	SIPNE - Buea
44. Elinge Martha	Headmistress - 9 Years	H.E.C Muea
45. Elongo Augustine Kombe	Teacher - 4 Years	G.S. LIKOKO MEMBEA
46. Enaw nee Christy O. Agbor	Teacher	G.H.S. LIMBE
47. Enow Ben Arong	Teaching - 7 Years	G.T.T.C. KUMBA
48. Etah Sammy Amboteh	Headmaster - 18 Years	G.S. Ngyen-Mbo
49. Fokwang John Koyela	CB/PAE - 5 years	DIPNE WUM
50. Fonmbi Michael Vigah	Teaching	C.B.C. Great Soppo
51. Forjong David	Tutor	G.S.S Buea
52. Forminyen Isaac N.	Tutor - 8 years	G.T.T.C. NKAMBE
53. Fotock Patrick Fonjong	Headmaster 13 Years	G.S. BOVA - Buea
54. G.N.C. Forzi	Voc. & Tech. Administrator	MINEDUC - YAOUNDE
55. Gana Joseph N.	Headteacher - 30 Years	G.P.S. Molyko I
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57. Henry Kang	Student 3rd Year	E.N.S. BAMBILI
58. Jeme Rosemary Enjema	Teaching - 10 Years	G.T.T.C Buea
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66. Leke Tambo	University Lecturer	E.N.S. UNIV. OF Y'DE
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73. Mbassi Ndjomo	NPI - 3rd Year	IGP/EMP/N/MINEDUC Y'DE
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78. Menga nee Njenji R. Nganku	DIPNE - 3 months	DIPNE - MIMBE, FAKO
79. Mentan Ndifin	Teaching - 12 Years	C.B.C. Bolifamba - Buea
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82. Mokako Endeley	Research - 12 Years	I.P.A.R. - Buea
83. Morfaw Robert Nyi Lua	Div. Inspector - 6 Years	DIPNE Mamfe
84. Muluh Tamungang	Teaching - 6 Years	B.G.S. Molyko - Buea
85. Mumah Maimo Mary D.	P.P.I. A.C. Examiner 2nd Year	DELEDUC - BAMENDA
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90. Ndifet Simon Tening	Principal - 6 Years	G.T.T.C Nkambe
91. Ndifon Jacob	Researcher - 14 Years	I.P.A.R. - Buea
92. Ndofor Joseph Mbawni	Teacher/Examiner - 7 Years	G.H.S. Mbengwi - MOMO
93. Ndumbe Mosaso Gilbert	Educ. Administrator - 5 Years	DELEDUC - Buea
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96. Nforgwei Enouch	Teacher/Administrator	G.T.H.S. Kumba
97. Ngeme Henry Kulu	Teacher	G.S. Bova
98. Ngole Masango Richard	Teaching - 29 Years	G.S. Buea Town Gl

99. Ngu Tekwe Samuel	Teacher - 14 Years	G.B.S.S. - Buea
100. Ngwa Thomas Nfor	Teaching - 20 Years	E.N.I.A. Nkambe
101. Ngwabo Stephen	Teaching/Research 30 Years	I.P.A.R. - Buea
102. Ninying Sylvester N.	Teacher 7 Years	GPS II, MOLYKO - Buea
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110. Ntiekiang Tamagoh Patrick	Teacher Trainer	E.N.I.A. Nkambe
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127. Tanke Hlen Nzia	TEaching - 2 Years	G.B.S.S. MOLYKO
128. Tanyi Joseph Arrey	SIPNE - 1 Year	SIPNE - BAMUSSO
129. Tchotezou Jean	P.P.I. 5 Years	DELEDUC - Buea
130. Tchounang Joseph	I.P.N. - 3rd Year	IGP/EMP/N/MINEDUC - Y'DE
131. Tiepmue Raphael	Teaching	C.S. Buea Station
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136. Umenjoh I. Lucas	Div. Crafts Organizer	DIPNE - MOMO
137. Wotany Grancis Ndand	Headmaster - 9 Years	G.S. II. MOLYKO
138. Yinkfu Thomas Nfor	Curr. Dev. & Eval. 6 Years	I.P.A.R. Buea

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T I M E T A B L E

MONDAY 2 DECEMBER 1991

- | | |
|-------|--|
| 10.30 | - Opening |
| | - Coffee |
| 14.30 | - Problems of Curriculum Development in Cameroon
(Peter H. Chiwona) |
| | - Discussion |
| 16.30 | - Planning of Seminar - IPAR Group |

TUESDAY 3 DECEMBER 1991

- | | |
|-------|---|
| 08.30 | - An Overview of Curriculum Development in Cameroon
(Leke Tambo) |
| | - Discussion |
| | - Coffee |
| | - Break |
| 10.45 | - Models of Curriculum Development
(Peter H. Chiwona) |
| | - Discussion |
| 13.00 | - Lunch Break |
| 15.00 | - Workshop |
| 17.00 | - Super Break |

WEDNESDAY 4 DECEMBER 1991

- | | |
|-------|---|
| 08.30 | - The Politics of the Curriculum Development Process
(O. W. Yembe) |
| | - Discussion |
| 10.30 | - Break |
| 10.45 | - Teaching African Literature in Cameroon
(Tala Kashim) |
| | - Discussion |
| 13.00 | - Lunch Break |
| 15.00 | - Objectives in Curriculum Development
(Peter H. Chiwona) |
| | - Discussion |
| | - Workshop |
| 17.00 | - Super Break |

THURSDAY 5 DECEMBER 1991

- 08.30 - Strategies and Styles of Preparing Vocational Education
(G.N.C. Forzi)
- Discussion
- 10.30 - Coffee Break
- 10.45 - Selection of Content and Learning Experiences
(Peter H. Chiwona)
- Discussion
- 13.00 - Lunch Break
- 15.00 - Reflections on Curriculum Development and its Implications
(Ekane William Njume)
- Planning an Evaluation in Curriculum Development
(Ekane William Njume)

FRIDAY 6 DECEMBER 1991

- 08.00 - Curriculum Evaluation
(Tazi Mbancho)
- 09.00 - Professionalization of Teaching
(Peter Chiwona)
- 10.30 - Coffee Break
- 10.45 - Programme Evaluation
(Peter Chiwona)
- 13.00 - General Discussion
- Evaluation of the Seminar
- 14.00 - Lunch Break
- 16.00 - Closing Ceremony

LECTURE PRESENTATIONS

- | | |
|--|--------------------|
| - Problem of Curriculum Development in Cameroon | - Peter H. Chiwona |
| - Models of Curriculum Development | - Peter H. Chiwona |
| - Objectives in Curriculum Development | - Peter H. Chiwona |
| - Selection of Content and Learning Experiences | - Peter H. Chiwona |
| - Professionalization of Teaching | - Peter H. Chiwona |
| - Programme Evaluation | - Peter H. Chiwona |
| - An Overview of Curriculum Development in Cameroon | - Leke Tambo |
| - The Politics of the Curriculum Development | - Omer W. Yembe |
| - Strategies and Styles of Preparing Vocational Education | - Forzi G.N.C. |
| - Reflections in Curriculum Development and its Implications | - Ekane W. Njume |
| - Planning an Evaluation in Curriculum Development | - Ekane W. Njume |
| - Teaching African Literature in Cameroon | - Tala Kashim |
| - Curriculum Evaluation | - Mbencho Tazi |

**SPEECH BY HON. YUNGA TEGHEN JOSEPH
SECRETARY OF STATE FOR NATIONAL EDUCATION
OPENING CEREMONY OF THE ECA/CAMEROON SEMINAR AT IPAR BUEA**

Your Excellency
the Governor of the South West Province,
The Representative of the
United Nations Economic Commission for Africa,
Educationists,
Distinguished Guests,
Ladies and Gentlemen,

It is indeed a great pleasure for me to be here in BUEA today, to preside over this critical, let alone, very important seminar on Curriculum Development and Evaluation, organized by the Ministry of National Education in conjunction with the United Nations Economic Commission for Africa (UNECA). This seminar is unique - it pulls together primary school headmasters, secondary general and technical school principals, sub-divisional and divisional inspectors, provincial and national inspectors, examiners and university professors, each and every one coming in his/her own right, to brain storm, on the "time old" subject - Curriculum.

To you all, I say take advantage of the healthy, cool and cool climate of BUEA that sets a positive tone for exercises of this nature.

Before I continue, permit me at this point, to express appreciation to you all for this heavy turn out to participate in this seminar. I extend to each and every one of you the sincere greetings of the new deal government.

These greetings also go to the Governor of the Province, his collaborators and educational authorities to whom I own special thanks for their kind words of welcome. But more importantly, these greetings to Dr. Peter Chiwona from the United Nations Economic Commission for Africa. Dr. Chiwona, I am told, is no stranger here. He has met and worked on similar workshops with some IPAR BUEA staff participating here today. I am sure this is a boost to his morale. We wish him an enjoyable and fruitful stay in Cameroon.

Your Excellency,
Ladies and Gentlemen,

I would like to thank the United Nations Economic Commission for Africa which has financed part of this Seminar. As you all know, Cameroon's co-operation with this efficient

and eloquent Pan-African Commission dates as far back to 1963 the date of its formation. Since then, the Cameroon Government has received assistance from the Commission in the form of short term loans and scholarship awards to Cameroonians to study abroad. This seminar is thus another dimension to our multilateral co-operation with this international organization which is able and willing to work with us.

Lat night, I took a cursory look at your crash programme and am convinced that Dr. Chiwona and his Cameroonian Counterparts will keep you very busy for the short time you will be here. Experience has shown that crash programmes of this nature, with sustained and sustainable interest by dint of careful planning and good organization ensures hard work and rich achievement. This one is designed to sharpen your intellect and make you flexible enough to face the many complex educational problems which beset us in Cameroon.

Your Excellency,
Ladies and Gentlemen,

Let us pause for a moment and ask ourselves that old question, "What is the purpose of Education"? John Wilson, an eminent English philosopher, has argued that questions like "What is education?" or "What are the aims of education?" are often a waste of time, for they are excuses for the persons who answer them to put forward various opinions of their own conceptions of what education means. Be that as it may, I believe that each generation, each society and each educational establishment should ask these questions in order to plan for the type of education that it wants for its people. Of course, I agree that there are problems with trying to define the concept of education. I know, for example, that each of us present here has his own definition of education. But, I also find that in whatever way the aims of education are stated, two common elements always emerge. Education must prepare its recipients to be able to manage their own affairs and to contribute to the improvement of their community and the larger society. In this respect education involves the acquisition of knowledge not only for its abstract and aesthetic value but also for its applied and utilitarian purposes.

This double role of education, making its recipients able to read and write and providing them with the techniques and skills for their personal growth and that of society invites a number of second order questions such as "What should be the orientation of our school system so that its clientele can at the end of their course be able to live independent existence?" "Do the present structures, methods and contents of our school system prepare its recipients to fulfil these aims?" "Do the contents of our school programmes tie up with our national objectives and options?" If I was pressed to answer these questions, I would say "No" and point to the very high drop-out rates, over 60%, the huge number of failures and repetition within the school system and the large cohort of unskill school leavers. How is it that an educational system that is supposed to enable its recipients to manage their own affairs turn out, and into the streets, such large numbers of unskilled youths? The criticism that Government should provide jobs for all these school leavers clearly contradicts the philosophy that education should make its recipient productive and independent.

Ladies and Gentlemen,

You would surely agree with me that it is thus necessary to look at the whole educational policy in this country, to synchronise our educational objectives with our socio-economic needs, to look carefully at our school curricular, to examine our school materials and equipment and the type of preparation our teachers receive. This exercise, I believe, should begin with seminars of this nature. That is why the ministry of national education, despite the economic recession has continued to organize regular seminars and consultations at all levels of national education with a view to providing new pedagogic orientations in our educational system. We can say that the Ministry of National Education has begun to move away from the practice of management by crises to management by objectives. I need not over-emphasize this point now as I understand that the bed rock of the curriculum development process is the clear statement of objectives. The purpose, without which you cannot begin to talk about educational outcomes and impact. Recently, Cameroon featured prominently in an international education project development workshop in Ghana where emphasis was placed on innovations to be carefully conceived from visions, to goals, from goals to objectives and from objectives to milestones in measurable quantifiable and qualifiable terms. The workshop facilitators underscored the point that education is and must be production and development oriented.

Opening this workshop Dr. Mrs. Grant, Member of Provincial National Defence Council In-charge of Education said, "Past experience has taught us that while education is an important bed rock which forms the foundation for any meaningful national development, it is not any type of education which can promote development". She asserted that a misdirected and inappropriate type of education which does not encourage production and which is inequitable in its coverage cannot be a foundation from which any meaningful development can spring. In this regard, ladies and Gentlemen, we believe that to carry out effectively the reform of our educational system, we need personnel that is knowledgeable in the theory and practice of education. It is a mistaken fact to believe that the possession of a university diploma, be it a Ph.D. makes one a specialist in education? I'd want to submit the contrary that the possession of a university degree does not, *ipso facto*, make the holder a specialist in education. But, I believe that seminars of this nature can help the personnel of national education, even those without university diplomas, to acquire certain fundamental principles of education that would help them in their work. To participants who are already specialists in this area, I believe that this seminar would help to sharpen some grey areas in their thinking and consequently their work, a perceptive educator once said that we all need the benefit of fresh insight from other practitioners and the opportunity to discuss and evaluate what we are doing if our own professional contribution is not to atrophy.

This then is the purpose of this seminar; it is to introduce formally non-specialists to the theory, practice and processes of curriculum planning, curriculum development and curriculum evaluation and to sharpen the minds and tools of the specialists for the important task of using the curriculum as the determining tool in educational action. I believe, then,

that we all shall benefit from the lead and other papers prepared by Dr. Chiwona and his Cameroonian Counterparts in this seminar. The documents you would receive in the course of this seminar have been carefully prepared and I urge you to preserve them for future use.

Dear participants,

I understand that you would work in plenary sessions and in small groups. Whether in plenary or in discussion groups, your determination should be, to get something, out of this course. We expect that you will approach this task assiduously and we look forward to your effective contribution to the pedagogic renewal of our educational system.

While wishing you a lovely stay in Buea, I now declare the Seminar on Curriculum Development and Curriculum Evaluation opened.

Long Live International Cop-operation
Long Live the Ministry of National Education
Long Live the Republic of Cameroon.

**AN ADDRESS DELIVERED BY
THE PROVINCIAL DELEGATE FOR NATIONAL EDUCATION
MR WILLAYI RICHARD
ON THE OCCASION OF THE CLOSING OF THE ECA/CAMEROON SEMINAR
ON CURRICULUM DEVELOPMENT AND EVALUATION**

6 December, 1991

The Representative of the United Nations
Economic Commission for Africa
Traditional Rulers,
Eminent Educationist,
Seminar Participants,
Distinguished Guests,
Ladies and Gentlemen,

It gives me pleasure to be with you all this evening to preside, on behalf of the Honourable Minister of National Education, at the closing ceremony of this important seminar on Curriculum Development and Evaluation. The Secretary of State for National Education, Mr. Yunga Teghen Joseph, who was here on Monday to preside personally at the opening ceremony, would have very much liked to close this seminar today but other pressing State matters have precluded the possibility of his being here. He has consequently, asked me to convey his regrets to you all about this absence. More specifically, he has further asked me to express the deep appreciation of the Government of Cameroon to the United Nations Economic Commission for Africa (ECA for sending Dr. Peter Chiwona, a curriculum specialist of international repute, to come and share his experiences with us.

Ladies and Gentlemen, it should be evident from the calibre of persons who have participated in this seminar that the Ministry of National Education, attaches great importance to the outcomes of the seminar. In the communique issued by the Minister of National Education inviting participants to this seminar, National Inspectors of Education, Provincial, Pedagogic Inspectors, Division and Sub-Divisional Inspectors of Primary and Nursery Education, the Principals for Teacher Training Colleges and the Directors of Higher teacher Training Colleges were specifically asked to participate personally in the seminar. The reasons for this special invitation should be obvious: these officers are among the principal actors, by virtue of their pedagogical functions, in our endeavour to adapt our educational system to the evolving political, social and economic demands of our changing society. For, as you all would agree with me, the school curriculum in a formal teaching-learning environment, is the indispensable instrument that provides the conditions for the deliberate or purposeful creation, evocation or transmission of knowledge, abilities, skills and values required by individuals for their self-fulfilment. It is my sincere hope that all those who have participated in this seminar, in whatever capacity, will leave here with a renewed commitment to, and an enhanced vision of, their roles as catalysts of educational change and renewal in our society.

Ladies and Gentlemen,

As we all know, curriculum development and evaluation is a monumental task. It is, in essence, an interdisciplinary and multi-faceted enterprise, requiring the intervention of politicians, educational administrators, parents, teachers, learners, religious organizations, in short, all whose responsibility it is to educate. Each of these groups have their unique perception of what should or should not, be included in a school curriculum. In the midst of these competing, and sometimes conflicting, interests the specialist curriculum developer should definitely possess certain theoretical skills of analysis and synthesis that should permit him to achieve harmony and balance in the resulting curriculum. I have no reason whatsoever to doubt that the activities of this seminar have enhanced the acquisition of these skills by all the participants.

At this juncture, ladies and gentlemen, I consider it appropriate and a duty to point out that experience over the years in curriculum reform in our country has revealed that after all is said and done, there is more said than done with regard to adapting our school curricula to our socio-economic and cultural realities. After thirty years of political independence our school curricula, at all levels, are still, by and large, at variance with many of our stated educational goals and objectives. The school curriculum, as I perceive it, is basically an educational instrument designed to bring about relevant social change and adapt that change to the evolving needs and logic of the society at a given time frame. This implies that there is, and can be, no one curriculum suitable for all time, or even for all students at a given time. For, as Rene Maheu, a one-time Director General of UNESCO rightly pointed out: "Education should not be regarded as a preparation for life but a dimension of life, characterised by constant acquisition of knowledge and ceaseless re-examination of ideas." The time has now come, ladies and gentlemen, given our present socio-political and economic context, to use the curriculum as a veritable pedagogical tool to address the issues related to our development.

I have taken a close look at your programme of activities and seen some of the themes you have discussed this week such as, "Models of Curriculum Development", "The Politics of Curriculum Development Process", "Selection of Contents and Learning Experiences", "Curriculum Objectives", "Curriculum Evaluation" etc.

From their face value these themes leave me with the satisfying impression that you have addressed the basic considerations that underlie any curriculum development effort, namely, the formulation of behavioral objectives, the selection of appropriate learning experiences, the organization of these learning experiences for instruction and the adoption of effective strategies for evaluating the outcomes of learning. I have a feeling that Dr. Peter Chiwona and his Cameroonian counterparts have not only kept you very busy this week, but have explored with you both the theoretical and practical implications of the curriculum considerations I have just highlighted. I believe you are now better equipped to face the major problem of the mismatch between what our children learn at school and what is available in the way of self-enhancement, especially in the all-important area of education and productive work.

I have also been informed that this seminar was initially planned for two weeks and because of the reduction in time, not all themes in the original plan have been introduced or treated. On behalf of the Honourable Minister of National Education, I wish to extend an invitation to ECA and to Dr. Peter Chiwona in particular to come back next year to complete a job so well begun.

Ladies and Gentlemen, Let me, once more, express my Minister's profound gratitude to ECA and to Dr. Peter Chiwona. I have talked to a number of participants and without exception the verdict has been that Dr. Chiwona has been marvellous, and the steam in him seems to be almost inexhaustible. Since Dr. Chiwona arrived, I have met him only on a few and very brief occasions but I have been impressed by his rare and gentle communicative ability and, more importantly, by his intelligence and vision for curriculum development in Africa. I am positive that I speak for all of us when I say that Dr. Chiwona has been an intellectual and professional source of inspiration to all participants at this seminar. Ladies and gentlemen, with your permission and on your behalf, I would like to say "Congratulations!" to Dr. Chiwona for a job well done.

Ladies and Gentlemen, as you all would agree with me, it is one thing to be exposed to a course such as you have just had and another thing to translate the acquired knowledge into practice. You have, like soldiers, been given the ammunition to march on confidently, but may I quickly add that you will be effective only if you function as true agents of educational change.

Permit me to suggest that the way to keep alive what you have learned here for one week is to create an atmosphere of dialogue among yourselves - perhaps through the formation of an association of curriculum developers where you can discuss some pertinent issues affecting our education system. We should begin right from here to plan ahead and come up with contingency plans for survival and not wait until the crisis reaches unmanageable proportions.

Let me now turn my attention briefly to our Cameroonian resource persons who have freely given us their time and knowledge for the past five days. I would like, on my personal behalf and on the behalf of the Minister of National Education, to thank Dr. Omar Yembe, Dr. Leke Tambo, Dr. Ekane William, Dr. Mbencho Tazi, Dr. Talla Kashim and Mr. Forzi for their enormous assistance. I would also like to congratulate Dr. Abangma and his staff for providing super organizational arrangements for the seminar, our thanks also go to Dr. Elias Nwana and Mrs. Patience Abangma who could not attend this seminar, but who submitted papers.

Dear participants, on listening a while ago to your spokesmen expressing your impression and recommendations, I have cause to think that this has been a successful seminar. You can be rest assured that I shall forward these recommendations to the Hon. Minister of National Education for appropriate follow-up actions. While wishing you a safe journey back to your respective destinations, and a Merry Christmas and a happy and prosperous New Year in advance, I would like to conclude this address by referring to the following statement that a venerable British cleric once made:

"The one real object of education is to leave a man in the condition of continually asking questions....."

I hope that this seminar has provided answers to a number of curriculum related questions and, perhaps, prompted a few more for further exploration.

It is on this note of confidence and great expectations that I declare the seminar on Curriculum Development and Evaluation closed.

Long live the Ministry of National Education!

Long live Pan-African cooperation!

Long live the Republic of Cameroon!