



ENTREPRENEURSHIP EDUCATION AND ITS POLICIES IN CAMEROON

By

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Abstract

The modern world has seen the economies of several nations across the world being upset and rearranged to accommodate the might of smart entrepreneurs building worthwhile business enterprises. Since the conclusion of the 20th century, there has been increasing recognition of the important role of entrepreneurship in national economic growth of nations and organizations (Schwartz & Malach-Pines, 2009). Advancements in technology, financing, and government policies across the world have seen the growth in this trend with countries in Asia, Europe, and North America recording a significant growth in the number of billionaires on their respective continents. This trend is however not lost on the African continent as many nations particularly in East Africa are recording meaningful advancements in economic performance based on the wit and might of some skilled entrepreneurs. Arguably, the blueprints for the economic emergence of developing countries like Cameroon have already been imprinted in the success of other nations for all to see. However, in Cameroon, entrepreneurs have not been the main source of employment and economic progress (Kamdem, 2019), as the mixed market system within the country has been dominated by the public sector which has been responsible for the employment of majority of Cameroon's work force. In recent years however, entrepreneurship education has taken up steam from what was previously an obscure concept to a must have across all disciplines in public universities especially as the country faces the effects of prolonged conflicts and challenged economic performance in major parts of the Country. The government policies in place and entrepreneurship education mechanisms in place hold great promise, but in a fragile economy rife with potential and opportunities, the need for such an education cannot be overstated. Thus, as at now in Cameroon entrepreneurship education and its enhancement remain indispensable and must be fully engaged in public planning and national development talks, as a full transition to a private sector dominated mixed market system presents as the best format for meaningful rejuvenation and growth.

Key words: Entrepreneurship, Education, Government, Policy

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Introduction

The modern world has seen the economies of several nations across the world being upset and rearranged to accommodate the might of smart entrepreneurs building worthwhile business enterprises. Since the conclusion of the 20th century, there has been increasing recognition of the important role of entrepreneurship in national economic growth of nations and organizations (Schwartz & Malach-Pines, 2009). Advancements in technology, financing, and government policies across the world have seen the growth in this trend with countries in Asia, Europe, and North America recording a significant growth in the number of billionaires on their respective continents. This trend is however not lost on the African continent as many nations particularly in East Africa are recording meaningful advancements in economic performance based on the wit and might of some skilled entrepreneurs.

Arguably, the blueprints for the economic emergence of developing countries like Cameroon have already been imprinted in the success of other nations for all to see. The move from a public sector dominant economy to a private sector dominant economy presents as the most secure path to worthwhile economic growth and development on the African continent (Mve, 2020). With this in mind, training the entrepreneurs to carry out this transition has become a mainstay in the discus of economic development in many countries (Schwartz & Malach-Pines, 2009). Thus, while others still argue that entrepreneurs are born and not made (Johannison, 1991) entrepreneurship education has gained steam especially on the African continent as it is seen to have a significant impact on economic growth (Mani, 2015).

Entrepreneurship is defined as “process of conceptualizing, organizing, launching and through innovation — nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment” (Rwigema & Venter, 2004). Entrepreneurship education is referred to as

the purposeful impartation of entrepreneurial qualities and skills to enable learners operate in the world of business (Isaacs, et al., 2007). It encompasses a wide range of study areas and can be integrated into other fields of study given its cross-cutting nature and applicability. It is not just about encouraging students to start businesses but is equally a necessary skill for employees in large companies (Schwartz & Malach-Pines, 2009). While commonly thought to encompass areas of studies like business development, management and finance, entrepreneurship education covers other sectors.

In Cameroon, entrepreneurs have not been traditionally been the main source of employment (Kamdem, 2019), but entrepreneurship education has taken up steam from what was previously an obscure concept to a must have across all disciplines in public universities. As of now, all post graduate students are expected to validate an entrepreneurship course irrespective of their discipline and professional interests. The government's increased interest in entrepreneurship studies comes at a time when the nation is facing the negative consequences of prolonged conflicts and challenged economic performance in major parts of the Country. Latching on to the world trend of home grown business giants, Cameroon's investment in entrepreneurship education is poised to redefine many industries in-country and support the growth of several infant industries – like Cameroon's tech industry which in recent years is getting a lot of traction and increased investment both financially and in human capital.

Generally, education in Cameroon is greatly challenged by its limitations in servicing the various industries that need graduates. With thousands of students graduating each year from various fields of studies from state universities alone, and an ever growing unemployment rate in-country, the limitations of Cameroons' educational system has become too glaring to ignore. The application of entrepreneurship education in Cameroon state universities is yet to deliver on its goal, and its

applicability has already come under criticism with many doubting it will live up to its expectations. However, the proven records of private institutions of higher learning within the discuss of entrepreneurship education in Cameroon is a major boost to optimistic thoughts towards the success of Cameroon's entrepreneurship education.

Investments in entrepreneurship education in Cameroon go as far back as xyyzz. However, in recent times, the concept has been popularized and made attractive to youths and benefactors by institutions like the Catholic University Institute of Buea (CUIB) which fancies itself “the entrepreneurial University” with their education latched on to entrepreneurship and Business development. Other institutions contribute to this trend, but the most relevant contribution has been the success of graduates in the field of business (Kamdem, 2019) as well as the strong sense of entrepreneurship that has enveloped the nation as youths continuously lose confidence in the government's ability to employ them and seek to build a life for themselves on their own terms. While the there have been some successes, the field of entrepreneurship education is still in its infancy and needs a lot of resource investments to be able to deliver on its mandate



The Cameroonian Context

Historical Overview of Cameroon's Economy

Since independence, the central African country has experienced varying levels of economic performance, never maintaining a top position on Africa's economic rankings for any given significant period (Schneider & Ferguson, 2020). As a resource-rich developing nation, the country has primarily relied on her exportation of basic raw materials like timber, crude oil, minerals and much more. It equally has relied famously on the exportation of agricultural products especially through her development corporation the CDC (Cameroon Development Cooperation) which owns and operates thousands of hectares of land in the production of banana, oil palm, and rubber (Etoundi, 2014). Other major exports include cacao principally from the South West, Tea from the North West, among others like cotton, ginger, Irish potatoes, pepper and plantain.

Given the country's heavy reliance on the exportation of primary goods over the years, changes in the associated global market prices have historically had tremendous effects on the nation's ability to remain at a particular economic level for a long period of time (Ntembe, et al., 2017). The nation has famously undertaken several reforms to improve its business environment, vis a vis her local and international environment (Louis-Marie, et al., 2020). Recent drop of oil prices the world over had significant ramifications on the nation's economic performance. However, diversification of the country's investments into other primary sectors shoulders some of the economic weight (Puatwoe & Piabuo, 2017).

The new wave of Cameroonian business is quickly tilting the scales in Cameroon's mixed market system in the favor of the private sector (Puatwoe & Piabuo, 2017), a situation which is seen as positive, especially given that the nation had historically relied on the government for economic buoyancy. Whilst a good thing for the nation, one of the major drivers of this trend is general

frustration in the ability of the government to deliver on her promises and the growing abandonment of the government as the sole employer (Lo-oh, 2014). Youths of the nation are increasingly investing in entrepreneurship; private business are receiving greater domestic and community support/ preference as they present to be better options to government alternatives.

The advent of the Anglophone crisis in 2016 dealt a major blow to the Cameroonian economy as the effects of the crisis have generated a ripple effect that has cut through almost every sector of the country's economy (Bang & Balgah , 2022). From increased in unemployment, falling economic performances, stagnation of economic mechanisms to higher government spending on the military and peace keeping efforts. The economy of the country continues a nose dive into what may yet be its greatest depression in recent years, especially with global projections for the following year 2023 being as grim as they are – stated to seem like a depression for some economies the world over (Shalal & Lawder, 2022).

However, the dynamism of Cameroon's youthful population remains a major source of hope within the failing economy. Their sheer number (over 75% of the nation's population) continuous investments, and support have offered a lifeline to the developing nation's economy. It stands to reason that increased investment in youth led-initiatives backed by national policies and promotion will yield the necessary results for the revamping of the West-Central African state's economy in view of achieving her vision 2035 (Lo-oh, 2014).

Entrepreneurship in Cameroon

Entrepreneurship is not a new phenomenon in the African state, as the country already boasts of some very successful entrepreneurship ventures like the empires of Fotso Victor and Baba Amadou who have dominated the country's economy for years. The afore mentioned duo built their wealth

in logistics and agriculture respectively, the kadji empire is heavily invested in the liquor industry and the sports industries. There are a very many people invested in entrepreneurship in the nation who have enjoyed great success, but just a select few have made it to the fine crop of elite business persons in-country along with the afore mentioned three. With the advent of new investment opportunities and markets within the nation like entertainment, fashion, and most significantly technology, there is a good chance that many other players will make their way to the very top of the entrepreneurial challenge in-country, and begin to challenge on the continental level.

However, while it is true that entrepreneurship has led to the development of some empires and generational wealth, resulting in the continuous employment of hundreds of thousands of people all over the nation, the barriers to a successful entrepreneurial endeavor within the nation has prohibited the successes of many more persons who have attempted it. These barriers are inclusive of education, fraud, limited government support, hostile practices of foreign companies competing with local businesses and limited government action in controlling international/national business competition (Louis-Marie, et al., 2020). This has caused majority of persons who have attempted it to fail and has greatly deteriorated the entrepreneurial drive in many of the would-be entrepreneurs.

Whilst the recent years have seen the youths heavily invested in entrepreneurship, it has mostly been a function of survival as opposed to an honest entrepreneurial drive. This is evident in the fact that many consider entrepreneurship as a side-hustle while they operate their “real” jobs. This is predominantly very common with state employed workers who have access to better pay checks and generally higher financial resources. They set up private schools, shops, logistics firms and so many more to operate within the national territory while they tend to their regular jobs. The attention, drive and passion needed to push a startup to full throttle as a self-reliant business is

missing, which causes most of these endeavors to never scale and instead contribute to the prevalence of low wages and poor standards of living. For those who are fully committed to their businesses like the youths, business failure is usually a function of limited entrepreneurial knowledge.

With the new wind of entrepreneurship and self-determination, some institutions have embodied the practice of entrepreneurial education and mainstreamed it in an effective way in the deliverance of their trainings to their students, especially those within the business-related fields of studies (UB, 2019). Entrepreneurship is becoming a mainstay in the discuss of education within the nation with many people opting for such education in the hope of starting, operating and benefiting from a profitable entrepreneurial venture in the foreseeable future.



Conceptual Review

Education Policy

Often linked to government ordinances, a policy is a significantly relevant tool for the proper administration of any single community, it allows for fairness and equality in the face of the law. A policy can be referred to as an officially endorsed set of ideas or a plan to be enacted in the face of a particular situation (Ngwa & Mekolle, 2020). It could also be seen as a general statement of objective that guides the actions, decisions and the achievement of rational outcomes within an organization (Birkland, 2001). Educational policy on the other hand can generally be described as any given systemic action driven towards the enhancement and betterment of education at all levels. Being systemic (in context denotes a stage-wise approach to attaining goals), these actions are predetermined and involve all educational stakeholders (Papanikos, 2011). Educational policy has also been described as a set of legal instruments and rules taxed with providing direction, supervision and control to the educational setup in a given country, state, region or province (Anja, 2000). That notwithstanding, educational policy which is driven by the need for governing the educational setup within a specific area must primarily address the needs for regulations, funding, and the availability of relevant provisions (Paik, 2020).

Education is a cross cutting discipline that occurs in different forms, for different reasons and at different levels. In Cameroon, education is of three broad categories handled by individual ministries; basic, secondary and higher education (Ngwa & Mekolle, 2020). Educational policy usually touches on such variables within the educational framework as school size, class size, school choice, school privatization, tracking, teacher education and certification, teacher remuneration, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model (Bell & Stevenson,

2006). It erects a legal framework around the educational practices and offers a varying support to the system chief of which is a problem solving as in the cases of increasing absorption in the workforce, tackling school dropout, schools-based fraud and other malice that hamper the smooth flowing of the educational system (Papanikos, 2011).

Given educational policy's extended reach and influence to the general population, educational policies ought to be public policies fully documented and available to the general populace and not filled within administrative structures and only available to the said administrators (Ngwa & Mekolle, 2020). Public policies are equally a set of laws and legal structures, action plans and funding priorities directed towards a specific issue, however, being public, they are backed by a government entity or a representative (Norwich University, 2022). As a public policy, educational policy will constitute deliberate government efforts aimed at addressing issues within the educational sector and necessitates the employment of an interactive, complex and dynamic system for the identification and resolution of issues within the system (Pellissery, 2015). While it is important for educational policies to be public policies, the development of a single public policy could take anywhere from a few weeks to several years (Norwich University, 2022) and follows a series of steps and processes. While there is generally no consensus of the number of stages due to a plethora of analysis techniques, there is significant agreement on the 5-step approach (Peters, 2015). The five steps approach is a cycle which kicks off with agenda setting, a prior analysis, creation of policy, implementation of policy and then monitoring, which should kick off the cycle once more (Javed, et al., 2018).

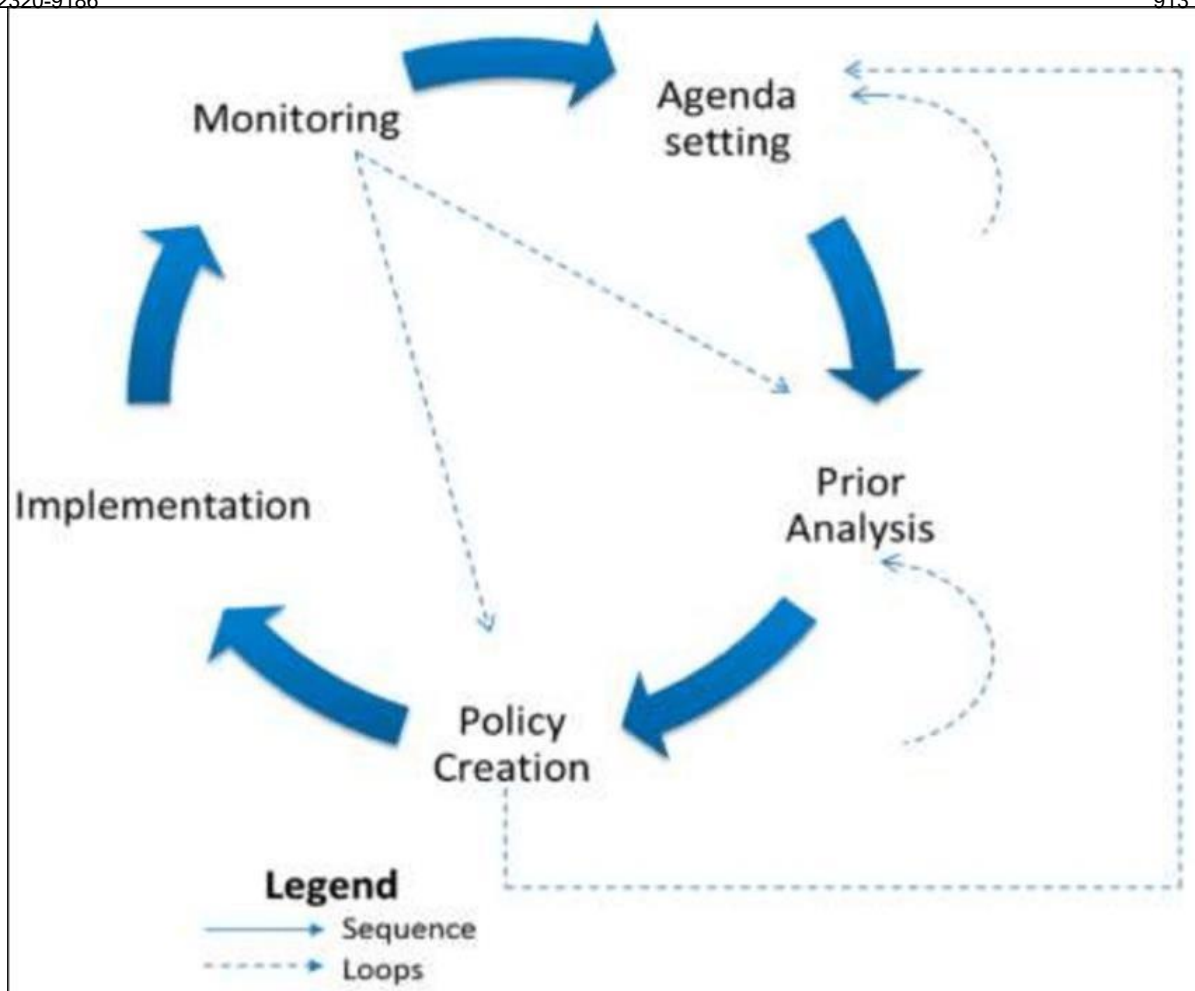


Figure 1: The public policy cycle (Source: Javed, Khan and McClatchey (2018))

Given that policy is deemed robust when it provides a comprehensive approach to issues in an effective and efficient way (Papanikos, 2011), education policy as a public policy goes beyond laws and regulations to include government plans, programs, instructions, decisions and other symbolic systems. And its formation includes not just statesmen, but the entirety of the educational setup and stakeholders, inclusive of local representatives, experts, civil society actors and scholars (Paik, 2020). The existence and utilization thereof of such a policy increases efficiency and heightened chances of synchronization and adaptability to other policies and mechanisms within the nation (Țălu & Nazarov, 2020). In Cameroon, her education policies are public in that they are written formal documents that take the form of acts of parliament, and presidential decrees to govern the Cameroonian educational set-up.

Government Policies Patterning to Entrepreneurial Education in Cameroon

Cameroon's educational system and associated policies are a function of their colonial past. Prior to reunification, British and French colonial administrators imposed on the territories under their control education models similar to those used in the metropole (Ashu, 2020). These two were nothing alike, and in a unified Cameroonian state, her own educational system has had to merge these two to establish her own unique system (Fallwickl, 2021). While the system presents to be unified, the original separate systems still operate in their respective parts of the country (Achuo, et al., 2022) with students allowed the freedom to move between them. Cameroon as a nation had previously invested mainly in general education (prioritizing knowledge acquisition) over technical education (which prioritizes skills acquisition directed towards societal problems) and her associated educational policies are tailored to respond to the needs of the general education dominated educational system. However, the growth of skill-based employment and recurring education and job mismatch within the nation has seen that nation develop policies that align with the indispensable nature and importance of vocational and technical education (Forster, et al., 2016). This has seen entrepreneurial education come to the lamplight within the nation's educational arsenal, empowering thousands of youths across the nation, with the potential to redress Cameroon's economic decline and realign the nation with her vision 2035 (Lo-oh, 2014).

While there is a gapping absence in the availability of a universal document dubbed the Cameroonian educational policy (Shu, 2008), education policy enactment and utilization within the nation of Cameroon is still a very much present reality (Anja, 2000). The absence of a national comprehensive education policy that outlives politicians, as is the case in other countries like in New Zealand and Zambia (Fonkeng, 2010), places the country in an undesirable position (Ngwa & Mekolle, 2020). However, policy pertaining to the governance of education in Cameroon is

principally in the form of ministerial orders, ministerial regulations, and residential decrees which are respected throughout the national territory of Cameroon (Tambo, 2003). They address such issues that relate to the enhancement and continuous growth of the Cameroonian educational system, especially in relation to her interrelated role with other sectors within the economy such as the economy, and administrative.

Cameroon has no entrepreneurial education directed policy on education given the novelty of such studies in the country. However, the nation has shown such support to the promotion of entrepreneurship education within the national territory by ensuring that all students at public universities take a compulsory course in entrepreneurial studies in a bid to fuel their entrepreneurial potential. Equally, the establishment of degree programs in entrepreneurial studies at state universities (UB, 2019) has further buttress the government's commitment towards the promotion of such studies within the national territory. However, in Cameroon's own fashion of a national educational policy which covers all forms of education within the national territory inclusive of entrepreneurial education, some laws and ordinances that make up her educational policy include Law No.98/004 of 14 April 1998 on the orientation of basic, secondary and teacher education in Cameroon (Republic of Cameroon, 1998), Law No.2001/005 of 16 April 2001 on the orientation of higher education in Cameroon and Law No.2004/022 of 2nd July 2004 fixing rules relative to the organization and the functioning of private education in Cameroon (Ngwa & Mekolle, 2020).

Present within Cameroon's educational policy is the practice of policy borrowing which can be seen as a consequence of the formative processes that made up what is referred to as the Cameroon education system, which is principally hinged on the practices of her colonial masters – the UK and France (Ashu, 2020). However, the nature of Cameroons educational history alone does not

drive this prevalence on its own as there are researchers who postulate that globalization has had an impact on the proliferation of this trait, not only in Cameroon, but in other nations as well (Steiner-Khamsi & Waldow, 2012). Others point at the increasing participation of external stakeholders in the governance of education at national levels has had a supportive effect to the growth of this trait (Chou & Ravinet, 2015). The prevalence of policy borrowing within the nation has complex effects within the educational setup in the country, stirring debates among stakeholders on issues such as the driving forces and associated outcomes, especially in the face of cross contexts differences (Eta & Afuh, 2018). The borrowing and adaptation of the Bologna Process principles in the academic year 2007/2008 in Cameroon's higher education system was a drive to attain international standards, harmonize the two educational systems in-country, and comply with CEMAC area regulations (Eta, et al., 2017). However, the adaptation has seen both education systems implement the process differently, while some continue to question the ability of the persons responsible for the adaption (Eta & Vuban, 2017). Safe to state that the process has not yielded on the results it promised and begs the question whether the nation is properly positioned for the policy borrowing.

Entrepreneurship Education

Entrepreneurship education is a vital tool in the arsenal of any given nation in the view of meaningful and sustained economic prosperity as it provides students with understanding of concepts of entrepreneurship, trains and motivates them to indulge in entrepreneurial activities in the future (Mani, 2015). It feeds the motivational process and orients students on their entrepreneurial processes, as well as supports the identity transformation from students to entrepreneurs (Vanevenhoven & Liguori, 2013). In so doing, entrepreneurship education attains its principal role, which is the promotion of students' entrepreneurial intentions and increase their awareness on entrepreneurship as a viable career path (Huang, et al., 2020). While there exists some margin of research and practice gaps, some schools of thought hold that to bridge this gap, trainees' personal characteristics, training strategies in use, as well as the environment and social context must be taken into consideration as these variables have profound effects on the learning and practice outcomes (Fayolle, et al., 2019).

Given that the importance of business and entrepreneurship has only known growth in the last couple of years, there has been a corresponding growth in the ability of individuals and institutions to teach the skills and tools necessary for the creation and growth of new entrepreneurs (Kirby, 2003). While the growth in the supply of entrepreneurial education has a strong positive correlation with the associated demand from students and communities in general, often times, these studies do not always meet the expectations of the students enrolled, and the community awaiting their graduation (Schwartz & Malach-Pines, 2009). Despite the fact that many students go in to pursue entrepreneurial education, only a select few ever go on to start up a business or become successful entrepreneurs at best. However, the role of entrepreneurial education is not solely to set up a

business and run it, as there are career options for entrepreneurial employees in large companies both in the private and public sector (Kirby, 2004).

That notwithstanding, entrepreneurial education has the potential to change trainees' attitudes towards more a more entrepreneurial outlook which has seen increased engagement in business risk (Charney & Libecap, 2003), conversation of ideas into business structures and increased performance in managerial roles such as principals (Mas, et al., 2021). This support literature that shows that business creation and employee status are all part of the potential outcomes of an education in entrepreneurial studies (Kirby, 2004). Whilst this is true, the case of developing nations like Cameroon and the prevalence of the understanding that entrepreneurial education should breed business creating individuals still push the notion that more often than not, entrepreneurial education fails to meet the expectation of students and the community as a whole (Schwartz & Malach-Pines, 2009).

Cameroon's Entrepreneurship Education

Currently in Cameroon, entrepreneurship and entrepreneurship education is growing in popularity and is experience a very high uptake among the youthful populations who have resulted to self-employment and enterprising as the path to a prosperous future (Kamdem, 2019). While entrepreneurship education in Cameroon has a fairly rich and long-standing history, the current realities, though far from bleak, are less than ideal (Mve, 2020). As is the case with novel industries and sectors within the national territory, the unexploited potential of entrepreneurship education in Cameroon remains a bottle neck to be overcome (Kamdem, 2019).

Predominantly, Cameroon's education is tethered to academic pursuits and accolades within the academia as opposed to operability within the everyday functioning of the Cameroonian

economy. Very few programs within the teaching structure of Cameroon's education system are industry tailored and well suited for the Cameroonian economy. This has given rise to the attainment of very high academic qualifications in the nation among her people with the inability to effectively deliver in job placements that correspond to their associated field of studies. In Cameroon, entrepreneurship education happens to be within the same practice. The programs are delivered in a manner that allows for limited field practice and high levels of theory which does not allow for relevant impact within the Cameroonian economy. Evidently, what we get are trained entrepreneurs who cannot take risks, identify opportunities, or associate in any way with the variables that pertaining to their status. Equally, when thought within programs as is the case with state universities, entrepreneurship is delivered as a course with zero practicability.

In addition, key among the limitations patterning to the performance of entrepreneurial education in Cameroon is the lack of the associate mechanism to allow for the practice of entrepreneurship within the country. Very few national players are willing to fund new ideas and there are even fewer formally structured mechanisms that allow for the allocation of funds to young budding entrepreneurs. This allows these entrepreneurs to be preyed upon by unsuspecting large cooperation's and rich individuals, at the expense of the entrepreneur, and by extension, the nation.

Furthermore, while the need for entrepreneurial education has become evident and many intuitions of learning are buying into the trend, the formalization and structuring of her educational programs have been done to meet the needs of just students in higher instructions of learning. Thus, it is mainly available to students who go through the grammar path of education in-country. In Cameroon, there are two-paths a secondary school student can take, the technical and the grammar. While the technical deals with such education as woodworks, aeromechanics, electricity and plumbing among others, the grammar goes on with the more common education, teaching children

in the fields of commerce, the science and arts. Students who go through the technical field are not easily absorbed into higher institutions of learning and most frequently prefer to get directly into the work force to support their families with the skills they have learned. With entrepreneurship taught in higher institutions of learning, these group of learners are yet to get this education and would generally never build any meaningful entrepreneurial venture around their chosen study field.

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The Future of Entrepreneurial Education in Cameroon

Entrepreneurship education within Cameroon remains an indispensable variable in the discus of long-term relevance and buoyancy within the nation of Cameroon. Thus, its future remains a fundamental part of the future of not just education but economic performance. The quality of the future of entrepreneurship education rests on three main variables: Expansion, and practicability, tailoring and cost.

Given the current limitations patterning to the access of entrepreneurship education within the country, a vast majority of persons who want an education in entrepreneurial work have found themselves forever wanting. Limited pubic investment and government expenditure directed towards entrepreneurship education equally plays a contributive tole towards the prevalence of barriers to access meaningful entrepreneurial education. An expansion of the provision of said education to cover these barriers to the access would go a long way to ensure the sustainability of such an education. This expansion could take the form of stretching to include higher secondary schools in the training teer, expansion to include technical schools, and students even from non-business backgrounds. The establishment of mechanisms and other formal structures in country to support education of entrepreneurs vis a vis the Cameroonian market and fundraising, as well as other variables will go a long way to render the filed of study much more accessible to people an equally quite practical and attractive to want-to-be entrepreneurs.

Generally, Cameroon's education favors a holistic approach as opposed to a country-specific approach, which allows for the training of professionals in discipline who cannot practice within the national territory owing to limited knowledge of the local context. This is equally the case with entrepreneurial education within the national territory, where students are trained as though for a distant land and not heir home soil. For entrepreneurship education to thrive and deliver on its

potential in contributing towards the revitalization of the Cameroonian economy, the program and its delivery needs to be tailored to suit the realities of the Cameroonian system. The program should be able to allow graduates to effectively practice within the national territory and deliver results within the foreseeable future. A clear demonstration of mastery of the Cameroonian market and the provision of results within the system will make the prevalence and relevance of entrepreneurship education not only primary but cutting edge and community relevant.

Finally, as is the general situation with the entire nation, cost-based limitations to access of several services cutting across the entire economy from education to health care and feeding have significant effects on the ability of several Cameroonians to survive. Within the context of entrepreneurial education within the nation, the relatively heavy price tag associated with quality education in the field has proven to be a stumbling block in the path of persons who nurse a passion to venture into the field. With limited opportunities for scholarships in-country owing to the limited ability for these institutions of learning to remain profitable while running said programs on scholarships, as well as limited funding from external parties and institutions to allow scholarships into these programs, these programs remain out of reach for many Cameroonians. Thus, going forward, there's a need to strengthen public expenditure into the subsidization of private education in entrepreneurial studies as well as enhancing the ability of these private institutions to source for, and receive untaxed funding for students who wish to pursue a career in this field.

The future therefore of entrepreneurial education in Cameroon is pivoted on the three aforementioned variables which are all interrelated and based off of increased public support in the realization of the potential of entrepreneurship education in Cameroon. As a country rife with promise and opportunity especially as the country is experiencing what seems to be the embers of the anglophone crisis, there is a significant need for entrepreneurs within the country to support

government structures and interventions in the redevelopment process of the economy and realignment with the vision 2035. To the realization of this however, the entrepreneurship education and its enhancement remain indispensable and must be fully engaged in public planning and national development talks, as a full transition to a private sector dominated mixed market system presents as the best format for meaningful rejuvenation and growth.

Methodology

As stated earlier the purpose of write up is to explore an empirical study of entrepreneurship education and its policies in Cameroon. In a general view, these authors employ a qualitative research methodology. Qualitative research involves the study, use and collection of a variety of empirical materials- case studies, personal experience, introspective, life story, interview, observational, historical, interaction and visual texts- that describe routine and problematic moment and meaning in individual lives. (Helle Neergaard, John (1997). Qualitative research seeks to discover the meaning that motivates men's actions, the quest for 'what is out there', describing what we observe, producing data and discussing these data with established theories or models (Karin Klenke, 2016).

Qualitative research involves different types of research methods, methodology and qualitative research design. Methodology refers to a specific research paradigm used by the researcher to investigate reality based on the assumption he or she makes about ontology and epistemology (Paul Tata, 2017). Method on the other hand, are specific research strategies and techniques that undergird methodology in a philosophical foundation of qualitative research (Karin Klenke, 2016), Methodology can simply be described as a guideline system that guides the overall approach to the research. And method, are the specific tools being used to approach the research (Interviews, observations, using document). As strongly emphasized by the honorary *Maurice Kamto* "*the methodological steps taken, condition our scientific work because the methods clarifies the hypothesis and determines the conclusions.*" (Alain Didier Olinga (2010). In this light, it is difficult to come out with a coherent reasoning in the absence of a proper and appropriate method. The method we employed in this scholarly write up, is the qualitative document analysis. A document analysis refers to a systematic procedure for reviewing or evaluating documents, document that are both printed and electronic materials (Glenn A. Bowen 2009). Like other analytical method in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Karin Klenke, 2016),.

A documentary study or analysis is also a text-based file that may include primary and secondary

sources. Primary sources refer to laws, regulations, the first person account of event in the original document, letters, artwork, literature, music, observational notes, journals, and photographs (M.Given, 2008). Secondary sources are data from letters, journals, diaries, and account descriptions of persons who were not eyewitnesses of the event or who did not personally know the person who is the focus of the study (M.Given, 2008).

In other words, a primary source is also a document from the time under study, an original source of information about the topic while the secondary sources are a document dealing with and often analyzing information from primary sources. Documents constitute the basis for most qualitative research. From the above explanation of what a document study is, the Methods of data collection for this thesis are reviews of primary and secondary sources. The primary sources include online video clips and written statements made by specialists on entrepreneur education and its corresponding impact on the economy of Cameroon. while the secondary sources mainly consist of academic articles, books written by different authors, Journals, Magazines, internet materials and news reports (Jeffery s. Beaudry, Lynne Miller, 2016).

There are many documents bothering on the issues surrounding the study of entrepreneur education in general and Cameroon in particular. This work does not boast of being capable of looking at all the documents but will have its beam focused on entrepreneur education, how it its study has impacted the economy and developmental policies of the country of Cameroon in particular and the world in general.

However, they are different research designs in qualitative research. The research design in this context is of paramount importance for the realization of this academic work. That is why our scope of study is Cameroon, though with analysis that has taken place in other nations that can boast the situation of our area under study. Case study is a bounded context that has a limited focus; it is fenced up so that one does not go beyond the particular situation or program under study (Jeffery s. Beaudry, *Lynne Miller, 2016*).. The explanation of case study here best describes this work. I choose Cameroon in particular as a case study because entrepreneurial education is lacking and government policies do not favor job creation.

1. Conclusion

Given that entrepreneurship has had a long-standing history within the nation of Cameroon, entrepreneurs have not been the main source of employment (Kamdem, 2019). Since independence, Cameroon's mixed market system has chiefly been dominated by the public sector which has been responsible for the employment of majority of Cameroon's work force. But with the population of the country growing at a very high rate, with over 75% of the total population considered to youths – who also present as job seekers – the ability of the public sector to remain the main employer has been tested. And with the prevalence of crisis in the North, East and anglophone regions, the nation has been forced to adopt and morph, which has seen increasing interest in entrepreneurship and self-determination. Cognizant of the potential of entrepreneurship within the country, the national government of Cameroon has backed this growing trend in support of entrepreneurship by promoting entrepreneurship education. entrepreneurship education has taken up steam from what was previously an obscure concept to a must have across all disciplines in public universities. As of now, all post graduate students are expected to validate an entrepreneurship course irrespective of their discipline and professional interests. The government's increased interest in entrepreneurship studies comes at a time when the nation is facing the negative consequences of prolonged conflicts and challenged economic performance in major parts of the Country. Latching on to the world trend of home-grown business giants, Cameroon's investment in entrepreneurship education is poised to redefine many industries in-country and support the growth of several infant industries – like Cameroon's tech industry which in recent years is getting a lot of traction and increased investment both financially and in human capital. However, challenges with respect to the quality, practicability and affordability of this education have reason with significant limitations to the Cameroon entrepreneurship education.

The programs are delivered in a manner that allows for limited field practice and high levels of theory which does not allow for relevant impact within the Cameroonian economy. Evidently, what we get are trained entrepreneurs who cannot take risks, identify opportunities are associate in any way with the variables that pertaining to their status. For those who even master the practice, they are not only hard-pressed to find worthwhile workable situations to real-life problems with a worthwhile team, but find themselves without a conducive environment to grow and make impact. Allowing them to be preyed upon by large corporations, multinationals and even wealthy individuals. Thus, there is a need for increased public support in the realization of the potential of entrepreneurship education in Cameroon. This is because entrepreneurial education is the surest means by which the private sector can support government structures and interventions in the redevelopment process of the economy on a significant level.



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