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DECREE No. _____/PM OF 12 MAI 2025
to specify methods and procedures for developing curricula and
official school programmes. -

THE PRIME MINISTER, HEAD OF GOVERNMENT,

- Mindful of the Constitution;
- Mindful of Law No. 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon;
- Mindful of Law No. 2004/022 of 22 July 2004 to lay down rules governing the organization and functioning of private education;
- Mindful of Law No. 2018/014 of 11 July 2018 relating to the organization and promotion of physical and sporting activities in Cameroon;
- Mindful of Law No. 2021/024 of 16 December 2021 governing the organization and promotion of the book sector in Cameroon;
- Mindful of Decree No. 2023/223 of 27 April 2023 to lay down conditions governing the exercise of some powers devolved by the State upon regions in the area of secondary education;
- Mindful of Decree No. 92/089 of 4 April 1992 to specify the duties of the Prime Minister, as amended and supplemented by Decree No. 95/145bis of 4 August 1995;
- Mindful of Decree No. 2011/408 of 9 December 2011 to organize the Government, as amended and supplemented by Decree No. 2018/190 of 2 March 2018;
- Mindful of Decree No. 2012/267 of 11 June 2012 to organize the Ministry of Secondary Education;
- Mindful of Decree No. 2012/268 of 11 June 2012 to organize the Ministry of Basic Education;
- Mindful of Decree No. 2019/001 of 4 January 2019 to appoint a Prime Minister, Head of Government,

HEREBY DECREES AS FOLLOWS:

CHAPTER I
GENERAL PROVISIONS

ARTICLE 1.- (1) This decree specifies the methods and procedures for developing curricula and official school programmes.

(2) The curricula and official school programmes referred to in paragraph 1 above shall be those implemented as part of the theoretical and practical teaching provided in public and private schools for nursery, primary and secondary cycles of the education system in Cameroon, as well as non-formal education.

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ARTICLE 2.- (1) The curriculum is a document developed by the State, which sets out Government's strategic plan for the education system, the goals of education, school programmes for achieving these goals, and the recommended pedagogical approach.

(2) The school programme is a coherent set of educational activities designed and organized to achieve pre-established learning objectives or to accomplish a specific set of educational tasks over a given period of time.

(3) The pedagogical activities referred to in paragraph 2 above organized in the various disciplines or subjects shall be made up of courses, modules and teaching units. They shall also include certain pedagogical activities based on games, excursions, practical work, study trips, exchange programmes and internship placements.

(4) The school programme is a part of the curriculum which outlines, in detail, the educational offer of a discipline for a given school course.

ARTICLE 3.- (1) The development of curricula and official school programmes shall be the exclusive responsibility of the State.

(2) An inclusive approach shall be adopted, involving all stakeholders of the education community, in particular:

- pedagogic inspectors;
- teachers;
- researchers;
- experts on the technical, scientific or pedagogic issues in question;
- administrative officials in charge of public policies in the education sector;
- stakeholders of the professional field;
- local elected officials;
- parents of students;
- national and international partners.

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ARTICLE 4.- Curricula and official school programmes shall be based on the following principles:

- the apolitical nature of the school;
- responsible citizenship and respect for the fatherland;
- promotion of bilingualism and multiculturalism;
- respect for the specific characteristics of the francophone and anglophone education sub-systems;
- the prohibition of all forms of discrimination or stereotypes based on gender, ethnicity, religion, race or disability;
- the promotion of national cultural values and universal moral values;
- the professionalization of teaching;
- the promotion of living-together and national solidarity;
- the contextualization of knowledge;
- the promotion of inclusive education for learners with special needs and vulnerable groups;
- the anchoring of curricula in the realities of Cameroon;

- balance between rural and urban areas;
- accuracy and updating of scientific concepts;
- openness to the outside world and new technologies;
- development of the learner's personal effort;
- placing the learner in a real-life situation;
- apprenticeship and vocational training;
- promotion of critical thinking in learners;
- development of learner autonomy;
- development of social, interpersonal and collaborative skills;
- teacher flexibility in the planning of sequences.

ARTICLE 5.- The development of official school curricula and programmes must ensure the establishment of transitions and complementary links between nursery, primary and secondary education, non-formal education, higher education and vocational training.

CHAPTER II **DEVELOPMENT METHODS AND PROCEDURE**

ARTICLE 6.- Official school curricula and programmes shall be developed according to a process divided into six (6) stages:

- definition of a political vision translated into a Curricular Orientation Framework (COF);
- definition of general and specific graduation profiles;
- determination of skills to be acquired and the related teaching content;
- setting of rules for the production and selection of manuals and teaching aids;
- development of initial and continuous training programmes education actors;
- determination of assessment methods, planning of assessments and remedial activities.

ARTICLE 7.- The curriculum shall be developed in eight (8) specific phases namely:

- the development of the curriculum drafting framework;
- the planning of the curriculum;
- the actual development of the curriculum;
- the technical pre-approval of the curriculum;
- the testing or pilot phase of the curriculum;
- the approval of the curriculum;
- the implementation of the curriculum;
- the evaluation of the curriculum.

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ARTICLE 8.- (1) The development of the curriculum drafting framework shall consist of;

- a needs analysis;
- the taking into account of duly ratified international legal instruments, as well as laws and regulations in force.

(2) The analysis of the needs referred to in paragraph 1 above shall consist of:

- the identification of the expectations of the society, students, teachers and stakeholders;
- the analysis of the school context, socio-cultural realities, existing structural or economic constraints, as well as available material, financial and human resources.

ARTICLE 9.- The planning of the curriculum shall consist of:

- determining the strategic orientations and purposes of education;
- determining the duration of learning and its chronological articulation;
- identifying the human, material and financial resources required, as well as the target population.

ARTICLE 10.- The actual development of the curriculum shall involve all of the following tasks:

- determining the content;
- determining the pedagogical approach;
- identifying didactic materials;
- identifying teaching strategies;
- identifying assessment methods;
- developing a first draft of the curriculum.

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ARTICLE 11.- The technical pre-approval of the curriculum shall be the approval of the first draft by the technicians and experts concerned.

ARTICLE 12.- (1) The curriculum shall be tested in rigorously selected pilot schools or classes to determine its degree of scientific relevance and pedagogical effectiveness.

(2) Based on the results of the above-mentioned test, adjustments may be made to the curriculum, if necessary, in response to feedback from the various stakeholders.

ARTICLE 13.- (1) The curriculum shall be approved at two levels:

- technical approval, by a body co-chaired by the Ministers in charge of basic and secondary education;
- strategic approval by the Prime Minister.

(2) The establishment, organization and functioning of the body referred to in paragraph 1 above shall be defined by a joint order of the Ministers in charge of basic and secondary education.

ARTICLE 14.- The implementation of the curriculum shall consist of:

- training inspectors and pedagogic coordinators, guidance counsellors, teaching staff and school administrators in the implementation of the curriculum;
- raising the awareness of parents and pupils on the new curriculum content;
- setting up a supervision and monitoring system.

ARTICLE 15.- The assessment of the curriculum shall be based on the following criteria:

- the relevance of the pedagogical framework;

- the expectations of teachers, pupils and parents;
- coherence with strategic political orientations;
- the internal coherence and harmony of the curriculum;
- conformity between objectives achieved and those set.

ARTICLE 16.- School programmes shall be developed within the framework of series or courses, specialties, activities or fields, as well as disciplines.

CHAPTER III **MISCELLANEOUS, TRANSITIONAL AND FINAL PROVISIONS**

ARTICLE 17.- The selection of textbooks and didactic materials by the National Council for the Approval of School Manuals and Didactic Materials shall be made in compliance with the curricula and school programmes approved in accordance with the provisions of this decree.

ARTICLE 18.- (1) School curricula and programmes shall be valid for a minimum period of three (3) years. Once this period has elapsed, they may be revised in the same way and according to the same procedures as those which governed their adoption.

(2) Notwithstanding the provisions of paragraph 1 above, curricula and school programmes may be revised as a matter of urgency before the expiry of the aforementioned minimum period, particularly in the case of force majeure or a threat to national unity.

ARTICLE 19.- The drafting, revision and implementation of curricula and school programs shall be carried out under the coordination of the General Inspectorates of Education of the Ministries in charge of basic and secondary education.

ARTICLE 20.- The Ministers in charge of basic and secondary education shall maintain and update national files of official curricula and school programmes.

ARTICLE 21.- The curricula and school programmes in force on the date of signature of this decree will be progressively updated in accordance with its provisions.

ARTICLE 22.- Specific texts issued by the Ministers in charge of basic and secondary education shall specify, where necessary, the implementing rules of this decree.

ARTICLE 23.- This decree shall be registered, published according to the procedure of urgency and inserted in the Official Gazette in English and French. /-

Yaounde, 12 MAI 2025

**THE PRIME MINISTER,
HEAD OF GOVERNMENT**



Joseph DION NGUTE

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