



CRISIS SITUATION AND THE CHALLENGES OF PRIMARY SECONDARY SCHOOL TRANSITION IN THE ENGLISH SPEAKING REGIONS OF CAMEROON

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Abstract:

The study aims to identify the challenges that affect primary secondary school transition in crisis situations in the English-speaking regions of Cameroon. The attacks on students and teachers, forcing schools to close, destruction of teaching and learning facilities by Anglophone non-state armed groups have affected the transition from primary to secondary schools. Several hundreds of school children and students have dropped out of school as a result of the crisis that started in 2016. The dropout of students from schools because of the crisis motivated the researchers to carry out this study. The study made use of a qualitative research design. An interview guide was used for individuals and for focus group discussions to collect data. The sample was 60 participants including school dropouts, heads of households, school administrators, civil society, and religious authorities. The purposive sampling technique was employed to select the respondents. Data collected from the respondents was analysed using thematic content analysis. The results indicate the social and cultural norms, economic and systematic factors that limit primary secondary school transition, programmes implemented, and ways to prevent students from leaving schools before completing their studies. All children after finishing primary school would like to enroll in secondary education. The ministries of education should formulate policies and take appropriate measures that will meet international expectations and standards for effective transition from primary to secondary school in Cameroon. Children get the best of their future through education.

Keywords: challenges, transition, primary secondary school, crisis situation

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1. Introduction

Education during the crisis situations in the English-speaking Regions of Cameroon has had drastic consequences in the transition from primary to secondary school started in 2016. Over 700,000 children have been affected by the closures of schools in the Northwest and Southwest regions of Cameroon because of the Anglophone crisis (key informant interview 16/11/2020; OCHA 31/05/2019). Separatist armed groups are protesting against the Cameroon government's education system by attacking students and teachers, forcing schools to close, and destroying teaching and learning facilities. They imposed a boycott on formal education that uses the Cameroon government curriculum in 2017. Most schools in these regions are closed for the fourth consecutive year (BBC 02/09/2019; The Guardian 03/09/2019; AI 12/06/2018; IFRI 06/2020; ICG 02/08/2017). According to Akame *et al.*, (2021), the multiple separatist armed groups fighting the government forces adopted a school boycott strategy and spontaneous calls for the shutdown of all the activities in the region. This sometimes lasts for several days and has a huge impact on pupils' and students' abilities to attend classes and learn which has a devastating effect on the transition from primary to secondary schools. The non-state armed groups threatened, adducted, beat, and in some instances killed school personnel and students for non-respect of calls for a boycott of education in the North West and South West Regions of Cameroon (Eposi & Ewange, 2021).

Since Cameroon gained independence in 1961, the focus of government on the Francophone regions over the Anglophone regions has translated into the perceived marginalization of the North West and South West Regions, gaps in dual systems, governance, and education (ACAPS, thematic report 19/02/ 2021). Because of the lack of harmonization in the French and English sub-systems of education, deficiency in the promotion of bilingualism, and undiversified allocation of resources, adults, and children have started encountering added difficulties in studying under the English sub-system of education in these regions, contributing to the present crisis. The separatist armed groups' frequent call for a boycott of formal education has stopped children from going to school and has led to a learning decrease (IFRI 06/2020; ICG 02/08/2017; OCHA 31/10/2020; DW 06/11/2020). Since 2016, most schools have been closed down as part of the boycott against education for fear of separatist attacks in the North West and South West.

The diversities of the regions in terms of gender, culture, social norms, and economic background have caused many pupils and students to respect the school boycott and drop out affecting the transition from primary to secondary schools. Most of the schools in the rural areas cannot reopen because of threats of violent attacks. Unidentified separatist armed assailants and groups have damaged, destroyed, or burnt down at least 74 schools in these regions since the beginning of the crisis in June 2019 (UN News 21/06/2019; HRW 20/02/2019; SODEI 08/02/2021). Education is the key component of the conflict in the North West and South West regions. Teaching and learning in educational establishments as well as the transition from primary to

secondary schools have been significantly affected by the crisis. Because of the crisis in the English-speaking regions of Cameroon, the rate of school dropout is very significant and high. Children from rural areas, low-income backgrounds, threats from separatist fighters, kidnappings, and harassment drop out of school which affects the transition from primary to secondary schools. The study seeks to examine the challenges that affect the transition from primary to secondary school in crisis situations, programs implemented by the government and civil society, and ways to prevent students from leaving schools before completing their studies in the English-speaking regions of Cameroon.

2. Literature Review

2.1 Primary College Transition

According to West *et al.* (2010), primary-secondary school transit is a crucial transition for children. These changes can be exciting for children, providing ‘windows of opportunity’ for growth and learning (Rice *et al.*, 2015) but can also have a significant negative impact on their ability to cope, especially if they do not have some consistency in their life such as social support from a stable support figure, and/or lack sufficient coping skills (Jindal-Snape, Cantali, MacGillivray, & Hannah, 2018). They experience multiple simultaneous transitions due to changes in friendship groups, identity (child/young person, primary/secondary school child), academic expectations, and teaching styles (Jindal-Snape *et al.*, 2020). These transits can be simultaneously worrying and exciting for children and have both negative and positive effects on children’s emotional welfare (Jindal-Snape, 2018)

Critical transitions like school-college transitions, where children are more likely to experience changing psychological and environmental conditions can present an increased risk to children’s short and long-term emotional welfare (Bosacki, 2016). Navigating multiple contemporary changes can have negative effects on children’s development (Evans, Li, & Whipple, 2013). This is in support of Jindal-Snape and Rienties (2016) Multiple and Multi-dimensional Transitions (MMT) theory. According to the theory, children moving from primary to secondary school experience multiple transitions at the same time (developmental, academic, social transitions) and these transitions can cause transitions of significant others (change in parental identities). The significant others will be experiencing their own transitions and provoke or have an impact on the child’s transitions, illuminating the multifaceted nature of transitions. These transitions are influenced by the dynamic nature of the ecosystems and environment (Jindal Snape, 2016; Jindal Snape *et al.*, 2021). Children moving from primary to secondary schools during a crisis will be affected by systematic, environmental factors (threats, poor infrastructure, harassment, kidnappings, killing), social (gender, disability), and economic factors (poverty, subsistence farming).

The transition from primary to secondary school is a critical period of change in the lives of young adults which can be associated with feelings of worry and excitement

(Moore *et al.*, 2021). Children with lower academic ability and lower self-esteem experienced more difficult primary college transitions (West *et al.*, 2010). Children from low socioeconomic backgrounds are more likely to be disturbed about the transition. The school environment may also be implicated, as transitioning from a poorer primary school to a wealthier secondary school is associated with decreases in well-being for children from low socioeconomic status homes (Moore *et al.*, 2020). Baumeister's, Vohs, and Tice's (2007), depleted resource hypothesis postulates that an individual's ability to cope worsens as the number of stressors in their life persist, accumulate, and co-exist. This is because over time frequent concurrent stressors significantly draw on self-regulatory capacities and disrupt cognitive processing, impacting emotional well-being. This is shown over primary-secondary school transition, where emotional symptoms commonly increase (Bloyce & Frederickson, 2012).

2.2 Education in Crisis Situation

According to USAID, crisis concerns a broad range of circumstances in which children's access to education is in jeopardy. These circumstances fall under economic, political, health, and environmental. Political crises include violent conflict and social unrest; economic crises involve severe poverty that manifests in a significant percentage of school-age children living on the streets, or being exploited as child labourers; health crises include epidemics such as HIV/AIDs; and environmental or natural disasters include earthquakes, hurricanes, droughts, and volcanic eruptions (Harwood & Anis, unpublished, 2001). Crisis alone is a continuum of four different capacities of governance and corresponding phases for educational activities which include interim government and recovery, now government and education emergencies, rehabilitation, established government, and reconstruction (Miller & Affolter, 2002).

The Save the Children Alliance opines that education for children affected by emergencies is education that protects their well-being, fosters learning opportunities, and nurtures the overall development (social, cognitive, economic, and physical), of children affected by conflicts and disasters (Sinclair, 2002). Education services delivered during these times and under these conditions are meant to support simultaneously children's cognitive and emotional development, while including additional educational content relevant to the crisis circumstances. It is certain aspects of program implementation (rapid training of paraprofessional teachers, packaged material resources, physical protection for program staff) and the new subjects related to protection and security (land mine awareness, life skills to prevent HIV infection) that change or are added to the fundamental content during an emergency (Burde, Spring 2004).

Education may have the potential to strengthen social cohesion, rendering it, or creating a more complicated reaction (Bush & Saltarelli, 2000; Krech & Maclure, 2004; Tawil & Harley, 2004; World Bank, 2005) and the education system can be regarded as contributing to social decline and directly influencing children's participation in the war. Even though education may create conflict, it is also credited with resolving it and is often

considered a key instrument for reconstruction. In the interest of responding effectively to the needs of fragile communities, the relationship between education and conflict should be better understood. The Role of Education in Protecting Children in Conflict (Nicolai & Triplehorn, 2003) points out that for education to play a more prominent role in humanitarian assistance programs, it should be based on its ability to protect children and youth. To Nicolai and Triplehorn (2003), certain aspects of education like the growth and development of social networks, the sense of self-worth that comes from being identified as a student and a learner; the provision of adult supervision and access to a structured, ordered schedule can inherently protect children.

According to Buckland (2004), teaching an irrelevant curriculum may be counter developmental, although it may keep children safe. The content of good quality education will vary according to any context; different crises, like different cultures, provide additional variations in context. The extra content included in education in crisis that is particular to these contexts can include practical “life skills” messages such as landmine awareness and health education that is particular to specific health threats in refugee or Internal Displaced Camps. In education for children affected by armed conflict, content also typically includes greater than average emphasis on some form of peace, human rights, or tolerance education. In addition, teaching methods and curriculum designs change to adapt to the circumstances. A dense curriculum may be used to provide accelerated learning for children who have significant gaps in their education. A key recommendation is that education in emergencies be seen, and planned from day one, as part of the development process and not solely as a ‘relief’ effort. Donors should avoid compartmentalization of funding that can have the effect of creating an uneducated and bitter, revenge-oriented generation because education in emergencies was seen as the last call on inadequate ‘humanitarian’ budgets (or excluded from them). Moreover, the restoration of access to schooling in a post-conflict situation should be seen as a funding priority (Bensalah, *et al.*, 2000).

The involvement of parents, teachers, and the community in management and school governance in a conflict or post-conflict environment are critical principles of education in crises. When the government has collapsed or withdrawn, there is often no other way to provide education services. Creating local parent-teacher associations, or parent support groups, is meant to increase the social glue that bonds neighbors and builds community. These types of community bonds, particularly after a conflict, can exclusively insulate a neighborhood group against perceived intrusions from the outside or others (Burde, 2004). Education is a key to state building. “*Sustainable civil peace relies on the successful reconstruction of legitimate state authority*” (Doyle & Sambanis, 2000).

Rebuilding an education system is one of the essential tools that governments use to cultivate and maintain legitimate authority. Education programs for developing stable countries, and programs for post-conflict countries, if the state is already fragile, or fledgling, will not increase stability, and may, in fact, add a destabilizing influence.

3. Methodology

3.1 Participants

The respondents for this research work were 60 participants both males and females including 4 heads of schools, 7 heads of households, 15 school-going learners, 07 school dropouts, 4 religious leaders, 2 civil society leaders, 6 regional, divisional, and sub-divisional inspectors, 5 guidance counsellors, 5 school council members and 5 members of the Parent Teacher Association. These participants were selected from the Ndian Division in the South West Region of Cameroon. Some of the respondents were also internally displaced persons from this region who have moved out of the area because of the crisis. These participants were selected through a purposive sampling technique based on the characteristics needed for the research work. They are all victims of the crisis, versed with the social, economic, and systematic factors limiting primary secondary school transition. They could also provide information on the measures and programs implemented by the government and civil society to improve primary secondary school transition in crisis situations.

3.2 Materials and Design

Data was collected from the respondents using an interview guide for individuals and focused group discussion in a qualitative research design. The interview guide for focus group discussion was used for civil society leaders, heads of households, religious leaders, school dropouts, school-going learners, school guidance counsellors, presidents of Parent Teacher Associations, and chairpersons of school councils. An interview guide for individuals was used for teachers, school principals, regional and divisional delegates, and inspectors. The content and face validity of the interview guide were determined and appraised.

For ethical issues, the required permissions and consent were obtained from the respondents. They were previously informed before the study and their privacy was respected. They were not required to identify their names or give personal information concerning them. The respondents responded to the interview questions both physically and online where it took them 45 minutes to finish with each interviewee. Some of the respondents were interviewed online because of insecurity and violent attacks from separatist fighters which made it difficult to reach them physically.

3.3 Analysis of Data

Data collected from these respondents were analysed using thematic content analysis. The researchers began by becoming familiar with the entire data set, which concerned actively reading through the data. They generated initial codes to organize data at a granular, specific and began to take notes on potential data items of interest, questions, connections between data items, and other preliminary ideas. The next step was searching for themes which concerned the examination of the coded and collated data extracts to look for potential themes of broader significance. They reviewed themes by

coding data placed within each theme to ensure proper fit and finally defined and named themes which ended with producing the report/manuscript

4. Results and Discussion

4.1 Findings

4.1.1 Social and Cultural Norms

The interview held with the delegates, heads of schools, inspectors, presidents of Parents Teacher Associations, and school counsellors indicated that many children are going to college in the village in areas where schools are protected like administrative headquarters. The number of girls going to school is more than the number of boys because there are more girls than boys. The disabled are mostly not going to school because they are not encouraged, insecurity situations and calls for school boycott by armed separatists. This has affected the transition from primary to secondary school because the children dropped out of school. One inspector remarked:

“There are no cultural norms preventing children from going to school. Concerning social norms, the educational background of the parent especially from a limited academic level prevents the transition from primary to secondary schools. The girl children are not encouraged to go back to school when they drop out during the crisis. Disabled children from poor-income parents and girls who drop out of schools are not going to school.”

The heads of schools thought that the majority of parents are poor as most of them practice agriculture on a small scale and thus have limited income to send their children to school. Some of the challenges of the region are that the construction and building of schools are done in a period of socio-political crisis which affects primary college transition.

One pedagogic adviser remarked that the legislation in the Ministry of Basic Education limits primary secondary school transition in Cameroon. The age limit for Government Common Entrance Examination into secondary school is 14 years and most children whose ages are more than 14 years are not permitted to write the examination to continue with their studies in secondary schools. The school environment is not conducive to learning. There are limited classrooms and buildings, poor toilets and the majority of the parents are farmers with little income to provide their children's school needs since the crisis going on in the region has affected subsistence agriculture which is the main source parents depend on to provide their children needs. As a result, the majority of the children stay at home and do not continue to secondary school because their parents cannot provide for their school needs.

One of the Parents' Teacher Association members had this to say:

“Some children after completing primary school might deny going to college because they do not find anything interesting about schooling. At the family level, it is due to poverty

caused by a crisis that prevents most children from going to school. Some teachers and administrators at the primary school portray very poor attitudes toward the children which in one way keeps them frustrated and they tend to look at school in a very negative way."

This head of a household holds that there is no need to spend time going to school given the present context of our country where many are unemployed though educated. There is a lot of unemployment caused by the crisis and parents don't have money to send their children to secondary schools after completing primary school. Discrimination exists in the case where the parents of the child are poor, they will prefer that the boy child goes to school and the girl child gets married because even if that girl child is educated, she will still get married one day while the boy child will remain in the compound and contribute to the growth of the family.

Another one remarked:

"There is no need to spend time going to school given the present context of our country where many are unemployed though educated caused by the crisis. Imagine someone who has been to school, and obtained a doctorate degree at the age of 40 without a job. He could have learned a trade that will fetch him much money after primary school. This affects the transition from primary to secondary schools because the child is not encouraged to continue schooling."

On plan and administrative, the interview indicated that some of the challenges are that the construction and building of schools are done in a period of socio-political crisis. Most administrators are not in their offices because of a crisis. Some of the infrastructure is destroyed. The pedagogic seminars and in-service training are limited especially in inclusive education to favour disabled children. Many students have dropped out of primary schools because of vulnerability and disability which affect the transition from primary to secondary schools. The family has limited income to send their children to secondary schools after completing primary school because they practice subsistence farming.

The interview guide for focus group discussion indicated that some children are naturally lazy or hate school, so after finishing primary they become excited about leaving school once which affects the transition from primary to secondary schools. Family poverty is another obstacle to primary secondary school transition. The ways some teachers discipline children, insulting and beating can be terrifying to the children causing them not to continue schooling after completing primary schools. Again, in some cultural practices, girls mostly stay with their mothers to cook while boys go to school.

A young girl going to school remarked:

"No child in his / her normal senses will deny going to school. In case of the death of the parents during the crisis, the child may go to live with other relatives who may not give the same attention to the child as the parents used to do. Friends in school who were already

ahead may discourage the younger ones that college is difficult. This may create fear in them and the child feels discouraged to continue schooling."

These results indicate that the crisis has affected pupils and students' transition from primary to secondary schools where they have been threatened, kidnapped, harassed, and killed for going to school. It has caused violence, stress, and fear both visible and invisible, and health and mental health effects in the long and short term. Children face an increased risk of child recruitment, gender-based violence, school dropout, child abuse, drug consumption, and child labour. Some of the displaced students are involved as domestic workers, work on farms, and street vendors, and are involved in sexual promiscuity.

4.1.2 Programs Implemented by the Government and Civil Society

The interview indicated that there is free compulsory primary education in Cameroon. The class repetition by children in primary school has been reinforced by the government. The environment of inclusive education in all classrooms through the training of teachers through seminars, training of guidance counsellors in secondary schools, continuous recruitment of teachers to rural areas, the organization of pedagogic seminars, and provision of didactic materials to schools. The government has also provided and reinforced security in some areas to prevent school children from being attacked by armed separatist fighters. All these measures have affected the transition from primary to secondary schools positively because the majority of children continue to secondary school after leaving primary schools. One inspector remarked that the award of scholarships to hard-working students in primary and secondary has improved the transition from primary to secondary schools. Girls are motivated to go to school through scholarship sensitization and education. The training of special teachers for the disabled and reinforcement of inclusive education.

One chairperson of the school council has this to say:

"The government has been training and recruiting young professionals who are ready to work in remote areas affected by the Anglophone crisis. They should be motivated with a salary scale beyond that of teachers who live and work in towns and cities. As concerns the infrastructure, the community is making enough efforts to support schools with infrastructure and recruitment of Parent Teacher Association (PTA) teachers to teach in schools where there are insufficient teachers. These measures have encouraged many parents to send their children to secondary schools after completing primary schools."

The interview also revealed that civil society and religious group leaders are working together with the government to ensure an effective transition from primary to secondary schools in crisis situations. Religious leaders have been calling on parents to ignore calls for school boycotts by separatist fighters and invest in children through education by sending them to schools. Civil society leaders are campaigning and

educating the population on the fundamental rights of children to education. A member of the civil society said:

“All stakeholders involved in education should endorse and fully implement the recommendations of the United Nations and the various diplomatic missions on the matter of protecting the rights of children to education by allowing schools to effectively resume in the North West and South West regions of Cameroon. The government should make the environment function for the civil society by establishing legal frameworks and policies that support the actions of the civil society for them to support and facilitate the promotion of peace education and effective transition from primary to secondary schools.”

4.1.3 Prevention of Students from Leaving School Before Completing Studies

The interview indicated that children get the best of their future through education. All children after finishing primary school should immediately enrol in secondary education, especially in the domain of technical education. School PTA is very relevant for a lot of issues that concern the progress and discipline of the kids as well as will make the school environment enabling enough for the children. When children misbehave at home, parents should always call to verify in school in case they have equally noticed such an attitude so that they can both share opinions on how to discipline the children, especially contacting the class teacher. Technical education remains the best because it goes with skill acquisition compared to general education where knowledge is gained and the children stay unemployed. One guidance counsellor thought that the choice of school for children should be based on the parents' abilities to afford the fees and other materials. Parents should make sure that the children have food, pay their school fees, and buy their books. Many students are making individual efforts by working and paying their school fees and the cultural barriers to education like discouragement of disabled and girl children are reduced through government intervention and elite class. These measures prevent children from dropping out of secondary schools after completing primary schools.

One head of household had this to say:

“I do not have a large family size, so educating them is not a problem for me. All my children go to school both boys and girls. No child has ever stopped school at the primary or secondary level because I do all to make sure that they arrive at the level of education I didn't reach. Among the children I have, some have completed primary and moved to secondary school meanwhile others are still in primary as we speak. Some children living in my home, not my biological children have completed the second cycle secondary and another had his Bachelor's degree for about five years now without a job.”

According to school-going learners, young students in their early college days attest that skipping is not good because the child may be left behind at different levels since he or she wasn't abased with what their mates learned earlier. Children who repeat

a lot may cause their parents to lose confidence in them and may not like to sponsor them any longer. If a child in need of support doesn't receive any support in terms of scholarships and home classes, such a child may likely repeat and develop less interest in college education.

A young girl going to school attested:

"Skipping will affect the child psychologically when that child finally enters secondary school. He might likely repeat because some of those things that were done in the primary are repeated in secondary school. Repeating classes will cause the child to instead be fortified to face the challenges ahead since he has repeated and finally made it. Without any support in assisting the child at home will cause him to be discouraged and likely drop out of school."

The interview also indicated that skipping classes to students isn't beneficial because it will affect them not having the base as such a student changes levels of education. Children who constantly repeat themselves could think school isn't part of their future and will prefer to drop which affects the transition from primary to secondary school. As concerns repetition, it all depends on the ambition of the child. Some who repeat may not like to proceed while others will take the challenge and try to further. The absence of external assistance like scholarships or home classes may cause the child to drop especially in the case where the parents do not have the financial means.

Most of the students who don't have a good relationship with their parents will likely drop out in the early years of college because while in the primary, a father may easily support that child believing that the child is still naïve. Parents' support is very necessary. Parents help the kids provide for school needs and encourage the child to work hard. Parents could support their children in school by making a good choice of school for them as well as granting financial assistance to the children upon demand for school needs. Family members can together contribute money to send a child who doesn't have the means. The school administration should offer scholarships to brilliant pupils so that they can move to college. The local community can carry on a sensitization campaign to promote education and also stop some cultural practices that do not enable children to further their education. Teachers in school need to keep encouraging children in school about the relative importance of education in the lives of citizens.

The government should continue granting scholarships to students, creating special schools for the disabled, improving infrastructure, and recruiting of teachers.

All administrators and heads of schools should be present on their job sites and offices, effective supervision of teaching staff, and motivating staff. Teachers should be punctual and assiduous, motivate and encourage students especially the girls and disabled. Parents should send their children to schools and also provide their learning needs. The decentralized territorial communities should assist school establishment with technical staff, didactics materials, and infrastructures.

5. Discussion

The results of this finding revealed the social and cultural norms and economic and systematic factors that affected the transition from primary to secondary school during the crisis in the English-speaking regions of Cameroon. This implies that social unrest, violence, kidnappings, threats, killings, poor socio-economic status, and infrastructure limit the transition from primary to secondary schools. This finding confirmed research by UNESCO (2011), UNESCO (2015), and UNICEF (2018), that location, poverty, and gender are some of the factors that affect school dropout and college transition. Children from rural, poor backgrounds caused by the crisis and ethnic or linguistic minorities face a high risk of dropping out of school which affects transition from primary to secondary schools. Ansell (2004) confirmed that young children in school may drop out to take responsibility for their day-to-day survival. The findings also confirmed UNESCO (2012) and Levin (2006) that gender poses a significant barrier to primary secondary school transition as sociocultural and economic factors prevent girls from continuing their education once they reach adolescence. Low-income families, particularly in rural areas affected by the crisis often require girls to do domestic work rather than continuing secondary school after completing primary school. With the lack of nurturing at school, and the inability of parents to support their children, underachievement (failure to develop or utilize latent potential) may lead to poor student attendance and increased dropout rates (UNESCO, 2011).

The findings of the research also corroborated Sefa-Nyarko, Kyei, & Mwambari (2018) that parents and communities should build the school infrastructure with technical and material assistance from the government to ensure that safety standards are met. The government should provide trained teachers, teaching and learning materials, free in-service training, and pedagogical materials. This will facilitate an effective transition from primary to secondary schools. Parents and communities should pay and control fees for additional teachers, furniture, and construction; manage the schools; and ensure attendance. These measures will encourage the effective transition of children from primary to secondary schools. Strengthening public-private partnerships assists in complementing public sector funds to finance the public education system in Africa (Majgaard & Mingat, 2012; World Bank, 2009).

The research also confirmed government emphasis on special needs education, by ensuring that the curriculum accommodates all vulnerable children, scaling up poverty reduction and rural development programmes because of many of the negative influences of transition rates, and extending assistance for indirect costs such as school feeding and uniforms to secondary schools to reduce the costs for poorer households and reduce dropout risk in the areas affected by the crisis. Build secondary schools to increase access, particularly for rural communities. Improve the quality of existing secondary schools to increase retention and effective transition from primary to secondary schools. Introduce financial reforms such as effective mobilization of budgetary resources, and the introduction of cash-in-kind transfers as incentives to keep children in school (Sefa-

Nyarko, Kyei, & Mwambari, 2018). These measures will ensure effective transition from primary to secondary schools in the rural areas affected by the crisis.

6. Conclusion

Equal access to quality education is fundamental for addressing socioeconomic problems of unemployment, and poverty and achieving the Sustainable Development Goals (SDGs) during crisis situation. Sustainable Development Goals (SDGs) Goal 4 proposes that by 2030, each country should “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The factors influencing the transition from primary to secondary schools in areas affected by the crisis in Cameroon are multi-faceted. Improving transition and completion rates for primary, secondary, and post-secondary education requires a multi-sectoral approach. This approach will target all levels affecting the outcomes of education during a crisis. The government should employ cross-cultural reforms like creating policies that increase parents’ purchasing power aimed at improving the education of children in the remote areas affected by the crisis to ensure an effective transition from primary to secondary schools. New agricultural technological laws should be established to enable children to attend school. The government should emphasize special needs education, by ensuring that the curriculum accommodates all children without discrimination despite their financial, social, ethnic, and economic backgrounds. The community in areas affected by crisis should be involved in the educational process so that its members feel they are truly partners in the education of children. This maximises the transition from primary to secondary schools. They should be involved in planning, raising funds, and policymaking through the Parent Teachers Association (PTA) and school councils at the community level. There should be the development of social behavioral change campaigns to change Anglophone separatists’ attitudes and educate them about the fundamental rights of children to education. They should stop attacking, kidnapping, and destroying school infrastructure because it limits the transition from primary to secondary schools.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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