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STRATEGIES FOR SCHOOL WORKFORCE MASTERY IN TEACHER TRAINING IN CAMEROON AND THE QUALITY OF EDUCATION: TOWARDS AN ANALYSIS OF FORWARD PLANNING[i]

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Abstract:
This study analyzes the questions relating to adequate and prospective strategies to master the number of Teacher Training in Cameroon. The accelerated training and the recruitment of teachers in sufficient quantity to deal with the deficit made in the 1995s today caused an imbalance in the planning of the human resource teacher. Faced with the permanent and universal challenge to ensure the quality of education at all levels of the education system and the scarcity of resources to get there, an adequate balance must be made between the necessary human resources and those that are formed. Thus, relying on the prospective paradigm inspired by Godet (2007) and integrating anticipation, three (03) theoretical postulates marked this study: educational decentralization, strategic approach and general balance. Using a questionnaire focused on three (03) possible scenarios, identified thanks to the exploitation of the work around the analysis of prospective of the effective management methods, an opinion poll was carried out with 160 teachers from three (03) Divisions of the Center Region and members of the central administration of Teacher Training. The results of the survey reveal that mastery of school workforce is a corollary to successful education planning and is thus a suitable solution for improving the quality of education.

Keywords: forward planning, school workforce mastery, teacher training, quality of education

[i] STRATEGIES DE MAITRISE DES EFFECTIFS DE L'ENSEIGNEMENT NORMAL AU CAMEROUN ET QUALITE DE L'EDUCATION : VERS UNE ANALYSE DE LA PLANIFICATION DE PROSPECTIVE
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Résumé :
La présente étude se propose d'analyser les questions relatives aux stratégies adéquates et prospectives pour maîtriser les effectifs de l'Enseignement Normal au Cameroun. La formation accélérée et le recrutement des instituteurs en quantité suffisante pour faire face au déficit décrié dans les années 1995 entraînent aujourd'hui un déséquilibre dans la planification de la ressource humaine enseignante. Face au défi permanent et universel d'assurer la qualité de l'éducation à tous les niveaux du système éducatif et à la rareté des ressources pour y arriver, un équilibre adéquat doit être opéré entre les ressources humaines nécessaires et celles qu'on forme. Ainsi, nous appuyant sur le paradigme de prospective inspirée de Godet (2007) et intégrant l'anticipation, trois (03) postulats théoriques ont balisé cette étude : la décentralisation éducative, l'approche stratégique et l'équilibre général. A l'aide d'un questionnaire axé sur trois (03) scénarios possibles, identifiés grâce à l'exploitation des travaux autour de l'analyse de prospective des méthodes de gestion efficace des effectifs scolaires, un sondage d'opinion a été effectué auprès de 160 enseignants de trois (03) départements de la Région du Centre et membres de l'administration centrale de l'Enseignement Normal. Les résultats de l'enquête révèlent que la maîtrise des effectifs scolaires est un corollaire à une planification réussie de l'éducation et se présente ainsi comme une solution idoine pour l'amélioration de la qualité de l'éducation.

Mots-clés : planification de prospective, maîtrise des effectifs scolaires, enseignement normal, qualité de l'éducation

1. Introduction

Most current debates on education place quality at the heart, perceiving it both as a supranational objective in line with the Sustainable Development Goals (SDGs) and as a challenge for each country. This study highlights the contribution of managing teacher training Workforce levels to improving the quality of education. Indeed, an imbalance has been observed in the number of teachers. the Government makes significant efforts to train each year (approximately 10,000 student teachers; MINESEC Statistical Yearbooks, 2016-2021), the number it actually needs (a deficit of 45,000 teachers in 2021; MINEDUB Statistical Reports, 2022), and the number it has the capacity to recruit each year, approximately 3,000 if funding is secured according to PAREC (Hadjar, 2023). Faced with this situation, a particular question arises: why does the Government continue to train a large number of unemployed workers? This question opens debate and thus creates a multitude of diverse and varied opinions.

Several authors argue that teachers are the most important to ensuring quality education (Law No. 98/004 of April 14, 1998, on Education in Cameroon) and, therefore, should be treated with the utmost respect (Ajountimba, 2006; Fonkoua, 2006; Corriveau, 2009; Tchoffo Keuho, 2011). This implies that teacher resources are a prerequisite for the ongoing pursuit of quality. Another group of authors demonstrates that managing

teacher human resources should primarily focus on adequate workforce planning, considering both incoming and outgoing teachers (Hanushek and Kimko, 2000; Hddigui, 2006). To achieve this, the prospective method included in strategic planning remains ideal for determining existing workforce numbers and forecasting those needed for production or training (Rasera, 2014; Kayombo, 2015; Ombé, 2020). Thus, anticipation could serve as a starting point for attempting to establish a desired timeframe in the face of a problematic situation requiring resolution (Godet, 2007; Kamunzinzi et al., 2009; Rouvière, 2019).

From this perspective, we situate our study within a movement to improve the system for producing teaching human resources, particularly for primary school teachers, in line with the real need expressed by the population in order not only to reduce costs but also and above all, to find a relative balance between the supply and demand for training.

According to a diagnosis established by the teams developing the Education and Training Sector Strategy Document (DSSEF), one of the challenges facing the Cameroonian education system in 2006 was "*the imprecise management of teacher allocation to schools*," a challenge that persisted a decade later in "*the allocation and regulation of student teacher flow*" (2013, p. 46). However, achieving SDG 4, namely "*ensuring inclusive and equitable quality education...*" (UNESCO 2016, p. 4), can only be accomplished through effective management of workforce levels to guarantee the quality of teaching. However, based on the data obtained on the recent evolution of Teacher Training staff, the analysis shows that there is a discordance in their balance: despite the drastic decrease in candidates to be trained of nearly 45.85% between 2016 and 2021, the number of teachers assigned to ensure their training remains stable and has a cost charged to the State budget (Statistical Yearbooks of MINESEC from 2016 to 2021). Therefore, we wonder what the point is of training a large number of teachers without absorption and employment capacity, with a recruitment rate of 0% in the public sector for almost 6 years of waiting and 24% when recruitment is launched (2022) after five years?

Managing the school workforce is essential for effective education planning that balances established objectives, available resources, and the needs of the population. Given the lack of clear visibility regarding the teacher training workforce and the imbalances between the supply and demand for training, as well as the low efficiency and productivity of mass teacher training programs, and the absence of forward planning in teacher training workforce management, a critical issue arises: the lack of real control over teacher training numbers. This is crucial for improving the quality of education and for effectively forecasting, training, regulating, and utilizing these numbers to ensure the sustainability of the Cameroonian education system. Education planners now play a dual role: ensuring that current needs are met and anticipating future demands. Therefore, considering local realities is essential for developing and implementing quality education policies.

The response to the difficulties related to inadequate funding to achieve this objective lies in the continuous development of frameworks for urgent reflection on best

practices and strategies to further develop the education sector. This leads us to a central research question: from a prospective perspective, do the strategies for managing student teacher numbers in Teacher Training in Cameroon constitute a significant asset for improving the quality of education? This is therefore not simply an inquiry into the functioning of Teacher Training, much less a reflection solely on best practices in human resource management, but rather an attempt to understand the problem of managing student teacher numbers and to propose an improved solution based on an analysis of the effects that controlled student teacher numbers can have on improving educational quality. Through this article we aim to establish a relationship between our two research variables in order to propose a Teacher Training workforce planning model based on prospective analysis that takes into account real needs and is part of improving the quality of education.

2. Methodology

To verify the hypothesis that, from a prospective point of view, the strategies for controlling the workforce of Teacher Training in Cameroon constitute a considerable asset for improving the quality of education, the methodological arsenal or the approach to be followed adopted in this study is structured around three points: theoretical considerations, the methodological approach and the experimental protocol.

2.1 Theoretical Considerations

The quality of education is a polysemous concept that appears to function in relation to the context in which it is used. Indeed, Robert (2005) conceptualized the quality of education and enabled us to understand how to approach it within the framework of this study by adapting it to our research question. First, quality is defined by the Robert dictionary, cited by Robert, as "*that which makes something recommendable, [...], a way of being, a perceptible and immeasurable aspect of things*" (2005, p. 6). Three classic dimensions allow us to define the concept of quality as it relates to education: pragmatic approaches, operational approaches, and pluralistic approaches.

For proponents of pragmatic approaches, the goal is to gather subjective qualitative indicators of education to account for the aspects of measuring the value of inputs/outputs that either promote or hinder quality improvement. Operational approaches, on the other hand, are based on four concepts: outcomes, performance, effectiveness, and efficiency (Robert, 2005). Pluralistic approaches integrate the relationship between the school and its environment, the industrial perspective on quality, and quality as a judgment of products rather than solely on results.

Additionally, economic approaches to educational quality allow us to conceive it as a guarantee in industry. Indeed, quality initiatives rest on two pillars: certification and standards on the one hand, and quality control and assurance procedures (on which these standards are based) on the other. We therefore align ourselves with non-substantialist approaches of quality in education, such as those advocated by Chatel and Bailly, for

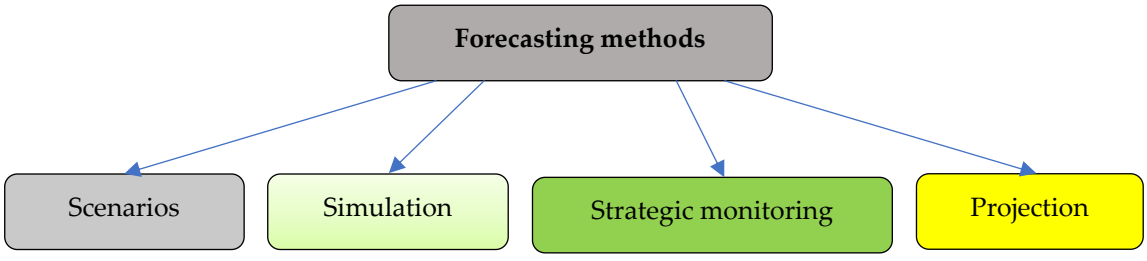
whom "*the quality of education is constructed, that is to say, dependent on (potentially multiple) conventions upon which agents rely to evaluate it, in a context where institutions exist*" (2005, p. 56). It is often presented, from a substantialist perspective, as self-evident: quality is assumed to already exist, leaving it up to the researcher or evaluator to find the best measure of it.

Workforce management, for its part, depends on the system's ability to regulate flows, make decisions based on informed projections, effectively forecast human resources, and distribute staff equitably in accordance with actual needs. Martory and Crozet (2016) consider it a benchmark and a management tool for institutions. It involves managing staff effectively and efficiently within the framework of HR management, and this entails several actions to consider, such as workforce knowledge, training, assignment, appointment, distribution, development, and recognition.

In this study, the management of the school workforce for improving the quality of education is analyzed using the prospective scenario method inspired by Berger (1964), Découflé (1980), and Godet (2007). We will adopt this perspective to demonstrate that a workforce planning problem can be analyzed from a prospective standpoint, drawing on several proven methods in the field to identify a trend toward improvement. Thus, starting with calculation methods, and moving on to simulation, projection, scenario planning, and even strategic monitoring (Fonkoua, 2006), the ultimate goal is to find a solution that contributes to the effective management of the school workforce in Teacher Training, the subject of this research. Our choice of the scenario method in particular is not arbitrary. It is justified by its ability to propose several possible choices based on an analysis of the current situation.

Therefore, Berger's grid (1964) allows us to identify five key principles of Forecasting: long horizon, extended scope of analysis, in-depth study, consideration of environmental hazards and valuation of the human person.

Figure 1: Diagram of the methods used for the forecasting according to Godet, Fonkoua, Kamunzinzi



Source: Godet, 2007; Fonkoua, 2006; Kamuzinzi *et al.*, 2009

In a forward-looking approach based on the scenario method chosen to analyze our problem, three theoretical frameworks have captured our attention: educational decentralization, the strategic approach, and general equilibrium.

Studies conducted by Hayek and Oates, cited by Caldeira & Rota-Graziozi (2014), establish that local management is ideal for better managing the school workforce due to what they termed proximity and informational advantage. In other words, decentralization's contribution to the organization and maintenance of the administration/public relationship helps to establish coordination among stakeholders. McGinn and Welsh offer a definition of "*decentralization*" by showing that it "*implies that a responsibility is returned to an organization from which it was detached*" (1999, p. 18). The decentralization paradigm helps to understand the crucial role that bringing decision-making centres closer to operational localities can play in identifying training needs based on real demand and measures specifically adapted to each municipality.

Strategic approaches of Human Resource Management (HRM) based on the contingent positivist theory of planning, found in management schools such as Harvard, advocate for the imperative of considering environmental changes and formulating a strategy to counter them. As Thiétart (1999) points out, contingent positivist theory leads to a more equitable distribution of human resources, characterized by less disparity and incorporating the equitable distribution of the school workforce. According to Donnadieu, cited by Peretti (2019), the strategic approach enables the company, by determining the necessary resources, to be responsive and capable of taking action.

The general equilibrium theory, inspired by Keynes and Marshall, posits a stable relationship between supply and demand (Echaudemaison, 2001). Originating in economics, this theory, when applied to the field of education, allows for the balancing of workforce levels. Faced with the stark contrast between planning based on social demand and that based on labour, Williams, cited by Echaudemaison (2001), argues for a more organized and systematic approach to planning the supply and demand of teachers. Reconciling the supply and demand of teachers involves three steps: comparing supply and demand forecasts and identifying the gap; correcting this gap, identifying the surplus or shortage; and implementing a program for recruitment, selection, and training of the required staff. This understanding of the law of equilibrium helps us in this reflection since it allows us to demonstrate that the control of school numbers can be regulated through revisions of the supply in relation to the demand for supervision.

2.2 Methodological Approach

In a deductive approach, it is logical to outline the path to follow for conducting field investigations. The overall approach of this research relies on an essential method: an empirical approach based on mixed-methods (qualitative-quantitative) research. This choice is not accidental. Due to the dynamic nature of our research topic and its prospective dimension, collecting field data using mixed methods seems more appropriate for retaining all the important information that could lead to an efficient resolution of the research problem concerning workforce management strategies in Teacher Training. This is especially true since the search for planning solutions embraces the idea of diverse contributions within the framework of teamwork and internal collaboration. This diversity is the source of enriched contributions, offering informed

perspectives on the current situation, which allows us to make proposals that strive towards what is desirable.

Indeed, the empirical approach corresponds to what results from common experience, as opposed to experimentation and theory. It involves examining the concept under study through human actions, associated practices, tools, signs, and so on—in fact, everything that corresponds to human experience. Within the framework of this study, the empirical approach allows us to grasp workforce management operations as they are observed and how they are carried out by decision-makers. This approach has thus enabled us to develop an exploratory vision of the research, which will pave the way for the content of the field of educational system planning, and in particular, school workforce planning. Thus, the quantitative approach, championed by Durkheim (1858-1917), gathers quantifiable data to observe facts, events, behaviours, and phenomena in order to describe, explain, control, and predict reality. Furthermore, Weber's (1864-1920) qualitative or interpretive approach attempts to convey the meaning of phenomena through value judgments. We therefore combined two methods often conducted in parallel: on the one hand, a qualitative approach involving an initial level of reading and documentary research, as well as open-ended interviews; and on the other hand, quantitative research based primarily on a quasi-experimental survey questionnaire designed to elicit opinions

2.3 The Experimental Protocol

2.3.1 The Study Population and Sample

Our approach may appear multifaceted, but it only includes those individuals likely to have a direct impact on the reform of the Teacher Training sector, particularly in the Central Region. We focused on two categories of key stakeholders, adopting both a strategic and forward-looking perspective: those we have termed "decision-makers" and "partners." The table below summarizes our target population.

The data obtained from administrative officials does not clearly establish the number of respondents for each of them, but it does provide figures for teachers and student teachers. Thus, in the Central Region, the available data for 2021-2022 shows 2,525 student teachers and 608 teachers. Unable to extend the sample to the entire region, we chose to focus on three departments close to the centre of decision-making: Mfoundi, Nyong-et-So'o, and Mefou-et-Afamba. We opted for random sampling and on-site sampling. The sample drawn from the accessible population consists of 160 respondents distributed across all categories of the target population. However, it should be noted that after the questionnaires were collected, only 144 respondents answered the questions correctly and completely, and the data analysis only allowed us to process this figure, representing 8% of the total population.

2.3.2 Type and Study Site

This is a quasi-experimental study with an explanatory aim, a kind of experimental study without experimentation (control group, experiments, etc.). Its advantage is that it

gathers input from a large number of people by diluting individual perspectives. It therefore allows for generalizations and inferences to be made about a large population, for the researcher to maintain distance from the participants, and for the researcher to prioritize objectivity and neutrality in relation to their object of study. The distinctive feature of the quasi-experimental method is that the procedure and the research plan are predefined within a deductive framework, without necessarily involving manipulation of the groups. This study is also correlational, as it seeks to establish the significant contribution of forward planning for workforce management to improving the quality of education in order to ensure continuity, sustainability, and balance in education.

The site chosen for conducting surveys is the Central Region, comprising ten departments and encompassing 11 public ENIEG and ENIET (National Schools of General Education and Technical Training) and approximately 30 private ENIEG and ENIET, some more functional than others. This choice is justified by its proximity to the central institution (the Ministry) and the training institution (the university), as well as by the region's central role in decision-making, being the political capital of our country, Cameroon. The question arises as to why the scope of the investigation was extended to the entire region, a very tedious undertaking. The justification may seem biased if we do not consider the general nature of educational planning, which is not only not an activity isolated from social realities but, above all, a genuine commitment to the common interests of the entire society and an aim towards improving the well-being of the population. In particular, we conducted our investigations in three sites: the Departments of Mfoundi, Nyong and So'o and Mefou-et-Afamba

2.3.3 Data Collection and Analysis

Data sources include reports, administrative archives, newspaper articles, symposiums, ministerial decrees and orders, results of prospective studies and evaluations, the MINESEC website, statistical databases, communication materials, scientific articles, etc.

The questionnaire was the data collection tool used in this research. It allowed for the direct and straightforward collection of data. Validation of the data collection tool: Statistical operations allow us to determine the reliability level of a questionnaire to the nearest value. Cronbach's alpha yields a result of 0.801, indicating high reliability, given that the highest value is between 0.8 and 0.9.

To validate the questionnaire, a preliminary survey or pre-test was conducted during the practical training at the Directorate of Teacher Training to gather information from the central administration regarding the situation of the school workforce. Following a qualitative research method based on interviews, we conducted an exploratory study to test the feasibility of the chosen questionnaire data collection method and to assess the level of stakeholder involvement in the issue at hand. This study allowed us to refine the survey design, identify relevant verbatim responses and indicators, and revise the questions in the final survey tool, namely the questionnaire.

For data analysis and verification of specific hypotheses, we initially used a qualitative analysis of documents, employing the verbatim method by recording

occurrences in the free-flowing discourse of the administrative staff interviewed during the practical training. This allowed us to identify the essential elements that informed the development of our questionnaire for the quantitative data analysis. Thus, the qualitative survey remains minimal in this thesis, as it served to pave the way for the quantitative analysis and provided a foundation for a better understanding of the situation of the Teacher Training staff and the staff's opinions on the best ways to address the problem.

At the second level, in the quantitative analysis, statistical tests were conducted using the Statistical Package for the Social Sciences (SPSS) version 25 for descriptive analysis and linear regression. Specifically, Fisher's F-test for independent samples and simple linear regression between the study variables were used. Measures of central tendency were successfully used to describe all the variables. The analytical framework presented below allows for the identification of interactions between the study variables, as well as indicators of these variables.

Table 1: The variables of study

Variables	Indicators
IV1: **Forecasting school workforce levels**	Involvement proximity; consideration of need; supply; knowledge; training; suitability; forecasting; capacity of absorption.
IV2: **Strategies for reducing disparities and adequate allocation of human resources**	Recruitment; initial training; allocation; assignment; disparities; career; promotion; innovation; equality and social justice; working conditions.
IV3: **The balance between the supply and demand for training**	Regulation; analysis of the school map; alternative jobs; correspondence; operationalist ; training policy; deficit; suspension of training; continuity.
DV: **Improving the quality of education**	Outputs; results; learner level; teacher skills; performance.

Source: Hadjar, 2023.

3. Results

Drawing on the work explored in this study, three strategies for managing student teacher numbers were identified in this theoretical analysis: local management, equitable management, and balanced management. Empirical research, following the correlational analysis of our variables, led to the following results:

3.1 Forecasting School Workforce Levels

Forecasting school workforce levels is a significant factor in improving the quality of education. To test this hypothesis, multiple linear regression was used, and Table 5 provides information on the correlation between the indicators for the variable Forecasting school workforce levels (GESTPREV) and the quality of education (QUAL):

Table 2: Presentation of the ANOVA test on the variable "Forecasting school workforce levels" (IV1) and "improvement of the quality of education" (DV)

ANOVA[a]						
Modèle		**Somme des carrés**	**ddl**	**Moyenne des carrés**	**D**	**Sig.**
1	Régression	57,530	1	57,530	7,862	,006[b]
	Résidu	1039,130	142	7,318		
	Total	1096,660	143			
a. Variable dépendante : QUAL						
b. Valeurs prédites : (constantes), GESTPREV						

Table 2 presents the results of the ANOVA test. Regarding the variation in Fisher's F-statistic (1,142) = 7.862 with Sig = 0.006 less than $\alpha = 0.05$, we can conclude that there is a significant relationship between the tested variables, and therefore the null hypothesis is rejected. The Durbin-Watson test (2.027) reinforces this result, as it falls between 1 and 3.

3.2 Strategies for Reducing Disparities and Ensuring the Proper Allocation of Human Resources Are Seen as Important Factors in Improving the Quality of Education

To test this hypothesis, a multiple linear regression test was used, and Table 8 provides information on the correlation between the indicators for the variable "*strategies for reducing disparities and ensuring the proper allocation of human resources*" (STRADISP) and the quality of education (QUAL):

Table 3: Presentation of the ANOVA test on the variable strategies for reducing disparities and adequate allocation of human resources (IV2) and improvement of the quality of education (DV)

ANOVA[a]						
Modèle		**Somme des carrés**	**ddl**	**Moyenne des carrés**	**D**	**Sig.**
1	Régression	82,881	1	82,881	11,609	,001b
	Résidu	1013,778	142	7,139		
	Total	1096,660	143			
a. Variable dépendante : QUAL						
b. Valeurs prédites : (constantes), STRADISP						

Table 3 presents the results of the ANOVA test. Regarding the variation in Fisher's F-statistic (1.142) = 11.609 with Sig = 0.001 less than $\alpha = 0.05$, we can conclude that there is a significant relationship between the tested variables, and therefore the null hypothesis is rejected. The Durbin-Watson test (2.122) reinforces the result, as it falls between 1 and 3.

3.3 The Balance between the Supply and Demand for Training Is a Driver of Improved Educational Quality

To test this hypothesis, a multiple linear regression test was used, and Table 4 provides information on the intersection of indicators for the variable "balance between the supply and demand for training" (SUPPORT) and "quality of education" (QUAL):

Table 4: Presentation of the ANOVA test on the variable balance between supply and demand for training (VI3) and improvement in the quality of education (VD)

ANOVA[a]						
Modèle		**Somme des carrés**	**ddl**	**Moyenne des carrés**	**D**	**Sig.**
1	Régression	80,360	1	80,360	11,228	,001[b]
	Résidu	1016,300	142	7,157		
	Total	1096,660	143			
a. Variable dépendante : QUAL						
b. Valeurs prédites : (constantes), OFFRE						

Table 4 presents the results of the ANOVA test. Regarding the variation in Fisher's F-statistic (1,142) = 11.228 with Sig = 0.001 less than $\alpha = 0.05$, we can conclude that there is a significant relationship between the tested variables, and therefore the null hypothesis is rejected. The Durbin-Watson test = 2.024 reinforces the result, as it falls between 1 and 3.

4. Discussion and Conclusion

Following the analysis of the results of the tested hypotheses, we draw the following conclusions. It is clearly established that the three research hypotheses explored in this study are fully confirmed and that effective management of teacher training workforce levels in Cameroon plays a significant role in improving the quality of education. Having reached this conclusion, three categories of factors should be considered: the socio-political dimension of workforce planning, the rational and economic aspects of workforce management, and the optimal balance of the teaching workforce.

4.1 The Socio-Political Dimension of Workforce Planning

Indeed, according to this research, local management remains a crucial factor in gaining a true understanding of Workforce levels. Considering local needs and realities appears to be a guiding principle for effective decentralized staff management. When one adopts an educational planning perspective, particularly from a contingent positivist standpoint, it becomes clear that decentralization, with its closer ties and increased autonomy for local stakeholders, presents a significant opportunity to improve the management of basic education personnel. Furthermore, Pecqueur, cited by Ndjebakal Souck, believes that "local development is a dynamic process that highlights the effectiveness of non-exclusively market-based relationships between people, in order to enhance the value of the resources at their disposal" (2023, p. 141). For him, "their specific characteristics should be asserted based on the potential and strategic Forecasting of decentralized territories, to enable self-reliant, genuine, and effective development" (2023, p. 141). The need to consult local authorities can, however, obscure the risk of personal manipulation and attempts to divert attention from general objectives to personal goals. This necessitates increased vigilance, which can be facilitated by implementing mechanisms for the continuous monitoring and evaluation of measures taken to ensure the effective and regular oversight of local activities. Nevertheless, centralized decision-making can

serve as a coordinating unit to prevent potential disruptions that could lead to dysfunction. The role of an up-to-date school map thus becomes crucial in regulating all actions undertaken, whether at the central or local level.

4.2 The Rational and Economic Dimension of Staff Management

Furthermore, the rational distribution of staff, by reducing disparities, improves the quality of education. The current aim of every education system is to meet expectations regarding equity and inclusion. To guarantee the eradication of human and regional disparities in staff management, it is imperative to rationalize management not only by incorporating a rotation system but also by regularly updating the school map with reliable data. The two obstacles to strictly adhering to measures aimed at reducing inequalities in staff allocation remain the feminization of the teaching profession and the biases of the elites. The first obstacle reflects a systematic refusal by women to reside permanently in rural areas due to their extreme vulnerability, and the second drawback is the propensity of local elites to insist on establishing schools where the need is not objectively expressed and solely for political gain.

4.3 The Optimal Balance of the Teaching Workforce

And finally, the supply-demand balance contributes to managing Workforce levels. The ENIs (National Institutes of Education) present a somewhat alarming situation but could generate a promising future if a political transformation occurs, with a paradigm shift that transforms the political vision and leads to improved macroeconomic indicators. By placing particular emphasis on monitoring and evaluating educational policies, this sector can be revitalized with more resources and increased subsidies for training, recruiting, and encouraging young people to enroll in the ENIs. However, while this balance could generate a certain stability in the education system, it requires significant funding, which remains the bottleneck.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Hadjar Alhadji Mahamat Allamine is an educator and specialist in educational system planning, with over a decade of experience at the heart of the Cameroonian education system. She holds a Master's degree in Educational Sciences and has trained hundreds of primary and nursery school teachers, contributed to the standardization of national CAPIEMP examinations, and supported the development of distance education within the Ministry of Secondary Education (MINESEC). Her research focuses on structural challenges related to teacher workforce management, school population control, and the effectiveness of educational policies. She is currently preparing to embark on a PhD program in Educational Sciences.

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