

Tools for Planning Education and Professional Insertion of Students

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Abstract: *Our work is focused on the tools of educational planning and the professional integration of students in carpentry and wood decoration sectors, and in the carpentry-cabinetmaking specialty (MEB) of industrial technical secondary education in Cameroon. Our main objective is to analyze the educational planning tools that interact between the training match and the professional integration of students in the carpentry and wood decoration sectors, and in the carpentry-cabinetmaking (MEB) specialty, industrial technical secondary education in Cameroon; allows us to better understand the influence of educational planning tools on the professional integration of students, we conducted our surveys among graduates of carpentry and wood decoration sectors, and of the carpentry-cabinetmaking specialty (MEB) of the Technical High School of Mbalmayo. There are two (02) categories of tools that influence the professional integration of students the tools of strategic planning and the tools of operational planning. The surveys carried out in the field show that the good mobilization; the purpose and the evaluation system of educational planning tools determines the professional integration of students. An establishment that is better equipped with educational planning tools provides students with a decent living environment and contributes to the efficiency of the education system.*

Keywords: Planning, Education, Professional integration, Evaluation, Training

1. Introduction

Education has a very important place in the building of a Nation. Indeed, education indicates on the one hand the process by which a learner develops his capacities and on the other hand the transmission from one generation to another. In Cameroon, the purposes of education are defined by Law No. 98/004 of April 14, 1998 on the orientation of education. According to section 4: The general mission of education is the training of children for their intellectual, physical, civic and moral development and their harmonious integration into society, taking into account economic, socio-cultural, political and moral factors.¹

Although playing a very important role in the training of learners, they face a problem of professional integration. We see that many students leaving the system find it difficult to integrate into the world of employment. Following the example of Law N° 98/004 of April 14, 1998, we have Decree N° 2001/041 of February 19, 2001 on the organization of public schools and establishing the powers of those responsible for the administration; Circular N° 17/09 / MINESEC / IGS defining the standards and procedures for recruiting students in public secondary schools; circular N° 3038/09 / MINESEC / CAB of 23 December 2009 on management of the end of quarters; Circular N° 35 / B1 / 1464 / MINEDUC / SG / GP-ESG-ETP-EMPEN setting the delivery methods and the content of educational reports and Law 2004/022 of July 22 setting the rules relating to the organization and the functioning of private education in Cameroon. These texts make it possible to organize education and operate education in order to ensure that the products can be professionally integrated into society and contribute to the development of the country. The professionalization of teaching therefore occupies a prominent place in the planning of education in Cameroon.

Coombs (1970: 14) states that: Educational planning, in a broad sense, is the application of systematic and rational analysis to the process of educational development; its aim is to enable education to more effectively meet the needs and goals of students and of society.²

Our subject is thus formulated as follows: "Tools for planning the education and professional integration of students in carpentry and decoration on wood, and in the carpentry-cabinetmaking specialty (MEB) of technical secondary education industrial in Cameroon. The general objective of this work is to analyze the tools of educational planning which interact between the adequacy of training and the professional integration of students in the carpentry and wood decoration sectors, and in the specialization joinery-cabinetmaking (MEB) of industrial technical secondary education in Cameroon. Overall, the informal sector remains the main provider of jobs in Cameroon, ie 90.5% of workers. According to the Central Bureau of Census and Population Studies (Bucrep, 2010)³, the population of Cameroon is estimated at 21.6 million in 2014. Speaking of statistics in the sector of carpentry, decoration on wood and Cabinetmaking, we could estimate the number of SMEs at 6,000 employing almost 20,000 people for the year 2020. With a view to evaluating the educational policy in order to highlight the threats, weaknesses, strengths and opportunities of the Cameroonian education system, the report entitled "State Report of the Cameroonian National Education System" was written by a team of national experts, experts from French Cooperation and experts from the World Bank (WB), the said report is in the context of Education For All (EFA) and the Poverty Reduction Strategy Paper (PRSP). Said report is entitled State Report of the National Education System (RESEN); aims to analyze

²PhilipHall Coombs, 1970, Quest-ce que la planification de l'éducation ?, Paris, UNESCO/IEE, p.14

³Bucrep, 2010, Troisième Recensement Général de la Population et de l'Habitat (RGPH 3, 2005) : Rapport de présentation des résultats définitifs, Yaoundé, Cameroun.

¹Article 4 de la loi N° 98/004 du 14 avril 1998 d'orientation de l'éducation au Cameroun

the functioning and results of the Cameroonian education system. With regard to this report, a problem emerges: What are the tools of educational planning that make it possible to guarantee a good professional integration of the students of the sectors of carpentry and decoration on wood, and of the carpentry-cabinetmaking specialty (MEB) of industrial technical secondary education in Cameroon? This issue therefore allows us to formulate our research questions among which. The main question: What are the decisive tools of educational planning for the professional integration of students in technical industrial secondary education? Our secondary questions are as follows: How do educational planning tools enhance the professional integration of students? What is the place of educational planning tools in the professional integration of students? What are the regulatory solutions that can facilitate the training of students in carpentry and decoration on wood, and in the carpentry-cabinetmaking (MEB) specialty of industrial technical secondary education in Cameroon in order to contribute to good professional integration?

Case Study

The interest of this article lies in its relevance and its contribution to solving the problems of professional integration of students leaving the education system. Many students in industrial technical secondary education in Cameroon experience a difficult situation leaving the education system: it is unemployment. Although having received a solid training; Students in carpentry and wood decoration, and in the carpentry-cabinetmaking (MEB) specialty of industrial technical secondary education in Cameroon are faced with underemployment and job insecurity. In their report entitled "Training, integration and employment of young people in Africa"; MM. Ngathe Kom Philippe and Njimbon Etienne serving at the Ministry of Employment and Vocational Training (MINEFOP)⁴ in Cameroon (2014: 4) state that In terms of underemployment, the analysis of the situation in Cameroon shows that invisible underemployment, which includes active workers whose income is lower than the minimum wage, represents 64.8% of the working population. And we see that the higher the level of education and the years succeed, the more unemployment rate keeps growing. On (Minepat, 2009)⁵ in a document entitled "Cameroon version 2035", it is mentioned that employment in Cameroon consists of 80-90% of the informal sector. Faced with this difficulty, the Cameroonian government wants to promote decent jobs for graduates. Furthermore, the Cameroonian government has chosen to practice the SBA (Skills-Based Approach) and the professionalization of teaching in order to create entrepreneurship and creative spirit among young graduates.

With the existence of the Coronavirus (COVID-19), the Cameroonian government must make greater use of the tools of educational planning for the professional integration of students. Among the educational planning tools that interact between the training match and the professional integration

of students in carpentry and wood decoration sectors, and in the carpentry-cabinetmaking (MEB) specialty of technical secondary education industrial in Cameroon, we cite: the tools of strategic planning and the tools of operational planning.

Educational planning tools are learning-teaching, assessment, guidance and professional strengthening tools that help define and implement educational policies. Speaking of the tools of strategic planning we have: the definition and orientation of educational policy, the objectives of education (the coverage rate of the program of each discipline compared to the report to the official program of the current year, the rate of coverage of teaching hours compared to the school year, the attendance rate of students, the rate of completion of practical work in laboratories and workshops compared to forecasts for the current school year, the success rate of pupils by discipline, the general average of the class), the missions for the achievement of the objectives (the internal success rate, the external success rate and the points to be reinforced). For the planning tools, we have: the training standards, the objectives to be achieved, the methods, the allocations of financial, material, human and educational resources for the achievement of the objectives; the evaluation of results in terms of diploma, capitalization of training, reinforcement of skills and integration. The tools of strategic and operational educational planning through which students acquire the knowledge necessary for solving a specific exercise inevitably occupy an important place for their professional integration into the world of employment. The tools of educational planning in a school must make it possible to create in the pupils an enthusiasm for having a spirit of innovation and enterprise; they must also arouse in them the idea of producing learning activities that will influence their perception of motivation.

2. Theory Invited to this Study

In 1968, some biologists tried to understand how a cell works by relying on the different connections that exist between the elements of a cell. In their work, Alazard and Sépari (2004: 32) define a system as an organized structure bringing together several different elements but which work in interaction to achieve a common goal.⁶ General systems theory translates a set of elements constituting the dynamic system in order to counteract entropy. This theory makes it possible to take into account all the characteristics of a systems approach in order to improve the quality of decisions and achieve the set objectives. To this end, the five (05) characteristics which constitute the general approach of the systems; the said characteristics identified and applied to any entity are as follows: Differentiated and interdependent elements, a boundary, an environment, a purpose and a feedback.

Differentiated and interdependent elements: Educational planning tools help structure a perfect match between supply and demand. The constituent elements of lessons are part of

⁴Ngathe Kom Philippe et Njimbon Etienne, 21, 22, 23 juillet 2014, « Formation, insertion et emploi des jeunes en Afrique », Conférence des Ministres 2014 du PQIP/DCTP, Abidjan, p.4

⁵Ministère de l'Économie de la planification et de l'aménagement du Territoire, 2009, Cameroun version 2035, Yaoundé

⁶Alazard, C. & Sépari, S, 2004, DECF, Contrôle de gestion. Paris, Dunod, 6e édition, p.32.

the training structure; their mission is to promote the integration of students into the labor market. The functions of educational planning are therefore structured in three (03) stages: the organizational function; the hierarchical function and the matrix function.

A border: Post- and out-of-school activities contribute to improving the school climate by participating in the training of students, the aim of which is to enable their integration into society. The Cameroonian government has set itself a target of limiting the effect of poverty to 28.7 by 2020 (ECAM 4:33)⁷.

An environment: The usefulness of educational planning tools lies in the enhancement of skills and the ability to forge efficient and effective relationships with the various players in the educational community. The tools of educational planning allow the establishment of the process of integration into society. Every student fits into the socio-professional environment with know-how and skills. For Mvesso (1998: 84)⁸; in the past obtaining a diploma was a privilege for professional integration.

One objective: the objective of the educational planning tools is reflected in the definition of educational policies intended to adjust the institution to social expectations. Education today strives to make him a personality (Durkheim, 1922)⁹.

Regulatory processes (feedback): The implementation of educational planning tools within an education system is the responsibility of actors in the educational chain. Indeed, to better integrate students into society; the school must promote acceptable and civic behavior. Society therefore expects institutional education to be at the forefront of the fight against unemployment and poverty. The (INS, 2011)¹⁰ thus carried out a survey that assesses the development of employment and government action to fight poverty (MINEPAT, DSCE, 2009)¹¹.

In the field of educational sciences and particularly in educational management, the company is considered to be: a complex, finalized system, open to the uncertain environment, bringing together interrelated actors and functions. Alazard and Sépari (2004: 33)¹². In the context of educational planning, those involved in educational planning must provide their input, their ideas and their opinions; to propose strategies to solve the problems of professional integration when leaving the education system. The educational planning tools are linked to the training system,

⁷INS, 2015, Tendances, profil et déterminants de la pauvreté au Cameroun entre 2001-2014, Troisième Enquête Camerounaise Auprès des Ménages (ECAM 4, 2015), Yaoundé.

⁸Mvesso, 1998, *l'école malgré tout : les conditions d'une contribution de l'école à l'essor africain*, Yaoundé, Presses universitaires de Yaoundé, p.84.

⁹Durkheim Émile, 1922, *Éducation et Sociologie*, Paris, p.39.

¹⁰INS, 2011, Rapport principal de l'Enquête sur l'Emploi et le secteur informel, phase 1, Enquête sur l'emploi, Cameroun.

¹¹MINEPAT, DSCE, 2009, Document de stratégie pour la croissance et l'emploi, Cadre de référence de l'action gouvernementale pour la période 2010-2020.

¹²Ibid

work-study training (school-business) and professional integration strategies. This theory makes it possible to better establish the tools of educational planning in order to make graduates more active once they leave the education system.

3. Research Hypotheses and Methodological Framework

3.1 Research hypotheses

According to Madeleine Grawitz (2001: 209)¹³, the hypothesis is a provisional explanation of the nature of the relationships between two or more phenomena. It aims to establish a relationship between two (02) or more facts or phenomena that need to be accepted or rejected. The general hypothesis: the tools of educational planning are linked to the professional integration of students in technical industrial secondary education. Our secondary assumptions are as follows:

- The proper mobilization of educational planning tools determines the strengthening of the professional integration of students.
- The purpose of the educational planning tools influences the professional integration of students.
- The evaluation system of educational planning tools determines the professional integration of students.

3.2 Methodological framework

Our methodological approach is qualitative, because it is part of a type of exploratory research. Said research is said to be exploratory because it is based on reading documents, interviews and questionnaires from the heads of corporate litigation services; actors of educational planning as well as graduates of carpentry and wood decoration sectors, and of the carpentry-cabinetmaking (MEB) specialty of industrial technical secondary education in Cameroon. Exploratory-type research makes it possible to define a situation to be studied or the choice of data collection methods capable of providing information on the research work.

We carry out a work whose objective is to analyze the educational planning tools determining the professional integration of students in the carpentry and wood decoration sectors, and in the carpentry-cabinetmaking (MEB) specialty of secondary technical industrial education in Cameroon. This research thus allows us to further explain the educational planning tools that interact in the professional integration of students in technical industrial secondary education in order to assess or measure the training-employment match.

3.3 Data collection techniques

As part of our study, we opted for descriptive statistics methods; these allow us to organize, summarize and present the values of the information collected. The data collected in the field was collected in the form of percentages so that we could put them together as average values of dispersion of

¹³ Grawitz Madeleine, 2001, *Méthodes de sciences sociales*, Paris, Dalloz, 11^e édition.

values for the data that we counted or measured. The descriptive analysis revealed the information collected on tables or graphs. To analyze the data collected, we had recourse to the computer software "SPSS (Statistical Package for Social Sciences) 17.0" and "Excel 2016". The percentages are obtained by applying the following formula:

P: the average in percentage

$P = \frac{n_i \times 100}{N}$ ni: sample size

N: size of the population

We used the chi-square (X²) to check whether the link between the dependent variable and the independent variable is significant. After the analysis, one obtains according to the modalities, the observed frequencies (fo) then one calculates the theoretical frequencies (fe) in a contingency table. It is on the basis of these frequencies that we calculate the chi-square (X²) whose formula is:

Σ = Sum

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

fo = observed frequency

fe = theoretical frequency

$$f_e = \frac{T_c \times T_l}{N}$$

Tc = total number in the column of the contingency table

Tl = total number in the row of the contingency table

N = total sample size

X² = Chi-square

After calculating the chi-square (X²), we establish whether or not the relationship between the independent variable and the dependent variable exists. To find out if the relationship is strong, moderate or weak, we calculate the contingency coefficient, the formula is written:

X² = Calculated chi-square

$$CC = \sqrt{\frac{x^2 c}{x^2 c + N}}$$

N = total workforce

cc = contingency coefficient

The values of the Contingency Coefficient are interpreted as follows:

- Between 0 and 0.10 zero or very weak link;
- Between 0.11 and 0.20 the weak link;
- Between 0.21 and 0.30 the average bond;
- Between 0.31 and 0.40 the strong bond;
- Between 0.41 and 1 the very strong bond.

3.4 Presentation of the results

Table 1: Distribution of the sample by gender

Gender	Frequency	Percentage (%)
Male	40	67
Female	20	33
Total	60	100

This table indicates that our sample is more male (67%) than female (33%). This representation makes it possible to

understand that the practice of industrial training in the locality is an easy profession for men. It falls little to women.

Table 2: Evaluation of the education budget

Budgeting in planning	Satisfactory Reviews	
	Frequency	Percentage (%)
Legal management	36	60
Ressource management	13	22
Definition of policy	06	10
Planning budget	05	08
Total	60	100

Reading this table reveals that 60% of respondents have satisfactory opinions on budgeting in planning, highlighting legal management and 22% for resource management. 10% of satisfactory opinions on the definition of the policy and the rest of satisfactory opinions which is 08% goes to the planning budget.

Table 3: Educational materials and equipment

Educational materials and equipment	Frequency	Percentage (%)
Very insufficient	30	50
Insufficient	15	25
Sufficient	04	07
Verry sufficient	11	18
Total	60	100

Reading this table reveals that 50% of respondents think that teaching materials and equipment are very insufficient, 25% say teaching equipment insufficient, 07 and 18% in turn think that teaching materials and equipment are insufficient, sufficient and very sufficient.

Table 4: Tools for mobilizing educational planning

Mobilisation Tools	Frequency	Percentage (%)
Very sufficient	01	06
insufficient	03	19
Sufficient	04	25
Very sufficient	18	50
Total	16	100

Reading this table shows us that 50% of the respondents think that the Tools for mobilizing educational planning are Very sufficient, 25% say that they are sufficient, 19 and 06% respectively insufficient and very sufficient opinions on educational planning mobilization tools.

Table 5: Completion of internships or not in a company during high school training

Realization of internship during the school training	Frequency	Percentage (%)
Yes	16	27
No	44	73
Total	60	100

From this table, it appears that only 27% of our respondents did an internship in a company during their school training. 73% of our respondents did not do a work placement during high school training.

Table 6: Summary table of research hypothesis verification

Hypothesis	alpha	Critical Value	Average	Coefficient of correlation	Position of influence	Decision
HR ₁	0.05	0.00	1.733	0,617	1 st	accepted
HR ₂			1.711	0,578	2 nd	accepted
HR ₃			1.691	0,561	3 rd	accepted

The general hypothesis of this study is: the tools of educational planning are linked to the professional integration of students in technical industrial secondary education. At the end of the verifications, it emerges that our three (03) research hypotheses have been verified and our general hypothesis (HG) is confirmed, there is then a significant link between the tools of educational planning and professional integration students in carpentry and wood decoration, and in the carpentry-cabinetmaking (MEB) specialty of industrial technical secondary education in Cameroon.

4. Interpretation and Discussion

The first interpretation of our results on the purpose of training tools for the professional integration of students in carpentry and wood decoration sectors, and the carpentry-cabinetmaking specialty (MEB) of industrial technical secondary education in Cameroon is based on the mismatch between supply and demand. We can note as main causes: the lack of application of defined policies; the lack of objectivity in school governance; the mismatch between school curricula and local issues.

The second interpretation of our results on educational planning tools for the professional integration of students in carpentry and wood decoration sectors, and the carpentry-cabinetmaking specialty (MEB) of technical secondary education industry in Cameroon is based on infrastructure and equipment problems (tables, benches, workshops, laboratories, etc.) and sports facilities.

The third interpretation of our results on the evaluation of training tools for the professional integration of students in carpentry and decoration on wood, and the carpentry-cabinetmaking specialty (MEB) of industrial technical secondary education in Cameroon is based on the financing problem which are: non-respect of due contributions; poor governance and insufficient capital.

Our study is much more limited to the training-employment process, largely forgetting to develop strategies for successful professional integration of the student in an employment context. It is important to note that school programs and graduation at the end of a school career do not guarantee professional integration. You can be well trained and graduate, but if the training you received in school and the environment is polluted with corruption and discrimination, you will have been trained for nothing.

5. Suggestions and Prospects

5.1 Suggestions

Suggestions to the State

Implement an educational policy that finances and facilitates the professional integration of students leaving the education system;

- Improve the secondary education / business partnership with a view to better structuring the education offer;
- Update educational planning tools and fund graduates to facilitate training and employment.

Suggestions for graduates

- Use self-employment and the creation of businesses;
- Put the merit forward.
- Suggestions to company managers
- Recruit students without discrimination and affinities;
- Advocate meritocracy and the spirit of creativity

Suggestions to teachers and school heads

- Involve all students in work placements;
- Organize conferences and seminars on the merits of educational planning tools with a view to better professional integration of students.

5.2 Outlook

Our future path centers on the importance of educational planning tools for further optimization of job creation. For a better implementation of strategic and operational management; it makes sense to put in place standards, procedures and resources to improve educational planning tools; to update all the information on the cost of education, to organize better relations between the ministries of secondary education and those dealing with employment; and finally to open up the school administration to business management in order to support the country's economy.

6. Conclusion

Ultimately, it was a question for us of talking about the Tools for educational planning and the professional integration of students in carpentry and wood decoration sectors, and the carpentry-cabinetmaking specialty (MEB) of the secondary technical industrial education in Cameroon. It emerges that the tools of educational planning interact between the training match and the professional integration of students. All of our hypotheses have been confirmed. To strengthen the performance of educational planning tools with the aim of further optimizing pedagogical productivity and optimal improvement of school results for better professional integration, it would be appropriate to focus on: student participation in work placements; the training offer must be in line with demand; the provision of the necessary resources for documentary research and autonomy.

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