Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Cameroon

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

A mail has been sent to the Director of the Chambers of Commerce who is a very close friend and is aware of the mail which was sent to express our interest in participating in the conference.

About you

Q6. What is your name?

Yufenyuy Belmond Sewoyeba

Q7. What organisation do you work for?

Ntamayuk Foundation Common Initiative Group

Q8. What is your job title?

Assistant National Coordinator

Q9. What is your email address?

yufenyuybelmonds@gmail.com

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Cameroon

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people	X			
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants				
People in the criminal justice system				
Employers/businesses	X			

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

None which I can I remember. But my Country is a very open to humanity type.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.	X				
School leavers in my country are well prepared for successful transitions to work or further learning.	X				

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.	X				
There is a strong evidence base to support the provision of career development services in my country.					
AI is having a major impact on the education system in my country.	X				
AI is having a major impact on labour market in my country.					
AI is having a major impact on the provision of career development services in my country.	X				

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Cameroon's career development system is an evolving network designed to bridge the gap between academic education and practical labour market integration which is primarily managed by the Ministry of Employment and Vocational Training (MINEFOP), the system increasingly shifts away from traditional, theory-heavy academic pathways toward practical skills acquisition to combat high rates of youth underemployment.
The system relies on three critical pillars:
• The National Employment Fund (FNE): As the primary state employment agency, the FNE offers career orientation, labour market information, job-matching services, and self-employment funding programs for young graduates.
• Vocational and Technical Training (TVET): Under Cameroon's National Development Strategy (SND30), the government is transforming education by expanding technical colleges and professional integration centers. This framework emphasizes standardized apprenticeships and certification to formalize skills.
• The Informal Sector Reality: Because over 90% of the workforce operates within the informal economy, career development heavily relies on traditional, non-formal apprenticeship models. Master craftsmen and local workshops serve as the country's largest practical training ground.

In urban centers like Yaoundé and Douala, private sector companies, NGOs, and tech hubs are filling critical gaps. These organizations provide digital bootcamps, professional mentorship, and career readiness workshops that the public school curriculum traditionally lacks. Despite these efforts, structural challenges persist, including limited funding for vocational centers, structural misalignment between university degrees and private-sector needs, and geographic disparities in career guidance availability between urban hubs and rural zones.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

1. https://www.fnecm.org/index.php/en/our-programmes
2. https://webapps.ilo.org/empolgateway/youth-employment/1/Cameroon

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

The career development landscape in Cameroon faces a critical structural paradox: while the country boasts a highly educated youth population, a steep disconnect persists between academic training and private-sector demands.

Three structural realities define how these services function in practice:
• The Centralization Bottleneck: Formal career services, modern job fairs, and tech hubs are heavily concentrated in Yaoundé and Douala. Rural and semi-urban youth lack equal access to structured guidance, forcing a heavy reliance on localized, informal networks for career advancement.
• Informal Apprenticeship Dominance: Because the informal economy employs the vast majority of the population, traditional apprenticeships serve as the nation's most functional career development system. While
highly effective for practical trades, these pathways operate outside state oversight, making it difficult to standardize qualifications nationally.
• The Entrepreneurial Pivot: Realizing that the formal public and private sectors cannot absorb the volume of annual graduates, agencies like the FNE have shifted their focus from "job seeking" to "job creating." Career services now heavily prioritize entrepreneurship, digital self-employment, and agricultural incubators over traditional corporate pathing.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.	X				
Career development services contribute to workforce productivity.					
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.	X				
Career development services help to address employers' skills and labour needs.			X		
Career development services can be accessed by small and medium sized businesses (SMEs).	X				
Career development services improve levels of job satisfaction.					
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).					
Career development services support equality of access to learning and work opportunities.					
Career development services contribute to the green transition.	X				

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Cameroon, transforming raw economic potential into national productivity is deeply personal. For years, a glaring disconnect persisted: brilliant university graduates were abundant, but businesses lacked technically proficient hands. Today, career development policies under the National Development Strategy (SND30) are actively rewriting this narrative by treating human capital as the engine of industrial growth.

The system drives output and efficiency through two practical realities:
• Shifting from "Paper" to "Product": Rather than rewarding certificates alone, the Ministry of Employment (MINEFOP) utilizes targeted, short-term vocational programs. By matching a job seeker's practical skills directly to a local factory's or construction firm's immediate gaps, these frameworks boost per-worker output and drastically reduce on-the-job training times for employers.
• Upgrading the Informal Engine: Recognizing that 90% of Cameroonians work informally, productivity strategies are meeting people where they are. Grassroots initiatives inject business management, digital literacy, and modern safety practices directly into traditional apprenticeship clusters. By formalizing these organic pathways, the system reduces waste and boosts the earning power of neighborhood craftsmen.

Ultimately, these services are evolving to teach agribusiness value-chains, digital tech, and soft-skill efficiency. By transforming underemployed youth into precise, market-ready creators, Cameroon is slowly turning its massive demographic dividend into measurable, localized productivity.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In Cameroon, building an inclusive economy means transforming career development from an elite urban luxury into a lifeline for marginalized groups. For decades, formal career services disproportionately favored university-educated urban men. Today, national frameworks are actively pivoting to dismantle these structural barriers.

The shift toward grassroots inclusivity centers on two major pillars:
• Targeting Vulnerable Demographics: The government has established specialized integration initiatives, such as the PAIRPPEV program run by the National Employment Fund (FNE) in partnership with the Ministry of Social Affairs. This framework provides tailored vocational training, job-matching, and micro-grants directly to historically excluded groups, including rural youth, internally displaced persons, and women. Additionally, events like the Inaugural National Forum on Inclusive Employment (FONAEI) unite corporate leaders and state officials to advocate for the formal employment of persons with disabilities.
• Decentralizing Access: To break the Yaoundé-Douala centralization bottleneck, the Ministry of Employment (MINEFOP) utilizes localized community networks. Through regional frameworks like the ORFEV-JEUNES holiday guidance campaigns, career services are physically deployed across all 10 regions and 360 local councils. This ensures that youths from lower-income backgrounds receive free access to professional orientation and internship placement portals right in their municipalities.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

1.) https://webapps.ilo.org/empolgateway/youth-employment/1/Cameroon
2.) https://www.cameroon-tribune.cm/article.html/79002/fr.html/inclusive-employment-cameroon-launches-inaugural-national-forum-in-yaounde

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training	X				
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning			X		

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

Parents do not see TVET pathways as attractive for their children
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
Lack of career development services for learners considering TVET

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

1. The Early Milestone: Age 11 to 12
2. The Upper-Secondary Milestone: Age 16 to 17
3. The Informal Sector Exception: Age 14 to 18

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

In Cameroon, the age of pathway selection is a critical, highly structured turning point that occurs much earlier than in many Western systems. Due to the country's unique dual colonial legacy, children are funnelled into lifelong academic or vocational tracks at the tender age of 11 to 12 years old

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

In Cameroon, career development services serve as the essential connective tissue that transforms raw educational training into dynamic, lifelong workforce assets. Without intentional career guidance, heavy public investments in technical infrastructure fail to translate into market economic value.

Through Cameroon's updated career development structures, this policy synergy is achieved in three concrete ways:

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

• Informing TVET Curricula via Market Intelligence: The Ministry of Employment (MINEFOP) utilizes real-time labor market data from the National Employment Fund (FNE) to continuously recalibrate vocational training modules. Rather than letting TVET centers teach outdated trades, career services pinpoint shifting corporate demands—such as digital agribusiness and renewable energy systems—ensuring that public training resources fund skills that employers actively want to hire.
• Formalizing Lifelong Learning via VAE: A major policy breakthrough is the institutionalization of the Validation of Prior Experiential Learning (VAE). This mechanism allows millions of informal workers who acquired skills through decades of hands-on work to undergo formal career evaluation. By validating this non-formal experience with state-recognized certifications, the policy bridges the gap between the informal economy and lifelong formal learning.
• Targeted Skills Upgrading (Reskilling): To prevent professional stagnation, the state uses career centers to deploy short-term, specialized qualifying training. Under the SND30 structural framework, these programs allow aging or displaced workers to rapidly re-skill in modern operational standards, directly boosting national productivity through perpetual learning cycles.

Ultimately, by turning career guidance from a one-time school event into a continuous professional compass, Cameroon ensures that its TVET and skills development frameworks adapt fluidly to the realities of a changing workforce.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

1.) https://connect.unevoc.unesco.org/home/TVET+documents/
2.) https://valleyinternational.net/index.php/theijsshi/article/view/4910/2728
3.) https://www.skillsforemployment.org/knowledge-product-detail/4066

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.	X				
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.			X		
Career development services support vulnerable groups to access the education and training system.			X		
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.			X		
Policies for social inclusion intersect with policies for education, training, and employment.			X		

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	
Women and girls	X	
Men and boys	X	
Ethnic minorities	X	
Religious minorities	X	
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds		
People with low skill levels	X	
Migrants	X	
People with disabilities	X	
People with health and mental health challenges		
Younger people	X	
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Cameroon, career development policies are intentionally evolving to protect vulnerable and disadvantaged populations, shifting from generic charity to structured economic empowerment. Under the National Development Strategy (SND30), the government treats inclusion not just as a social duty, but as a macroeconomic necessity.

This targeted support operates through three distinct mechanisms:
• Tailored Re-integration Frameworks: Managed by the Ministry of Social Affairs (MINAS) and the National Employment Fund (FNE), specialized programs like PAIRPPEV actively recruit marginalized demographics specifically internally displaced persons (IDPs) fleeing the Anglophone crisis, refugees, and youth from lower-income backgrounds. These cohorts receive fully funded vocational training, targeted psychological re-orientation, and direct post-graduation micro-grants to establish immediate self-employment.
• Corporate Accountability for Disabilities: The Ministry of Employment (MINEFOP) utilizes platforms like the National Forum on Inclusive Employment (FONAEI) to bridge the gap between civil society and corporate recruiters. These policies actively incentivize the private sector to adapt workplace infrastructure and hire persons with disabilities, breaking the systemic biases that traditionally barred them from the formal corporate ladder.
• Grassroots Rural Equity: Recognizing the deep geographic divide, the state deploys ORFEV-JEUNES mobile orientation clinics and decentralized municipal workshops. These services physically travel to remote, northern, and semi-urban communities, delivering completely free career counseling, digital literacy bootcamps, and agricultural entrepreneurship training directly to rural young women who lack access to urban hubs.

By decentralizing resources and funding practical trades rather than elite university tracks, Cameroon's career development practices are building an equitable floor, ensuring that those starting from the margins

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

can securely access the formal economy.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

1.) https://f.fnecm.org/index.php/en/the-nef/programs-67/pairppev
2.) https://www.fnecm.org/index.php/en/our-programmes
3.) https://www.cameroon-tribune.cm/article.html/79086/fr.html/slogans-action-employment-forum-charts-path-for-marginalized
4.) https://africa24tv.com/cameroun-637-de-femmes-sous-employees/
5.) https://www.worldbank.org/en/news/feature/2025/04/24/afw-unlocking-cameroonian-youth-potential-for-more-and-better-jobs


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