

MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

Guidance and Counselling Programme

Form 1 to Form 5



Observer son environnement pour mieux orienter ses choix de formation et réussir sa vie

Juin 2023

PREFACE FOR CAMEROON SYLLABI

In an era where achieving emergence by 2035 remains a concern for Cameroon, secondary education is called upon to address some major challenges such as:

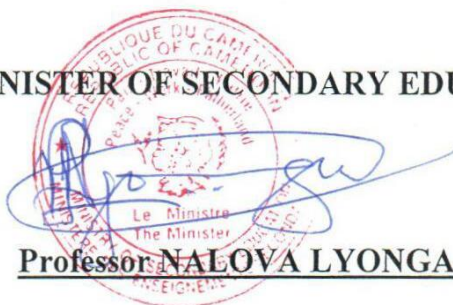
- providing quality education to future citizens in an environment where pedagogic standards increasingly require perfectibility;
- better contextualization of the teaching/learning by adapting them as much as possible to real life;

Based on the 1998 Law of Orientation of Education and the 2009 Growth and Employment Strategy Paper (DSCE), this new vision of our education system, which is now also supported by the NDS30, has led to the adoption of a new pedagogic paradigm: the Competency-Based Approach (CBA), which has been tested since 2012 and implemented by regulators since 2014. After twelve years of CBA syllabuses, an objective assessment of the effectiveness of their implementation enabled us to identify strengths and weaknesses of the approach. Some of the weaknesses include: the dense nature of the teaching/learning contents, inaccuracy in the definition of the competences to be acquired, inadequate link between resources and competences to be acquired, failure to take into account interdisciplinarity, which has led to contradictions in the objectives of some subjects.

By complying with the prescriptions of the main bodies in charge of education such as UNESCO, which advocate the development of quality curricula, the revision of our syllabi consisted in clearly redefining the targeted competencies, fine-tuning the logical frameworks and resources, while staying in line with interdisciplinarity.

I acknowledge the fact that these revised and corrected syllabi will constitute a foundation for quality teaching/learning and a decisive milestone towards meeting educational objectives of the NDS30. I congratulate all the members of the pedagogic chain who contributed to this revision work and urge the education community in general and pedagogic supervisors and teachers in particular, to adopt the said syllabi so that they can be effectively implemented for the benefit of our education system.

THE MINISTER OF SECONDARY EDUCATION



Professor NALOVA LYONGA

REPUBLIC OF CAMEROON

PEACE-WORK-FATHERLAND

ORDER No. 238/23 /MINESEC OF 14 JUN 2023
TO REDEFINE THE SYLLABUSES OF THE FIRST CYCLE OF GENERAL
SECONDARY EDUCATION OF THE ENGLISH-SPEAKING AND FRENCH-
SPEAKING SUB-SYSTEMS OF EDUCATION

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of Law No. 98/004 of 14 April 1998 to lay down Education Guidelines in
Cameroon;

Mindful of Decree No. 2011/408 of 9 December 2011 to organise the
Government, as amended and supplemented by Decree No. 2018/190
of 2 March 2018;

Mindful of Decree No. 2012/267 of 11 June 2012 to organise the Ministry of
Secondary Education;

Mindful of Decree No. 2018/191 of 02 March 2018 to reorganise the Government;

Mindful of Decree No. 2019/001 of 04 2019 to appoint the Prime Minister, Head
of Government;

Mindful of Order No. 239/23 /MINESEC of 14-06-2023 to define the
content, duration and coefficients (number of credits) of subjects in the
first cycle of General Secondary Education in the English-speaking and
French-speaking sub-systems of education,



HEREBY ORDERS:

ARTICLE 1. - This Order redefines the syllabuses of the First Cycle of General
Secondary Education francophone and Anglophone subsystems.

ARTICLE 2. - The syllabuses are redefined per subject.

ARTICLE 3. - The technical contents of the syllabuses referred to in article 2
above are set out in the appendices, which are an integral part of this Order.

ARTICLE 3. - The syllabuses redefined in this Order shall be implemented from
the start of the 2024-2025 school year.

ARTICLE 4. - All previous provisions contrary to this Order are hereby repealed.

ARTICLE 5. - The Inspector General of Education, the Registrar of the GCE
Board, the Director of Examinations and Certification, Regional and Divisional
Delegates of Secondary Education, Secretaries of Education, are responsible,
each in his or her own area of competence, for the strict implementation of this
Order, which shall be registered, published in accordance with the procedure of

urgency, and inserted in the Official Gazette in English and French, and communicated wherever necessary./-

Yaounde, **14 JUIN 2023**



NALOVA LYONGA
THE MINISTER OF SECONDARY EDUCATION

ANNEX N° XXXXXIII OF ORDER N° 538/23 /MINESEC OF 14 JUNE 2023
TO REDEFINE THE SYLLABUSES OF THE FIRST CYCLE OF GENERAL SECONDARY EDUCATION OF THE
ENGLISH-SPEAKING AND FRENCH-SPEAKING SUB-SYSTEMS OF EDUCATION

**Guidance and Counselling,
Form I, II, III, IV & V
1st Year to 5th year TVSE**

SERVICES DU PREMIER MINISTRE VISA	
002687	# 06 JUIN 2023
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Guidance and Counselling, Form I - 1st Year TVSE

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I. Secondary education graduate profile

Secondary education is open to primary school leavers aged between 10 and 14. It aims generally at equipping them not only with intellectual, civic and moral aptitudes, but also with skills and basic knowledge enabling them either to continue their studies or to integrate the world of work after vocational training. Therefore, by the end of secondary education, students should be able to competently handle families of situations relating to the areas of life set out in the table below:

Areas of life	Families of situation handled
1. Family and social life	<ul style="list-style-type: none">▪ Participating in family life▪ Maintaining healthy professional relationships▪ Social integration
2. Economic life	<ul style="list-style-type: none">▪ Discovering income-generating activities▪ Discovering the working environment, social roles, trades and professions▪ Getting to know yourself, your aspirations, talents and potential▪ Practising healthy consumer habits
3. The environment, well-being and health	<ul style="list-style-type: none">▪ Preserving the environment▪ Seeking a better life balance▪ Choosing and adopting healthy lifestyle habits
4. Citizenship	<ul style="list-style-type: none">▪ Learning about how the Cameroonian society functions▪ Discovering the values and cultural traits of Cameroonian society



To achieve this, students must be able to draw on all relevant resources in terms of knowledge, know-how and interpersonal skills in the various subjects in the learning areas that make up the syllabus.

II. Overview of the Guidance-Counselling syllabus

In the 1990s, the economic crisis and the collapse of the welfare state caused the government to start disengaging from many sectors, in one way or another, including national education. Emphasis was, henceforth, put on individual autonomy and the ability to decide one's own destiny. To achieve this, there was a need for people to be supported and educated to make their own decisions. This task is now entrusted to the guidance counsellor, who is responsible for making students the architects, if not co-architects, of their own educational, professional and social destiny.

Guidance-Counselling, therefore, refers to all the educational practices that enable students to better understand themselves, their training and employment environments, and to manage the inevitable changes that occur not only in themselves but also in their lives.

The Guidance-Counselling syllabus for Form One and First Year Technical and Vocational Education aims to develop the learner's ability to adapt to a new school environment, learn effective work techniques and methods and adopt healthy habits and attitudes.

The number of hours per year is 36.

III. Competences developed

The Guidance-Counselling syllabus for Form One and First Year Technical and Vocational Education aims to equip learners with skills that will enable them to:

- develop love for hard work;
- learn about the realities of the world of schooling;
- acquire methods and techniques for learning at school;
- live in harmony with self and environment.

IV. Presentation of the families of situation covered by the syllabus

To develop these competences in learners, the Guidance-Counselling syllabus explores the following families of life situations:

- adapting to the school and society;
- adolescent reproductive health and environmental protection;

V. Summary table of modules of the Guidance-Counselling syllabus for Form One and First Year Technical and Vocational Education

CYCLES	CLASSES	Modules	Number of hours
Observation cycle	Form 1 and First year Technical	<ul style="list-style-type: none">• Discovering the school milieu• Learning techniques• Observe good lifestyles and attitudes	<ul style="list-style-type: none">• 13 hours• 14 hours• 9 hours



Presentation of the various modules of Form 1 and First Year Technical and Vocational Education syllabus

Module 1: Discovering the school environment

a) Presentation of the module

This module aims to enable students to:

- take their first steps in secondary education by providing them with the basic skills needed to use the various services offered by the host school;
- adapt to their new school environment.

b) Contribution of the module to the aims and objectives of the syllabus

At the end of this module, the learner should be able to understand the various services within the school, through teaching-learning activities in areas as diverse as discovering the various services, officials and their functions. These activities aim to develop the learner's sense of active responsibility.

c) Contribution of the module to the learning environment

The aim of the **Discovering the School** module is to enable learners to take their first steps in secondary education by learning about the different services, stakeholders and their respective roles. As a result, this module will be useful for further learning in other subjects.

d) Contribution of the module to areas of life

This module enables learners to:

- find their place in the school;
- make good use of the various services.

e) Module components

The module consists of three (3) training sessions:

TS 111: Guidance-Counselling activities in a school – 6 hours

- Definition and Importance of Guidance-Counselling;
- Guidance-counselling training activities;
- Adapted services.

TS 112: Presentation of the school – 5 hours

- History and geographical location of the school,
- Structure of the school,
- School departments, officials and their functions.



TS 113: Respecting the school's internal rules and regulations - 2 hours

- Rules;
- Sanctions.

f) Module duration: 13 hours

g) Table of the main components of module 1

Contextual framework		Acting competently		Resources			
Family of Situations	Examples of real life situations	Categories of action	Examples of action	Essential skills	Behaviour (Attitudes)	Other resources	Duration
Adapting to school and society	Lack of knowledge about the function and missions of guidance counsellors	Discovering guidance and counselling	-Identify the various guidance and counselling services -Contact the guidance counsellor if necessary	TS111: Guidance and counselling activities in a school	-Inquisitiveness -Responsibility -Sense of judgement -Prudence -Discipline	-Textbooks -Books -Dictionaries -Digital resources -Regulatory texts	6 hours
	-Lack of knowledge about the school and its various departments -Lack of knowledge of the various officials and their functions	-Getting to know the school and different departments - Getting acquainted with the various officials and their functions	-Locate the school and identify the different departments -Identify the role of each school official -Contact a school official if necessary	TS 112: Presentation of the school			5 hours
	Indiscipline at school and in society	Promoting the right attitudes and life skills	Adopt the right attitudes and life skills	TS 113: Respecting the school's rules and regulations			2 hours



Module 2 Understanding the Learning Techniques

a) Presentation of the module

This module aims to enable students to:

- discover the various subjects in the syllabus;
- find out about learning techniques for the various subjects on the syllabus.

b) Contribution of the module to the aims and objectives of the syllabus

The **Understanding of the learning techniques** module enables learners to better manage their teaching/learning and adapt to school.

c) Contribution of the module to the field of learning

Knowledge of the various subjects taught and taking personal aptitudes into account will enable learners to achieve greater success in their learning.

d) Contribution of the module to areas of life

This module helps learners to better organise themselves.

e) Components of the module

The module consists of three (3) training sessions:

TS 121: Subjects taught – 4 hours;

- Discovering subjects (subjects taught, coefficients and importance)
- Classification of subjects by group

TS 122: The techniques of studying subjects of the syllabus - 5 hours;

- arts subjects
- science subjects
- vocational subjects
- other subjects

TS 123: The management of school and extracurricular time - 5 hours

- Understanding the calendar and organisation of the school year -1 hour;
- Managing school and after-school time -1 hour;
- Drawing up a timetable -1 hour;



- Practical work (correction of timetables drawn up by students) -2 hours.

f) **Number of hours: 14 hours**

g) **Table showing the main components of Module 2**

Contextual framework		Acting competently		Resources			
Family of Situations	Examples of real life situations	Categories of action	Examples of action	Essential skills	Behaviour (Attitudes)	Other Resources	Duration
Adapting to school and society	No knowledge of the various subjects taught	Discovering and classifying the various subjects taught in each group	Identify the various subjects	TS 121: Subjects taught;	<ul style="list-style-type: none"> - Inquisitiveness - Sense of judgement - Listening skills - Organisational skills 	<ul style="list-style-type: none"> - Textbooks - Books - Dictionaries - Digital resources - Tests 	4 hours
	Lack of knowledge about learning techniques for subjects on the curriculum	Discovering techniques for learning the subjects on the curriculum	Identify and assimilate learning techniques	TS 122: Learning techniques for syllabus subjects			5 hours
	Poor management of the school and extracurricular time	Rational management of the school and extracurricular time	Effectively manage the school and extracurricular time.	TS 123: Time management -			5 hours



Module 3 Cultivating healthy lifestyle and attitudes

a) Presentation of the module

This module aims to enable students to

- follow healthy lifestyle rules;
- Understand the consequences of a poor lifestyle.

b) Contribution of the module to the aims and goals of the syllabus

The module on the **Observation of healthy lifestyles and Attitudes** enables learners to take care of their bodies to avoid certain illnesses.

c) Contribution of the module to the field of learning

Knowledge of healthy lifestyle habits and awareness of the consequences of not respecting them will help learners improve their chances of success by creating a decent working environment and taking care of their bodies.

d) Contribution of the module to real life

This module enables learners to be clean and healthy.

e) Components of the module

. The module consists of two (2) training sessions:

TS 131: Following healthy lifestyle rules 5 hours

- Personal hygiene (internal and external);
- Clothing hygiene;
- Food hygiene;
- Environmental hygiene.

TS 132: Understanding the consequences of a poor lifestyle– 4 hours

- Personally;
- Socially.

f) Number of hours 9 hours



g) Main components of Module 3

Contextual framework		Acting competently		Resources			
Family of Situations	Examples of real life situations	Categories of action	Examples of action	Essential skills	Behaviour (Attitudes)	Other Resources	Duration
Education in adolescent reproductive health and the protection	Lack of knowledge of the various healthy lifestyle rules	Discovering the various rules of a healthy lifestyle	Identify the various healthy lifestyle rules and how to put them into practice.	TS 131: Rules of a healthy lifestyle	-Curiosity Responsibility -Cleanliness -Discipline	-Textbooks -Books -Dictionaries -Digital resources Regulatory texts	5 hours
	-Lack of knowledge of the consequences of not respecting healthy lifestyle habits	Discovering the consequences of not respecting healthy lifestyle habits	Be aware of the consequences of not following a healthy lifestyle.	TS 132: Understanding the consequences of a poor lifestyle			4 hours



Guidance and Counselling, Form II – 2nd Year TVSE

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I. Secondary education graduate profile

Secondary education is open to primary school leavers aged between 10 and 14. It aims generally at equipping them not only with intellectual, civic and moral aptitudes, but also with skills and basic knowledge enabling them either to continue their studies or to integrate the world of work after vocational training. Therefore, by the end of secondary education, students should be able to competently handle families of situation relating to the areas of life set out in the table below:

Areas of life	Family of situations
1. Family and social life	<ul style="list-style-type: none">▪ Involvement in family life▪ Maintaining healthy working relationships▪ Social integration
2. Economic life	<ul style="list-style-type: none">▪ Introduction to income-generating activities▪ Introduction to the professional world, social roles, trades and professions▪ Knowledge of oneself, one's aspirations, talents and potential
3. Environment, well-being and health	<ul style="list-style-type: none">▪ Preservation of the environment▪ Search for a better life balance▪ Choosing and observing a healthy lifestyle
4. Citizenship	<ul style="list-style-type: none">▪ Knowledge of the norms of the Cameroonian society▪ Introduction to the values and cultural aspects of the Cameroonian society
5. Media and Communication	<ul style="list-style-type: none">▪ Introduction to the media world;▪ Introduction to Information and Communication Technologies.



For this to be achieved, the learner must be able to use all the relevant resources in terms of knowledge, know-how and interpersonal skills in the various disciplines of the learning areas that make up the syllabus.

II. Overview of the Guidance-Counselling syllabus

In the 1990s, the economic crisis and the collapse of the welfare state caused the government to start disengaging from many sectors, in one way or another, including national education. Emphasis was, henceforth, put on individual autonomy and the ability to decide one's own destiny. To achieve this, there was a need for people to be supported and educated to make their own decisions. This task is now entrusted to the guidance counsellor, who is responsible for making students the architects, if not co-architects, of their own educational, professional and social destiny.

Guidance-Counselling, therefore, refers to all the educational practices that enable students to better understand themselves, their training and employment environments, and to manage the inevitable changes that occur not only in themselves but also in their lives.

The Guidance-Counselling syllabus for Form Two and 2nd Year Technical and Vocational Education aims to develop the learner's ability to adapt in a new school environment, apply effective working techniques and methods, adopt healthy lifestyle habits and attitudes, and develop realistic school and academic projects, and to better know themselves.

The number of hours per year is 36.

III. Competences developed

The Guidance-Counselling syllabus for Form II and 2nd Year Technical and Vocational Education aims to equip learners with skills that will enable them to:

- develop love for hard work;
- design, develop and implement projects to improve their self-image and experience the sense of well-being that comes from self-confidence;
- develop self-knowledge; learn about factors that can contribute to academic success or problems that can affect one's personality;
- get acquainted to the school environment realities;
- develop understanding of self, acquire aspects likely to contribute to success in school or problems that could lead to self-destruction
- acquire learning methods and techniques;
- Live in harmony with themselves and the environment.

IV. Presentation of the families of situation covered by the syllabus

To develop these competences in the learner, the Guidance-Counselling syllabus covers the following families of situation:

- adaptation in school and society;
- teenage reproductive health and environmental education;

V. Modules summary of the Guidance-Counselling syllabus for Form Two and 2nd Year Technical and Vocational Education

CYCLES	CLASSES	Modules	Timetable
Observation cycle	Form II – 2 nd Year TVSE	<ul style="list-style-type: none">• Getting to know the school (reminders)• Understanding Learning Techniques• Observing a Healthy Lifestyle• Designing a school development and professional project• Development of the learner's personality	<ul style="list-style-type: none">• 7 hours• 7 hours• 7 hours• 4 hours• 11 hours



Overview of the various modules in Form II and 2nd Year TVE syllabus

Module 1: Discovering the School Environment

a) Overview of the module

This module is designed to enable the learner to:

- improve the basic skills needed to use the various services offered by the host school;
- Adapt more and more to their new school environment.

b) Contribution of the module to the objectives of the syllabus

At the end of this module, the learner is expected to make use of the various administrative services of the school through teaching-learning activities in areas as varied as the introduction to the various administrative services, presentation of the various administrators and their duties. These activities aim to develop the learner's sense of responsibility.

c) Contribution of the module to the learning area

The module **discovering of the School Environment** aims to help learners understand the different departments, the people involved and their respective roles. This module will be beneficial for gaining knowledge in other subjects as well.

d) Contribution of the module to the areas of life

This module enables learners to:

- locate themselves in the school;
- Make good use of the various services.

e) Components of the module

This module is made up of five (2) training sessions.

TS 211: Guidance-Counselling activities in a school - 2 hours

- Training activities and adapted services
- Other activities (NGCD, crossroads of professions, company visits)

TS 212: Overview of the school– 5 hours

- The structure of the school: departments, officials and their roles (Revision) -1hourr
- School services - 2 hours
- social partners -1 hour



- Some aspects of school rules -1hour

f) Teaching hours: 7 hours

g) Table of the main components of module 1

Contextual framework		Competent action targeted		Resources			
Family of Situations	Examples of life situation	Categories of action	Examples of actions	Essential knowledge	Know-how Skills	Other Resources	Duration
Adaptation to School and Society	-Ignorance of the role and tasks of the guidance counsellor	Discovering Guidance-Counselling	-Identify the different services offered by Guidance-Counselling -Contact the Guidance Counsellor if necessary	TS 211: Guidance-Counselling activities in schools	-Curiosity -Responsibility -Sense of judgement -Cautiousness -Discipline	- Textbooks - Books - Dictionaries - Digital resources - Regulatory texts	2 hours
	Unfamiliarity with the various services offered by the school	-Find out about the school's various services	Identify the different services offered by the school	TS 212: Presentation of the school	- Curiosity - Responsibility - Sense of judgement - Cautiousness - Discipline	Textbooks -Books -Dictionaries -Digital resources -Regulatory texts	1 hour
	Poor knowledge of the different officials and their roles	-Find out about the different officials and their roles	-Identify the role of each school official -Call on a school official where necessary				1 hour
	Lack of knowledge of the school organs and social partners	-Find out about the school organs and social partners	Name the school organs and social partners				2 hours
	Ignorant of the internal rules and regulations	Understand the Internal rules and regulations	Respect the internal rules and regulations				1 hour



Module 2: Understanding the Learning Techniques

a) Overview of the module

This module is designed to enable the learner to:

- develop the right study conditions;
- Improve learning techniques in the various subjects on the syllabus.

b) Contribution of the module to the objectives of the syllabus

The **Understanding of the Learning Techniques** module will enable the learner to manage new teaching/learning better and adapt to the school.

c) Contribution of the module to the learning area

Knowledge of the different subjects taught, and recognition of personal abilities enable learners to achieve greater learning success.

d) Contribution of the module to the areas of life

This module helps learners to organise themselves better.

e) Components of the module

The module has three (3) training sessions:

TS 221: Learning activities – 1 hour

- General conditions for successful studies (material and psychological conditions)

TS 222: Learning techniques for subjects on the syllabus - 3 hours

- Arts subjects
- Science subjects
- Professional subjects
- Other subjects

TS 223: Time management - 3 hours;

- Managing in-school and out-of-school time;
- Drawing up a timetable (preparation and techniques);
- Drawing up a timetable (practical work) Time management– 1 hour.



f) **Workload: 7 hours**

g) **Table of the main components of module 2**

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of life situation	Categories of action	Examples of action	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Adaptation to School and Society	Lack of knowledge about the essential factors for effective studying	Exploring optimal study settings	Recognising the appropriate study environment	TS 221: Learning activity	-Curiosity -Sense of discernment -Listening skills -Organisational skills	- Textbooks - Books - Dictionaries - Digital resources - Tests	1 hour
	Ignorance of learning techniques for different subjects on the syllabus	Discover learning techniques for the different subjects on the syllabus	Identify and assimilate learning techniques	TS 222: Learning techniques for subjects on the syllabus			3 hours
	Poor management of time in-and-out of school	Rational management of time in-and-out of school	Effectively managing time in-and-out of school.	TS 223: Time management			3 hours



Module 3: Observing a Healthy Lifestyle

a) Overview of the module

This module is designed to enable the learner to:

- Observe the rules of a healthy lifestyle;
- Become aware of the consequences of not following a healthy lifestyle.

b) Contribution of the module to the objectives of the syllabus

The **Observing a Healthy Lifestyle** module empowers individuals to prioritise their physical well-being and surroundings, thereby reducing the risk of specific ailments.

c) Contribution of the module to the learning area

Having knowledge about the principles of healthy living and being mindful of the repercussions of not adhering to them can contribute significantly to the learners' academic achievements.

d) Contribution of the module to the areas of life

This module enables learners to be clean and healthy.

e) Components of the module

This module has two (2) training sessions:

TS 231: Healthy lifestyle rules -4 hours (Revision)

- Personal hygiene (internal and external)
- Clothing hygiene
- Food hygiene
- Environmental hygiene

TS 232: The consequences of not following healthy lifestyle rules - 3 hours.

- On a personal level
- Socially (family, school, etc.)



f) Teaching hours: 7 hours

g) Table of the main components of module 3

Contextual framework		Competent action targeted		Resources			
Family of Situations	Examples of life situation	Categories of actions	Examples of action	Essential knowledge	Know-how (Skills)	Other Resources	Duration
Education in adolescent reproductive health and environmental protection	Lack of knowledge of healthy lifestyle rules	Discovering the different rules of healthy living	Identify the different rules of healthy living and put them into practice	TS 231: Rules of a healthy lifestyle	-Inquisitiveness -Responsibility	- Textbooks - Books - Dictionaries - Digital resources - Regulatory texts	4 hours
	Ignorance of the consequences of not following a healthy lifestyle	Discover the consequences of not following healthy lifestyle rules	Know the consequences of not following healthy lifestyle rules	TS 232: The consequences of not observing healthy lifestyle rules	-Cleanliness -Discipline		3 hours

Module 4: Designing a School Project

a) Presentation of the module

This module is designed to enable the learner to:

- Acquaint him/herself on the career prospects of the compulsory subjects
- Gain a better understanding of your academic pursuits.

b) Contribution of the module to the objectives of the syllabus

The module designing a **School Development Project** will enable learners to acquire basic knowledge on the GCE compulsory subjects and the different series and specialities.

c) Contribution of the module to the learning area:

This module aims to introduce learners to developing a school development project.

d) Contribution of the module to the domain of life

This module enables learners to plan for the future more effectively by improving their knowledge of study options.



e) Components of the module

This module has two (2) training sessions:

TS 241: Compulsory GCE subjects in the Educational system – 2 hours

- English language and its Career opportunities;
- French Language and its Career opportunities;
- Mathematics and its career opportunities

TS 242: The choice of series and specialities--- (TVSE) - 2 hours

- The different series and specialities
- Criteria for choosing a series/speciality
- The consequences of choosing the wrong series/speciality

f) Teaching hours: 4 hours

g) Table of the main components of module 4

Contextualisation framework		Competent action targeted		Resources			
Family of situations	Examples of life situations	Categories of action	Examples of actions	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Adaptation to School and Society	Lack of knowledge about the development of the school project	Find out about the different modern languages taught, the series and the specialities	-Identify the different modern languages taught	TS 241: Compulsory GCE subjects in the Educational system	-Curiosity -Ambition -Receptivity -Willpower	- Textbooks - Books -Dictionaries -Digital resources -Tests	2 hours
			-Identify series and specialities	TS 242: Choice or series and specialities (TVSE)	-Determination -Assertiveness -Listening skills		2 hours



Module 5: Development of the Learner's Personality

a) Overview of the module

This module is designed to enable the learner to:

- Understand how your personality is shaped
- Understand and adopt the norms and values of their social environment
- Learn about some personality disorders and deviant behaviour

b) Contribution of the module to the objectives of the syllabus

By the end of this module, the user will learn to recognise the formation of their personality, appropriate social norms and values, and identify personality disorders and deviant behaviour.

c) Contribution of the module to the learning area

The **Development of the Learner's Personality** module enables learners to behave well at school and in society.

d) Contribution of the module to the life areas

The Personality Development module enables learners to integrate better into school and society.

e) Components of the module

This module has two (3) training sessions:

TS 251: Presentation of some personality disorders and deviant behaviour -5 hours

- The concept of personality
- Some personality types
- Some personality disorders
- The consequences of personality disorders
- Some deviant behaviours
- The consequences of deviant behaviour

TS 252: Assertiveness - 3 hours

- Defining the concepts: behaviour, aggressiveness, passivity, assertiveness, self-affirmation
- Ways of expressing assertiveness: verbal and non-verbal communication (eyes, posture, facial expression)
- Assertive and non-assertive behaviour



- Some assertiveness techniques (persistence and repeating your message)
- Obstacles to assertiveness (fear of rejection, being judged, ridiculed, losing favour, etc.)

TS 253: Respect for social norms and values – 3 hours

- Social norms
- Social values
- The consequences of non-compliance with social norms and values

f) Teaching hours: 11 hours

g) Table of the main components of module 5

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of life situations	Categories of action	Examples of action	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Adaptation to School and Society	Students' personality disorders and deviance	Improving personality and combating deviance	Adopting the right attitudes and life skills	TS 251: A presentation of some personality disorders and deviant behaviours	<ul style="list-style-type: none"> - Curiosity - Responsibility - Sense of judgement - Cautiousness 	<ul style="list-style-type: none"> - Textbooks - Books - Dictionaries - Digital resources - Regulatory texts 	5 hours
	Student's inability to be assertive	Adopting assertive behaviour	Expressing opinions freely	TS 252: Assertiveness			3 hours
	Indiscipline at school and in society	Adopting the right attitudes and life skills	Adopting the right attitudes and life skills	TS 253: Respect for social norms and values			3 hours



Guidance and Counselling, Form III – 3rd Year TVSE

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I. Secondary education graduate profile

Secondary education is open to primary school leavers aged between 10 and 14. It aims generally at equipping them not only with intellectual, civic and moral aptitudes, but also with skills and basic knowledge enabling them either to continue their studies or to integrate the world of work after vocational training. Therefore, by the end of secondary education, students should be able to competently handle families of situations relating to the areas of life set out in the table below:

Areas of life	Families of situation handled
1. Family and social life	<ul style="list-style-type: none">▪ Participating in family life▪ Maintaining healthy professional relationships▪ Social integration
2. Economic life	<ul style="list-style-type: none">▪ Discovering income-generating activities▪ Discovering the working environment, social roles, trades and professions▪ Getting to know yourself, your aspirations, talents and potential▪ Practising healthy consumer habits
3. The environment, well-being, and health	<ul style="list-style-type: none">▪ Preserving the environment▪ Seeking a better life balance▪ Choosing and adopting healthy lifestyle habits
4. Citizenship	<ul style="list-style-type: none">▪ Learning about how the Cameroonian society functions▪ Discovering the values and cultural traits of Cameroonian society
5. Mass Media and Communication	<ul style="list-style-type: none">▪ Discovering the media world▪ Discovering of the Information and Communication Technologies



To achieve this, students must be able to draw on all relevant resources in terms of knowledge, know-how and interpersonal skills in the various subjects in the learning areas that make up the syllabus.

II. Overview of the Guidance-Counselling syllabus

In the 1990s, the economic crisis and the collapse of the welfare state caused the government to start disengaging from many sectors, in one way or another, including national education. Emphasis was, henceforth, put on individual autonomy and the ability to decide one's own destiny. To achieve this, there was a need for people to be supported and educated to make their own decisions. This task is now entrusted to the guidance counsellor, who is responsible for making students the architects, if not co-architects, of their own educational, professional and social destiny.

Guidance-Counselling, therefore, refers to all the educational practices that enable students to better understand themselves, their training and employment environments, and to manage the inevitable changes that occur not only in themselves but also in their lives.

The Guidance-Counselling syllabus for Form Three and Third Year Technical and Vocational Education aims the development of the learner.

The number of hours per year is 36.

III. Competences developed

The Guidance-Counselling syllabus for Form Three and Third Year Technical and Vocational Education aims at empowering the learner with skills enabling them to:

- develop love for hard work;
- design, develop and implement projects to improve their self-image and feel the sense of well-being that comes from self-confidence;
- find out about the realities of the academic world, training opportunities and career prospects;
- develop self-awareness, learn about factors likely to contribute to academic success;
- acquire methods and techniques for learning at school and integrating in the job market;
- Live in harmony with themselves and their environment.

IV. Presentation of the families of situations covered by the syllabus

To develop these competences in learners, the Guidance-Counselling syllabus explores the following families of life situation:

- adapting to the school and society;
- citizenship;
- adolescent reproductive health and environmental protection;
- responsible use of Information and Communication Technology (ICT);
- Discovering the job market.



V. Table of modules of the Guidance- and Third Year Technical and Vocational Education

The table below shows the different modules in the level syllabus.

CYCLES	CLASSES	Modules	Timetable
Orientation cycle	Form Three +3 rd Year TVSE	<ul style="list-style-type: none">• Understanding the Learning techniques• Observe good lifestyles and attitudes• Thoughtful use of different communication channels	<ul style="list-style-type: none">• 11 h• 14 h• 11 h

Presentation of the various modules of the Form Three syllabus.

Module 1 Understanding the Learning Techniques

a) Presentation of the module

This module aims to enable students to

- find out about learning techniques for the various subjects on the curriculum;
- know themselves better to learn better;
- Better prepare for examinations.

b) Contribution of the module to the aims and goals of the syllabus

The **Understanding learning techniques** module will help learners to better manage new teaching/learning techniques and to adapt them to their school while considering their intellectual profile.

c) Contribution of the module to the field of learning

Knowledge of the new subjects taught while considering personal aptitudes will enable learners to achieve greater success in their learning.

d) Contribution of the module to real life

This module prepares learners to be successful both at school and in life.

e) Components of the module

The module consists of two (2) training sessions:

TS 311: Knowing yourself – 6 hours

- Presentation of different types of memory;
- Presentation of some types of intelligence;
- The concept of self-esteem and its manifestations;
- Advantages of self-esteem;
- Disadvantages of low self-esteem.

TS 312: Techniques of studying (*revision* - 5 hours

- Managing school time;
- Managing after-school time;
- New subjects;
- Methods of studying subjects taught.

f) Teaching hours: 11 hours

g) Table showing the main components of Module 1



Contextual framework		Acting competently		Resources			
Family of situations	Examples of real-life situations	Categories of action	Examples of action	Essential Knowledge	(Behaviour) Attitudes	Other resources	Duration
Adapting to the school and society	Lack of self-knowledge	Knowing the learner's personality	Identify the different types of memory and intelligence	TS 311: Knowing yourself	Inquisitiveness -Attention -Responsibility	-Textbooks -Books -Dictionaries -Digital resources -Regulatory texts	6 hours
	Lack of knowledge about learning techniques for subjects on the curriculum	Finding out about learning techniques for the different subjects on the syllabus	Apply learning techniques-	TS 312: Learning techniques -			5 hours

Module 2: Adopting a healthy lifestyle and attitudes

a) Presentation of the module:

This module aims to enable students to:

- discover the risks associated with environmental pollution;
- discover the risks and dangers associated with the use of psychoactive substances;
- discover the risks and dangers associated with adolescent sexuality;
- Respect rules of hygiene.



b) Contribution of the module to the aims and objectives of the syllabus

Adopting a healthy lifestyle and attitudes module will enable learners to attend classes in a healthy environment and to observe healthy lifestyle habits and attitudes.

c) Contribution of the module to the field of learning

Knowledge of a good lifestyle and awareness of the consequences of not following these habits will help learners improve their chances of success by creating a decent working environment and taking care of their bodies.

d) Contribution of the module to real life

This module enables students to have a healthy lifestyle

e) **Components of the module**

The module consists of four (4) training sessions:

TS 321: Pollution -3 hours

- Types of pollution
- Sources of pollution
- Consequences of pollution

TS 322: Healthy lifestyle rules 3 hours

- Mental hygiene; building self-esteem, Managing stress, the importance of sports, relaxation, etc.

TS 323: Risks and dangers associated with adolescent sexuality– 3 hours;

- The risky sexual behaviour;
- The consequences of poorly managed sexuality;

TS 324: Risks and dangers associated with the use of psychoactive substances– 5 hours

- Presentation of some psychoactive substances;
- Effects of psychoactive substance use on school life;
- Effects of psychoactive substance use on social life.



f) **Number of hours 14 hours**

g) **Table showing the main components of Module 2**

Contextual framework		Acting competently		Resources			
Family of situations	Examples of real-life situations	Categories of action	Examples of actions	Essential skills	(Behaviour) Attitudes	Other resources	Duration
Adolescent reproductive health and environmental protection	Protecting the environment	The fight against pollution	Identify sources and types of pollution	TS 321: Pollution -3 hours	<ul style="list-style-type: none"> - Inquisitiveness -Attention -Responsibility -Respect 	<ul style="list-style-type: none"> -Textbooks -Publications -Dictionaries -Digital resources -Regulatory texts 	3 hours
	Lack of knowledge of the various healthy lifestyle rules	Lack of knowledge of the various healthy lifestyle rules	Follow the rules of a good lifestyle	TS 322: Rules of a healthy lifestyle			3 hours

Contextual framework		Acting competently		Resources			
Family of situations	Examples of real-life situations	Categories of action	Examples of actions	Essential skills	(Behaviour) Attitudes	Other resources	Duration
	Harmful behaviour affecting adolescent reproductive health	Fighting against harmful adolescent reproductive health behaviours	Understanding the risks and dangers associated with adolescent sexuality and adopting healthy behaviours	TS 323: Risks and dangers associated with adolescent sexuality			3 hours
	Use of psychoactive substances	The fight against the use of psychoactive substances	Avoiding the use of psychoactive substances	TS 324: Risks and dangers associated with the use of psychoactive substances			5 hours

Module 3 Responsible Use of Various Communication Channels

a) Presentation of the module

This module aims to enable students to

- identify various sources of information;
- use ICT responsibly;
- Identify risks associated with the inappropriate use of ICT.



b) Contribution of the module to the aims and goals of the syllabus

By the end of the module **Responsible Use of Various Communication Channels**, learners will have the ability to effectively use ICT and understand the potential risks that can arise from its improper use.

c) Contribution of the module to the field of learning

The proper use of ICT enables learners to achieve learning success by making good use of existing sources of information.

d) Contribution of the module to the real-life situation.

This module will help learners to differentiate between good and bad information.

e) Components of the module

The module consists of three (3) training sessions.

TS 331: Sources of information – 4 hours;

- Formal sources
- Informal sources

TS 332: The concept and use of ICT 3 hours

- The concept of ICT
- The various types of ICT
- The use of ICT

TS 333 : Risks associated with the inappropriate use of ICT 4 hours

- At the individual level
- In school
- In society

f) Teaching hours: 11 hours

g) Table of the main components of Module 3



Contextual framework		Acting competently		Resources			
Family of situations	Examples of real-life situation	Categories of actions	Examples of action	Essential skills	(Behaviour) Attitudes	Other resources	Duration
Responsible use of ICT	Wrong sources of information	Knowing information sources	Identify the different sources of information	TS 331: Information sources	-Inquisitiveness, -Attention -Judgement -Responsibility	-Textbooks -Publications -Dictionaries -Digital resources -Regulatory texts	4 hours
	Irresponsible use of ICT	Fighting against the improper use of ICTs	Raise awareness on ways of avoiding the risks associated with the improper use of ICT	TS 332: Concept and use of ICT			3 hours
				TS 333: Risks associated with the inappropriate use of ICT			4 hours

Guidance and Counselling, Form IV – 4th Year TVSE

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I. Secondary education graduate profile

Secondary education is open to primary school leavers aged between 10 and 14. It aims generally at equipping them not only with intellectual, civic and moral aptitudes, but also with skills and basic knowledge enabling them either to continue their studies or to integrate the world of work after vocational training. Therefore, by the end of secondary education, students should be able to competently handle families of situations relating to the areas of life set out in the table below:

Areas of life	Families of situation handled
1. Family and social life	<ul style="list-style-type: none">▪ Participating in family life▪ Maintaining healthy professional relationships▪ Social integration
2. Economic life	<ul style="list-style-type: none">▪ Discovering income-generating activities▪ Discovering the working environment, social roles, trades and professions▪ Getting to know yourself, your aspirations, talents and potentials▪ Practising healthy consumer habits
3. The environment, well-being and health	<ul style="list-style-type: none">▪ Preserving the environment▪ Seeking a better life balance▪ Choosing and adopting healthy lifestyle habits
4. Citizenship	<ul style="list-style-type: none">▪ Learning about how the Cameroonian society functions▪ Discovering the values and cultural traits of Cameroonian society



To achieve this, students must be able to draw on all relevant resources in terms of knowledge, know-how and interpersonal skills in the various subjects in the learning areas that make up the syllabus.

II. Overview of the Guidance-Counselling syllabus

In the 1990s, the economic crisis and the collapse of the welfare state caused the government to start disengaging from many sectors, in one way or another, including national education. Emphasis was, henceforth, put on individual autonomy and the ability to decide one's own destiny. To achieve this, there was a need for people to be supported and educated to make their own decisions. This task is now entrusted to the guidance counsellor, who is responsible for making students the architects, if not co-architects, of their own educational, professional and social destiny.

Guidance-Counselling, therefore, refers to all the educational practices that enable students to better understand themselves, their training and employment environments, and to manage the inevitable changes that occur not only in themselves but also in their lives.

The Guidance-Counselling syllabus for Form Five aims to develop the learner's ability to apply effective working techniques and methods, adopt healthy lifestyle habits and attitudes, develop realistic school and academic projects and live in harmony in the society.

The number of hours per year is 36.

III. Competences developed

The Guidance-Counselling syllabus for Form Five aims to equip learners with skills that will enable them to:

- develop love for hard work;
- design, develop and implement projects to improve their self-image and feel the sense of well-being that comes from self-confidence;
- find out about the realities of the academic world, training opportunities and career prospects;
- develop self-awareness, learn about factors likely to contribute to academic success;
- acquire methods and techniques for learning at school and integrating in the job market;
- Live in harmony with themselves and their environment.

IV. Presentation of the family of situations covered by the syllabus

To develop these competences in learners, the Guidance-Counselling syllabus explores the following families of life situations:

- adapting to the school and society;
- citizenship;
- adolescent reproductive health and environmental protection;
- responsible use of Information and Communication Technology (ICT);
- Discovering the job market.

V. Modules summary of the Guidance-Counselling syllabus for Form Five

CYCLES	CLASSES	Modules	Number of hours
First cycle	Form Four	<ul style="list-style-type: none"> • Understanding the learning techniques • Observing healthy habits and attitudes • Promoting patriotism, multiculturalism and living together • Developing school/academic and professional projects 	<ul style="list-style-type: none"> • 7 hours • 9 hours • 13 hours • 7 hours.



Presentation of the various modules of the Form Four syllabus

Module 1 - Understanding learning techniques

a) Presentation of the module

This module is aimed at enabling learners to:

- get to know themselves in order to learn better;
- understand learning techniques for the subjects taught;
- Acquire techniques to prepare for assessments.

b) Contribution of the module to the aims and objectives of the syllabus

The **Understanding learning techniques** module enables the learner to manage teaching/learning more effectively.

c) Contribution of the module to the learning area

Self-awareness and mastery of learning techniques enable learners to achieve greater success in their studies.

d) Contribution of the module to areas of life

This module helps learners to organise themselves better.

e) Components of the module

It consists of two (2) training sessions:

TS 411: New subjects on the syllabus - 2 hours

- New General/Technical Education subjects

TS 412: Working methods and techniques – 5 hours

- Managing school and after-school time;
- Drawing up a personal timetable (practical work);
- Techniques for understanding arts subjects;
- Techniques for understanding science subjects;
- Techniques for understanding other subjects.



f) Teaching hours: 7 hours

g) Table showing the main components of Module 1

Contextual framework		Acting competently		Resources			Duration
Family of situations	Examples of life situations	Categories of action	Examples of action	Important skills	Life skills (attitudes)	Other resources	
Adapting to the school and society	Adapting to the new cycle	Discovering new subjects on the curriculum	Discover the new subjects on the curriculum	TS 411: New subjects on the syllabus-	-Inquisitiveness -Determination -Sense of listening and discernment	-Textbooks - Publications -Dictionaries - Digital resources	2 hours
	Poor learning techniques	Understanding learning techniques for new subjects	Understand learning techniques for new subjects	TS 412: Working methods and techniques	- Ability to organise and summarise - Love for hard work -Ambition.	-Regulatory texts -Methodology guide	5 hours

Module 2 - Cultivating Healthy Lifestyle Habits and Attitudes

a) Presentation of the module

This module is aimed at enabling learners to:

- adopt healthy sexual behaviour;
- communicating about sexuality;
- become aware of the consequences of poorly managed sexual behaviour;
- Help protect the environment.



b) Contribution of the module to the aims and objectives of the syllabus

By the end of this module, learners should be able to adopt behaviours that are conducive to environmental protection.

c) Contribution of the module to the learning area

The “Cultivating Healthy lifestyle Habits and Attitudes” module aims to enable learners to:

- be more successful in their studies by managing their sexual behaviour in a healthy way;
- master ways of protecting the environment;
- Take part in activities to protect the school environment.

d) Contribution of the module to areas of life

This module enables learners to:

- set moral values in relation to sexual behaviour;
- avoid the risks and dangers associated with sexuality;
- better manage their living environment

e) Components of the module

This module consists of three (3) training sessions, namely:



TS 421: The social approach to sexuality - 2 hours

- Some positive sexual attitudes (chastity, fidelity, abstinence, modesty, self-respect, etc.);
- Sources of social influence on sexual behaviour (peers, media, environment, etc.);
- How to deal with negative social influences.

TS 422: Deviant sexual behaviour - 4 hours

- The notion of deviant behaviour;
- Some examples of deviant sexual behaviour (pedophilia, incest, zoophilia, homosexuality, sodomy, etc.);
- Consequences of poorly managed sexual behaviour (sterility, STIs, early pregnancies, dropping out of school, academic and social failure, etc.)

TS 423: Methods of protecting the school environment– 3 hours

- **Green School and Clean School** (creating and maintaining green spaces, hygiene, sanitation, etc.);
- Waste management (incineration, rubbish bins, trash bags, recycling, burying, etc.);
- Combating vandalism (destruction of public property, graffiti on walls and benches, etc.).

f) Teaching hours: 9 hours

g) Table showing the main components of Module 2

Contextual framework		Targeted competent action		Resources			
Family of situations	Examples of life situations	Categories of action	Examples of action	Important skills	Attitudes	Other resources	Duration
Adolescent reproductive health and environmental protection	Moral transgression sexuality	Adoption of healthy sexual behaviour	Adopt healthy sexual behaviour	TS 421: The social approach to sexuality	-Prudence -Discernment -Responsibility	- Textbooks - Publications -Dictionaries -Digital resources -Regulatory texts	2 hours
			Avoid deviant sexual behaviour and protect yourself from the harmful consequences of poorly managed sexuality	TS 422: Deviant sexual behaviour			4 hours
	Environmental degradation	Environmental protection	Protect the environment	TS 423: Methods of protecting the school environment	- Love for nature - Respect for the environment - Sense of responsibility		3 hours

Module 3 – Promoting patriotism, multiculturalism and living together

a) Presentation of the module

The aim of this module is to encourage learners to combat unpatriotic behaviour and identity-based withdrawal.

b) Contribution of the module to the aims and objectives of the syllabus

At the end of this module, the learner should be able to promote love for their country and accept differences.

c) Contribution of the module to the learning area

The **Promoting Patriotism, Multiculturalism and Living together** module aims to enable learners to:

- identify and condemn unpatriotic and discriminatory behaviour;
- Learn about and adopt behaviours that promote living together.

d) Contribution of the module to areas of life

This module helps learners to act as responsible citizens.

e) Components of the module

This module consists of three (3) training sessions, namely:



TS 431: Patriotism – 4 hours

- The notion of patriotism and its manifestation
- Learning the national anthem of Cameroon in French and English
- Composing some patriotic songs (practical work)

TS 432: Multiculturalism and living together - 6 hours

- The concept of multiculturalism and its manifestations;
- Advantages of multiculturalism;
- The notion of living together and its manifestations;
- Advantages of living together.

TS 433: Discriminatory behaviour - 3 hours

- The concept of discrimination and some examples of discriminatory behaviour
- Consequences of discriminatory behaviour

f) Teaching hours: 13 hours**g) Table showing the main components of Module 3**

Contextual framework		Targeted competent action		Resources			
Family of situations	Examples of real life situations	Category of actions	Examples of action	Important skills	Attitudes	Other resources	Duration
Citizenship	Anti-patriotic behaviour and identity-based withdrawal	Promoting patriotism and accepting differences	Adopting patriotic behaviour	TS 431: Patriotism	-Patriotism - National awareness - Respect for others	- Textbooks - Books -Dictionaries -Digital resources -Regulatory texts	4 hours
			Adopting behaviour that promote living together	TS 432:Multiculturalism and living together			6 hours
			Identifying and condemning unpatriotic and discriminatory behaviour	TS 433: Discriminatory behaviour			3 hours

Module 4 – Developing Academic and Professional Development Projects

a) Presentation of the module

The aim of this module is to enable learners to prepare themselves for the various possibilities resulting from the series or stream they aspire to pursue academically, on the one hand, and their pursuing higher education, on the other.

b) Contribution of the module to the aims and objectives of the syllabus

By the end of this module, learners should be able to know themselves. To do this, they must ask themselves a series of questions. This exercise will enable them to begin a process of self-reflection that may later guide them in their studies or career choices.

c) Contribution of the module to the learning area

The aim of the module **Developing School/Academic and Professional Development Projects** is to encourage students in the second cycle to develop school/academic and career plans, to seek and put together information and to meet professionals in the school or in the field. From that point on, they can find their own path.

d) Contribution of the module to areas of life

This module enables learners to develop their ambitions, overcome certain prejudices, understand that they can make choices and change them with the help of training programmes that enable them to do so; realise that all training streams are of equal value and are open to all according to their abilities.

e) Module components

The module **developing school/academic and professional plans** is made up of two (2) training sessions, namely:

TS 441: Self-awareness-3 hours

- Exploring aptitudes,
- Exploring likes/tastes
- Exploring interests.

TS 442: Post-secondary training courses and their career prospects - 4 hours

- General/technical secondary education courses and related academic and professional opportunities
- Vocational training: vocational training centres (MINFOPRA, MINEFOP), National Youth Promotion Centre (MINJEC)
- Designing an academic and professional development projects (practical work)



f) Teaching hours: 7 hours.

g) Table showing the main components of Module 4

Contextual framework		Acting competently		Resources			Duration
Family of situations	Examples of life situations	Categories of action	Examples of action	Important skills	Attitudes	Other resources	
Adapting to the school and society	Lack of self-awareness	Discovering aptitudes, likes and interests	Get to know your likes, aptitudes and interests	TS 441: Self-awareness	<ul style="list-style-type: none"> - Attention - Inquisitiveness - Realism - Ambition - Flexibility - Receptivity 	-Short lessons on various streams and related opportunities -Website -Tests -Multimedia resources -etc.	3 hours
	Lack of knowledge about study options and career opportunities after Form Five	Find out about training courses and career opportunities after Form Five	Find out about training courses and career opportunities after Form Five	TS 442: Post-secondary training courses and their career opportunities			4 hours



Guidance and Counselling, Form V – 5th Year TVSE

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I. Secondary education graduate profile

Secondary education is open to primary school leavers aged between 10 and 14. It aims generally at equipping them not only with intellectual, civic and moral aptitudes, but also with skills and basic knowledge enabling them either to continue their studies or to integrate the world of work after vocational training. Therefore, by the end of secondary education, students should be able to competently handle families of situation relating to the areas of life set out in the table below:

Areas of life	Families of situation
1. Family and social life	<ul style="list-style-type: none">▪ Involvement in family life▪ Maintaining healthy working relationships▪ Social integration
2. Economic life	<ul style="list-style-type: none">▪ Introduction to income-generating activities▪ Introduction to the professional world, social roles, trades and professions▪ Knowledge of oneself, aspirations, talents and potential
3. Environment, well-being and health	<ul style="list-style-type: none">▪ Preservation of the environment▪ Search for a better life balance▪ Choosing and observing a healthy lifestyle
4. Citizenship	<ul style="list-style-type: none">▪ Knowledge of the norms of the Cameroonian society▪ Introduction to the values and cultural aspects of the Cameroonian Society
5. Media and Communication	<ul style="list-style-type: none">▪ Introduction to the media world;▪ Introduction to Information and Communication Technologies.



For this to be achieved, the learner must be able to use all the relevant resources in terms of knowledge, know-how and interpersonal skills in the various disciplines of the learning areas that make up the syllabus.

II. Overview of the Guidance-Counselling syllabus

In the 1990s, the economic crisis and the collapse of the welfare state caused the government to start disengaging from many sectors, in one way or another, including national education. Emphasis was, henceforth, put on individual autonomy and the ability to decide one's own destiny. To achieve this, there was a need for people to be supported and educated to make their own decisions. This task is now entrusted to the guidance counsellor, who is responsible for making students the architects, if not co-architects, of their own educational, professional and social destiny.

Guidance-Counselling, therefore, refers to all the educational practices that enable students to better understand themselves, their training and employment environments, and to manage the inevitable changes that occur not only in themselves but also in their lives.

The Guidance-Counselling syllabus for Form Five and 5th Year Technical and Vocational Education aims at the learner's development.

The number of hours per year is 36.

III. Competences developed

The Guidance-Counselling syllabus for Form 5 and 5th Year Technical and Vocational Education aims at equipping learners with skills that enable them to:

- develop love for hard work;
- design, develop and implement projects to improve their self-image and experience the sense of well-being that comes from self-confidence;
- find out about the realities of the school world, training opportunities and professional prospects;
- develop self-knowledge; learn about factors that can contribute to academic success or problems that can affect one's personality;
- acquire methods and techniques for academic learning and professional integration which incorporate the use of ICT;
- Live in harmony with themselves and the environment.

IV. Presentation of the families of situation covered by the syllabus

To develop these competences in learners, the Guidance-Counselling syllabus explores the following families of life situation:

- adapting to the school and society;
- citizenship;
- adolescent reproductive health and environmental protection;
- responsible use of Information and Communication Technology (ICT);
- Discovering the job market.



V. Modules summary of the Guidance-Counselling syllabus for Form V and 5th Year Technical and Vocational Education

The table below shows the various modules of the syllabus for this class.

CYCLES	CLASSES	Modules	Number of hours
Guidance cycle	Form V - 5 th Year TVSE	<ul style="list-style-type: none">• Understanding the Learning Techniques• Observing a Healthy Life style• Responsible Use of Various Communication Networks• Development of the learner's personality• Designing School and Professional Development Projects	<ul style="list-style-type: none">• 9 hours• 6 hours• 6 hours• 4 hours• 11 hours

Presentation of the various modules in Form V and 5th Year/TVE syllabus

Module 1: Understanding the Learning Techniques

a) Presentation of the module

This module is designed to enable the learner to:

- understand the learning techniques for the new subjects in the syllabus;
- know themselves in order to learn better;
- Better prepare for examinations.

b) Contribution of the module to the objectives of the syllabus

The **Understanding of learning techniques** module will enable the learner to manage new teaching/learning better and adapt to the School.

c) Contribution of the module to the learning area

Knowledge of the various subject groups taught and consideration of personal characteristics enable learners to achieve better learning outcomes.

d) Contribution of the module to the areas of life

This module enables the learner to be more successful in school and life.

e) Components of the module

This module has two (2) teaching sessions:

TS 511: Aptitudes - 2 hours

- Physical aptitudes
- Intellectual aptitudes (psycho-technical tests)

TS 512: Time management - 1 hour

- Management of school time -Management of extra-curricular time (Practical work on drawing up a timetable)

TS 513: Techniques of assimilating subjects - 2 hours

- Literary subjects - Scientific subjects - Vocational subjects - Other subjects

TS 514: Preparation for examination 2 hours

- Long-term preparation
- Medium and short-term preparation



TS 515: Factors affecting academic success 2 hours;

- Local factors
- External factors

f) Teaching hours: 9 hours

g) Table of the main components of module 1

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of life situations	Categories of action	Examples of action	Essential knowledge	Know-how (Attitudes)	Other resources	Duration
Adapting to School and Society	Lack of self-awareness	Combating Failure at School	Know your abilities	TS 511: Aptitudes	-Curiosity -Sense of discernment -Ambition -Organisational skills -Love for hardwork -ability to summarise	-Textbooks - Publications -Dictionaries - Digital resources -Regulatory texts	2 hours
	Poor time management		Organising your time	TS 512: Time management			1 hour
	Ignorance of examination preparation techniques		Learn how to prepare for an examination	TS 513: Techniques of assimilating subjects			2 hours
				TS 514: Preparation for examination			2 hours
			Identify factors for academic success	TS 515: Factors affecting academic success			2 hours

Module 2: Observing a Healthy Lifestyle

a) Presentation of the module:

This module is designed to enable the learner to:

- discover the risks and dangers associated with the consumption of psychoactive substances;
- discover the risks and dangers associated with adolescent sexuality;
- Observe the rules of a healthy lifestyle.

b) Contribution of the module to the objectives of the syllabus

The module “**Observation of healthy habits and attitudes towards a healthy lifestyle**” enables learners to follow the teachings/learning in a healthy environment and observe the rules of a healthy lifestyle.



c) Contribution of the module to the learning area

Knowledge of healthy habits and attitudes towards a healthy lifestyle enables learners to optimise their chances of success by creating a suitable work environment and caring for their bodies.

d) Contribution of the module to the areas of life

This module enables the learner to have a better quality of life.

e) Components of the module

It consists of three (3) training sessions (TS).

TS 521: Healthy lifestyle rules -1 hour

- Mental hygiene (self-esteem, stress management, the importance of sport, relaxation, etc.)

TS 522: Risks and dangers associated with adolescent sexuality – 2 hours;

- Risky sexual behaviour (revision)
- The consequences of poorly managed sexuality (Revision)

TS 523: Risks and dangers associated with the use of psychoactive substances - 3 hours

- Presentation of the different types of psychoactive substances;
- The academic consequences psychoactive substances;
- The social consequences psychoactive substances.



f) Teaching hours: 6 hours.

g) Table of the main components of module 2

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of life situation	Categories of action	Examples of action	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Education in adolescent reproductive health and environmental protection	Lack of awareness of the rules of healthy living	Knowledge of healthy lifestyle rules	Identify and practise healthy lifestyle habits	TS 521: Healthy lifestyle rules	<ul style="list-style-type: none"> - Inquisitiveness -Attention -Respect -Responsibility 	<ul style="list-style-type: none"> -Textbooks -Publications -Dictionaries -Digital resources -Regulatory texts 	1 hour
	Behaviours harmful to adolescent reproductive health	Combating risky sexual behaviour	Understanding the risks and dangers associated with teenage sexuality	TS 522: Risks and dangers associated with adolescent sexuality			2 hours

	The use of psychoactive substances	Combating the use of psychoactive substances	Avoiding the use of psychoactive substances	TS 523: Risks and dangers associated with the use of psychoactive substances			3 hours
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Module 3: Responsible Use of Different Information and Communication Networks

a) Presentation of the module

This module is designed to enable the learner to:

- identify different sources of information;
- make sound use of ICT;
- Identify the risks of misusing ICT.

b) Contribution of the module to the objectives of the syllabus

At the end of the **Responsible Use of Different Information and Communication Networks** module, the learner is expected to use ICT well and be aware of the risks associated with its misuse.

c) Contribution of the module to the learning area

Education in the proper use of ICT enables learners to achieve learning success by making good use of existing sources of information.

d) Contribution of the module to the areas of life

This module enables learners to distinguish between good and bad information.

e) Components of the module

It consists of three (3) training sessions

TS 531: The characteristics of good information – 2 hours

- Current events
- Relevance
- Reliability
- Accessibility
- Originality

TS 532: The use of ICT 2 hours

- Good use
- Misuse



TS 533: The risks of misusing ICT – 2 hours

- At a personal level
- At a social level

f) Teaching hours: 6 hours

g) Table of the main components of module 3

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of situation	Categories of action	Examples of action	Essential knowledge	Know-how (attitude)	Other resources	Duration
Education for the healthy use of ICT	Misuse of ICT	TS 433: The risks of misusing ICT	TS 433: The risks of misusing ICT	TS 531: Characteristics of good information	-Curiosity -Ability to listen and discern -Prudence -Moral rectitude	- Textbooks - Publications - Dictionaries - Digital resources - 0Regulatory texts	2 hours
		TS 433: The risks of misusing ICT	TS 433: The risks of misusing ICT	TS 532: The use of ICT			2 hours
				TS 533: The risks of misusing ICT			2 hours

Module 4: Development of the learner's personality

a) Presentation of the module

This module is designed to enable the learner to:

- understand the steps involved in making a good decision;
- Understand and adopt assertive behaviour.

b) Contribution of the module to aims and objectives of the syllabus

By the end of the **Development of the learner's personality** module, learners are expected to make and implement informed and responsible decisions and assert themselves by freely expressing their opinions.

c) Contribution of the module to the field of learning

The Personality development module enables learners to succeed by making wise choices.

d) Contribution of the module to the life areas

The Personality Development module enables learners to integrate better into school and society.



e) Components of the module

This module comprises two (2) training sessions

TS 541: Decision-making - 2 hours

- Definition of concepts: choice, problem, decision
- Stages in the decision-making process: the I.D.E.A.L method
 - I**=Isolate the problem;
 - D**=Develop possible solutions;
 - E**=Evaluate the possible repercussions of each solution;
 - A**=Act;
 - L**=Lessons to be learned
- Other elements to take into account when making decisions: personal norms, values and limits
- Benefits of applying the decision-making process to important life situations.



TS 542: Assertiveness - 2 hours

- Defining the concepts: behaviour, aggressiveness, passivity, assertiveness, self-affirmation;
- Ways of expressing assertiveness: verbal and non-verbal communication (eyes, posture, facial expression);
- Assertive and non-assertive behaviour;
- Some techniques for assertiveness (persistence and repeating your message);
- The different stages of assertiveness (self-observation, objective analysis of the other's position, observation of how to establish relations with the other);
- Obstacles to assertiveness (fear of being rejected, judged, and ridiculed, losing favour, etc.)

f) Teaching hours 4 hours

g) Table of the main components of module 4

Contextual framework		Competent action targeted		Resources			
Family of situation	Examples of life situation	Categories of action	Examples of action	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Adaptation to School and Society	Inability to make a decision	Knowledge of the stages involved in making a decision	Making a good decision	TS 541: Decision-making	<ul style="list-style-type: none"> - Inquisitiveness - Responsibility - Sense of judgement - Cautiousness - Courage - Determination - Sincerity 	<ul style="list-style-type: none"> - Textbooks - Publications - Dictionaries - Digital resources -Regulatory texts 	2 hours
	Student's inability to be assertive	Adopting assertive behaviour	Expressing opinions freely	TS 542: Assertiveness			2 hours

Module 5: Designing School and Professional Development Projects

a) Presentation of the module

This module is designed to enable the learner to:

- discover the components of School and career plans ;
- discover the realities of the job market;
- Be familiar with the concept of self-employment and the factors involved in job creation.

b) Contribution of the module to the objectives of the syllabus

The module **Designing School and Professional Development Projects** enables learners to organise their learning more effectively and to plan for the future by preparing for their social insertion.

c) Contribution of the module to the learning area

Through careful consideration of the learner's academic and vocational aspirations and a pragmatic assessment of the prevailing job market, the learner's motivation to attain their desired objectives will be enhanced.

d) Contribution of the module to the areas of life

This module enables the learner to envisage the pathway and outcome of their academic and vocational career; to prepare for the search for employment or self-employment in the near or distant future.

e) Components of the module:

This module consists of five (5) training sessions.

TS 551: The Different Fields of studies and their career Opportunities - 3 hours;



- General Education series
- Technical and Vocational Education series

TS 552: Designing a School/professional Project – 2 hours

- Definition: project and different types of projects;
- The elements of a project.

TS 553: Job search -4 hours

- Exploration of the different sources of information on employment;
- Job search techniques (application following an offer, spontaneous application);
- The documents needed to put together for a job application (CV, cover letter, etc.);
- How to succeed in a job interview;
- Access to the Public Service (recruitment through competitive examination or based on a file).

TS 554: The concept of self-employment – 2 hours

- Definition of the concept of self-employment;
- Necessary elements for the creation of a personal job;
- Management of economic activity.



f) Teaching hours: 11 hours

g) Table of the main components of module 5

Contextual framework		Competent action targeted		Resources			
Family of situations	Examples of life situation	Categories of action	Examples of action	Essential knowledge	Know-how (attitudes)	Other resources	Duration
Discovering the work environment	Lack of a school/vocational development project	Discovering the different fields of study and their opportunities	Design a school/professional development project	TS 551 The Different Fields of studies and their career Opportunities	-Inquisitiveness -Ability to listen and discern -Spirit of initiative and openness -Creative spirit	-Textbooks - publications -Dictionaries - Digital resources -Regulatory texts	3 hours
				TS 552: Designing a School/professional Project			2 hours
	Lack of knowledge of employment opportunities	Preparation for professional integration	Preparing for a job search	TS 553: Job Search			4 hours
			Preparing for a self-employment	TS 554: The concept of self-employment			2 hours