

The Federal Republic of Ambazonia



(Former British Southern Cameroons)

DEPARTMENT OF EDUCATION & STRATEGIC COLLABORATION
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Ambazonia Basic and Secondary Education Policy



Preface

Vision of the current Administration

Our vision is to establish a market oriented educational system which will be able to sustainably stand the current and future global job market challenges and opportunities of the 21st century, especially in the Federal Republic of Ambazonia

Goal of our current Administration

Our goal is to put in place educational programs that will facilitate access to pre-employment/employment opportunities for all graduates from Ambazonian higher educational institutions (polytechnics, public administration, vocational training, universities and research institutes) of learning, most especially at the end of their study periods.

Objectives of our current Administration

Our Short term Objectives

Some of our short term objectives include but not limited to:

- Focus on Educational opportunities for Amba citizens in Ground Zero
- Establish apprenticeship programs in preparation of post war reconstruction in Ambaland
- Facilitate Admission and scholarship opportunities on “Study Abroad Programs” for Ground Zero, especially for students that show proof of loosing the last 2 academic years.
- Focus on Opportunities for Amba citizens in Ground Zero
- Launch Apprenticeship programs in preparation of post war reconstruction
- Facilitate Admission and scholarship opportunities on study abroad programs for Ground Zero, especially for students that show proof of loosing the last 2 academic years. Determine working partners and institutions in the Western hemisphere for such programs
- Come up with projects to seek funding for vocational/apprenticeship training in Ground zero
- Design and implement government programs to support apprentices and companies training/employing apprentices in Ambaland
- Design and implement Federal government day care/primary education programs
- Design Education-oriented recreational activities for Amba students currently affected by the ongoing crisis

- Initiate incentive programs for Ambazonian teachers affected by current crisis
- Provision of mentor-ship and academic orientation services to students in ground zero
- Create study abroad academic exchange programs for ground zero students affected by the current crisis
- Reinforce Amba Teachers Trade Union
- Put in place necessary ‘‘back to school’’ measures for implementation as soon as a final negotiation for a peaceful separation of Ambazonia from La Republique du Cameroun is over
- Determine Short term Budget for the DE&SC especially for study abroad admission application fees and compensation to striking teachers (Link for registration and application). These programs to be financed by the Federal government and our partners in the diaspora

Our Long Term Objectives

Our long term objectives include but not limited to:

- Review and improve academic programs designed by our predecessors
- Design up-to-date academic programs for all academic levels across across Ambaland
- Initiate concepts for establishment of new Amba future market-oriented academic research and technological institutes
- Carry out assessment in Ground Zero to determine the total number of schools infrastructures destroyed during the ongoing war by la Republique du Cameroun and prepare reconstruction plans and deciphering the exact required post war reconstruction budgets
- Determine the fastest means of bringing our kids from the bushes/forest back into classes as soon as negotiations with La Republique du Cameroun are over
- Reassess all old academic institutions and build new ones across all 13 counties
- Capitalize on continuous monitoring and evaluation of our Department and departmental programs within the Federal Government of Ambazonia
- Initiate free study abroad programs for all victims of the ongoing war and their family members and equally secure funds to run these programs from the Federal government and our potential partners

- Honor our current defense forces and their immediate families with “a for life” free education in all public learning institutions; including universities and all public service training institutes like the police and military academies
- Launch the recruitment of new teachers and initiate programs to reintegrate all current teachers on seat down strike across our territory
- Fully open all doors of all our learning institutions for business as usual while at the same time putting our own academic programs in place, especially as soon as our territory is demilitarized of current La Republique terrorist soldiers
- Seek and implement other long term goals from our partners and also welcome relevant suggestions from the general public of the Federal Republic of Ambazonia

Departmental Reforms and Restructuring Carried out by our Current Administration

Our Current administration has carried out some major reforms on the previous department resulting in the creation of some “Key Departmental Units”, with each departmental Unit currently being headed by a Unit Director.

These special new Departmental Units include:

- Study Abroad Unit (SAU)
- Apprentice/Vocational and Technical Education Unit (ATEU)
- General Education Unit (GEU)
- Market Oriented Academic, Scientific and Technical Research Unit (MOASTRU)
- Private and Mission School Institutions Unit (PMSIU)
- Amba Teachers and Academic Trade Unionists Unit (ATATUU)
- Disability, Community and Welfare Studies Unit (DCWSU)
- Education Recreational Activities Unit (ERAU)
- Educational Infrastructures, Project Budgeting and Finance Unit (EIPBFU)
- Press, Ethics and Public Relations Unit (PPRU)
- Strategic Collaboration Unit (SCU)***
- Public Service Training Institutes Unit (PSTIU)

NB: For Functions of the various units and their directors, as well as information regarding internal communications & feedback mechanisms for each Departmental units, please kindly refer to our Departmental Handbook

In-depth of the Ambazonia Basic and Secondary Education Policy

1.0 THE AMBAZONIA CURRICULUM

1.1 THE BASIC EDUCATION CURRICULUM

It is the responsibility of the Department of Education of the Federal Republic of Ambazonia for the preparation and development of the school curriculum. Until the high standards of education set out by the department of education have been attained, decisions made regarding the educational and teaching task of basic education, and the objectives and contents specified in curriculum, as well as other factors bearing on provision of education will be monitored by Federal Government.

In formulating a curriculum for basic education, attention is to be given to the pre-primary educational curriculum, the coherence of basic education, and other decisions made by the local authority in respect of children, young people, and schooling. Laws crafted to guide decisions taken regarding basic education will include:

1. The Basic Education Act and Decree
2. The Federal Government Decree on the General Objectives and Distribution of lesson hours in Basic Education as Referred to in the Basic Education Act
3. The national core curricula for pre-primary and basic education
4. The curriculum-based annual plan.
5. The basic education teachers must have to adhere to the curriculum approved by the education department of the Federal government.

As the country will continue to develop, the coherence of the curriculum for basic education will be improved by cooperation of the teachers of the Teachers Union in drafting the updated curriculum. This means that the pupils' parents and guardians must be able to influence the definition of the curriculum's educational objectives. The pupils may also be involved in the curriculum work. When it concerns the pupil welfare, the curriculum must be drafted in collaboration with authorities charged with tasks that are part of the implementation of the government's social and health services.

1.2 THE CONTENT OF AMBAZONIA BASIC EDUCATION CURRICULUM

A robust Ambazonian basic education curriculum must show the following:

1. values and underlying principle
2. general educational and teaching objectives
3. language program
4. lesson-hour distribution to be observed locally
5. depictions of operational culture, learning environment, and working approach

6. possible instructional emphases, language immersion, or foreign-language instruction
7. possible integration of instruction .
8. implementation of cross-curricular themes
9. educational objectives and content in different subjects by year group, or, in instruction of mixed groups, by study module
10. instruction in optional subjects
11. objectives for pupil behaviour
12. cooperation with pre-primary education and other basic education
13. cooperation between home and school
 - a. cooperation with other parties
 - b. pupil welfare plan and organization of related cooperation
14. principles of curriculum formulation
15. guidance and counselling activities as a support for studies, and arrangements for an introduction to working life
16. organization of club activities
17. provision of remedial education
18. instruction of pupils requiring special support
19. instruction of pupils belonging to different language and cultural groups
20. pupil assessment based on descriptions of good performance and criteria for final assessment
21. principles of academic progress
22. certificates and reports
23. information strategy
24. evaluation of activity and ongoing development.

2.0 HOW TO PROVIDE BASIC EDUCATION

2.1 VALUES OF AMBAZONIA BASIC EDUCATION

It must be noted that the right to have a basic education is a human right. When these values are met equality, democracy, natural diversity, preservation of environmental viability, and the endorsement of multiculturalism will be achieved. Basic education promotes responsibility, a sense of community, and respect for the rights and freedoms of the individual.

The basis of instruction is English, which will be developed in interaction with indigenous and European cultures. In the instruction, special national and local attributes, Christianity and Islam and minority groups must be taken into consideration.

The instruction will help to support the formation of the pupil's own cultural identity, and his or her part in Ambazonia society and a globalizing world. The instruction will also help to promote tolerance and intercultural understanding. Basic education helps to increase both zonal equality and equality among individuals.

In the instruction, the diversity of learners is taken into consideration, and gender equality is promoted by giving girls and boys the ability to act on the basis of equal rights and responsibilities in society, working life, and family life.

It should be noted that instruction in the different subjects in Ambazonia basic education will be apolitical and nondenominational.

In the local basic education curriculum, the values that underlie education are to be specified. They are to be incorporated into the objectives and contents of basic education, and also into everyday activity.

2.2 MISSION OF AMBAZONIA BASIC EDUCATION

A lot of emphasis will be placed on basic education as a precaution for educational security. It has both an educational and an instructional mission. The major task of basic education in Ambazonia will be to offer individuals the chance to acquire a general education and to furnish society with tools for developing educational capital and enhancing equality and a sense of a modern community.

Basic education must provide an opportunity for diversified growth, learning, and the development of a healthy sense of self-esteem. This will enable the pupils to obtain the knowledge and skills they need in life, become capable of further study, and, as involved citizens, develop a democratic society. A further objective is to awaken a desire for lifelong learning.

For the department of education to ensure social continuity and build the future, basic education will assume the tasks of transferring cultural tradition from one generation to the next, augmenting knowledge and skills, and increasing awareness of the values and ways of acting that form the foundation of society. It is also the mission of basic education to create new culture, revitalize ways of thinking and acting, and develop the pupil's ability to evaluate situations critically.

2.3 AMBAZONIA BASIC EDUCATION STRUCTURE

The objectives and core contents of the instruction are defined in the federal curriculum by subject conforming to the Distribution of Lesson Hours. In the curriculum approved by the education department, the lesson-hour distribution and educational objectives and contents are specified by year.

In the first and second primary school years, the instruction is to consider the abilities provided by early childhood education and care. The special task of instruction in the lower grades is to develop pupils' capability for subsequent work and learning.

The sixth and seventh year constitute basic education's final phase, the task of which is also to guide the pupil towards secondary school studies

If it has been decided in the curriculum, that the pupil may progress to the next class in accordance with his or her own personal study program, rather than a syllabus organised by year group, the lesson hour distribution and the objectives and contents of the instruction are defined for study modules. Study modules are formed on the basis of subject and subject-group segments defined by the federal government. When needed, the segments can be divided into two or more study modules, which can also be combined among different subjects and subject groups as unified study modules. The curriculum must specify which study modules are compulsory for the pupil and which are optional. The pupil's academic progress and completion of study modules are to be monitored systematically.

If in combined-class instruction pupils in the class have differing numbers of weekly lessons in some subjects, the subjects' number of weekly lessons per year can also be distributed among modules, and the number of lessons in the subjects thus levelled out. In the curriculum, the syllabus for a combined class can also be defined in terms of study modules without dividing the syllabus into grades.

3.0 HOW TO IMPLEMENT INSTRUCTIONS

3.1 THE CONCEPT OF LEARNING

The federal curriculum is formulated on the basis of a conception of learning as an individual and communal process of building knowledge and skills. Through this process, cultural involvement is created. Learning takes place in a variety of situations: independently, under a teacher's guidance, and in interaction with the teacher and peer group. In addition to new knowledge and skills, both learning and work habits are to be learned that will serve as tools of lifelong learning.

Learning results from the pupils' active and purposeful activity, in which they process and interpret the material to be learned on the basis of their existing structure of knowledge. Although the general principles of learning are the same for everyone, learning depends on the learner's previously constructed knowledge, motivation and work habits.

Learning that occurs through interactive cooperation aids an individual's learning ability. It is an active and goal-oriented process that includes independent or collective problem-solving process. Learning is situational, meaning that special attention must be given to the diversity of the learning environment. In learning, new possibilities open up for understanding cultures and, and for participating in social activity.

3.2 PUPILS' LEARNING ENVIRONMENT

A learning environment can be defined as the entirety of the learning-related physical environment, psychological factors and social relationships. In such a setting, study and learning

take place. Here, the physical learning environment consists of the school buildings and facilities, the instructional tools and the learning materials. It also includes the wider constructed environment and the surrounding natural environment. The study tools and facilities must be designed and organized so as to allow the employment of diverse study methods and working approaches. The working tools, materials, and library services must be available to the pupils so that they provide an opportunity for active and independent study. The learning environment must also be equipped so as to support the pupil's development into a member of today's information society, and provide opportunities for the use of computers, other media technology, and, as possibilities allow, data networks.

Attention also has to be given to the aesthetic qualities of the physical learning environment. The balance between a pupil's cognitive and emotional factors, and factors of interaction and human relations affect the formation of the physical and social learning environment.

The learning environment must support the pupil's growth and learning process. It must be physically, psychologically, and socially safe, and must support the pupil's health. The objective is to increase pupils' curiosity and motivation to learn, and to promote their activeness, self-direction, and creativity by offering interesting challenges and problems.

The learning environment must guide pupils in setting their own objectives and evaluating their own actions. The pupils may be given the chance to participate in the creation and development of their own learning environment.

The learning environment must also support interaction between teacher and pupil, and among the pupils. It must promote dialogue and guide the pupils in working as members of a group. The objective is an open, encouraging, gradual, positive atmosphere, for whose maintenance the teacher and the pupils share responsibility

3.3 SCHOOL OPERATIONAL CULTURE

This will have a significant impact on education and instruction at the school, hence on learning. The objective is that all the school's practices be developed uniformly, so as to support attainment of the objectives established for the educational and teaching work.

The operational culture embraces all the school's official and unofficial rules and operational and behavioural models, as well as the values, principles, and criteria on which the quality of the schoolwork is founded. It also encompasses extracurricular school activities such as celebrations, theme days, and various events. The school's values, educational objectives, and cross-curricular themes must assume concrete form in the operational culture. The objective is an open, interactive operational culture that supports cooperation both within the school and with the home and the rest of the society. The pupils must also enjoy the opportunity to participate in the creation and development of the school's operational culture.

3.4 SCHOOL WORKING APPROACHES

The methods to be used in teaching a subject will be a versatile working approach that help support and guide the pupil's learning ability. The function of the working approaches is to develop social, learning, thinking, working, and problem-solving skills, and to foster active participation in class. The approaches must further the development of skills with information

and communication technology. They must also provide opportunities for the creative activity, experiences, and play characteristic of the age group in question.

The teacher will select the working approaches. It is their task to teach and guide the work and learning of both the individual pupil and the entire group.

Working approaches are chosen because they

1. excite a desire to learn
2. take the process and purposeful nature of learning into account
3. motivate the pupils to work purposefully
4. further the formation of an organized knowledge structure, the learning of skills, and practice in those skills
5. develop skills for acquiring, applying, and evaluating information
6. support learning that occurs through interaction among the pupils
7. promote social flexibility, an ability to function in constructive cooperation, and the assumption of responsibility for others
8. develop capabilities for taking responsibility for one's own learning, for evaluating that learning, and for seeking feedback for purposes of reflecting on one's own actions
9. assist the pupils in becoming conscious of their learning, and their opportunities for affecting that learning
10. develop the pupils' learning strategies and skills for applying them in new situations.

The pupils' various learning styles and backgrounds, as well as the developmental differences between boys and girls and among individuals generally, must receive consideration. In implementing instruction either in combined classes or in combination with a preprimary group, attention must be given to the objectives and distinctiveness of the different groups making up the class.

4.0 SUPPORT OF PUPILS TO STUDY

4.1 COLLABORATION BETWEEN PARENTS AND TEACHERS

It is very important for a solid cooperation and interaction between home and school to support the pupil's healthy growth and good learning. Interaction with the home adds to the teacher's knowledge of the pupil and helps the teacher to plan and implement the instruction. The parents or guardians carry primary responsibility for bringing up the child or young person. The school supports the home's educational task and takes responsibility for the pupil's education and instruction as a member of the school community. The school must cooperate with the parents or guardians so that they can, for their part, support their children's purposeful learning and schooling. The objective of education under this joint responsibility is to advance the child prerequisites for learning, as well as his or her feeling of security and well-being in school.

Cooperation between home and school is implemented at both the communal and individual level.

Home-school cooperation is to be defined in the curriculum in collaboration with those in charge of implementing social and health services in the municipality. The opportunities that parents or guardians have for working with the teacher and pupils in the planning and assessment of the school's educational and instructional work promote home-school cooperation. The parents or guardians must be given information about the curriculum, the provision of instruction, pupil welfare, and opportunities to take part in home-school cooperation. This calls for the teachers to take the initiative in the cooperation. It also requires the discussion of and provision of information about the rights and responsibilities of the parents or guardians, the teacher, and the pupil. Mutual respect and equality among the parties must serve as the starting point for cooperation.

In the lower class, the cooperation that began during the pre-primary education is continued, and a foundation is created for interaction among parents and guardians. Various modes of cooperation that support dialogue between home and school are to be developed throughout the period of basic education, and especially when the pupil is moving from one stage of schooling to the next, and in other transitional phases. The cooperation must be organized so that, with the help of pupil welfare and a multi-professional cooperative network, the pupil's schooling and well-being can be supported.

At the final stage of basic education, the parents or guardians must be given an opportunity to discuss the questions and possible problems associated with the pupil's further education. As necessary, the parents or guardians must also be given a chance to discuss these issues with the pupil's guidance counsellor and the various pupil welfare experts.

4.2. THE PUPIL LEARNING PLAN

This is the pupil's study program, which is the list of subjects and subject groups that the pupil studies in the course of a school year. The purpose of the learning plan is for the pupil to learn to take more and more responsibility for his or her studies, make a commitment to them, and be more purposeful in his or her learning. The learning plan also helps keep the parents or guardians informed, so that they can better support the pupil's study.

The learning plan also makes it possible to differentiate the instruction and help the school and teachers ensure that the pupil enjoys the best chance of learning and progressing academically. The learning plan can also be used as a basis for assessing the pupil's progress.

In formulating the learning plan, the key consideration is cooperation between the pupil, the parent or other guardian, the teachers, and the school's other experts. In the initial phase of basic education, primary responsibility for drafting the learning plan lies with the teacher, but responsibility for its preparation can gradually be transferred to the pupil. The learning plan of a Primary one pupil can be constructed on the basis of the child's pre-primary learning plan, if one has been formulated.

The learning plan includes the pupil's study program and describes how the curriculum's objectives are to be achieved. It specifies possible optional studies and the special emphases of

study. It also depicts possible support functions, such as remedial teaching or part-time special-needs education.

A learning plan may be drafted for any pupil. The decision to draft such a plan is made in the curriculum. As needed, a learning plan is drafted for pupils who need special support and pupils receiving part-time special-needs education. For pupils who have been enrolled in or transferred into special-needs education, an individual educational plan (IEP) will replace the learning plan.

4.3 EDUCATIONAL AND VOCATIONAL GUIDANCE OF PUPILS

Guidance and counseling activities are to constitute a continuum lasting the duration of basic education. The fact that teachers participating in the guidance work together with study counselors guarantees that pupils get guidance and counseling services during their studies and in transition phases of the study path.

It is the task of all teachers to guide pupils in their study, to help them develop learning skills and capabilities, and to prevent the emergence of study-related problems. It is the responsibility of every teacher to support the pupils' personal growth, development, and participation.

Pupils and their parents or guardians are to have the chance to receive information on the working approaches of basic education and possibilities for choice, and the implications of those choices for the pupils' studies and future. School-specific issues concerning the provision of guidance and counselling services, studying, pupil welfare, and support services are to be explained to pupils and their parents or guardians. The parent or guardian must be given opportunities to discuss issues related to the pupil's studies and choices by meeting collectively with the teacher, study counsellor, and pupil.

In addition to preventive activities, guidance and counselling implemented at the school should especially support those pupils who have difficulties with studying or who are in danger of dropping out.

The principles and division of labour among the different players in guidance and counselling activities are to be defined in the local curriculum. The curriculum must include a description of how cooperation with the local labour market and business community is implemented at the level of the entire school's activity. Classroom visits by labour market representatives, visits to workplaces, project work, the use of different sectors' informational materials, and an introduction-to-working-life periods make up the central part of this cooperation. The instruction in the different subjects is to include modules that connect the knowledge and skills provided by the subject to the demands and possibilities of working life.

4.4 REMEDIAL TEACHING

Remedial teaching is a form of differentiation characterized by individualized tasks, individualized use of time, and guidance and counseling. Remedial teaching is to be commenced as soon as learning difficulties are observed, so that the pupil does not lag behind in his or her studies. Before the pupil is judged to be doing poorly in the subject or subject group, he or she must have the chance to participate in remedial teaching.

The teacher takes the primary initiative regarding remedial teaching. An attempt is to be made to arrange for remedial teaching as a matter of mutual understanding with the pupil's parents or guardians, and they are to be informed about how the instruction is to be provided.

Remedial teaching is to be provided as often and as broadly as is appropriate from the standpoint of the pupil's academic success. The instruction is given either during lessons conforming to the pupil's schedule, or outside of those lessons.

4.5 PUPIL WELFARE

Pupil welfare includes attending to the child's basic learning prerequisites and his or her physical, psychological, and social well-being. Pupil welfare consists of both communal and individual support.

The objective is to create a healthy and safe learning school environment. It is also to protect mental health, prevent social exclusion, and advance the well-being of the school community.

Through pupil welfare, an operational culture of care, concern, and positive interaction is promoted in the school community, and an equal opportunity to learn is ensured for all. Pupil welfare helps to maintain the individual's and the community's ability to function in situations that threaten physical and psychological security.

Pupil welfare promotes the learning and balanced growth and development of the child or young person. The objective of pupil welfare is the prevention, recognition, amelioration, and earliest possible elimination of obstacles to learning, learning difficulties, and other problems connected with attending school.

Pupil welfare shall encompass pupil welfare in accordance with the curriculum adopted by the education department of the federal government and pupil welfare services comprising school health care.

Pupil welfare is the concern of all persons working in the school community, as well as those authorities responsible for pupil welfare. It is implemented in close cooperation with the home. In planning the necessary pupil welfare support for an individual pupil, the child or young person and the parent or other guardian must be consulted. Confidentiality, respect for the child and parents or guardians, and statutes on secrecy and the parties' access to information guide pupil welfare work.

The work can be coordinated and developed by a multi-professional pupil welfare team. With respect to pupil welfare, the curriculum is to be prepared in collaboration with those in charge of implementing social and health services in the municipality.

For the curriculum, a plan is to be drafted that depicts the objectives and key principles of pupil welfare, as follows:

- activities to promote health, well-being, security, social responsibility, and interaction in the school community
- general pupil welfare support and guidance and counseling in schooling, and in support of the child's physical, psychological and social development

- cooperation in formulating and monitoring the learning plan or IEP, and in planning further studies
- pupil welfare offered to the pupil in various difficulties, and pupil welfare offered in connection with disciplinary punishment, and when the pupil has been suspended from school
- cooperation between pupil welfare personnel and the home, school, pupil welfare experts or other experts, and local support networks
- measures and distribution of work and responsibility aimed at the prevention, observation, or taking care of the following problem and crisis situations:
 - monitoring of absences
 - bullying, violence and harassment
 - mental health issues
 - smoking, alcohol and drug abuse and the use of other intoxicating substances
 - various accidents, misfortunes, and deaths
- implementation of objectives established for general safety in transport to and from school
- objectives for health and nutritional education and the learning of manners in conjunction with the provision of school meals.

4.6 CLUB ACTIVITIES

Club activities may be organized to support the school's educational and teaching work. In accordance with the objectives of basic education, club activities are to support the pupil's ethical and social growth and diversified self-development. The purpose of club activities is to encourage the kindling of pastimes, and to give the pupil an opportunity for something other than normal schoolwork, in a secure and peaceful environment.

Clubs must offer diverse activities that respect children and young people. They must also provide opportunities for positive interaction with adults and other children. The principles of organizing club activities are to be recorded in the curriculum. Club participation is voluntary for the pupils.

The objectives of club activities are

- to support the educational work of the home and school
- to increase involvement on the part of children and young people
- to provide an opportunity for developing social skills and nurturing a sense of community
- to provide an opportunity to feel one is capable and successful
- to develop creative activity and thinking

- to encourage children and young people to produce their own culture
- to provide an opportunity to become more familiar with the pupil
- to support the pursuit of interests and promote constructive pastimes.

5.0 SUPPORT FOR PUPILS WITH SPECIAL NEEDS

5.1 DIFFERENT MODES OF SUPPORT

The pupil receives help in overcoming learning difficulties by means of different support modes, which are determined according to the quality and extent of the difficulties. The early recognition of learning difficulties and the early commencement of support measures are vital if the negative impacts of the learning difficulties on the pupil's development are to be averted. In this context it is important to work with the parents or guardians. Pupils whose prerequisites for growth, development, and learning have been weakened by a disability, sickness, or deficit need special instructional support. Pupils who need psychological or social support also fall within the sphere of special support, as do pupils whose development faces learning-related risk factors, in the opinion of educational and pupil welfare experts and a parent or other guardian.

All pupils who need special support may be given remedial teaching as specified. The pupil's studies are to be supported by different means, according to the nature and scope of the learning difficulty. The pupil is given part-time special-needs education if remedial teaching alone does not suffice.

If the pupil cannot be given instruction otherwise, he or she should be enrolled in or transferred into special-needs education, in which case the syllabi, instructional arrangements, and support services are defined in the IEP.

5.2 PART-TIME SPECIAL-NEEDS EDUCATION

Part-time special-needs education is to be given to pupils who have mild learning or adjustment difficulties and who need special support, in conjunction with other instruction, to improve their prerequisites for learning. Part-time special-needs education is provided in addition to, and simultaneously with, other instruction, whether in a small group or individually, and is to be articulated purposefully with the other instruction the pupil is receiving. As needed, a learning plan is formulated for the pupil which can be prepared in cooperation with the parent or guardian, teachers, and other experts. Part-time special-needs education can also be provided for pupils enrolled in or transferred into special-needs education.

5.3 PUPILS ENROLLED IN OR TRANSFERRED INTO SPECIAL-NEEDS EDUCATION

The objective of special-needs education is to assist and support pupils so that they possess equal opportunities to complete their compulsory education in accordance with their prerequisites and together with their peers. The pupil's strengths and personal learning and developmental needs constitute the starting point. The instruction must support the pupil's initiative and self-confidence.

Special-needs education requires a place, facility, and time for study, as well as decisions applicable to its functions, and the earmarking of resources to implement those functions. To the

extent that the pupil cannot study in a general instruction setting, or general instruction is not appropriate from the standpoint of his or her development. The special instruction is to be provided partially or entirely in a special-needs education group.

The foremost objective is to support the pupil's studies so that the objectives conforming to the general syllabus can be attained. If the pupil does not meet those objectives in spite of the support measures, the syllabus is individualized.

Individualization of the syllabus is the first alternative, being preferable to excusing the pupil from completing the syllabus. Individualization of the syllabus assumes a decision that the pupil be enrolled in or transferred into special-needs education. The individualization may involve the entire basic education syllabus or only individual subjects.

Pressing reasons must exist for excusing the pupil from studying the syllabus. A pupil who has been exempted from studying a subject must receive either instruction in other subjects or directed activity so that his or her number of weekly lessons per year does not decrease.

The instruction of a pupil enrolled in or transferred into special-needs education may in part be given in divergence from the stipulations of the lesson-hour distribution observed at the school if that is justified, given the pupil's learning prerequisites. In this case the IEP specifies the subjects in which the pupil's study program deviates from the lesson-hour distribution to which the school adheres.

Instruction of a pupil enrolled in or transferred into special-needs education is provided in the context of either a general or an extended educational obligation, as stipulated in the decision mandating the enrollment or transfer. In the instruction of pupils within the sphere of extended compulsory education, subjects may be combined into subject modules. These may be formed from core and optional subjects, in a manner to be decided in the curriculum.

If the pupil no longer requires special-needs education, a decision is to be taken enabling his or her transfer into general instruction.

5.4 INDIVIDUAL EDUCATIONAL PLAN

An individual educational plan (IEP) based on an approved curriculum must be prepared for every pupil being enrolled in or transferred into special-needs education. The plan is to include the following information, as needed to individualize the pupil's instruction:

- a description of the pupil's learning abilities and strengths, his or her special learning-related needs, and the resultant developmental requirements for the instructional and learning environments
- the short- and long-term objectives for the instruction and learning
- the numbers of weekly lessons per year in the subjects in the pupil's study program
- a list of the subjects in which the pupil's studies diverge from the syllabi for general instruction

- the objectives and core contents of those subjects in which the pupil has an individualized syllabus
- the principles for the monitoring and assessing the pupil's progress
- assistant and interpreter services, other instructional services and pupil welfare, communication techniques, and special aids and learning materials, as required for participation in the instruction
- a description of how the pupil's instruction is to be provided, i.e. through participation in general instruction and/or in a special-needs education group
- the persons who are participating in providing the pupil's instructional and support services, and those individuals' areas of responsibility
- monitoring of the implementation of support services.

The purpose of the IEP is to strengthen the pupil's individual learning process over the long term. Experiences with support services, working approaches and instructional arrangements that support the pupil's development and learning are recorded in the IEP.

Assessment of the pupil is based on the general syllabus or on the individualized syllabus established for them in the IEP.

Working in multi-professional cooperation, the pupil's teachers, pupil welfare experts, and, as possibilities allow, the pupil's parents or guardians participate in the formulation of the IEP

Implementation of the IEP is to be monitored and assessed regularly, especially when the pupil transfers from pre-primary education to basic education, from one class or school to another during primary education, and from primary education to the secondary and high school level.

5.5 PROVISION OF INSTRUCTION BY ACTIVITY AREA

When the pupil has a serious disability or illness and it is therefore impossible to provide instruction in accordance with a subject-by-subject syllabus, the instruction is to be provided by activity area. The activity areas included in the curriculum are motor skills, language and communication, social skills, skills in daily functions, and cognitive skills. In the curriculum, the activity areas are to be divided into sub-areas.

In the learning of motor skills, the aim is to strengthen the pupil's perception of his or her body, and to promote the development of gross and fine motor skills. Instruction in motor skills is to include sub-areas on the planning and guidance of motor functions, balance, coordination, rhythm, endurance, and the development of muscular strength.

In the learning of communication skills, the objective is the formulation of an orientation reaction, and, on that basis, the production and understanding of various expressions.

Instruction in language and communication is to include sub-areas on developing linguistic awareness, expression, vocabulary and the store of concepts, thinking, and the recognition and use of symbols, letters, words, and signs, including those used in sign language.

In the learning of social skills, the aim is the development of the pupil's interaction skills. The sub-areas are to incorporate objectives for skills in interaction and self-control.

The objective in the learning of daily skills is to increase the pupil's active participation in the functions of the living environment, and to further his or her independence and initiative. The sub-areas are to incorporate objectives for health and safety, daily living skills, residential living, moving about in the environment, and spending free time.

In the learning of cognitive skills, the aim is for the pupil to become active and learn to use his or her senses to perceive the surrounding reality. The sub-areas are to include sensory stimulation and practice, and exercises for learning about choice, classification, problem-solving, and the cause-and-effect relationship.

5.6 SIGN LANGUAGE USERS

Pupils who use sign language have no hearing, limited hearing, or normal hearing. Their native language is English sign language. They have learned sign language as their first language; it is the language they have mastered best or use most in everyday life. Instruction for pupils who use sign language complies with the comprehensive school's general educational and learning objectives, adapting these to sign language culture. The language of instruction is English sign language used in the instruction for reading and writing.

The objective is to reinforce the pupils' sign language identity and to teach them to value their own language and culture as equal with the majority language and culture. The pupils must be able to realize their own linguistic and cultural rights in different situations, so as to make egalitarian activity and interaction possible.

It is also an objective to become aware of, and learn about, the culture and ways of acting of the world of sound and hearing, which diverge from sign language culture and ways of acting, so that acting flexibly in the spheres of two or more cultures becomes possible. There is no generally used writing system for sign language, so that personal linguistic interaction assumes greater importance. In addition, the potential of information and communication technology is utilized for sign language communication and information access in the most diverse way possible.

6.0 EQUITY IN EDUCATION

One of the basic principles of Ambazonia education will be that all people must have equal access to high-quality education and training. The same educational opportunities should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live.

6.1 EDUCATION IS FREE AT ALL LEVELS

In Ambazonia, education will be free at all levels from pre-primary to higher education. In preprimary and basic education the textbooks, daily meal and transportation for students living further away from the school will be free for the parents.

At secondary and high school level, and in higher education the students themselves or their parents purchase their own books. In the secondary and high school level the students will have the right to a free meal and in higher education meals will be subsidized by the federal

government. Adult education is the only form of education that may require payment (may also be partly subsidized by the state).

To ensure the opportunities to study for everyone there will be a well-developed system of study grants and loans. Financial aid would be awarded for full-time study in a high school, vocational institution or institution of higher education.

6.2 LIFE-LONG LEARNING IN FOCUS

The Ambazonia education system will have no dead-ends. Learners can always continue their studies on an upper level of education, whatever choices they make in between. The practice of recognition of prior learning will be developed in order to avoid unnecessary overlapping of studies.

Ambazonia will encourage the denizens of participation and promotion of adult education. Adult education is very popular, the participation rate is high in many developed economies.

The main objectives of adult education policy will be to ensure the availability and competence of the labour force, providing educational opportunities for the entire adult population and strengthening social cohesion and equity. The objectives should support efforts to extend working life, raise the employment rate, improve productivity, implement the conditions for lifelong learning and enhance multiculturalism.

Educational institutions will organize education and training intended for adults at all levels of education. Efforts will be made to make the provision as flexible as possible in order to enable adults to study alongside work.

Adult education comprises education and training leading to a degree or certificate, liberal adult education and staff-development and other training provided or purchased by employers as well as labour market training, which is mainly targeted at unemployed people.

Liberal adult education offers non-formal studies. It promotes personal growth, health and well-being by offering courses relating to citizenship skills and society and in different crafts and subjects on a recreational basis.

In both general and vocational education, there are also separate educational paths for adults. In vocational training competence-based qualifications are specifically intended for adults. In higher education adults can study in separate adult education programs offered by universities of applied sciences.

6.3 QUALITY ASSURANCE IS BASED ON STEERING INSTEAD OF CONTROLLING

As this Ambazonia educational system is built, school inspections will be done periodically until the Federal government is confident the counties can be given the trust. The ideology is to steer through information, support and funding from the Federal government. The activities of education department of the FRA will be guided by objectives that will be laid down in legislation as well as the national curricula and qualification requirements.

The system will rely on the proficiency of teachers and other personnel. There will be a strong focus on both self-evaluation of schools and education department and national evaluations of learning outcomes. National evaluations of learning outcomes will be done regularly, so that there is an examination organized by Ambazonia Examination Board (AEB).

The main aim of the national evaluations of learning outcomes is to follow at national level how well the objectives have been reached as set in the core curricula and qualification requirements. Consequently, the results may be used for ranking the schools.

In higher education universities of applied sciences and universities are responsible for the evaluation of their own operations and outcomes only after many years that they can prove to be maintaining very high standards. In this they are supported by a national body that is responsible for developing the quality of education.

6.4 EARLY CHILDHOOD EDUCATION SUPPORTS CHILDREN'S DEVELOPMENT AND LEARNING

Early childhood education and care comprises care, education and teaching to support children's balanced growth, development and learning. Every child has a subjective right to attend early childhood education and care. It can take place at kindergartens or smaller family day-care groups in private homes. The fees will be moderate and based on parental income.

Pre-primary education is compulsory for children till the age of six. Pre-primary education is provided both in kindergartens and in schools. At pre-primary education, children adopt basic skills, knowledge and capabilities from different areas of learning in accordance with their age and abilities. Learning through play is essential.

Fig 1: Distribution of Lessons Hours Per Week in Primary School

Subject	Class	1	2	3	4	5	6	7	Total
English and Literature		14			18			10	
Foreign Language I					9			7	
Foreign Language II					2			4	
Mathematics		6			15			11	
Environmental Studies		4			10				
Biology and Geography								7	
Physics and Chemistry								7	
Health Education								3	
Environment and Nature studies					14			17	
Religion/Ethics		2			5			3	
History and Social Studies					-----5			7	
Music		2			----	4		2	
Visual Arts		2			----	5		2	
Craft		4			----	5		2	
Physical education		4			----	9		7	
Home economics					-----			3	
Artistic and Practical elective					6			5	
Guidance and Counseling					-----			2	
Optional Subjects					9				
Minimum Number of Lessons									

Early childhood education and care (ECEC)

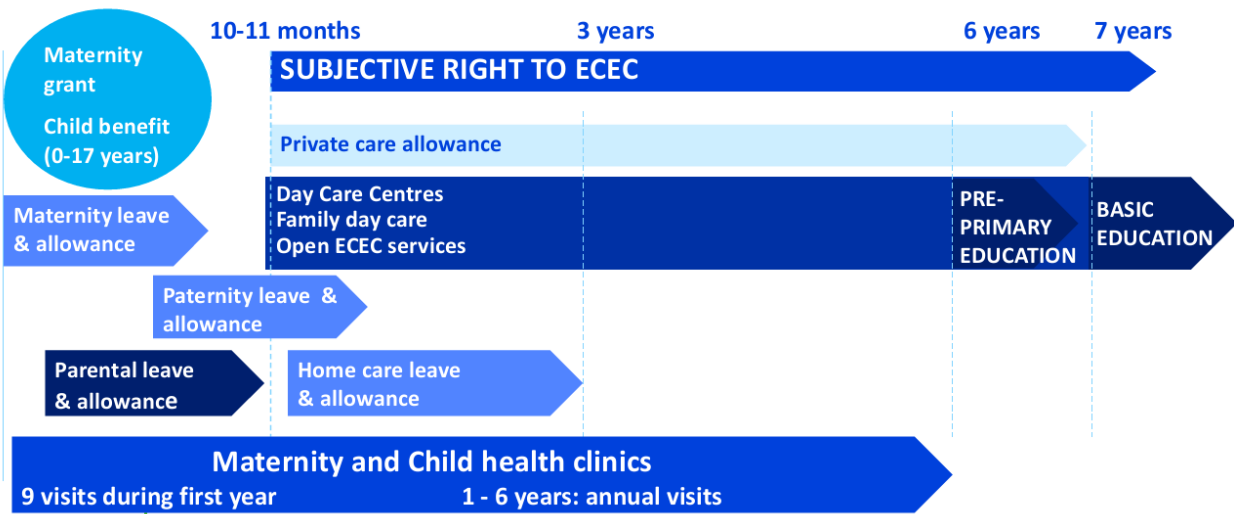
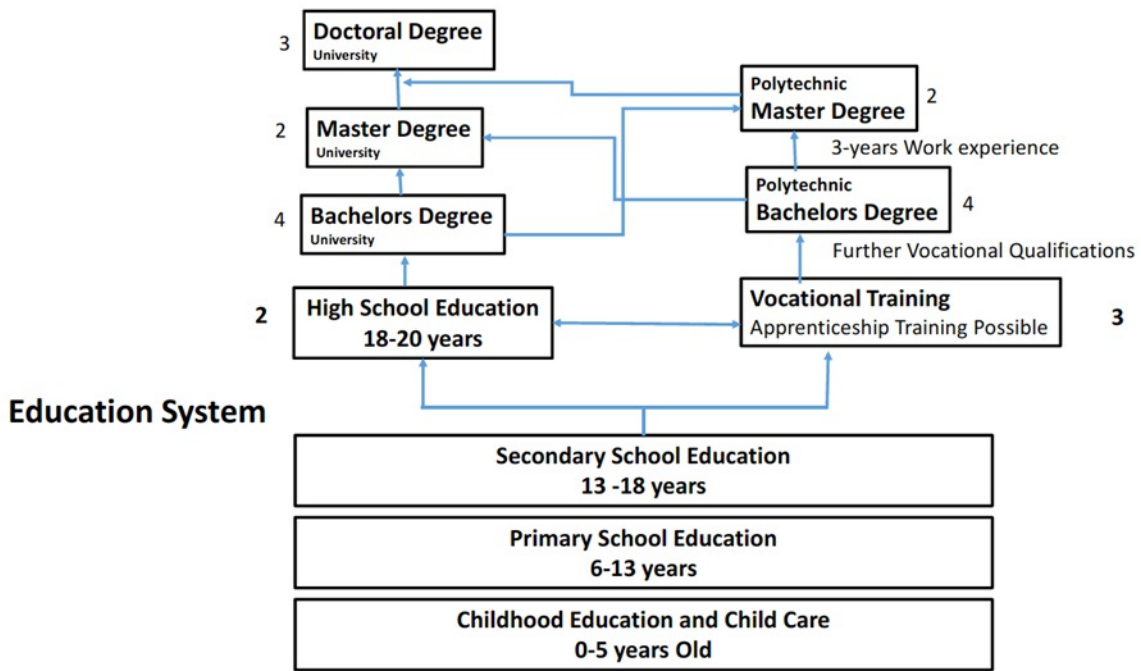


Fig. 2 Early Childhood Education and Child Care

Special Notes: Effective school resumption currently previewed by the Ambazonian Department of Education for January 2019, especially if our territory is demilitarized and totally free of *La Republique du Cameroun* terrorist soldiers who are presently killing, abducting our people and burning villages across Ambazonia

Fig 3: Sketch of Ambazonia Education System



Signed: Chemleo
Done, November 19th, 2018

Secretary of State for Education & Strategic Collaboration