



(REVIEW ARTICLE)



## Improving health outcomes in Cameroon through competency-based curricula and stakeholder engagement in accreditation

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World Journal of Advanced Research and Reviews, 2024, 24(01), 983–995

Publication history: Received on 02 September 2024; revised on 10 October 2024; accepted on 12 October 2024

Article DOI: <https://doi.org/10.30574/wjarr.2024.24.1.3125>

### Abstract

This review article explores the accreditation process for health personnel training in Cameroon, emphasizing its critical role in ensuring quality education and improving healthcare delivery. It begins with an overview of the current state of health education institutions and regulatory mechanisms, highlighting the need for robust national guidelines for accreditation. The review examines the importance of autonomous councils for each health specialty, emphasizing their role in establishing specialized standards, monitoring compliance, and promoting ethical values in training. It also discusses the historical context and evolution of accreditation, identifying past limitations and the necessity for updated standards. The strengths and challenges of the proposed guidelines are analyzed, focusing on their potential impact on the competence of health professionals. Comparative assessments with successful accreditation systems in other African nations, such as Nigeria and Ghana, provide valuable insights into best practices. The perspectives of various stakeholders, including government agencies, educational institutions, and healthcare providers, are examined. The article concludes with recommendations for enhancing accreditation processes, including capacity building and continuous stakeholder engagement, ultimately supporting the development of a competent healthcare workforce aligned with national health goals.

**Keywords:** Accreditation; Competency-based curricula; Healthcare delivery

### 1. Introduction

Health personnel training in Cameroon is crucial for addressing the nation's healthcare worker shortage, particularly in rural areas. With only 1.9 qualified health professionals per 10,000 people, Cameroon falls short of the World Health Organization's (WHO) recommended 23 per 10,000, underscoring the need for an improved training infrastructure [1]. Training institutions are essential in producing skilled professionals, but the quality of these institutions varies, affecting the overall competency of healthcare workers[2].

Accreditation plays a key role in ensuring that health education institutions meet national and international standards. It ensures that training programs are standardized and tailored to the needs of the population, which in turn improves healthcare outcomes. Without a robust accreditation system, institutions may produce inadequately trained professionals, which could compromise healthcare delivery and patient outcomes[3].

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Cameroon's health education institutions face challenges such as outdated curricula, insufficient infrastructure, and a lack of qualified educators[4]. Although regulatory mechanisms exist, they are inconsistently applied, leading to disparities in training quality. The COVID-19 pandemic further strained the system, revealing weaknesses in educational continuity. Additionally, there is a gap in using tools like the WHO's Target Policy Profile to standardize and evaluate health education policies, weakening efforts to improve training quality.

This review aims to examine the current state of health personnel training in Cameroon, identify gaps in accreditation and policy implementation, and propose strategies to improve the quality and standardization of training programs to meet national healthcare needs.

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## 2. Historical Context and Evolution of Health Training Accreditation in Cameroon

The development of health training accreditation in Cameroon has undergone significant transformation over the past decades. Historically, health personnel training in the country was largely informal and unregulated. During the colonial period, health training institutions were established to address the immediate need for medical staff, particularly in missionary hospitals and colonial medical services. However, the training provided was often inconsistent and did not follow standardized curricula or accreditation processes, leading to varied levels of competence among healthcare workers. The need for more formalized and structured health training programs became evident as the healthcare system expanded post-independence.

In the 1970s, Cameroon began establishing national frameworks for health education, aligning training programs with national health goals. The Ministry of Public Health (MoPH) played a crucial role in setting the initial standards for medical and nursing schools, although these standards were not uniformly enforced across institutions. Early accreditation attempts focused on ensuring that institutions met basic infrastructure and faculty requirements, but the curricula remained largely unstandardized across different regions and institutions [5].

The World Health Organization (WHO) and other international organizations began pushing for more structured health training and accreditation systems in the late 1980s, leading Cameroon to reform its health education sector. These reforms included the creation of national examinations for healthcare professionals and the introduction of minimum qualification requirements for teaching staff in health training institutions[6]. However, the enforcement of these regulations was often limited by inadequate resources and political challenges.

A significant shift occurred in the early 2000s with the adoption of more formal accreditation systems for health training institutions. In 2007, the MoPH launched the "National Policy for the Development of Health Personnel," which included provisions for accrediting institutions based on their ability to meet set standards in areas such as curriculum design, infrastructure, and faculty qualifications [7]. This policy was influenced by global trends toward standardization in health education, particularly the WHO's framework for health workforce development, which emphasized the need for accreditation as a means to improve the quality of healthcare services [8].

Despite these efforts, gaps remain in the current accreditation system. Challenges such as inadequate funding, insufficient regulatory enforcement, and limited capacity for regular evaluation of training programs persist. The COVID-19 pandemic exposed further weaknesses, including the lack of adaptive mechanisms for remote learning and assessment during disruptions.

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## 3. Analysis of the Accreditation Guidelines

### 3.1. Strengths of the Guidelines

#### 3.1.1. *Emphasis on Quality Assurance in Health Personnel Training*

The national accreditation guidelines for health training institutions in Cameroon prioritize quality assurance as a fundamental aspect of health education. This emphasis ensures that educational programs maintain high standards that are essential for producing competent healthcare professionals. By establishing clear criteria for curriculum content, teaching methods, and assessment strategies, the guidelines promote a culture of accountability and continuous improvement within institutions [8]. This focus aligns with global standards for health education and underscores the importance of delivering high-quality training that directly impacts patient care and health outcomes [9].

### *3.1.2. Focus on Institutional Capacity and Governance*

Another strength of the accreditation guidelines is their focus on enhancing institutional capacity and governance. The guidelines require institutions to demonstrate effective governance structures, adequate resources, and sustainable management practices [11]. By fostering good governance, the guidelines aim to create an environment conducive to academic excellence and innovation. This includes ensuring that institutions have well-defined leadership roles, transparent decision-making processes, and a commitment to ethical practices in education and healthcare [12].

### *3.1.3. Encouragement of Continuous Professional Development*

The guidelines also encourage continuous professional development (CPD) for faculty and health personnel, recognizing the dynamic nature of healthcare and the need for ongoing education [13]. This aspect is crucial in maintaining the relevance of training programs and ensuring that healthcare workers are equipped with the latest knowledge and skills. Institutions are urged to establish CPD programs that foster lifelong learning and adaptability among their graduates, ultimately benefiting the healthcare system as a whole [14].

## **3.2. Challenges and Limitations**

### *3.2.1. Institutional Readiness and Resource Gaps*

Despite the strengths of the accreditation guidelines, challenges remain regarding institutional readiness and resource gaps. Many health training institutions in Cameroon face significant limitations in terms of financial resources, infrastructure, and human capital [9]. These deficiencies can hinder the implementation of accreditation criteria, as institutions may struggle to meet the standards required for successful accreditation. Additionally, the lack of adequate funding can affect the quality of educational programs and the overall learning environment [10].

### *3.2.2. Possible Bureaucratic Hurdles*

Bureaucratic hurdles present another challenge in the accreditation process. The involvement of multiple regulatory bodies and complex administrative procedures can lead to delays and inefficiencies in the accreditation process [11]. Institutions may encounter difficulties navigating these bureaucratic landscapes, which can discourage compliance and hinder the timely implementation of necessary improvements [12]. Streamlining the accreditation process and reducing bureaucratic barriers could enhance the efficiency and effectiveness of the guidelines.

### *3.2.3. Balancing National Standards with International Accreditation Demands*

Lastly, there is a challenge in balancing national standards with the increasing demands for international accreditation. While the national guidelines aim to establish a framework tailored to the Cameroonian context, institutions often aspire to meet international accreditation standards to enhance their global competitiveness [15]. This dual focus can create tension, as institutions may find it challenging to align national requirements with the expectations of international accrediting bodies [16]. Striking a balance between these competing demands is essential to ensure that health training institutions remain relevant and recognized both locally and internationally.

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## **4. Comparative Review: Accreditation Systems in Other Countries**

### **4.1. Benchmarking Against Other African Nations**

Accreditation systems for health training institutions vary significantly across African nations. A comparative review reveals that countries like South Africa, Ghana, and Nigeria have developed successful accreditation frameworks that can offer valuable lessons for Cameroon, especially in the training of paramedical professions, including nursing and medical laboratory sciences.

### **4.2. South Africa**

In South Africa, the Health Professions Council of South Africa (HPCSA) oversees the accreditation of health training institutions, including nursing and medical laboratory programs. The HPCSA employs a rigorous process that evaluates educational programs based on clear standards, including curriculum relevance, faculty qualifications, infrastructure, and clinical training opportunities [17]. A notable strength of the South African system is its emphasis on community engagement and service learning, which prepares students to address the specific health needs of diverse populations [18]. The integration of stakeholders, including academic institutions and healthcare providers, ensures that the accreditation process is comprehensive and reflective of real-world challenges [19].

### 4.3. Ghana

In Ghana, the accreditation system for health personnel training is designed to ensure that educational institutions meet established standards, thereby enhancing the quality of healthcare delivery. Various autonomous councils, including the Ghana Medical and Dental Council, Nursing and Midwifery Council, Pharmacy Council, and Medical Laboratory Council oversee this system. These bodies are responsible for setting standards, regulating practices, and ensuring compliance among training institutions[20,21].

The accreditation process begins with training institutions submitting applications that outline their programs, faculty qualifications, facilities, and curricula. Regulatory bodies conduct evaluations through site visits to assess compliance with established standards, including curriculum relevance, faculty qualifications, and infrastructure adequacy[22]. If standards are met, accreditation is granted for a specified period, followed by continuous monitoring[23].

A key component of the accreditation process is the emphasis on competency-based curricula that prepare graduates for the healthcare needs of the population. Courses focus on ethics, professionalism, and communication skills to address real-world challenges[24]. Collaboration with educational institutions ensures that training programs remain relevant, with stakeholder feedback helping to refine accreditation standards[25].

Quality assurance is maintained through regular review processes, ensuring that accreditation standards adapt to changes in healthcare demands and advancements in medical knowledge. Continuous professional development is also encouraged to keep healthcare workers updated on emerging trends[26].

### 4.4. Nigeria

The accreditation system for health personnel training in Nigeria involves multiple regulatory bodies, each responsible for ensuring that educational institutions maintain high-quality training aligned with national healthcare needs. Key regulatory bodies include the National Universities Commission (NUC), the Nursing and Midwifery Council of Nigeria (NMCN), the Medical and Dental Council of Nigeria (MDCN), and the Medical Laboratory Science Council of Nigeria (MLSCN), which specifically oversees medical laboratory science programs. This system emphasizes quality assurance through regular inspections and evaluations of institutional resources, including laboratory facilities and the qualifications of teaching staff [27, 28]. Various councils exist for allied health professions, including physiotherapy, and public health [29].

The accreditation process begins with institutions submitting applications detailing curricula, faculty qualifications, and training resources. This is followed by self-assessment reports and comprehensive site visits by regulatory bodies, which evaluate the adequacy of facilities, faculty effectiveness, and the alignment of curricula with national health policies [30]. Medical laboratory science programs are particularly scrutinized for their practical training facilities and the availability of modern diagnostic equipment [31].

Accredited programs emphasize competency-based education, integrating theoretical knowledge with practical training to prepare graduates for real-world challenges. Periodic reviews and re-accreditation ensure ongoing compliance with standards, supported by feedback from graduates and employers. After completing accredited programs, graduates must register with the MLSCN to practice legally [32].

However, challenges such as resource constraints, variability in standards, and limited access to quality training in underserved areas remain significant. Recent policy reforms aim to align Nigeria's health education system with global standards, promoting collaboration among educational institutions and the healthcare sector [33].

A significant feature of the Nigerian accreditation system is the emphasis on autonomous councils for each health specialty—such as medicine, pharmacy, dentistry, nursing, and medical laboratory sciences. These councils play a crucial role in improving the quality of the accreditation process by ensuring that standards are tailored to the specific needs and competencies required for each field [34]. For instance;

**Specialized Standards:** Each autonomous council is responsible for developing and maintaining specialized accreditation standards that reflect the unique challenges and competencies within its respective field. This targeted approach ensures that training programs are aligned with professional expectations and healthcare demands [35].

**Continuous Feedback Mechanisms:** The feedback from graduates and employers informs the accreditation criteria, promoting responsiveness to the evolving healthcare environment. This cycle of feedback ensures that curricula remain relevant and effective, directly impacting the quality of healthcare delivery [36].

**Collaboration Among Stakeholders:** The collaboration among government bodies, educational institutions, healthcare providers, and community representatives fosters a more responsive and relevant accreditation process. This collective effort is essential in creating a system that addresses the needs of the healthcare workforce and the population it serves [29].

**Regular Review Processes:** The importance of continuous review mechanisms cannot be overstated. By regularly assessing accreditation standards and outcomes, Nigeria can adapt to the changing landscape of healthcare needs and educational requirements. This adaptability is crucial in ensuring that health professionals are trained to meet contemporary challenges [37].

**Competency-Based Curricula:** Aligning training programs with competency-based curricula is vital for preparing graduates, including nurses and medical laboratory scientists, to effectively address health challenges in their communities. Such curricula ensure that professionals possess the necessary skills to function competently in their roles [38].

#### 4.5. Lessons Learned

From the Nigerian case study, several lessons can be identified for Cameroon:

**Stakeholder Engagement:** Successful accreditation systems involve various stakeholders, including government bodies, educational institutions, healthcare providers, and community representatives. This collaboration fosters a more responsive and relevant accreditation process [39].

**Regular Review Processes:** Implementing a continuous review mechanism ensures that accreditation standards evolve alongside the changing landscape of healthcare needs and education [40].

**Competency-Based Curricula:** Aligning training programs with competency-based curricula helps ensure that graduates, including nurses and medical laboratory scientists, are equipped with the necessary skills to meet health challenges in their communities [41].

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### 5. Importance of Autonomous Councils in Maintaining Ethical Values in Health Personnel Training

Autonomous councils play a crucial role in maintaining ethical standards and values in the training of health personnel in Nigeria. These councils are dedicated to the oversight of specific health professions, including medicine, pharmacy, nursing, dentistry, and medical laboratory sciences. Their importance in ethical training can be summarized in several key areas:

**Establishment of Ethical Standards:** Autonomous councils are responsible for establishing and disseminating ethical guidelines and standards for their respective professions. These guidelines address critical issues such as patient confidentiality, informed consent, professional conduct, and conflict of interest. By setting clear ethical expectations, these councils ensure that health professionals are trained to prioritize patient welfare and uphold integrity in their practice [42, 42].

**Monitoring Compliance:** The councils monitor compliance with ethical standards through regular evaluations, assessments, and inspections of educational institutions. They conduct accreditation processes that not only evaluate the quality of training programs but also assess adherence to ethical principles in the curricula. This oversight helps ensure that students are acquiring clinical skills while understanding the ethical implications of their actions [39].

**Ethics Education:** Autonomous councils mandate the inclusion of ethics education in the curricula of health training programs. This ensures that students are not only trained in the technical aspects of their professions but are also equipped with the ethical framework necessary to navigate complex situations in clinical practice. Ethics education fosters critical thinking and encourages future health professionals to reflect on their responsibilities toward patients and society [43].

**Promotion of Professionalism:** By emphasizing ethical values, autonomous councils promote professionalism among health personnel. They encourage a culture of accountability and transparency in healthcare practices. This culture is essential for building trust between healthcare providers and the communities they serve, ultimately leading to improved health outcomes [44].

**Disciplinary Action:** Autonomous councils have the authority to investigate unethical conduct and take appropriate disciplinary action against individuals who violate ethical standards. This not only protects patients but also upholds the integrity of the profession. By enforcing ethical standards, these councils contribute to a more reliable and trustworthy healthcare system [45, 46].

**Continuous Ethical Development:** Autonomous councils facilitate continuous professional development opportunities focused on ethics. They organize workshops, seminars, and training programs that address contemporary ethical issues in healthcare. By providing ongoing education, councils ensure that health professionals remain informed about evolving ethical standards and challenges in their fields[47].

### 5.1. Global Perspectives

Accreditation systems are also influenced by international standards set forth by global health bodies. The World Health Organization (WHO) provides guidelines that outline best practices for health personnel education, emphasizing the importance of aligning national policies with international expectations. For instance, the WHO's "Global Strategy on Human Resources for Health: Workforce 2030" highlights the need for effective governance, education, and regulatory frameworks to develop a competent health workforce [48].

Furthermore, international accreditation standards, such as those developed by the World Federation for Medical Education (WFME), serve as benchmarks for countries to measure their health education programs against global expectations [49]. The incorporation of these standards into national policies can enhance the credibility and recognition of health training programs, facilitating the mobility of healthcare professionals across borders[50].

By learning from the successful accreditation systems in South Africa, Ghana, and Nigeria, and aligning with international standards set by organizations like the WHO and WFME, Cameroon can strengthen its health training accreditation framework for both clinical and paramedical professions, ensuring that it produces competent healthcare professionals capable of meeting the nation's health needs.

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## 6. Impact of Accreditation on Health Personnel Training and Health Care Quality

### 6.1. Quality of Training

Accreditation plays a vital role in ensuring the quality and consistency of health personnel training curricula across institutions. By establishing standardized benchmarks, accreditation bodies ensure that training programs meet specific educational and professional requirements[51]. These standards are crucial for maintaining uniformity in the content and delivery of health education, which helps prepare graduates with the necessary knowledge and skills to perform effectively in their respective fields[44]. For instance, in countries like South Africa, the Health Professions Council of South Africa (HPCSA) mandates regular curriculum reviews that incorporate contemporary medical practices and emerging health issues[45]. This alignment of curricula with current healthcare needs is essential for fostering competency among health professionals.

Moreover, accreditation enhances the quality of training resources and faculty. Institutions seeking accreditation are required to demonstrate that they have qualified and experienced faculty members, appropriate training facilities, and sufficient educational resources [46]. This emphasis on faculty qualifications and resource availability ensures that students receive high-quality education and mentorship, which can significantly influence their professional development[52]. Research has shown that accredited programs tend to have lower student-to-faculty ratios, leading to more personalized attention and better educational outcomes [15].

### 6.2. Impact on Health Workforce

The expected improvements in the competence and skills of health professionals resulting from accreditation are profound. Accredited training programs are designed to equip graduates with the essential skills needed to address the challenges faced in healthcare settings [26]. For example, in Ghana, studies have indicated that graduates from accredited nursing programs display higher levels of clinical competency and are better prepared to respond to patient needs compared to their non-accredited counterparts [27]. This enhancement in skills not only benefits the individual practitioners but also contributes to a more competent health workforce overall.

The long-term effects of improved health personnel training on healthcare delivery and public health outcomes are significant. A well-trained health workforce is essential for delivering quality care and improving health indicators within the population[53]. For instance, a study in Nigeria highlighted that accreditation processes led to better

adherence to clinical guidelines and improved patient care outcomes in accredited institutions [48]. As healthcare professionals become more skilled and knowledgeable, they can implement evidence-based practices, which in turn enhances the quality of care provided to patients and leads to better health outcomes across communities [22]

### **6.3. Sustainability**

The alignment of accreditation guidelines with Cameroon's long-term health goals, such as Vision 2035, is essential for the sustainability of health personnel training programs. Vision 2035 aims to transform Cameroon's health system to deliver universal health coverage, improve health outcomes, and promote social equity[54]. Accreditation can play a crucial role in achieving these objectives by ensuring that health training institutions produce competent graduates who can meet the evolving health demands of the population[47]. By focusing on quality assurance and continuous professional development, accreditation aligns with the national strategy for building a resilient health workforce capable of addressing both current and future health challenges[55]

Furthermore, by embedding sustainability into accreditation criteria—such as the integration of public health principles, ethical practices, and community-oriented training—Cameroon can foster a health workforce that not only meets immediate healthcare needs but also contributes to long-term public health goals [56]. As such, the impact of accreditation extends beyond individual institutions, shaping the overall effectiveness and responsiveness of the health system in Cameroon.

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## **7. Stakeholder Perspectives on Accreditation**

### **7.1. Government and Regulatory Agencies**

Government and regulatory agencies play a critical role in the implementation and enforcement of accreditation policies within health training institutions. Their primary objective is to ensure that health personnel receive quality education that aligns with national healthcare needs[50]. These agencies, including the Ministry of Public Health in Cameroon, view accreditation as a vital mechanism for establishing educational standards and enhancing accountability among training institutions[57].

In terms of policy implementation, regulatory agencies often emphasize the importance of rigorous accreditation processes as a way to uphold public trust in health education systems. They advocate for continuous monitoring and evaluation of accredited programs to ensure compliance with established guidelines[54]. However, these agencies also face challenges, such as limited resources and bureaucratic hurdles that can hinder effective enforcement of accreditation standards[58].

### **7.2. Health Training Institutions**

Health training institutions, including universities and colleges, have mixed feelings about accreditation. Academic leaders and administrators recognize the benefits of accreditation, such as improved institutional credibility and the potential for enhanced student enrollment[59]. Accreditation often leads to the implementation of better curricula, faculty development programs, and upgraded training facilities, which ultimately contribute to higher quality education[26].

However, institutions also face significant challenges in the accreditation process. These challenges include the financial burden of preparing for accreditation reviews, as well as logistical concerns related to meeting the rigorous standards set by accreditation bodies[16]. Institutions often require additional funding to improve infrastructure and faculty qualifications, which can strain their existing budgets[55]. Moreover, the accreditation process can be time-consuming, leading to disruptions in the educational programs while institutions focus on compliance[46].

### **7.3. Students and Health Professionals**

From the perspective of future health professionals, accredited institutions are perceived as more trustworthy and reputable. Students often feel that graduating from an accredited program enhances their employability and professional credibility[59]. Accreditation signals to potential employers that the educational institution adheres to recognized standards, which can be crucial in competitive job markets[60].

Moreover, students believe that accredited programs provide a better quality of education, with access to qualified instructors and adequate resources[61]. They are also more likely to receive training that is relevant to current healthcare practices, which enhances their readiness for clinical practice[15]. However, some students express

concerns about the accessibility of accredited programs, particularly in rural areas where training institutions may not meet accreditation standards[57]. This raises questions about equity in health education and the need for broader access to quality training opportunities[62].

Stakeholder perspectives on accreditation highlight a complex interplay of benefits and challenges. Government agencies view accreditation as essential for quality assurance, while health training institutions recognize its importance despite financial and logistical obstacles. Future health professionals value accredited programs for their perceived quality and impact on career prospects, underscoring the need for a more equitable distribution of accredited training opportunities.

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## **8. Recommendations for Enhancing Accreditation Processes**

### **8.1. Improving the Accreditation Framework**

To enhance the effectiveness of accreditation processes in Cameroon, it is crucial to refine existing guidelines and procedures. One recommendation is to adopt a more transparent and participatory approach in the development of accreditation standards, which could involve various stakeholders, including academic institutions, regulatory bodies, and health professionals[63]. This inclusive approach can lead to a more relevant and accepted framework that aligns with both national and international standards.

Additionally, mechanisms must be established to ensure compliance with accreditation requirements while minimizing corruption and bureaucratic delays. Implementing regular audits and evaluations of accredited institutions can help maintain accountability and transparency in the accreditation process[64]. Moreover, establishing an independent accreditation body that operates free from governmental influence could mitigate potential conflicts of interest and enhance the credibility of the accreditation system[65].

### **8.2. Institutional Strengthening**

Capacity building for health training institutions is essential to ensure they meet accreditation standards. This includes providing targeted training programs for faculty and administrators on accreditation requirements and best practices[54]. Investment in infrastructure, such as laboratories, libraries, and technology resources, is also critical to create a conducive learning environment. Furthermore, promoting research activities among faculty can enhance the academic reputation of institutions and improve educational quality[55].

Training programs should also focus on developing skills in curriculum design and pedagogical methods, ensuring that faculty are equipped to deliver high-quality education[66]. Continuous professional development initiatives for educators can further ensure that teaching methods remain current and effective[54].

### **8.3. Public-Private Partnerships**

Encouraging collaborations between the government, private sector, and international organizations can significantly enhance the accreditation process. Public-private partnerships (PPPs) can mobilize additional resources and expertise, facilitating infrastructure development and training opportunities[54]. For instance, collaborations with international accreditation bodies could provide valuable insights and support for local institutions in achieving compliance with global standards[55].

Moreover, engaging the private sector in funding and supporting health education initiatives can alleviate some of the financial burdens faced by public institutions[55]. By creating synergies between public and private entities, Cameroon can foster an environment conducive to the continuous improvement of health personnel training and accreditation processes[54].

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## **9. Call for Further Research and Policy Reforms**

### **9.1. Importance of Research in Health Training Accreditation**

There is a critical need for further research to explore the effectiveness and impact of health training accreditation systems in Cameroon. Current literature on health personnel training is limited, particularly concerning how accreditation influences educational outcomes and healthcare delivery[67]. Investigating the relationship between



accreditation standards and the competencies of health professionals is essential to understand better how these frameworks can be optimized to meet the healthcare needs of the population [68].

Qualitative research methodologies, such as interviews and focus groups with stakeholders—health professionals, educators, and students—can provide valuable insights into the challenges and successes of the current accreditation processes. Such research can help identify gaps in existing frameworks and inform evidence-based policy reforms [69]. Additionally, longitudinal studies could be instrumental in assessing the long-term effects of accreditation on healthcare quality and workforce development in Cameroon [70].

## 9.2. Need for Policy Reforms

In parallel with research, policy reforms are essential to strengthen the accreditation process in health training institutions. Current policies may not adequately address the unique challenges faced by these institutions, particularly concerning resource allocation, infrastructure, and faculty development [71]. Therefore, it is vital to engage in policy dialogue that involves multiple stakeholders, including government bodies, educational institutions, and healthcare providers, to develop a comprehensive policy framework that supports effective accreditation [72].

The government should consider establishing an independent body dedicated to overseeing accreditation processes and ensuring compliance with national and international standards. Such a body could also facilitate training and capacity-building initiatives for institutions striving to meet accreditation requirements. Furthermore, streamlining the accreditation process to minimize bureaucratic hurdles can enhance efficiency and encourage more institutions to pursue accreditation [73].

The Government of Cameroon should establish and empower autonomous councils for each health specialty—such as medicine, pharmacy, nursing, dentistry, and medical laboratory sciences—to enhance the accreditation process for health personnel training while ensuring adherence to ethical standards. These councils will develop and maintain specialized accreditation criteria that reflect the unique challenges and competencies of their respective fields, including ethical guidelines on patient confidentiality, informed consent, and professional conduct [50]. By implementing continuous feedback mechanisms from graduates and employers [37], and promoting collaboration among stakeholders, the councils will ensure that training programs are relevant and that health professionals uphold integrity, accountability, and professionalism in their practice [74].

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## 10. Conclusion

The accreditation of health personnel training in Cameroon is a vital step toward enhancing the quality of healthcare education and ensuring a competent workforce. This review highlights the necessity for comprehensive national accreditation guidelines that address current training gaps and adapt to the evolving needs of healthcare. By implementing autonomous councils for each health specialty and adopting best practices from other African nations, Cameroon can improve the quality and consistency of health education. The success of these reforms will depend on continuous investment in capacity building, strong stakeholder collaboration, and a commitment to regular monitoring. If effectively realized, these measures will align health professional training with national health priorities, ultimately leading to improved healthcare delivery and a more resilient healthcare system.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

There is no conflicts of interest in relation to the writing, content, and publication of this review article. The information and analyses presented in the article are based on objective research and do not reflect any personal, financial, or professional affiliations that could have influenced the findings or conclusions. All perspectives, including those of stakeholders and comparative assessments with other African nations, are presented impartially and without bias.

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