

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF ARTS, LETTERS  
AND SOCIAL SCIENCES

POST GRADUATE SCHOOL FOR  
SOCIAL AND EDUCATIONAL  
SCIENCES

DOCTORAL RESEARCH UNIT  
FOR HUMAN AND SOCIAL  
SCIENCES

DEPARTEMENT OF HISTORY



UNIVERSITÉ DE YAOUNDE I

FACULTÉ DES ARTS, LETTRES  
ET SCIENCES HUMAINES

CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORAL EN  
SCIENCES HUMAINES,  
SOCIALES  
ET EDUCATIVES

UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN  
SCIENCES HUMAINES  
ET SOCIALES

DEPARTEMENT D'HISTOIRE

**CHINA'S EDUCATIONAL ASSISTANCE IN  
CAMEROON  
1984-2020**

A Dissertation submitted and defended on the 19<sup>th</sup> October, 2024 in partial fulfillment of the requirement for the award of a Master of Arts Degree (M.A) in History.

Specialization: History of International Relations.

By:

Paulette Ange Dominique BELL

Jury:

President: Mathieu ABENA ETOUNDI, MC., University of Yaoundé I

Reporter: Cyrille Aymard BEKONO, MC., University of Yaoundé I

Member: Jean Daniel NEUBEU, CC., University of Yaoundé I

July 2024



## TABLE OF CONTENTS

<b>TABLE OF CONTENTS.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>LIST OF ILLUSTRATIONS.....</b>	<b>vi</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>viii</b>
<b>ABSTRACT.....</b>	<b>x</b>
<b>RESUME.....</b>	<b>xi</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>CHAPTER I: THE HISTORICAL BACKGROUND AND MOTIVATIONS OF CHINA’S EDUCATIONAL ASSISTANCE IN CAMEROON.....</b>	<b>19</b>
<b>A-The historical background of China’s Educational Assistance in Cameroon.....</b>	<b>19</b>
<b>B- Difficulties encountered by education in Cameroon.....</b>	<b>21</b>
<b>C-Governmental actions to curb the difficulties faced by education in Cameroon.....</b>	<b>31</b>
<b>D-Reasons for Chinese assistance to Cameroon in education.....</b>	<b>36</b>
<b>CHAPTER II: THE ACTORS AND DOMAINS OF CHINA’S EDUCATIONAL ASSISTANCE IN CAMEROON.....</b>	<b>46</b>
<b>A- The Legal framework of Chinese educational assistance in Cameroon.....</b>	<b>46</b>
<b>B-The Actors and Institutions responsible of Chinese educational assistance in Cameroon.....</b>	<b>50</b>
<b>C-The Domains of China’s educational assistance in Cameroon.....</b>	<b>59</b>

<b>CHAPTER III: THE REALIZATIONS OF CHINA’S EDUCATIONAL ASSISTANCE IN CAMEROON.....</b>	<b>68</b>
A-The Strengthening of the training of Cameroonians.....	68
B-Infrastructures.....	78
C-Funding.....	92
<b>CHAPTER IV: CRITICAL EVALUATION OF CHINA’S EDUCATIONAL ASSISTANCE IN CAMEROON.....</b>	<b>98</b>
A-Progress.....	98
B-Limitations.....	103
C-Proposed Solutions.....	112
<b>CONCLUSION.....</b>	<b>118</b>
<b>APPENDICES.....</b>	<b>121</b>
<b>SOURCES AND BIBLIOGRAPHICAL REFERENCES.....</b>	<b>138</b>

To my mother, Ngo BELL Gertrude Paulette and to the entire BELL MBENOUN Dominique Family

## ACKNOWLEDGEMENTS

We express our gratitude to my master's thesis supervisor Pr. Cyrille Aymard Bekono, for the confidence that he granted to us, his patience, advices, criticisms that enabled us to improve our research work. Even though, he was very busy he spared some of his time to read and correct our manuscripts .His scientific rigor, the deepness of his analysis and the accuracy of his pedagogical approaches contributed to the achievement of this research paper. Being under his supervision for this master's thesis was a privilege and an honor.

Our gratitude equally goes to the entire teaching staff of the history department of the University of Yaoundé I. Through the training courses offered in this department we could gain basic knowledge which helped us in the course of our research work.

We extend my gratefulness to the authorities of documentation centers particularly to the SAC-CERDIA RECAF platform which guided us and provided us with a rich and varied documentation which helped in the accomplishment of this research work. We will thank the staff of state institutions that were opened and cooperative especially those from MINREX, MINESUP, MINESEC and MINEDUB who granted us the access to their archives. We equally thank our informants especially Ali Moussa and Amougou Ngoumou who despite their busy timetable, spared time to furnish us with information which was of an important help to our research.

Lastly, we will thank our classmates which encouraged us not to give up despite the difficulties encountered in the course of our research.

## LIST OF ILLUSTRATIONS

### A- Figures

1: The Education system in Cameroon.....	31
2: China’s exportations to Cameroon in 2018.....	42
3: China’s importations from Cameroon in 2018.....	43
4: Cameroon’s exports and imports in 2018.....	44
5: Evolution of the number of scholarships granted by China to Cameroon.....	73

### B -Photos

1: Yabassi professional agricultural high school.....	82
2: Agricultural Technologies Application Center (CATAC) .....	84
3: Microbiology Laboratory at the University of Yaoundé I.....	85
4: The Mvomeka’a public school.....	87
5: Inclusive government primary school Kaigama.....	89
6: The Huawei ICT Center.....	91
7: National University network and digital development supervision Center.....	95

### C-Tables

1: Overview of regional classrooms needs analysis.....	31
2:The situation of the payment of scholarships supplements from 2015-2020.....	105

### D-Appendices

1: Interview guide.....	122
2: Decree n°2016/354 of the July 27 <sup>th</sup> 2016 empowering the Minister the Economy, Planning and Regional Development to sign with the Eximbank China a concessional loan agreement of 937,500,000 Yuans worth 75 billion Fcfa for the funding of the E.National Higher Education Project.....	126

3: The Cultural agreement.....	127
4: MoU relating to the cooperation project, research and valorization of medicinal plan.....	130
5: Numérique universitaire : la méthode Paul Biya: rigueur et audace, 25 avril 2020.....	133
6: The Mutual recognition agreement of diplomas, titles and university grades.....	136

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AFD</b>	: <i>Agence Française de Développement</i>
<b>CNAMSM</b>	: National Council for the Accreditation of School Textbooks and Teaching Materials
<b>C.I</b>	: <i>Confucius</i> Institute
<b>COVID-19</b>	: Corona virus
<b>CRTV</b>	: Cameroon Radio Television
<b>DOICE</b>	: Department of International Cooperation and Exchange
<b>ENHEN</b>	: E.National Higher Education Network
<b>ENSTP</b>	: National School of Post and Telecommunication
<b>FOCAC</b>	: Forum on China Africa-Cooperation
<b>GCE A/L</b>	: Cameroon General Certificate of Education Advanced Level
<b>PB Hev</b>	: Paul Biya Higher Education Vision
<b>PTA</b>	: Parent Teachers Association
<b>IRIC</b>	: Institute of International Relations of Cameroon
<b>UN</b>	: United Nations
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	: United Nations International Children's Emergency Fund
<b>NIS</b>	: National Institute of Statistics



<b>NTIC</b>	: New Technologies of Information and Communication
<b>HSK</b>	: <i>Hanyu Shuiping Kaosh</i> or Chinese Proficiency Test
<b>RIC</b>	: <i>Réseaux d'Interconnexion des Universités du Cameroun</i>
<b>SNH</b>	: <i>Société Nationale des Hydrocarbures</i>
<b>SOPECAM</b>	: <i>Société de Presse et d'Editions du Cameroun</i>
<b>TCM</b>	: Chinese Traditional Medicine
<b>WTO</b>	: World Trade Organization

## **ABSTRACT**

The study is entitled “China’s educational assistance in Cameroon 1984-2020 “.This research aim at making a critical assessment of China’s educational assistance in Cameroon’s development process. For the conduct of this study, we carried out interviews and consulted a large number of written sources. The collection and analysis of the data was through the chronological and interdisciplinary approach, quantitative and qualitative methods. The aim of this research underlies secondary objectives namely, to give the reasons why do Cameroon accept this aid from the Chinese partner, the motives of China’s aid in education to Cameroon, to present the realizations undergone in the domain of education through this aid and make a critical evaluation of this aid in Cameroon’s development strategies. Through this study we will see the motivations behind this aid as China is seeking for diplomatic support in order to increase its prestige on the international scene, secure raw materials and market outlets for the expansion of its home industries and spread its educational system in overseas countries. Despite these hidden motivations, China’s aid to Cameroon has contributed enormously to the development of the country’s education in the domain of human capital development, infrastructures and funding. Its effective implementation is hindered due to the lack of transparency in the attribution of chinese scholarships and problem of social adaptation in China .In order for this assistance to be really felt by the local population, we propose to the cameroonian authorities to make a review and setup some policies in order to avoid in the future a situation of dependency of Cameroon on China.

## **RESUME**

*L'étude est intitulée « L'Assistance éducative de la Chine au Cameroun 1984-2020 ». Cette recherche vise à faire une évaluation critique de l'assistance éducative de la Chine dans le processus de développement du Cameroun. Pour la conduite de cette étude, nous avons réalisé des entretiens et un grand nombre de sources écrites ont été consulté. La collecte et l'analyse des données se sont faites à travers une approche chronologique et interdisciplinaire, des méthodes quantitatives et qualitatives. Le but de cette recherche sous-tend des objectifs secondaires à savoir, donner les raisons pour lesquelles le Cameroun accepte cette aide du partenaire chinois, les motivations de l'aide de la Chine à l'éducation au Cameroun, présenter les réalisations intervenues dans le domaine de l'éducation à travers cette aide et faire une évaluation critique de cette aide dans les stratégies de développement du Cameroun. À travers ce travail, nous verrons les contributions de cette aide alors qu'ils recherchent un soutien diplomatique pour accroître leur prestige sur la scène internationale, sécuriser les matières premières et les débouchés du marché pour l'expansion de leurs industries nationales et étendre leur système éducatif dans les pays d'outre-mer. Malgré ces motivations cachées, l'aide de la Chine au Cameroun a énormément contribué au développement de l'éducation du pays dans les domaines du développement du capital humain, des infrastructures et du financement. Sa mise en œuvre effective est limitée par le manque de transparence dans l'attribution des bourses chinoises et au problème d'adaptation sociale des boursiers Camerounais en Chine. Pour que cette aide soit réellement ressentie par la population locale, les autorités camerounaises doivent procéder à une révision et imposer certaines politiques pour réguler cette assistance, pour éviter à l'avenir une situation de dépendance du Cameroun vis-à-vis de la Chine.*

# INTRODUCTION

## 1-GENERAL CONTEXT OF THE STUDY

This master's thesis entitled "China's educational assistance in Cameroon 1984-2020" is located in a context of bilateral relations between two states where one country grants an aid to another. The relations between China and Cameroon in the domain of education has seen an evolution over space and time and has mobilized numerous actors apart from the traditional actors from both sides. Our work is included into the field of international relations.

China's educational assistance to Cameroon is granted within a context of globalization where each country is seeking for bilateral and multilateral partners in order to satisfy or pursue its national interest. This assistance is motivated by the country's wish to develop its education system which faces various challenges which has deteriorated the quality of the education acquired by young cameroonians. Apart from helping Cameroon this assistance is used by China as a tool to satisfy its personal interest as diplomatic support in international organizations or the spread of its culture worldwide.

This aid began in 1984 after the signing of the cultural agreement but later increased in quantity after the organization of the first FOCAC held in 2000 at Beijing, China. During this conference, the Chinese and African governments agreed on the domains on which emphasis had to be laid during their exchanges within which we can cite education. This assistance became later diversified that is it was not more only focused on the granting of scholarships but equally in the construction and rehabilitation of educational infrastructures and the granting of loans.

## 2- MOTIVATIONS AND INTEREST OF THE SUBJECT

### a- Motivations

The subject matter "China's educational assistance in Cameroon 1984-2020" was chosen as research topic because of numerous motivations, the motivations will be outlined as follows on the scientific order and academic order.

Our research is motivated at the scientific order by the exponential evolution of China in world politics as she is considered by some experts as the world's second power behind the United States of America. As we wish to know how has this country which was considered during the 20<sup>th</sup> century as an under developed country, has emerged and is experiencing a yearly economic growth of more than 4%. We equally wish to know how is this country using the relations that she is entertaining with African countries to increase its power and prestige on the international scene. As according to Duroselle, the political and diplomatic action of a state depends on the influences which have guided its elaboration.

The second motivation is of the academical order, when carrying out a research on the training courses offered in Cameroonian universities in general and particularly those taught at the University of Yaoundé I in its department of history, we made a discovery that none of the teachings offered emphasized on the China-Africa relations particularly China-Cameroon relations which is one of the most denser cooperation and which will enable a better understanding of Cameroon's foreign policy. Equally, we encourage the scientific community to insert the topic in the curricular of universities in order to incite the young generation to have another vision of Cameroon's foreign policy and open new research aspects on the Sino-Cameroonian relations.

### **b- The interest of the subject**

Doing a research on a subject matter without knowing the benefits that can be obtained at the end by science and the society means there is no need for the study to be carried on the topic. The interest of our work has three dimensions scientific, political and social.

#### **-Scientific interest**

To begin, the subject matter which we have chosen will provide bonuses to the curricular of Cameroonian universities. The work furthered for appreciation was conducted and carried out following the methodological canons established by the historical science. This can be used for the establishment of a teaching unit which will highlight the ignored side of Cameroon's educational relations with China. Through this topic we will pave the way to the younger generation to go in for other research aspects of this assistance which will enable complete our work.

Furthermore, the research we did on China's educational assistance in Cameroon will provide an additional benefit at the scientific level by giving more knowledge to what was already known about China's aid in Cameroon. It will enable a better understanding of the numerous aspects that characterized the assistance in education which were training, infrastructures and funding. It will equally bring clarifications on the agreements and institutions which govern this assistance in Cameroon. This scientific work can be equally of a great importance with the prospects that will be proposed to the government to improve and make a review so as to make it more profitable and minimize the risks related to it. This research will develop the risks that the country will face if China's assistance is not reviewed.

### **-Political interest**

The political interest of our study can be defined by referring ourselves to authors like Duroselle and Renouvin who believe that in order to understand the political and diplomatic action of a state, we must seek to perceive the influences which have guided its course.<sup>1</sup> Despite the fact that China shares a colonial past with third world countries, it remains a state that is thirsty for power, which automatically justifies the actions it under takes on the international scene. Our study therefore has the interest of raising the awareness of Cameroonian authorities on the issues surrounding this aid, they receive from this so-called "friendly country". Our work will help raise awareness through the numerous recommendations made to allow better supervision of this aid.

### **-Social interest**

All scientific research must always impact the society so that it is of undeniable relevance. The Sino-Cameroonian relations in general are experienced by the Cameroonian population on the economic level with lower cost items, the proliferation of Chinese companies in the large construction sites in Cameroon etc. Our research subject on the social level aims to contribute to the well-being of the population. It is for this reason why we have made some proposals to the government to take measures so that the population benefits more of this assistance.

---

<sup>1</sup> J. Duroselle, P. Renouvin, *Introduction à l'histoire des relations internationales*, Paris, Armand Colin, 1974, p.536.

### 3-SPATIO-TEMPORAL DELIMITATION

#### a- SPATIAL DELIMITATION

This scientific research concerns the geographical space of Cameroon. For a good understanding of our subject matter we will make a presentation of the physical aspects which differentiate it from others. Cameroon is a country who acquired its independence and international sovereignty on January 1<sup>st</sup> 1960.<sup>2</sup> The country has passed through two forms of government that is a federal state made up of two federal administrations from October 1<sup>st</sup> 1961- 1972 and a unitary state from June 2<sup>nd</sup> 1972 to January 21<sup>th</sup> 1984. Geographically, Cameroon is situated in Central Africa at the juncture of the Gulf of Guinea .It occupies a surface area of 475,440,000km<sup>2</sup>.<sup>3</sup> The territory is limited to the west by Nigeria, to the south by Equatorial Guinea, Gabon and the Republic of Congo, to the east by Chad and Central African Republic and the north by the Lake Chad. It is characterized by a geographical diversity as it juxtaposes the stepped plateau, the large volcanic massifs, the basins and the plains. The hydrography and vegetation of the country reflects the various climatic regimes which are in Cameroon.<sup>4</sup> It is composed of more than 240 tribes which are found in three main ethnic groups; Bantus, semi-Bantus and Sudanese.<sup>5</sup>

Its population is composed of 80% of youths which are engaged in the primary, secondary and tertiary sectors in both formal and informal sectors. Its economy is mainly based on the exportation of its raw materials such as bananas, cocoa, coffee, rubber etc and its importations are mainly from France, China and Nigeria.<sup>6</sup>

#### b-Temporal delimitation

The chronological terminals of our study ranges from 1984-2020. The first terminal 1984 is marked by the signing of the cultural agreement between China and Cameroon on August 27, 2020. Cultural agreements were the first agreements signed between states during the post-independence period. The agreement concerned all aspects of the society like culture, science, public health, sport, press and broadcasting and education. In the domain of education the two countries agreed to proceed through the granting of scholarships depending on the needs and

---

<sup>2</sup> G.Ntsobolo, ‘‘L’Assistance financière Chinoise au Cameroun (1973-2018)’’, Mémoire de Master en Histoire, Université de Yaoundé I, 2022, p.4.

<sup>3</sup> Presidency of the Republic of Cameroon, ‘‘Presentation of Cameroon’’, [www.prc.com](http://www.prc.com) .Consulted on the 22<sup>nd</sup> October, 2024 at 8:00pm.

<sup>4</sup> Ntsobolo, ‘‘L’Assistance financière Chinoise...’’

<sup>5</sup> Presidency of the Republic of Cameroon, ‘‘Presentation of Cameroon’’.

<sup>6</sup> *Ibid.*

possibilities of each other, exchange of manuals between educational institutions, reciprocal sending of teachers. After this agreement China granted seven scholarships for students in Cameroon.<sup>7</sup>

The second terminal 2020 is marked by the signing of a partnership agreement between the Jiangsu University in China and University Institute of Science and Technology of Yaoundé on May 7, 2020. The agreement aimed at creating opportunities and facilitate academic mobility for students and teachers of IUSTY. The agreement provide that the Jiangsu University will give access to IUSTY students to training in 170 fields for masters and 42 for PhD degrees.<sup>8</sup> This happened two years after the visit of H.E Paul BIYA to China at the occasion of the FOCAC held from March 22<sup>nd</sup>- 23<sup>rd</sup> 2018 during which 5 agreements were signed.<sup>9</sup>

#### 4-CONCEPTUAL CLARIFICATION

For the smooth running of a scientific study it is very important to clarify the concepts which constitute and surround the subject. In the course of our study we have identified several concepts which require a explanation they are namely ; Assistance, Education and Educational Assistance.

According to the Cambridge dictionary the term ‘assistance’ can be defined as a help especially money or resources that are given to people, countries etc when they have experienced a difficult situation.<sup>10</sup>

Assistance can be defined as an aid granted to individuals or states that are unable to obtain with their own resources, what is essential to the satisfaction of fundamental social needs.<sup>11</sup>

According to the Larouse dictionary, it is the act of assisting someone, to help in a difficult situation.<sup>12</sup> This therefore means that the aid of a country to another is motivated by

---

<sup>7</sup> Accord culturel entre le gouvernement de la République du Cameroun et le gouvernement de la République populaire de Chine, p.3.

<sup>8</sup> Institut Universitaire des Sciences et Techniques de Yaoundé, ‘IUSTY et l’Université de Jiangsu-Chine offre des bourses d’études pour le master et le Doctorat’, <https://www.iusty.net/actu-partenariat-jiangsu-justy-html>. Consulted on the 03<sup>rd</sup> May, 2024 at 10:23 am.

<sup>9</sup> The Presidency of the Republic of Cameroon, ‘State visit of the President of the Republic of Cameroon H. E. Paul BIYA to China 22 - 23 March 2018’, [www.prc.com](http://www.prc.com). Consulted on the 07<sup>th</sup> March, 2024 at 9:24 pm.

<sup>10</sup> Cambridge dictionary, ‘Assistance’

, <https://dictionary.cambridge.org/dictionary/english/assistance#:~:text=assistance,noun%20%5B%20U%20%5D,to%20people%2C%20countries%2C%20etc>. Consulted on 28<sup>th</sup> June, 2024.

<sup>11</sup> Ntsobolo, ‘L’assistance financière Chinoise...’, p.6.



the difficulties that the other country is facing within a period of time, it can be provided in various forms i.e. donation, loans etc.

Education is the learning and development of intellectual, moral and physical facilities, the means and results of this developmental activity .Education includes skills and cultural elements characteristic of the geographical location and historical period, education aims to advance, improve and think for oneself of a subject and the creation of cultures.<sup>13</sup>

According to the Oxford dictionary it is a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills.<sup>14</sup>

Education is an activity intended to provide an individual with a basis for a worthy independent life and to assist the individual in the continuous cultivation of abilities. Education is a means of shaping the future of an individual, society and state. It is based on the acknowledgement of an indisputable value of individuals, their right of free choice and moral responsibility, as well as on democratic relationship and the country's cultural traditions.<sup>15</sup>

Education protects and creates national identity .It guarantees the continuity of values that makes a person's life meaningful that grants social life coherence and solidarity and that promotes development and security of the state .Education serves its purpose best when its advancement leads the overall development of the society. Therefore, education is a priority area of societal development that receives state support.<sup>16</sup>

According to Dewey John, Education is a process which facilitates learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include: storytelling, discussion, teaching, training and directed research.<sup>17</sup>

Education is defined as the deliberate and systematic influence of the mature upon the immature, through instructions, discipline and the harmonious development of all the facilities

<sup>12</sup>Larousse, "Assistance", <https://www.larousse.fr/dictionnaires/francais/assistance/5846#:~:text=1.,assistance%20aux%20cours%20est%20obligatoire.&text=2.,etc.%20%3A%20Une%20assistance%20nombreuse>. Consulted on the 28<sup>th</sup> June,2024 at 08:34 am.

<sup>13</sup> R. Masum, "Assistance", <https://fr.wikipedia.org/wiki/Assistance>. Consulted on the 28th June, 2024 at 08:34 am.

<sup>14</sup> Oxford Advanced learners dictionary, edition 2010, p.468.

<sup>15</sup> M.Yofende, "Sino-Cameroon Cooperation for educational and cultural development" Professional Master Degree in International relations", IRIC, 2021, p.10.

<sup>16</sup> *Ibid.*

<sup>17</sup> J.Dewey, *Democracy and Education*, The Free Press ,The Pennsylvania State University , 2001,pp.1-4.

of the human being with his end to ensure but of course to philosophize and improve on the well being of self and others.<sup>18</sup>

Sajjad Ahmad defines education as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process which brings about the development of the individual to the fullest extent and also the maximum development of the society in such a way that both enjoy maximum happiness and prosperity.<sup>19</sup>

Educational aid refers to any form of assistance provided to support education, typically from one country or organization to another. It can encompass a wide range of resources and activities aimed at improving access to education and the quality of learning.

Educational assistance can therefore be defined as the aid, support that a country provides to another which faces difficulties in its educational sector. This aid can be through training, scholarships, construction of schools in order to help the recipient country develop its human resources.

## 5-THE CRITICAL LITTERATURE REVIEW

A literature review can be defined as a summary of prior or existing studies that are related to your own research paper. A literature review can be a part of a research paper or can form a paper in itself. For the former, the literature review is designed as a basis upon which your own current study is designed and built. The latter forms a synthesis of prior studies and is a way to highlight future research agendas or a framework.<sup>20</sup> The critical literature review cover and discuss the main ideas or arguments in a book or an article, or it can review a specific concept, theme, theoretical perspective or key construct found in the existing literature.<sup>21</sup>

Cornelius Achu, in his master's thesis entitled "The dynamics of Sino-Cameroon relations: historical analysis 1982-2005" makes a presentation of the background of the Sino-Cameroon relations, the domains in which the relations intervene with some illustrations

---

<sup>18</sup> W.DzeNgwa, "Introducing Peace Education in Cameroon schools: A Blue Print for sustainable development" in *International Journal of liberal Arts and social sciences*, Vol 2,N°3, 2014,p.30.

<sup>19</sup> A. Sajjad, *Meaning, Aims and Process of Education*, University of Delhi, India, 2008, p.5.

<sup>20</sup> Charles worth Author Services, "Difference between a Literature Review and a Critical Review", <https://www.cwauthors.com/article/difference-between-literature-review-and-critical-review>. Consulted on the 1<sup>th</sup> July2024 at 8:19pm.

<sup>21</sup> *Ibid.*

during the period between 1982-2005.<sup>22</sup>In the domain of education a little of informations is given this can be due to the fact that important realizations of China's relations with Cameroon became denser in the mid 2000. With in the frame of our work , we propose to bring enough clarifications on the educational domain of Sino-Cameroon relations.

Mvuh Zouliatou and Hongwu, makes an analysis of the benefits of international education cooperation with emphasis layed on the Sino-cameroonian cooperation.<sup>23</sup> In this study, they show the benefits of this cooperation for the two countries .According to the authors this cooperation is of a good help to Cameroon as it create employment opportunities for students learning the chinese language as they get employed in chinese companies as translators and improve the quality of the learning environment .On the side of China it has helped increase the international recognition of her universities .They consider the relations that she is entertaining with African countries and more precisely with Cameroon is a tool of soft power in order to increase its international prestige and influence .<sup>24</sup>This scientific work enabled us to have details on the advantages gained by each partner in this cooperation .But through our study, we will present this relations within the frame of an assistance of China to Cameroon.

Miranda Yofende, in her master's thesis shows the background and the facets of the Sino-cameroonian educational cooperation which are Confucius institutes, scholarships for cameroonian, school construction and stand alone projects.<sup>25</sup> But we remark that her work does not put emphasis on the difficulties encountered by the educational system in Cameroon and the basis of the cooperation. But we believe that our study will help fill these gaps in her work through the information and illustrations found inside.

Edeh Chidiebere, Tchunte makes a presentation of the background of the Sino-African educational cooperation. they equally present the advances registered in the cooperation we can cite education and skills development, support to short term and long term training .They show that China's aid to Cameroon is in accordance with the 2035 Cameroon's vision , which is to develop its industries ,sustainable increase in exports , provide import substitution , open local markets to foreign investments as well as the strong desire to attain the level of middle

---

<sup>22</sup> C.Achu, "The dynamics of Sino-Cameroon relations (1982-2005): A historical analysis", Master of Arts (M.A) Degree in History, University of Yaoundé I, 2006.

<sup>23</sup> M.Zouliatou, L. Hongwu, "Benefits of International Education Cooperation : Perspectives from China-Cameroon Education in *Journal of Education and Practice*, Vol10, N°.29, 2019.

<sup>24</sup> *Ibid.*

<sup>25</sup> Yofende, "Sino-Cameroon cooperation...".

income economies .They support that China’s educational aid contribute enormously to the country’s emergence policies.<sup>26</sup>

Aléance Kaji , writes on the Sino- African educational cooperation with a focus on student migration from Cameroon to China .This scientific work enabled us to have motivations of student migration and expectations of the Cameroonian government, some aspects of this educational aid .In his discourse he describe the difficulties encountered by higher education in Cameroon, the living conditions of scholarship beneficiaries in China.<sup>27</sup> This research paper has been of a great importance to our work as it presented to us another vision of China’s educational aid, the academic living standards of cameroonian youths in this Asian country, the limitations which hinder the good implementation of the aid. At the end of his analysis he concludes that China uses its aid policy in order to satisfy its political, economic interest in the country by creating a situation of dependency of Cameroon on her.<sup>28</sup>

Guy Ntsobolo in his master’s thesis entitled ‘‘L’Assistance financière Chinoises au Cameroun (1973-2018)’’makes an assessment of the financial assistance of China to Cameroon .He present the various reasons which motivated China to engage herself in this aid policy and those which pushed Cameroon to accept this aid. According to him,China’s financial aid has helped finance the construction of infrastructures in various domains such as energy, sport , culture , telecommunications etc but we decry not have seen infrastructures related to education<sup>29</sup>.He ends his discourse by calling on the cameroonian authorities to review this financial aid in order to avoid being submerged by debts and remain dependent.<sup>30</sup> Through this research we will add surplus data to this work on how China’s funding has contributed in the implementation of educational policies in Cameroon.

Y. Tingting, gives the reasons why China’s engagement in Africa is an increasingly popular topic in the 21<sup>st</sup> Century and later gives the motives of China’s engagement in Africa as the search of international prestige in Africa. He continues by saying that China makes use of the FOCAC to broaden its engagements in education with Africa this seen in the action

---

<sup>26</sup> E.Chidiebere, B.Tachago ‘‘Examining the impact of China-Africa educational cooperation :A case study of Cameroon ‘’ in *European Journal of Education Studies* ,Vol6, issue7, 2019.

<sup>27</sup> S. Kaji, ‘‘Student Migration from Cameroon to China, Government Rhetorical and student experiences’’ An Inaugural dissertation for PhD in Social and Cultural Anthropology, University of Cologne, 2022.

<sup>28</sup> *Ibid.*

<sup>29</sup> Ntsobolo, ‘‘L’Assistance financière chinoise ...’’.

<sup>30</sup> *Ibid.*

plans of the third and fourth forum held in 2006 and 2009.<sup>31</sup> According to him, China gives aid because of three motivations namely ,strategic diplomacy , commercial benefit and spread society's ideologies and values. He agree with Kaji on the point that China uses it as an instrument to increase its soft power and public diplomacy in it's seek for international prestige.<sup>32</sup> This work is having some insufficiencies in the domains of implementation of this aid. We think that that our research paper will add some substance to this work which is rich in analysis.

Bjorn Nordtveit in his discourse makes a presentation of the content of China's aid policy in education for African countries through the case study of Cameroon. According to him, Cameroon is a good example to show the engagement of China in Africa as their relationship has lasted for more than 40 years and their educational cooperation has many characteristics that are helpful to understand China's policies in Africa. For him, the basis of Chinese educational aid to Africa is found in the action plan of the third and fourth forum of the FOAC.<sup>33</sup> He later present the areas of implementation as the provision of scholarships; setting up of rural schools, training of educational officials and establishment of Confucius institutes to teach the chinese language .He concludes by bringing up the weaknesses related to this aid which are namely ad-hoc replies to demands and unstructured aid that does not always correspond to the need of the recipient country. As those weaknesses limit the good implementation of China's aid policy in Africa and particularly in Cameroon.<sup>34</sup>

Sandrine Djoutchou writes on the financial and technical actions of China in Cameroon during the period (1972-2012) .She is seeking to make an assessment of the impact of these actions on the socio-economic development of our country. She makes a historical background of the Sino-Cameroon relations and present the projects that have been realized through China's assistance in the social and economic domains. According to her this assistance granted through concessional loans, donations aims at contributing to the well being of the local population and enhancing development.<sup>35</sup>

---

<sup>31</sup> Y.Tingting, "Diploma serves Diplomacy: China's "Donor logic in Educational aid" in *International Journal* Vol12, N°2, 2014,pp. 87-109.

<sup>32</sup> *Ibid.*

<sup>33</sup> H.Bjorn Nordtveit, "An emerging donor in education and development: A case study of China in education" in *International Journal of Educational Development*, pp.100-108.

<sup>34</sup> *Ibid.*

<sup>35</sup> S.Djoutchou, "L'Action financière et technique de la Chine au Cameroun (1972-2012)",Mémoire de Master en Histoire , Université de Yaoundé 1, 2012.

James Reilly in his book entitled *The role of China as an educational aid donor* presents the forms of China's education assistance to third world countries particularly in Africa namely higher education, technical and vocational education and training (TVET), volunteer programs and language teaching, school construction and donations of materials .He later presents the agencies involved in the implementation of China's educational aid program in African countries they are namely MOF, MOFCOM,MOE and other technical ministries like the ministry of agriculture with the coordination of the Foreign Aid Inter-Agency Coordination mechanism.<sup>36</sup> Even though, this work is rich in information it has some insufficiencies as no emphasis is layed on the actors and institutions and the domains in which the policy is implemented in each African country and particularly in Cameroon.

Pierre Cabestan in the article entitled ‘‘China-Cameroon relations: Fortunes and limits of an old political complicity’’ undertakes an analysis of the Sino-Cameroon relationship in the domains in which it intervenes and makes a compares the influence exerted by China and Cameroon's traditional partners on the elaboration of its foreign policy.<sup>37</sup> According to him, the establishment of diplomatic relations between these two countries has led to the realization of multiple infrastructural projects in various domains such as health, sports , education etc.For him the political stability and the longevity of the regime of 1982 in power has contributed to Beijing's growing involvement in Cameroon's development strategy and international positioning. He concludes by saying that China can be considered today as a key diplomatic and economic partner for Cameroon to pursue its development goals.<sup>38</sup>

## 6-PROBLEMATIC

According to André Gosselin, the problematic or the research problem is ‘‘the problem which designates the intellectual process by which we arrive at the systematic formulation of gaps or deficiencies in the state of our knowledge on a given subject or field.’’<sup>39</sup>

Michel Beaud in his book defines the research problem as ‘‘the whole constructed around a main question, research hypotheses and lines of analysis which will make it possible to address the chosen subject’’.<sup>40</sup>

---

<sup>36</sup> J .Reilly, *The role of China as an education aid donor*, UNESCO, 2015.

<sup>37</sup> J.P Cabestan, ‘‘China-Cameroon relations: Fortunes and limits of an old political complicity’’ in *South African Journal of International Affairs*, 2015.

<sup>38</sup> *Ibid.*

<sup>39</sup> A. Gosselin ‘‘ La notion de problématique en sciences sociales’’ in *Communication. Information Médias Théories*, Vol 15, n°2, 1994. p. 123.

China and Cameroon began their relations since the Bandung conference<sup>41</sup> by being both in the non-aligned group because they share the same colonial past which is accused of having been at the origin of the economic backwardness in sub-saharan Africa. After their accession to independence they decided to help each other in order to face the challenges of development, it is for this reason why they decided to establish diplomatic relations in 1971.

China's relations with Cameroon in education began in 1984 with the signing of a cultural agreement which provided the mutual granting of scholarships, exchange of textbooks and reciprocal sending of teachers.<sup>42</sup> These relations began to be felt as assistance with the FOCAC, held at Beijing in 2000, during which the Chinese government took the resolutions that for education to be the basis of and the key to social stability and economic development emphasis have to be layed on training and educational assistance.

Our subject matter entitled China's educational assistance in Cameroon (1984-2020) is seeking to know the contribution of Chinese educational assistance in Cameroon's development process which has instigated us to have as main question, How has China's educational assistance contributed to the development of Cameroon ?. This main question underlies several secondary questions which are , Why does Cameroon accept aid from China?, What is the historical background of China's educational assistance in Cameroon ?, What are the fundaments and areas of implementation of China's aid in education?, What are the concrete realizations of China's aid in Cameroon?, What are the limitations of this aid?.

## **7-OBJECTIVES OF RESEARCH**

A scientific research which does not have objectives does not need to be undergone. The research work we have carried out has numerous objectives which have been grouped into two namely scientific and political objectives.

Firstly, on the scientific plan our objective is to contribute to the evolution of science which seeks to understand the reasons of China's implication in Cameroon, the benefits and consequences on Cameroon on the short and long run. To demonstrate how states on the international scene use education as a tool of soft power to increase their influence in the

---

<sup>40</sup> M. Beaud, *L'art de la thèse : comment préparer et rédiger une thèse de doctorat, un mémoire de D.E.A ou de maîtrise ou tout autre travail universitaire*, Paris, la découverte, 1999, p.32.

<sup>41</sup> A Conference of Afro-Asian Nations convened by the governments of Burma, Ceylon, India, Indonesia and Pakistan met in Bandung from April 18<sup>th</sup> to 24<sup>th</sup>, 1955.

<sup>42</sup> Djoutchou, 'l'Action financière et technique ...', p.36.

other domains. To show how the middle empire interacts with African countries in education. The interest of this study is to demonstrate that on the international scene, no country grants aid for nothing but to satisfy its national needs or interest.

Secondly, on the political plan our objective is to prove with illustrations how China's aid in education has contributed to the development of Cameroon. We want through this study, show to the authorities that they have to end being Sino-Optimistic<sup>43</sup>, it is true that China helps us in education but there is a risk of a situation of "mise en dependence" of Cameroon on China. We equally want to make proposals to the state institutions responsible of the implementation of the aid, to improve the aid so as to make it more profitable to the local cameroonians and reduce the risks that surround it.

## **8-METHODOLOGY**

### **a- Data collection**

In history, the validity of a scientific research is based on three pillars which are namely, the search for objectivity, critical thinking and methodological rigor. Within the framework of our research topic, the search of objectivity in order to distinguish between the truth and false was done through the use of multiple sources. To have access to these sources we conducted a documentary research, interviews and carried out observations. We began with the documentary research, especially general and specialized works, review articles, newspapers, thesis and master's thesis dissertations. To have access to this diverse documentation, we visited several scientific libraries such as, the library of *Cercle Histoire Géographie Archéologie* (CHGA) and library of AEFALSH both found at the University of Yaoundé I. We continued our research in other reference libraries in the town of Yaoundé like the library of the University of Yaoundé II, library of IRIC, the Paul Ango Ela library, the library of the *L'Institut Français du Cameroun* (IFC), and the library of the SAC-CERDIA-RECAF platform.

Despite the thorny problem of sources, we could obtain information China and Cameroon relations. Given that we are at the era of new technologies we could not do without using webographic sources. They were of great importance for the establishment of our work, as they enabled us to obtain informations through scientific journals such as Cairn, Persee.

---

<sup>43</sup> Sino-Optimistic refers to someone who has the conviction or expectation that China is a force for good in Africa.



In addition to secondary sources, we relied on primary sources, specifically archives from the Ministry of External Relations (MINREX), the Ministry of Higher Education (MINESUP), the Ministry of Secondary Education (MINESEC), the Ministry of Basic Education (MINEDUB) and SOPECAM. To ensure the viability and reliability of the data collected from the aforementioned sources we also made use of oral sources. For oral sources, we elaborated an interview guide for the authorities of the concerned state institutions and carried out direct interviews with the informants. In order to strengthen the credibility of the informations collected, we carried out individual interviews.

### **b- Data analysis**

In the framework of our research, we faced situations where we had data with divergent informations. For a better analysis we proceeded to a confrontation of those sources in order to identify contradictions and concordances. To carry out an evaluation and verification of the scientific information of our study we made use of two methods namely the qualitative and quantitative methods.

The qualitative method refers to any type of research that uses non-numerical information to explore the factual characteristics of social phenomena and arrives at results that are impossible to obtain by statistical techniques or other quantitative methods.<sup>44</sup> Through this method we were able to evaluate the reasons, know the areas in which aid intervenes and the limits of chinese educational assistance in Cameroon.

In our research, we had to deal with statistical data which required the use of the quantitative method. The quantitative method can be defined as that method which is based on accounting and mathematical analysis of data. It uses rigorous studies and statistical analysis which tend to reduce the role of human judgment in the interpretation of statistics or data.<sup>45</sup>

This method helped us to carry out an analysis of data obtained related to the need analysis of classrooms in Cameroon and the evolution of the scholarships offered by China to Cameroon from 1985-2020. We were also able to analyze data on the non-payment of scholarship supplements by the cameroonian government to Chinese scholarship beneficiaries.

---

<sup>44</sup> L.Ngono, ‘‘La coopération chinoise et le développement en Afrique subsaharienne : Opportunités ou Impacts ?’’ , Mémoire de maitrise en Science politique, Université du Québec, Montréal, 2017, p. 34.

<sup>45</sup> *Ibid.*, p.35.

For the good elaboration of our research, we equally made use of interdisciplinary approach which requires the use of other sciences for the analysis of the data we collected. We referred ourselves to International relations, Anthropology and Political sciences .As Lucien Febvre said “All those who deal with it knows it, all those who contrive not to transcribe the document but to reconstitute the past need a whole set of disciplines”<sup>46</sup> .For our study we decided to use the analytic-deductive approach.

## 9-THEORITICAL FRAMEWORK

According to Gingras, a theory can be defined as a manner of giving a meaning to knowledge. ‘It is a set of logically connected propositions, framing a more or less large number of observed facts and creating a network of generalizations including explanations for a certain number of social phenomena’.<sup>47</sup> The theory is not only a formulation in a more exact terms of the knowledge already acquired but also a stimulation to ask new questions to improve our knowledge or to propose new ways to influence the world in which we live.<sup>48</sup>

In social sciences, more precisely in history, it is important to use theories to identify and explain social phenomena and problems in order to have a better understanding of the topic which is treated. For the elaboration of our research we based our analysis on the realist and dependence theories.

To analyze, China’s educational assistance in Cameroon we opted for the realist theory. Realism is a theory of international relations which emphasize on the role of power, national interest and security in relations between states. According to the realist school of thought, the educational aid from one country to another is above all a tool used to pursue national interests.<sup>49</sup> They consider that the aid is not altruistic, as states do not provide aid without expecting nothing in return .They expect that educational aid should provide them with tangible benefits such as increase their political or economic influence in the recipient country, ensure access to natural resources or markets in the beneficiary country, improve their public image by presenting themselves as responsible actors committed to international development.<sup>50</sup>

---

<sup>46</sup> G.Bourd   et al, *Les   coles historique*, Editions du Seuil, 1997, p. 20.

<sup>47</sup> F. Gringras et al, La th  orie et le sens de la recherche’’ in *Recherche sociale: de la probl  matique    la collecte de donn  es*, 5<sup>  </sup> Edition Qu  bec, Presse de l’universit   du Qu  bec, 2010.

<sup>48</sup> G.Lipsey, ‘‘The Power of Aid: The Role of International Organizations in Global Development’’, 2008,p.20.

<sup>49</sup> J. Roche, *Th  ories des relations internationales*, 4<sup>  </sup>   dition Montchrestien 2021, p.27.

<sup>50</sup> *Ibid.*

According to the tenants of this approach, aid is conditional as states often tie education aid to political or economic reforms that suit their own interest as a donor country may require a receiving country to adopt neoliberal economic policies before receiving the aid. The aid is an instrument of power; states use aid to education to exert power over other states. They can do this by threatening to cut off aid if the receiving country does not comply with their demands or by rewarding receiving countries that align with their interests. This can therefore means that China uses the educational assistance she grants to Cameroon as a sort of compensation to all the investments of all nature that she has in the country and the advantages that the government of Cameroon offers her as no taxes on her exportations etc.

Apart from the realist school of thought, we based our research on the dependency theory .The dependency theory is one of the theory which has heavily impacted the theory of international relations.<sup>51</sup> This theory aims at explaining underdevelopment, an inequality at a large scale .This theory highlights the periphery and the center; the center represents the developed countries and the periphery represents the third world countries. According to this theory, the aid that foreign countries grant to the third world countries can lead to an unequal power dynamics in international relations as the developed nations offering the educational aid can impose a curricular through educational aid programs which may prioritize their interests therefore neglecting the local needs and cultural contexts.<sup>52</sup>

According to the dependentists approach, it can lead to a brain drain as highly educated individuals may be incentivized to work in donor countries, depriving developing nations of their skilled workforce .It can equally limit the control over the design and implementation of educational programs by the receiving countries hindering local ownership and sustainability. <sup>53</sup>

For the dependentists, this aid system can perpetuate an unequal structure. If they are not carefully designed, can reinforce existing inequalities within recipient countries. For example, the programs may favor urban elites over rural populations. It can equally cause the donor countries to focus on quantity rather than on the quality, the donor countries may

---

<sup>51</sup> *Ibid.*

<sup>52</sup> O. Anyadike-Uhuebunam, ‘‘The Dilemma of Foreign Aid in Education in Africa’’,2003 ,p. 6.

<sup>53</sup> H. Giroux, ‘‘Schooling and the Struggle for Public Culture ‘‘ in *Discusses the power dynamics embedded in education systems*, 1988, p.19.

emphasize on enrolling large numbers of students without sufficient investment in teacher training or infrastructure, leading to a decline in educational quality.<sup>54</sup>

## **10-THE DIFFICULTIES ENCOUNTERED**

Like any scientific research work, there are always difficulties encountered in carrying it out. In the course of our research, we encountered many difficulties, including administrative slowness, the reluctance of potential informants and the poor state of the archives.

Many informants with whom we had exchanges did not give us all the informations we needed due to the fact that some did not have good understanding of the subject or because they were afraid to divulgate informations that some described as “political” .This happened despite the fact that we reassured them that our research was for academic and not for commercial purposes.

We also encountered administrative slowness in state institutions where we submitted applications for research permits. In those institutions we waited one to three months before obtaining the research authorization and there were archives to which we did not have access because they were considered confidential. This slowed the pace of the data collection for our research.

We equally encountered the problem of the poor state of the archives. The archives of some institutions were invaded by dust and mold due to neglect and poor organization. Eventhough, experts say that archives are the heritage of a country but in state institutions, they are neglected, badly ranged and left to themselves.

In addition, we encountered difficulties in obtaining Chinese sources. We submitted a request for access to Chinese documentation at the Chinese embassy. But we did not receive a favorable answer from them. We can decry the lack of collaboration from the Chinese authorities and the mistrust of the Chinese community in Cameroon.

For the completion of this research work we elaborated some strategies to circumvent the difficulties encountered. They were namely the interview of reluctant informants as anonymous and we elaborated a confidentiality clause to reassure some of our informants.

---

<sup>54</sup> *Ibid.*

## 11-PLAN

Despite the difficulties encountered in the course of our research, we structured our master's thesis into four chapters. Those chapters provide elements for a better comprehension of China's educational assistance in Cameroon from 1984-2020.

The first chapter is entitled, the motivations of China's educational assistance in Cameroon. In this section of our work, we present the reasons which pushed the Cameroonian authorities to accept the aid granted by China in education and China's interest behind this aid. In this chapter, the study is focused on the presentation of the difficulties encountered by education in the country, the actions of the government to curb them and reasons why China assist Cameroon.

The second chapter has as title, the domains of China's educational assistance in Cameroon. This chapter brings up the legal and institutional framework which intervenes in this assistance. In this chapter, we show the agreements which govern chinese assistance in Cameroon, the actors and institutions which are responsible of the implementation and the domains in which this aid is implemented.

The third chapter is entitled, the realizations of China's educational assistance in Cameroon .We show why and how were realized the projects funded by this assistance in Cameroon .In this chapter the focus is on the realizations in the various domains of education that is in the strengthening of cameroonian training, infrastructures , funding and donations.

The last chapter is entitled the critical evaluation of China's educational assistance in Cameroon. We make an evaluation of the contribution of this assistance in the development of Cameroon .The focus was layed on the advances registered, limits in its implementation and solutions were proposed to the authorities of Cameroon to better improve and make profitable the assistance for Cameroon's development.

## CHAPTER I

### THE HISTORICAL BACKGROUND AND MOTIVATIONS OF CHINA'S EDUCATIONAL ASSISTANCE IN CAMEROON

#### A- THE HISTORICAL BACKGROUND OF CHINA'S EDUCATIONAL ASSISTANCE IN CAMEROON

The educational assistance of China to Cameroon is enhanced by some events which took place before the establishment their diplomatic relations it is for this reason why we have choosen to first of all begin by presenting the historical background of their relations. For a better understanding we subdivided it into three periods namely period from 1960-1970, period after 1970 and the period between1971-1977.

##### 1-Period 1960-1970

The relations between China and Cameroon was characterized by tensions and misunderstandings before 1970.It was caused by the interference of Beijing in Cameroon's internal affairs through its support granted the Union des Populations du Cameroon( UPC) which was fighting against the regime of Ahmadou Ahidjo. This is seen through the visits of Felix Roland Moumié and Ernest Ouandié in1957 and in 1959 and in 1958 respectively in China .The contacts between China and the UPC had been facilitated by the chinese embassy at Cairo which was before the focal point of this movement and was later transferred to Conakry in April, 1959.<sup>55</sup>

On January 2<sup>nd</sup> 1960, an article of *Quotidien du peuple* had praised Cameroonian patriots which had been victims of colonization and massacred in May 1955.<sup>56</sup>This came after the message of congratulations of Chou En Lai, chinese president to president Ahidjo in which he sent wishes to the cameroonian population for their success to maintain national independence.<sup>57</sup> According to Adamou N. Njoya, China's recognition of the new state was for ideological reasons but she continued to give assistance to the cameroonian revolutionists to combat the regime in place at Yaoundé.<sup>58</sup>

It has to be noted that these moments coincided with the chinese attempt at entering the UN .In a press conference on November 11, 1961 related to China's admission in the UN.

<sup>55</sup> D.Sinou, 'Les Relations économiques Sino-camerounaises (1960-1984) ', Mémoire en relations internationales, IRIC, 1985, p.8.

<sup>56</sup> *Ibid.* p.9.

<sup>57</sup>Mbuh, 'The dynamics of Sino- Cameroon relations...', p.31.

<sup>58</sup> Sinou, 'Les relations économiques Sino...', p .9.

President Ahidjo spoke of the non respect of its country's international peace policy and the open support of China to the UPC radical hand .He explained that he gave instructions to the cameroonian delegation at the UN to be opposed to the admission of the PRC.<sup>59</sup>

In 1964, the vice minister of external commerce Lu Hu Chang with a delegation made a visit to Cameroon which aimed at carrying out negotiations in order to consolidate their relations but it did not bear fruits.

## **2-Period after 1970**

As mentioned above the period from 1960-1970 was characterized by tensions between these two countries which was manifested by Cameroon's abstention to vote for the entrance of China in the UN's general assembly.

The way to the establishment of diplomatic relations between these two independent states was being paved as Ahidjo declared that Cameroon has always through the UN's universality saw important for a country as China not be definitely left out .After a long series of negotiations between Feng Yu, the chinese ambassador to Mauritania and Vincent Efon Cameroon's minister of foreign affairs, Beijing and Yaoundé decided to establish their diplomatic relations on March 26<sup>th</sup> 1971.<sup>60</sup> With the opening of diplomatic relations, China engaged herself to no more give support to the UPC members and in exchange Cameroon severed her diplomatic relations with the Republic of China( ROC ) or Taiwan and gave her vote the admission of China in the UN .<sup>61</sup>

The Sino-Cameroon reconciliations led to a regular exchange of ambassadors between Beijing and Yaoundé in this same way visits of personalities. On December 21<sup>th</sup> 1972, Langué Tsobgny was appointed as ambassador to Beijing. On March 23<sup>rd</sup> 1973, Ahidjo arrived at Beijing and carried out a second official visit .In return, the chinese minister of external economic relations made a stay in Cameroon in 1972 and in 1978 it was the turn of Tche Mou Houa , vice prime minister of China to visit Cameroon.<sup>62</sup>

## **3-The period 1971-1977**

This period saw the Sino-cameroonian relations mainly pushed by Beijing's will to increase the number of diplomatic allies, show its solidarity to the 'third world' and hopes to loosen France's dominating influence on Cameroon's economy and foreign affairs .<sup>63</sup>This led

---

<sup>59</sup> Mbuh, 'The dynamics of Sino-Cameroon...', p. 31.

<sup>60</sup> *Ibid.*

<sup>61</sup> Cabestan, 'China-Cameroon relations: Fortunes...', p. 2.

<sup>62</sup> Sinou, 'Les relations économiques Sino...', p.13.

<sup>63</sup> Cabestan, 'China-Cameroon relations: Fortunes...', p. 2.

to the signing of cooperation agreements in various domains such as health, electricity, infrastructures and education which is the roundabout of our study.

## **B- DIFFICULTIES ENCOUNTERED BY EDUCATION IN CAMEROON**

Cameroon is a nation with a population of more than 25 million inhabitants, located in Central Africa. Its educational system is composed of two subsystems namely the French subsystem and English subsystem which is due to the country's colonial heritage .Both systems are constituted of 5 levels of teaching which are namely: pre-school, primary, post-primary, secondary and normal. The higher education is the combination of the two subsystems<sup>64</sup>. The Cameroonian educational system faces numerous difficulties which limit the access to quality education and therefore hinders the development of human capital. They are namely lack of quality training, infrastructural and financial problems.

### **1-Lack of quality training**

Cameroon's educational system suffers from the problem of lack of quality training as those in charge of it do not have adequate qualifications .For instance, most teachers at the elementary school level lack of communication skills, social skills, professional skills and reading skills necessary to handle pupils at this level<sup>65</sup>. This problem is still persistent even though the government had increased the number of higher teacher's training colleges in the country. This originates from the bad morality of trainers and the prospective teachers .This is equally due to the low quality and reduced time period of training of teachers in training centers<sup>66</sup>.

Moreover, the system suffers from the shortage of qualified teachers .This is due to the government reduction of the number of places required in Higher Teacher's training colleges. Even though, there is a criteria for selection into teacher training institutions there is no systematic policy to review training courses and decry the lack of motivation from the existing teachers. This mostly obliges headmasters and Parent Teacher's Associations to recruit temporary teachers which are mostly secondary school graduates and have no pedagogical training.<sup>67</sup> In the private sector, those teachers are in large number (56.61%

---

<sup>64</sup> Rapport d'état du system éducatif national Camerounais ,19 décembre 2003, p.31.

<sup>65</sup> A. Karugu et al, " The Education system of Cameroon" in *A student Textbook in Comparative Education*, Platinum Press, p.201.

<sup>66</sup> *Ibid.*

<sup>67</sup> *Ibid.*



against 13.8% in the public schools).<sup>68</sup> This shows that private sector suffers most of the lack of adequate qualified teachers<sup>69</sup>. In cameroonian universities there is a shortage of university lecturers compared to the student population. During the 2005/2006 academic year, the University of Douala recorded 45,000 students for only 569 lecturers. In a report of the NIS of Cameroon it was stated that during the 2007/2008 academic year, there were 2,748 teachers for 130,872 enrolled students which corresponds to a student teacher ratio of 45:1.<sup>70</sup>

In addition, teacher's absenteeism is a gap in Cameroon's education system. This is a serious problem as it doesn't permit the end of school programs at time and which limits the student's knowledge .Despite the harmonization of the two subsystems, we still see observe a separate elaboration of syllabus and lack of collaboration between teachers the two subsystems<sup>71</sup>.

Even though, Cameroon's education system is characterized by an easy access to school .It faces the challenge of a low rate of achievement of the cycle particularly at the primary level, this is mostly observed in the French subsystem .This is due to numerous obstacles namely the absence of a complete cycle in some rural areas and particularly those in the northern part of the country. For instance, when the primary completion rate in urban areas is 91% the rural completion rate is only 38% and the adult illiteracy is thrice higher in rural areas 57% than urban areas<sup>72</sup>. The lack of cohesion between the skills provided in schools and the increase in the number of repeaters leads to surplus expenditures which have the tendency to cause dropout and parents discouragement.

Furthermore, educational institutions lack of adequate teaching manuals and equipment sufficient training and a well developed training curriculum which hinders the quality of education. In 2007, the Ministry of Secondary Education (MINESEC), the Ministry of Higher education (MINESUP) in joint venture with the Ministry of Employment and Vocational Training (MINEFOP) had implemented a curriculum development project which emphasized on the skill-based approach .In 2012, only 15 teaching course programs had been developed

---

<sup>68</sup> E.Mouyenga, "Le Soutien de l'Education de base par la coopération internationale : l'action de l'UNESCO au Cameroun " Mémoire de Master en Coopération Internationale, Action Humanitaire et Développement Durable, IRIC, 2012, pp.73-74.

<sup>69</sup> *Ibid.*

<sup>70</sup> Kaji, "Student Migration from Cameroon..." , p.95.

<sup>71</sup> Brown L, "Education in Cameroon", [https://en.m.wikipedia.org/w/index.php?title=Education\\_in\\_Cameroon&action=history](https://en.m.wikipedia.org/w/index.php?title=Education_in_Cameroon&action=history). Consulted on the 14<sup>th</sup> November, 2023 at 2:37pm.

<sup>72</sup> Mouyenga, "Le Soutien de l'Education de base..." ,p.72.

which is demonstration of the inadequate learning programs and professionals which do not favor productivity, creativity and employability<sup>73</sup>.

According to the World bank, the youth unemployment was estimated to be over 13% in 2019 and this figure is likely to be already higher due to underemployment and informal work. This is caused by the lack of adequate vocational training programs. Those training programs are limited in scope and accessibility due to the high cost of tuition. Equally, those courses given to trainees are mostly theoretical which does not give them the sufficient qualification required in the job market. Even those schools where practical courses are done their equipments are severely outdated<sup>74</sup>.

Again, education faces the problem of inadequate planning. Despite all the efforts done by the central government to strengthen its education sector this problem is always present. It has been observed that there are two probable issues which have complicated effective planning and controlled development they include the persistence of two separate education systems and the existence of a large number of private educational institutions. The structure, curricula, examinations and language of instruction of the English and French subsystems are different<sup>75</sup>.

Teachers of different positions of responsibility do not always respect the criteria of qualification, seniority, competence and self-sacrifice in the work. Moreover, the poor management of teachers falling under the code of work is particularly singled out. The primary school teachers and technical education teachers are not recruited into the public service but only in the quality of contract teachers or teachers contractualized. For their part, teachers part-time workers and teachers in the private sector most of them suffer from unfair treatment: strong workload, abuse of power, derisory salaries, lack of social security, unfair dismissals...grievances are legion.<sup>76</sup>

According to Besong Besong's survey, the period between 1972-2014 Cameroon has had not less than six ministers of education and each of them comes up with its own

---

<sup>73</sup> Zouliatou, Hongwu, "Benefits of international Education ...", p.25.

<sup>74</sup> F. Brekk, "Educational Challenges in Cameroon", broken chalk .org. Consulted on the 21<sup>st</sup> November 2023 at 12:59 am.

<sup>75</sup> J.Besong Besong, "Possible opportunities for educational system efficiency and effective governance in Cameroon" in *International journal of Managerial Studies and Research ( UMSR)*, Vol 2, Issue 8, 2014, p.7.

<sup>76</sup> F.Feuzeu, "Les Problèmes De L'éducation En Zones Rurales : Une Approche Empirique Pour L'intellection des Pesanteurs Du Système Educatif Camerounais" in *International Multilingual Journal of Science and Technology (IMJST)*, Issue 4, 2021, p.2999.

educational laws most of which did not have pre-planned goals. Sometimes those laws were haphazardly implemented as a result of changes in the government<sup>77</sup>.

It's equally noticed that there are disparities between the quality of education and attendance in rural and urban areas. As there is an extremely low rate of attendance to preschools in Cameroon, it is lower in rural areas with 20% of children aged between 3-5 attending pre-schools compared to 55% of children in urban areas<sup>78</sup>. In a report of UNICEF, an average one French or English textbook is shared between 17 pupils, a mathematics textbook is shared between 9 and a single science textbook is shared between a total of 31 children<sup>79</sup>.

The educational level of youths in Cameroon has considerably dropped between 1995-2005 even though she was the best in the Francophone Africa. A study conducted by the Ministry of Basic Education (MINEDUB) in 2010 indicated that 49 %of Cameroonian children in the third year of primary school struggled to read while 27% couldn't read at all<sup>80</sup>.

Despite the measures of restructurisation of the number of enrolled students in basic education the offer in this sector has still been inadequate and insufficient. This situation is observed mostly in schools having complete cycle with a single teacher mostly the headmaster having three classes or even one class. This phenomenon is common in rural areas and particularly those located in the northern part of Cameroon .At the same time several schools, especially public primary schools in Yaoundé and Douala suffer horribly from overcrowding in classrooms due to the lack of adequate infrastructures.<sup>81</sup>

## 2-Infrastructural problems

Firstly, inadequate infrastructures is a hindrance to education in Cameroon .Even though, the government of Cameroon has put in place some policies in order to improve the quality of education in the country there are still many schools particularly in rural areas who face the problem of lack of educational resources and school equipments due to limited

---

<sup>77</sup> *Ibid.*

<sup>78</sup> K.Latonsinki "Education in Cameroon", [https://www.children of Cameroon.co.uk post/education-in-cameroon](https://www.childrenofcameroon.co.uk/post/education-in-cameroon). Consulted on the 03<sup>th</sup> December 2023 at 8:55am.

<sup>79</sup> K.Latonsinki "5Challenges Teachers living in Cameroon face" , <https://www.childrenofcameroon.co.uk/post/5-challenges-teachers-living-in-cameroon-face> . Consulted on the 05<sup>th</sup> December 2023 at 1:04pm.

<sup>80</sup> World bank, "Reexamining Sources of Growth: the Quality of Basic Education" on <https://www.worldbank.org/en/country/cameroon/publication/cameroon-economic-update-reexamining-sources-of-growth-the-quality-of-basic-education#:l>. Consulted on the 06<sup>th</sup> December 2023 at 10:52am.

<sup>81</sup> I.Fozing, *l'éducation au Cameroun, entre crises et ajustement économique*, Paris, l'Harmattan, 2014,p.25.

funding.<sup>82</sup> This leads to the phenomenon of overcrowding in educational institutions as the existing infrastructures or basic facilities are not adapted to the increase in the number of learners caused by a demographic boom making the young generation to represent over 60% of the population<sup>83</sup>.

Moreover, the problem of infrastructural facilities faced by Cameroon's education system is a gap in educational development as it does not give the opportunities to receive good practice and acquire the necessary skills for its development. It has been observed that 57.2% of technical schools don't have workshops, most tertiary colleges are not having functional laboratories: as the learning and teaching equipments are old and outdated and 4.4% of schools are made up of make shift materials. In a century where the NTIC are indispensable we will still see that 24% of secondary institutions are not equipped with functional computer devices necessary for the students' learning<sup>84</sup>.

According to a World bank report, the student-teacher ratio in schools in Cameroon particularly in primary educational institutions is approximately 49:1 which is considered to be high compared to the recommended ratio which is 30:1. This situation strain the existing infrastructures and doesn't permit the teachers to provide individual attention to students .As those to students lack of basic facilities including classrooms and desks, this leads to a situation where students are sitting on the bare floor meanwhile others who have the opportunity to have a sit are sitting 3or 4 on a desk , which generates distractions in an already deficient environment which is a hindrance to learning and the development of new skills<sup>85</sup>.

In addition, with regard to the level of training in primary institutions between 2003-2004, the student /teacher ratio is 52/6 and we observe 51/4 students per class. This is an illustration of the inadequate and insufficient teacher staff and classrooms .In Cameroon the demand is estimated to about 25000 teachers and 16000 classrooms .The student- teacher ratio rate goes over the norm of the Fast-Track initiative which is 40<sup>86</sup>.

According to the survey carried by Besong Besong about 4.9% of schools in Cameroon have no building .It equally indicates that there is a deficit of 62.4% in pupil's furniture and 62.5% teacher's furniture. The limited access to these facilities cannot make the school

---

<sup>82</sup> Brekk, 'Educational Challenges in Cameroon...'

<sup>83</sup> Zouliatou, Hongwu 'Benefits of international Education...' p.25.

<sup>84</sup> *Ibid.*

<sup>85</sup> Brekk, 'Educational Challenges in Cameroon...'

<sup>86</sup> Mouyenga, 'Le Soutien de l'Education de base...' p.72.

environment conducive for learners and teachers and this hence forth reduce the quality training given in schools<sup>87</sup>.

**Table 1: Overview of regional classrooms needs analysis**

<b>Region</b>	<b>Existing</b>	<b>Ratio</b>	<b>Required</b>	<b>Need analysis</b>
<b>Adamawa</b>	6989	61	9450	2461
<b>Centre</b>	53,569	28	32,995	-20,574
<b>East</b>	8641	51	9784	1143
<b>Far North</b>	16,947	75	28,240	11,293
<b>Littoral</b>	34,605	31	24,169	-10,436
<b>North</b>	11,719	70	18,248	6529
<b>North West</b>	11,358	7	1722	-9636
<b>West</b>	22,016	45	21,956	-60
<b>South</b>	8542	31	5887	-2655
<b>South West</b>	10,259	18	4046	-6213
<b>Total</b>	184,645	38	156,499	-28,146

**Source:** Data base of MINEDUB 2020, MINESEC 2020, MINEPAT 2016-2020.

The above table is a need analysis carried out based on the pupils students /classrooms ratio on the national territory .It indicates that the total number of classrooms required for the period between 2016-2020 was 156.499 but a total of 187.435 were constructed .Even though,we observe an increase in the number of classrooms nationwide there are still some areas which aren't equipped with enough classrooms.Inorder to close this gap and reduce the disparities between regions an amount of 30.986 classes is required.

The state authorities in order to overcome the problem of inadequate infrastructures and improve the quality of education, decided to transform schools which were under a single headmaster in to several groups under the supervision of numerous head masters. Instead of improving the situation it instead deteriorated and the problem of deficit of school infrastructures came up.<sup>88</sup>

<sup>87</sup> Besong, ‘Possible opportunities for educational...’,p.71.

<sup>88</sup> *Ibid.*

In response to the problem of inadequate infrastructures suffered by public schools , the government instituted in 1971 a reform program for basic education entitled ‘ ‘ ruralization of education’’. This program was meant for pupils of primary schools aged between 10-12 years and had as objective to make primary education an education of masses for all works of life. This program was not welcomed by the educational community as they considered the program as bringing the youths in active life very early.<sup>89</sup>

In secondary school, the government also opted to direct the majority of youths towards technical and vocational training in order to train supervisors. Despite all the efforts put in place by the state for its success it was still insufficient for some reasons namely, coverage by the private sector supervising, more than 80% of the technical education with inadequate equipments ,maintenance of traditional courses preparing the youths for jobs in white coat jobs in public services ,non existence of career plans and lack of prospective approach , making it possible to identify personnel , needs in advance and plan adequate professional training leading to a shortage of personnel in certain sectors or categories.<sup>90</sup>

Cameroonian higher education institutions particularly state universities face the problem of limited knowledge production capacities which is caused by the problem of resources in universities which encloses infrastructure and teaching staff.<sup>91</sup> In a volume edited by CODESRIA on the crisis , reforms and transformations of higher education in Francophone Africa ,the situation of cameroonian universities is described as blatant mismatch between the growing demand in education with those institutions and their low infrastructural capacity .They took as case study the university of Yaoundé II and Douala and presented the situation as preoccupying due to the fact that the capacities of their amphitheatres are respectively 900 and 1,500 places for 11,291 and 10,084 students .Added to this , the low quality of laboratory equipment and the problems of access to documentations in school libraries .<sup>92</sup>

### **3- Financial problems**

The financial crisis and the instability of exports due to the deterioration of the terms of exchange and state’s economic choices had an impact on educational reforms in Africa. This reduced the capacity of states to carry out investments and deepened their dependency

---

<sup>89</sup> Fozing, *l’education au Cameroun, entre...* p.27.

<sup>90</sup> *Ibid.*

<sup>91</sup> Kaji, ‘ ‘Student Migration from Cameroon ...’ ’ ,p.94.

<sup>92</sup> *Ibid.*

external funding .This led to a wastage of resources with a significant impact on educational development. <sup>93</sup>

Cameroon’s education system suffers from a staggering challenge which is limited funding. According to a recent report by the United Nations Development program, education in the country is facing a funding short fall of over\$300million.This results in the poor working conditions of teachers and inadequate instruction for students .As school infrastructures are not funded it leads to a lack of running water, electricity and poor sanitation facilities it is quiet makes it difficult for students to learn and further their studies in a conducive environment<sup>94</sup> .

Moreover, the management of education in Cameroon is dominated by a lack of transparency in finance, teacher recruitment and political interference. In the Transparency International report of 2016, Cameroon has been identified as having the highest number of reports on the “petty misuse of funds” and the country is ranked 145/176 on the developing countries corruption index. The finances granted or transferred by the central government to the regions or sub-divisions are low and inadequately managed. The mismanagement in Cameroon’s education sector is seen in the wastage of resources as school sites are selected without them matching with the country’s need. This wastage of resources in turn contributes to reduced investment in schools and classrooms equipment offices and insufficiency in teaching and learning infrastructures<sup>95</sup> .

Furthermore, the problem of funding that the education system faces is due to the high level of poverty and unemployment. A large part of the population in Cameroon lives under the poverty line which is largely caused by the high rate of underemployment and unemployment .This situation has made parents to be unable to afford the didactic materials and even school fees for their children to have access to quality education<sup>96</sup> .

---

<sup>93</sup> K.Sylla, *L’Education en Afrique: le défi de l’excellence*, Paris, l’Harmattan, 2004, p.74.

<sup>94</sup> Brekk, ‘Educational Challenges in Cameroon...’.

<sup>95</sup> Karugu et al, ‘The Education system ...’, p.200.

<sup>96</sup> Latonsinki, “5 Challenges Teachers living ...” .

In a report published by UNICEF it is noted that the budget allocated for education reduced during the 2014-2015 period and basic education received only 36% of the diminished budget<sup>97</sup>.

Equally, the level of higher education has not been in rest with the problem of limited funding. This problem has affected the functioning of universities and the way research results are being disseminated by the universities under which they are being conducted. The majority of those scientific productions are lying as “grey literature” due to poor maintenance or bad weather<sup>98</sup>.

The problem of inadequate funding has been for years a bone of contention between university lecturers and the state government of Cameroon. Meanwhile the university lecturers are agitating for budgetary allocation of not less than 26% to education the state government appears not to be favorably disposed to accept this proposal. This is evident of the in-effective governance of educational system.<sup>99</sup>

The distance between the centers of reflection and decisional centers which elaborate reforms are a loophole to Africa’s education .Meanwhile in developed countries there are think tanks and special agencies in charge of the elaboration of education reforms, in Africa reforms related to education are instead decided or are recommendations from bilateral and multilateral aid institutions.<sup>100</sup>The preeminence of international expertise has led to lack of motivations and attitudes of laziness from civil servants in ministries and this delay the appropriation and implementation of some reforms.<sup>101</sup>

The financial problems faced by Cameroon’s educational system is due to the mismanagement of finances, we notice the existence of hazardous expenditure ,poor correlation between resources invested and the expected results, the problems of transparency and accountability. Moreover, the non-existence of school councils in many educational institutions promotes opaque management by school principals. The same can be said for PTA fees which are misused for personal interest. Many schools are closed due to lack of

---

<sup>97</sup> M.Nji Anim, “The quality of higher education in Cameroon /Critical reflexion of the key challenges, using the Human capital theory and the Neoliberal theory” MA in Education Gender and International Development, IRIC, 2014.

<sup>98</sup> Besong, “Possible opportunities for educational...”, pp70-71.

<sup>99</sup> *Ibid.*

<sup>100</sup> Sylla, *l’éducation en Afrique ...*’,p.74.

<sup>101</sup> *Ibid.*, p.75.



teachers mean while others work with a teacher who is at the same time the school principal.  
102

The educational system in Cameroon faces the problem of bureaucratic dys functions. This is due to the fact that education administration procedures are highly centralized , are too cumbersome and complex, the responsibilities of each services are not defined, there is no model of spread of information, coordination between weak services, and training of administrators little developed. However, there are cases of discrimination, as well as the non-respect of profiles in the promotion of public officials. The problems of management are illustrated for their part by inadequacies in the choice and distribution of projects.<sup>103</sup>

The lack of efficiency in staff monitoring stands out in localities isolated by drifts of all kinds: sale of notebooks correspondence, misappropriation of fees examination. Added to this are the concerns relating to the effective management of established rules. Indeed, numerous measures are clearly observed outside the field. Parents of students denounce the sporadic increase in examination fees by certain heads of schools and the non-compliance with the regulations on free primary education.<sup>104</sup>

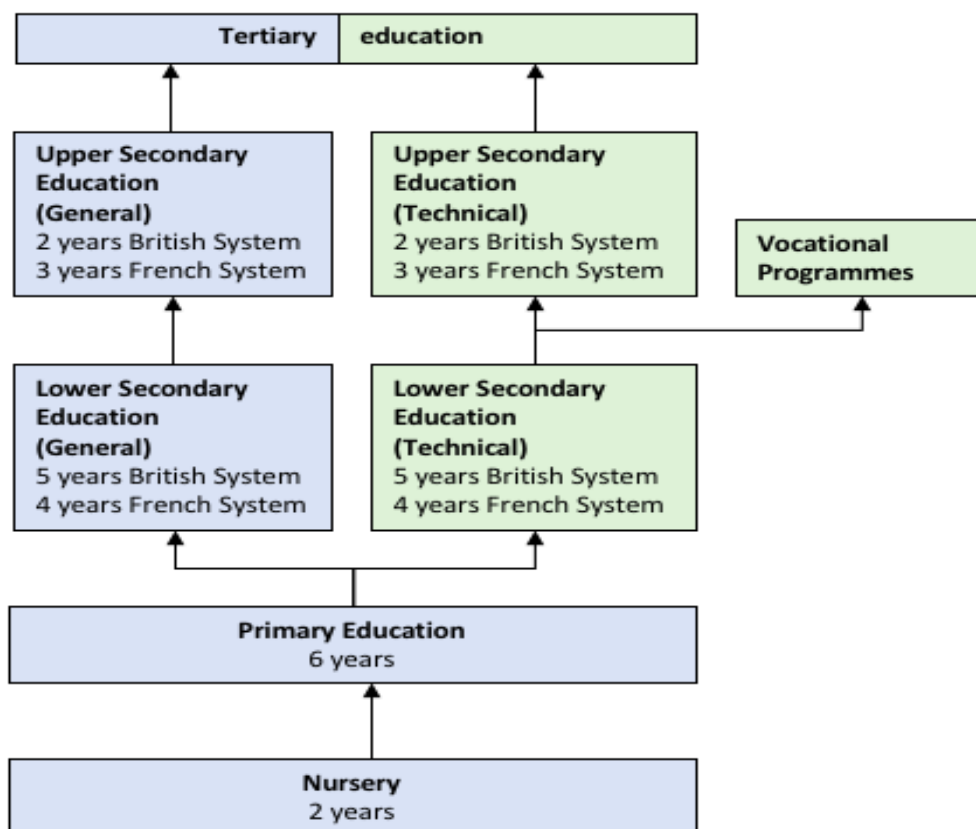
---

<sup>102</sup> Feuzeu, "Les Problèmes de L'éducation..." p.2998.

<sup>103</sup> *Ibid.*, p.2999.

<sup>104</sup> *Ibid.*, p.3000.

**Figure 1: The Education system in Cameroon**



**Source:** The Cameroon Education Plan 2013-2020.

The above figure, is an illustration of Cameroon’s educational system which ranges from nursery education to tertiary education. We can observe that in both French and English subsystems nursery and primary education are harmonized in the years of attendance. Meanwhile in secondary education composed of general and technical education we observe that the years of attendance in the first and second cycle in both subsystems are different. Lastly, we observe that tertiary education is the combination of both subsystems.

### **C- GOVERNMENTAL ACTIONS TO CURB THE DIFFICULTIES FACED BY EDUCATION IN CAMEROON**

Cameroon’s education system faces numerous problems namely inadequate infrastructure, financial problems and lack of quality training. In response to these obstacles, the government saw it important and necessary to set up some policies or strategies in order to improve the quality of education. Those strategies include National Education Sector Plan (2013-2020), Cameroon National Education Textbook policy for Quality education and the Education Priority Zone program.

The strategies will be outlined in the following paragraphs

### **1-The National Education Sector Plan 2013-2020**

This program aims at promoting inclusive education and budget in priority areas which include piloting inclusive education in a selected number of primary schools and pre-school in rural areas and retention of disadvantaged children<sup>105</sup>. This document bring-out the difficulties encountered by education in Cameroon such as poor quality, weak governance and accountability<sup>106</sup>.

The document is structured into 3 main strategic axis which are namely access and equity, quality and relevance and sector governance and management.

For a better understanding of this strategic document we will outline the elements of the axis in the following paragraphs;

The first section of the document is dedicated to Access and Equity .This section has as specific objective to increase access and equity at all levels of education. In order to achieve this objective some sub strategies have been drafted ,they are namely increase pre-school enrollment from 20% in 2010 to 40% in 2020 nationwide, increase access by reducing disparities of all kinds in primary and secondary education, expansion of basic education to include lower secondary education, diversify and increase vocational training options, strengthen higher education with a focus on professional preparedness , science and technology , promote literacy among children and adults and develop nationwide building and infrastructure<sup>107</sup>

In addition, we have quality and relevance ;It has as aim to improve the quality of learning for learners by paying particular attention to the socio-economic environment .The strategies put in place for this aim to be achieved are , the improvement of the quality of learning in primary and secondary schools through interventions such as curriculum reform , distribution of learning and teaching materials to improve socio-economic environment by

---

<sup>105</sup> World Bank,“Financing for Equity ‘’, [https://education-profiles.org/sub-saharan Africa: Cameroon/-financing-for-equity#Governance](https://education-profiles.org/sub-saharan-Africa:Cameroon/-financing-for-equity#Governance). Consulted on the 23<sup>rd</sup> November, 2023 at 12:50 am.

<sup>106</sup>World Bank, ‘‘Global Partnership for Education’’, [https://www.global-partnership.org: rss; xm](https://www.global-partnership.org/rss;xm) .Consulted on the 12<sup>th</sup> December, 2023 at 12:40 am.

<sup>107</sup> *Ibid.*

focusing on the achievement of a well-educated human resource base in order to support the country's industrialization efforts .The promotion of research and development of education practices within the sector and promote health in schools , universities and vocational training efforts <sup>108</sup> .

Lastly, we have governance and management. This section is meant to improve the governance and management of the education sector by focusing on decentralization .As strategy we have, the maintenance of current regulation mechanisms until new ones are developed following the establishment of basic education. The reinforcement of decentralization in the education sector that is delegating to local authorities responsibilities, improve human resource management, improving teaching conditions and encourage efficient career management, reinforcement of the sector planning capacity and increase transparency of resource management<sup>109</sup> .

## **2-Cameroon National Policy for a Quality Education (PAEQUE)**

This program was put in place by the state government in order to improve the availability and accessibility of textbooks on the national territory .A study conducted by SOPRENCO under the coordination of the Ministry of Basic Education (MINEDUB) in 2012 on the availability and accessibility to textbooks revealed that an average ratio of 1 book per 12 students in the country<sup>110</sup>.This is likely to reduce the quality of the skills taught by teachers and received by the students as the access to textbooks are restrained. This is seen in the results of a study conducted on a sample of four grade III pupils where 49% of public school students found a great difficulty in reading (they can't read a full syllable but not a word or cannot read at all )and 26.6% of public school students are “ mute readers ‘ ’ unable to read even a syllable<sup>111</sup> .

The PAEQUE is in charge of the provision of textbooks in public primary schools for pupils in the first three grade (Class 1, Class 2 and Class 3) and gives priority to rural and deprived areas .The main objective of the program is to attain a ratio of 1 textbook per 3 students in the compulsory subjects .This program is also in charge of teaching /learning and

---

<sup>108</sup> *Ibid.*

<sup>109</sup> *Ibid.*

<sup>110</sup> The World Bank ,“Cameroon National Textbook Policy for a Quality Education” ,World Bank Workshop on School Textbooks Abidjan, July 27-29, 2015 ,p.7.

<sup>111</sup> *Ibid.*

reading in primary schools .This program will also undergo continuous training for teachers in the use of textbooks<sup>112</sup>.

The draft bill of the National Textbook and Training and Teaching Materials Policy was developed with the support of AFD in 2012 under the auspice of the Prime ministers' services with the participation of the ministries of basic education, secondary education and commerce<sup>113</sup>.

This policy promotes free competition between publishers, multiple title National Council for the Accreditation of School Textbooks and Teaching Materials (CNAMSMD) choices at the primary and secondary levels, selection of titles at the national level by the CNAMSMD, annual publication of a national list of approved textbooks, choice of titles at the school level, endogenous publication and co-publication of textbooks, distribution of textbooks by book sellers and private publishers and strengthening of professional capacity of executives involved in the field of school textbooks<sup>114</sup>.

Through this program the CNAMSMD was created. This institution is in charge of giving out advice and technical assistance in the implementation of the Textbook policy<sup>115</sup>.

Apart from providing technical assistance it is equally responsible of the annual evaluation of textbooks and teaching material needs, evaluation of textbooks in accordance with the procedures and criteria, establishment of a list of 5 approved textbooks by subject and class and conduct of a survey every 3 years on the availability and accessibility of textbooks<sup>116</sup>

This program aim at facilitating the access and make available textbooks at affordable prices in order to improve the quality of education given to students and reduce disparities between children from rural and urban areas .As the quality of education depends enormously on the availability of basic facilities such as textbooks<sup>117</sup>.

---

<sup>112</sup> *Ibid.*, p.9.

<sup>113</sup> *Ibid.*,p.10.

<sup>114</sup> "Cameroon National Textbook Policy..."p.11.

<sup>115</sup> *Ibid.*,p.12.

<sup>116</sup> *Ibid.*

<sup>117</sup> *Ibid.*,p.14.

### 3-Education Priority Zone Program (ZEP)

The Education Priority Zone Program was instituted in Cameroon in the 1990's with the main objective to reduce the inequalities in the domain of education and improve the quality of education in deprived areas <sup>14</sup>. In an interview given to *Cameroon Tribune* Bertin Barnabé Mbassi, an expert from the Education Reform Support program in Cameroon (PAREC) “defines ZEP as regions where schooling indicators are low and that the Adamawa, the East, the Far North and North are classified there. But he notes that we also find some pockets of under-education in the neighborhoods of major cities as Briqueterie in Yaoundé”<sup>118</sup>

Apart from reducing the inequalities or disparities that are existing in education, it pursues other objectives namely the increase in the access to education, improve the quality of teaching, reduction of school dropout rate and strengthening of parent and community participation in education<sup>119</sup>.

Firstly, the objective of ZEP is to make easy the access to school for children from poor backgrounds. They seek to reduce the financial, geographic and social barriers which prevent some students or knowledge seekers from going to school<sup>120</sup>.

Secondly, in order to ameliorate the quality of the instruction given in schools the ZEP have put in place some measures to strengthen the skills of teachers, improve school infrastructures and provide adequate educational resources <sup>121</sup>.

Moreover, in order to achieve the aim of reducing school dropout it will target areas where school drop-out is recurrent and high. This will enable it look for a means to keep and prevent students from abandoning school<sup>122</sup>.

Furthermore, the ZEP strengthen parent and community participation. It actively involve parents, teachers and the local community in school management<sup>123</sup>.

---

<sup>118</sup> Djontu M. “La notion de Zones d’éducation prioritaires (Zep) au cameroun : entre impensé, bricolage et informalité”, [https://www.irenees.net/bdf\\_fiche-analyse-1004\\_fr.html](https://www.irenees.net/bdf_fiche-analyse-1004_fr.html). Consulted on 17<sup>th</sup> December 2023 at 11:23 pm.

<sup>119</sup> N.Tchuiléu “ Cette politique a permis d’améliorer le taux d’accès ” in *Cameroon Tribune*, 15 Décembre 2021.

<sup>120</sup> Djontu, “ La notion des Zones d’éducation prioritaires ... ”

<sup>121</sup> *Ibid.*

<sup>122</sup> *Ibid.*

<sup>123</sup> *Ibid.*

The program is financed by various mechanisms namely state budget, international aid, public –private partnerships, counterpart funds and specific programs .This program financed by a part of the funds allocated to the Ministry of Basic Education. These funds are in charge of teacher salaries, school infrastructure and educational resources .Apart from the state other international organizations such as UNICEF, the World Bank and development partners are involved in the program<sup>124</sup>

In 2018, the government of Cameroon has granted 85 million XAF for the development of pre-schools in rural areas .The grant had to finance the construction and equipment of 10 community pre-schools and XAF 1.5billion was meant to improve the provision of public pre-school education in 90 school blocks it included equipment, construction of classrooms, fences, sanitary blocks and rehabilitation of buildings<sup>125</sup>.

In order to curb the challenge related to access and equality in primary education, the government has allocated XAF 20 billion (US\$33 million in 2018) to the Democratization of Primary Education Program .The program includes support for priority areas and inclusive education in 68 experimental primary schools<sup>126</sup>.

In response to the problem of illiteracy faced by Cameroon the government has set up a literacy program and granted XAF 145 million which represents 0.02% of Education expenses in 2018 .The grant was meant for the financial assistance of literacy activities organized for teenagers, adult and for children from 8 to 14 years old within impoverished communities<sup>127</sup>.

#### **D-REASONS FOR CHINESE ASSISTANCE IN CAMEROON IN EDUCATION**

The Cameroonian government as guarantor of the development of the population has put in place measures in order to curb the challenges faced by its education system .Some of them are the National Education Sector Plan 2013-2020, Cameroon National Education Textbook Policy For Quality Education (PAEQUE) and Education Priority Zone Program (ZEP).Despite all the efforts put by the government , some problems are still persistent such as lack of quality training, inadequate infrastructure and financial problems .This has pushed the government to ask for help from its external partners as China. For a better understanding

---

<sup>124</sup>Djontu, ‘‘ La notion des Zones d’éducation prioritaires ...’’

<sup>125</sup> World Bank, ‘‘Financing for Equity’’ [https://education –profil.org](https://education-profil.org).

<sup>126</sup> *Ibid.*

<sup>127</sup> *Ibid.*

of our subject matter we will outline the reasons which motivated China to provide assistance in education to Cameroon. Firstly, we will highlight the search of diplomatic support, the search of raw materials and market outlets and lastly, the expansion of its education system.

### **1-The search of diplomatic support**

Before 1971, the relations that existed between Cameroon and China were characterized by a climate of tension. This climate of tension which existed between Cameroon and China was due to Chinese support to the UPC. According to Pascal Dejoli Mbogning, the state of the relations between China and Cameroon from 1960 to 1970 was riddled of tensions which had as ‘main reason the support of Beijing to the Union des Populations du Cameroun, a clandestine political party fighting the regime put in place in Yaoundé’.<sup>128</sup> China due to her policy of anti-colonialism and opening to the third world gave her support to the UPC in its fight against the regime of Yaoundé. In response to this act Cameroon will decide to take positions in favor of Taiwan.<sup>129</sup>

Between 1960 and 1970, Cameroon refused to recognize the Popular Republic of China and was constantly voting against any resolution project which was related to China’s admission in the UN general assembly<sup>130</sup>. After a series of negotiations, Cameroon and China finally decided to establish diplomatic relations on the March 26<sup>th</sup>, 1971.<sup>131</sup> China took the engagement of putting an end to the assistance given to the UPC and in return the Cameroonian authorities recognized the PRC as the only China and severed its relations with the Republic of China (ROC) or Taiwan.<sup>132</sup>

Cameroon and many other African countries adhered to the ‘One China policy’ which is a cardinal principle of Beijing’s foreign policy and is a sine qua non condition of diplomatic relations and aid policy.<sup>133</sup>

---

<sup>128</sup> E. Mouandjo, ‘La Vème session de la commission mixte Sino-Camerounaise de Coopération Economique, Technique et Commerciale ‘Rapport de stage académique de maitrise Professionnelle en Relations Internationales, IRIC, 2000, p.10.

<sup>129</sup> *Ibid.*

<sup>130</sup> *Ibid.*, p.11.

<sup>131</sup> AFRODAD, ‘Mapping Chinese Development Assistance in Africa: an analysis of the Experiences of Cameroon’, 2011, p.17.

<sup>132</sup> M. Bone ‘China and Cameroon evolving political and military cooperation’ <https://the-diplomat.com/2020/10/China-and-Camerouns-evolving-political-and-military-cooperation/>. Consulted on the 20<sup>th</sup> October 2023 at 09:10 am.

<sup>133</sup> H. Pokam, ‘De la rhétorique du gagnant-gagnant à la réalité: l’exemple de l’asymétrie des relations Sino-camerounaises ‘ in *Notes de l’Ifri*, 2022, p.6.



Cameroon was one of the African countries which gave support to China to take over in 1971 the permanent seat occupied by Taiwan in the UN Security council since 1949. This can be explained by the fact that during the Cold war were in the non-alignment camp as they participated at the Bandung conference of 1955. This means that the two countries were neither supporting the capitalist bloc led by the United States of America nor the communist bloc headed by the Soviet Union.<sup>134</sup>

During a press conference held in 1970 president Ahidjo gave his support to China through a declaration ; *Le Cameroun a toujours pensé que l'universalité de l'ONU est une chose capitale et qu'un immense pays comme la Chine ne peut pas être indéfiniment laissé à l'écart des Nations Unies .....Si jusqu'ici nous étions opposés à l'admission de la Chine, c'était pour des raisons de circonstances.*<sup>135</sup>

With the assistance that China is providing to Cameroon in education since 1984, China is seeking for diplomatic support from Cameroon, this is due to the fact that African states in the international scene carry the majority equally with regard to activities related to the United Nations , and other international institutions in terms of votes on global issues .For instance, the activism of the ‘‘Group of 77(G77 )and China’’ in the UN processes is an illustration that the support of African countries was instrumental during the 15 years that it took for China to be officially admitted as a member of the WTO in November 2001.<sup>136</sup>

To increase its influence on the international scene China has had the ambition to shift western hegemony onto the international scene , particularly American hegemony since the end of the cold war and the fall of Soviet union in the 1990's. In order to reverse the permanent international order China wants to position itself as leader of the third world ,for it to become true she is seeking for solidarity and south-south cooperation in order to set up a new international order which will be politically and economically just and equitable. The Africans are participating as they can in the construction of the new world order through the alliance group of 77 in multilateral organizations meant for voting in favor of China.<sup>137</sup>

China when positioning itself at the head of the coalition of African states, she hopes to use her position at UN Security Council to increase its negotiation power in other

<sup>134</sup> AFRODAD, ‘‘Mapping Chinese Development ...’’p.17.

<sup>135</sup> P.Mbogning, ‘‘L’Asie dans la politique étrangère du Cameroun depuis 1960:Etude des influences de l’histoire et des mutations internes et internationales sur la hiérarchisation des partenaires étrangers de l’Etat’’, Thèse de Doctorat de 3eme cycle en Relations Internationales, IRIC, Yaoundé, 1999, pp.128-129.

<sup>136</sup> AFRODAD, ‘‘Mapping Chinese Development...’’p.18.

<sup>137</sup> Djoutchou, ‘‘l’Action financière...’’ , p.25.

international organizations. It is for this reason why she is seeking for the votes of Africans particularly Cameroon to refuse the status of permanent members for India and Japan at the UN Security Council.<sup>138</sup>

During the 44<sup>th</sup> session of the UN Human Right Commission held from June 30<sup>th</sup> to July 17, 2020 at Geneva, 46 countries including Cameroon signed a letter of support to China's stance regarding its repression of the Uighur Muslim minority in Xinjiang.<sup>139</sup>

## **2-The search of raw materials and market outlets**

Since the beginning of the 21st century, China has become an emerging country which experiences an economic growth of about 10% per annum. This is due to the rapid conversion of its economy and the transformation of productive fabric following the reforms initiated by Deng Xiaoping in December 1978. In order for this growth to remain constant, she has to consume huge quantities of natural resources such as petroleum and gas<sup>140</sup>. China being conscious of its dependence on external raw materials saw it necessary to diversify its partners in order to guarantee its constant supply in raw materials<sup>141</sup>. As Cameroon is seeking assistance from China in education, China will therefore see it as an opportunity to have access to its natural resources notably petroleum, gaz, wood, minerals and arable land. Those resources are essential for the sustainability of its home industries and economic growth.

In January 2006, an agreement between the government of Cameroon and a Chinese firm known as Shaanxi State farms was signed for the investment of US\$60.5million in projects related to rice growing, cassava processing and ostrich rearing. This firm is operating in Nanga Eboko in the Center region and began with 150ha of rice cultivation. The project was funded by a loan from the Exim Bank China<sup>142</sup>. Beside agriculture, the Chinese are equally interested by the fishing, forestry and oil sub-sectors. In the fishing sector we observe a good number of small firms involved in fishing in the port town of Douala<sup>143</sup>.

---

<sup>138</sup> *Ibid.*

<sup>139</sup> E. Donada, "Ouighours: des pays musulmans dont la Palestine, soutiennent-ils la politique de la Chine", [https://www.liberation.fr/checknews/2020/07/16/ouighours-des-pays-musulmans-dont-la-palestine-soutiennent-ils-la-politique-de-la-chine\\_1793929/](https://www.liberation.fr/checknews/2020/07/16/ouighours-des-pays-musulmans-dont-la-palestine-soutiennent-ils-la-politique-de-la-chine_1793929/). Consulted on the 01<sup>th</sup> January 2024 at 10:34 pm.

<sup>140</sup> E. Nguyen, *Les Relations Chine-Afrique*, Studyrama perspectives, 2009, p.33.

<sup>141</sup> C. Akim, "Présence et activités chinoises au Tchad 1972-2021" Mémoire de Master en Histoire, Université de Yaoundé 1, 2022, p.24.

<sup>142</sup> Khan et al, "China-Africa economic relations: The case of Cameroon" in *African Economic Research Consortium (AERC)*, 2008, pp.6-7.

<sup>143</sup> *Ibid.*, pp.8-9.

In addition, they are equally interested by forest exploitation in Cameroon .In 2016, China's forest products imports from Cameroon was 28% making her to become the largest importer in Cameroon. The coming of the global financial crisis in 2008 led to a drastic drop in the demand of forest products in the European market but led to an increase in the demand of Asian countries making them to become huge importers<sup>144</sup>. In 2016, China's share of Cameroon's log exports was 43% and its share of log wood was about 16%.Placing Cameroon among China's top twelve largest sources of imports in terms of value in sub saharan Africa. During the period between 2007-2016 China imported a total of 4.972.746m<sup>3</sup> of logs, 702.976 m<sup>3</sup> of saw wood and 13.936m<sup>3</sup> of veneer from Cameroon<sup>145</sup>.

China's interest is not limited in the fishing and forestry sectors it is equally carried on the mining sector .A study carried out by Extractive Industries Transparency Initiative in 2014 revealed that on 129 mining titles valid to mid- 2014,25 exploration licences were awarded to firms under Chinese ownership ,these exploration permits covered a wide variety of materials, iron and metallic substances and uranium and related substances .Four companies controlled 20 mining titles namely *Mineral Resources Cameroun S.A* (7 titles) , Longsheng Cameroon S.A (6),Investments International Cooperation Coast (4) and Mining and Fometal Resources of Cameroon(3).Those exploration licenses covered an area of 13.942 square kilometers or 17.2% of southern forest, particularly in the East, South ,Central and Southwest regions<sup>146</sup>.

In April 2009, the Chinese oil company Yan Chang from the province of Shanxi signed an agreement with Cameroon s' National Hydrocarbon Company to start four year of exploitation activities in two onshore blocks, Zina and Makari in the northern part of the country of a cost of US\$ 18 million .The contract is renewable for a 2 year period .The distribution of share on the blocks is 75% for Yan Chang and 25% for SNH<sup>147</sup>.

China is among the potential shareholders for the Mbalam iron ore project .The Sinostell's subsidiary Sinosteel Cam S.A is currently engaged in the extraction of iron at the Lobe concession near Kribi in the Ocean division, South region.<sup>148</sup>

---

<sup>144</sup> J.Mayers et al, 'China in Cameroon's forests :a review of issues and progress for livelihoods and sustainability 'in *International Institute for Environment and Development*, p.26.

<sup>145</sup> *Ibid.*

<sup>146</sup> *Ibid.*, p.47.

<sup>147</sup> AFRODAD, 'Mapping Chinese Development ...', p.17.

<sup>148</sup> *Ibid.*, p.25.

A report from the National Statistics Institute revealed that Cameroon's importations in 2018 were approximately 34,052 billion FCFA. There are 10 countries which supply Cameroon more than half of its importations 58.2% with China occupying the first place with 18.5% followed by France 8.3%, Nigeria 5.6% and Netherlands 4.8%<sup>149</sup>. Cameroon's importations from China are mainly machines and electronic appliances 28%, machines and mechanical devices 12.8% and works made of cast iron or steel 8% etc.<sup>150</sup>

In 2018, Cameroon exported its raw materials to 127 countries. The first 10 countries had acquired about 77.7% of its exports. With a share of 23.9% China is considered as Cameroon's first customer. It is followed by Italy 14.7%, the Netherlands 6.4% and France 6.3%<sup>151</sup>. Cameroon's exportations to China are mainly crude petroleum oil 79.9%, raw wood 12.5%, and raw cotton 1.3%.<sup>152</sup>

In recent years, China has massively invested in infrastructural projects in Cameroon namely the construction of roads, bridges, hydroelectric dams and ports. Those investments are meant to facilitate the extraction and transportation of raw materials to China. We can cite the Kribi port, Memvele's hydroelectric dam, Douala-Yaoundé road, etc.<sup>153</sup>

Besides, China is equally interested by Cameroon's arable land. As Cameroon has a potential of 6.2 million ha of arable land with only 13 million ha cultivated, the state farm of the Shanxi province announced the establishment of a 5000 ha plantations in Cameroon, financed by a loan of the Exim Bank China. The related project of 46.2 million is carried out by a Sino-Cameroonian joint venture Iko, in the exploitation of 200 ha in Nanga Eboko, 173km north of Yaoundé. It aims at producing rice, cassava and maize.<sup>154</sup>

China uses its aid policy to African countries as an initiative to encourage its home industries to carry out consequent investments in Africa. This is because Chinese home industries see Africa's 700 million inhabitants as a potential market. As Africa is presented by some authors as an ideal continent for foreign investments. For instance, the United States of

---

<sup>149</sup> N.Ndoumbe, "La Chine occupe la première place des importations et des exportations du Cameroun en 2018" on <https://actucameroun.com/2019/04/13/cameroun-commerce-la-chine-occupe-la-premiere-place-des-importations-et-des-exportations-du-cameroun-en-2018/>. Consulted on the 18<sup>th</sup> December 2023 at 10 :03pm.

<sup>150</sup> *Ibid.*

<sup>151</sup> *Ibid.*

<sup>152</sup> Ndoumbe, "La Chine occupe la première ..."

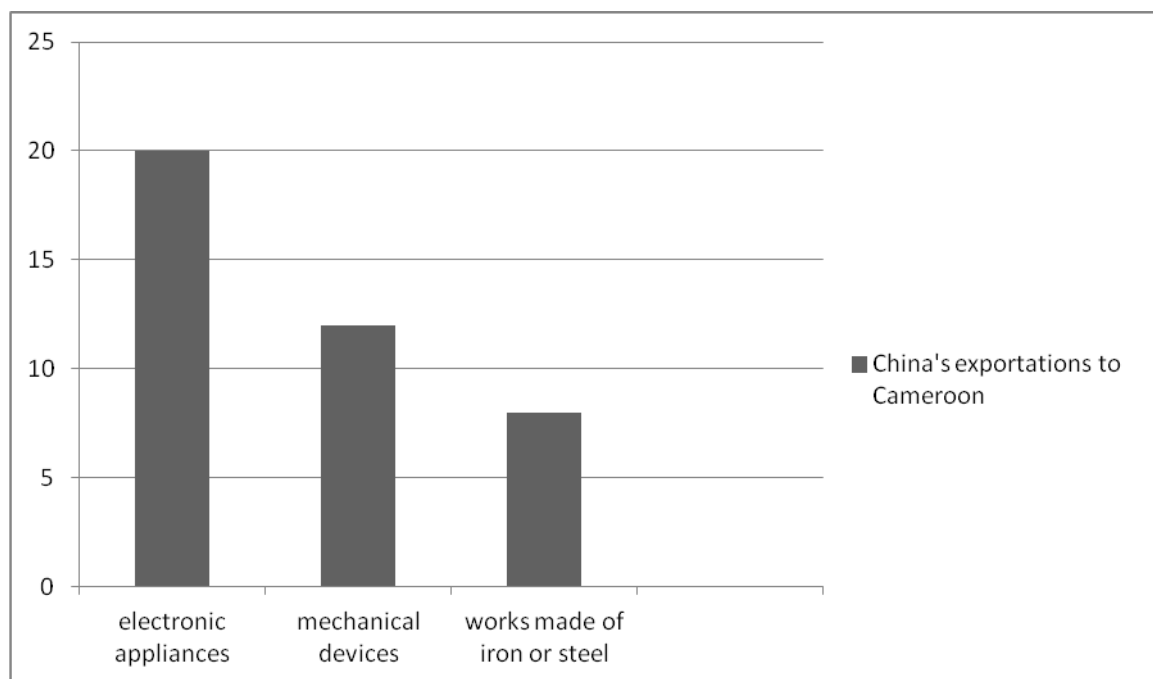
<sup>153</sup> Bone, "China and Cameroon's Evolving Political ..."

<sup>154</sup> AFRODAD, "Mapping Chinese Development ..." p.24.

America, the annual probability of American direct investments in Africa is 29% average compared to 12% in other regions of the world.<sup>155</sup>

Guy Gweth summarises those factors thus ; *Situé au fond du Golf de Guinée, le Cameroun intéresse l'empire du Milieu, tant par son histoire, sa stabilité politique, la sociologie de sa population les richesse de son sous-sol et son hospitalité que par sa situation géostratégique et sa posture diplomatique.*<sup>156</sup>

**Figure n°2: China's exportations to Cameroon in 2018**



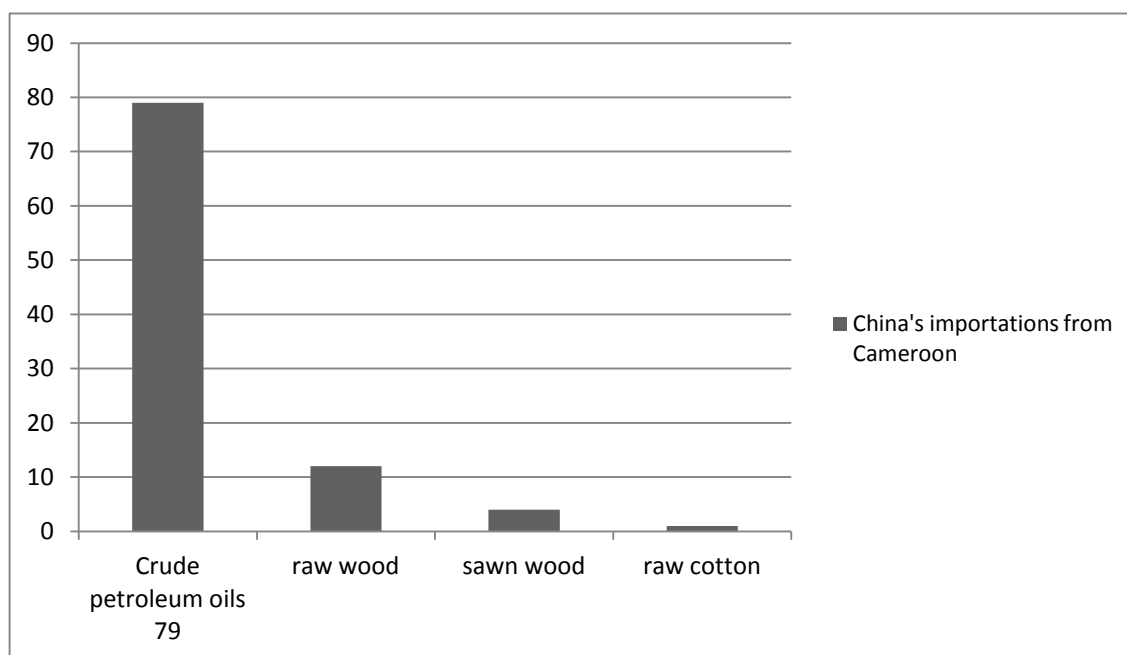
**Source:** Histogram realized based data from a report of the National Statistics Institute ,2018

From the above figure, it can be seen that China's exports to Cameroon are mainly composed of electronic appliances; mechanical devices and works made of iron or steel .We observe that China's exports are heavily composed of electronic appliances and represent 28% of Cameroon importations. Adding to it, China sells to Cameroon mechanical devices and works made of iron or steel which are respectively 12.8% and 8% of its exportations.

<sup>155</sup> *Le Droit international du développement*, Paris, PUF, 1992, p.122.

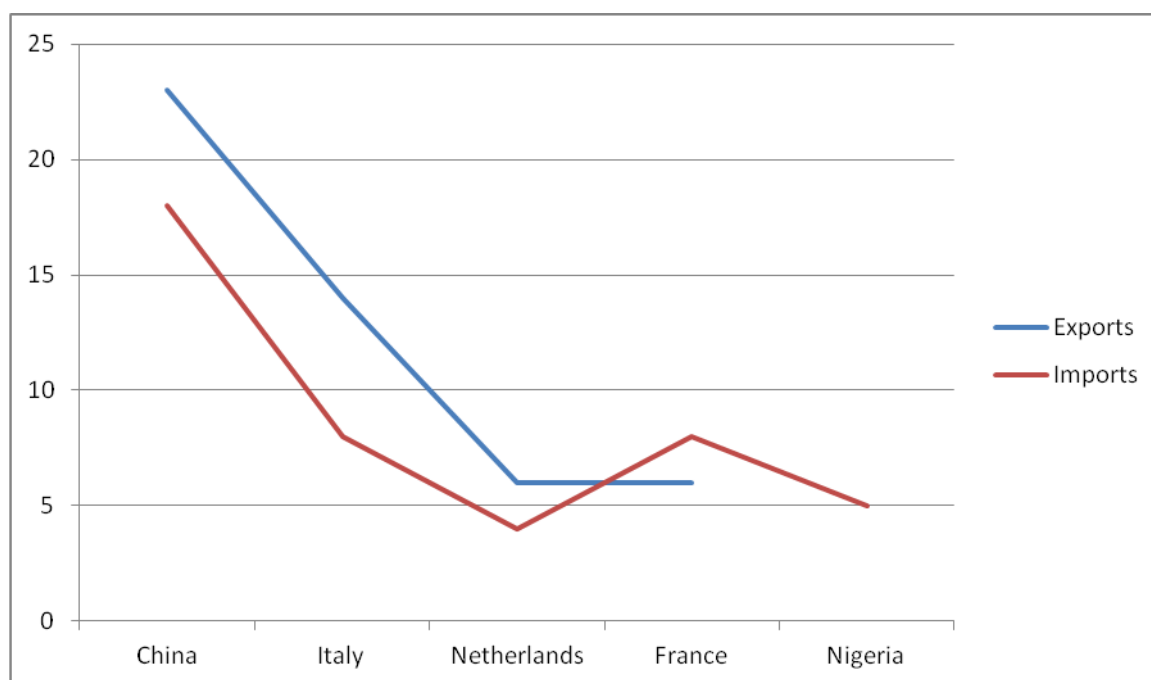
<sup>156</sup> Pokam, "De la rhétorique du gagnant..." p.6.

**Figure n°3: China's importations from Cameroon in 2018**



**Source:** Histogram realized based data from a report of the National Statistics Institute, 2018

In the above diagram, China's importations from Cameroon are mainly constituted of crude petroleum oils, raw wood, sawn wood and raw cotton. We observe that China's interest is mostly carried on crude petroleum oils as they represent 79.9% of its importations in Cameroon. Even though, Chinese companies are mostly interested in the exploitation crude oil they equally realize investments in raw wood, sawn wood and raw cotton which represent respectively 15%, 4% and 2% of the country's imports.

**Figure 4: Cameroon's exports and imports in 2018**

**Source:** Graphic realized based on the data given in a report of the National Statistics Institute, 2018

The above graphic, is an illustration of Cameroon's exportations and importations from four countries which are namely, China, Italy, Netherlands, France and Nigeria. In the graphic we observe that China is the country with whom Cameroon's commercial activities are the highest as it represents 23.9% and 18.5% of its annual exports and imports from its external partners. Apart from China, it has other commercial partners with whom the exchanges are quiet moderate as with Italy its exports and imports represent 8% and 14.7%, Netherlands 4% and 6.4%, France 8.3% and 5%. But with Nigeria it deals only with imports which are 5.8%.

### 3-The expansion of the Chinese education system

China considers education as an essential instrument to reinforce the prestige of its universities and education system on the international scene. Since the beginning of the twentieth century its higher education has experienced an increase in its enrollment number. The registration ratio in higher education has passed from 1.15% in 1980 to 29.7% in 2013.<sup>157</sup> The expansion has as objective to answer to the growing demand for higher education

<sup>157</sup>Booking Institution, "How China's education strategy fits into its quest for global influence", <https://theconversation.com/how-chinas-education-strategy-fits-into-its-quest-for-global-influence-50864>. Consulted on the 24<sup>th</sup> December 2023 at 3:46pm.

in China.s Through the expansion of its education system, China is seeking to accumulate human capital through the training of skilled labour in order to guarantee its future development.<sup>158</sup>

China has succeeded to demonstrate its soft power through international events such as the Olympic games of 2008 and the Universal Exposition of 2010.The Chinese education system has an international prestige as we can cite the exceptional performances of students of Shanghai during international evaluations.<sup>159</sup>

China has set up some university exchange programs and scholarships to Cameroonian students. Those scholarships are attributed for students to study in China; those scholarships cover numerous domains such as engineering, medicine, social sciences and Chinese language. This has given students the opportunity to get access to quality education in China and reinforcing links between both countries.<sup>160</sup>

The Chinese authorities opened Confucius institutes in Cameroon who act as educative and cultural centers and have as function to promote the Chinese language and culture. Those institutes provide courses in mandarin, cultural workshops and artistic events.<sup>161</sup>

Chinese universities have signed and established partnerships with Cameroonian institutions .Those collaborations include the exchange of teachers, joint research programs and academic development projects. Students and lecturers have the access to resources and learning opportunities in China.<sup>162</sup> In short, the expansion of the Chinese education system has been a motivation to Chinese assistance to Cameroon in education.

---

<sup>158</sup> African Development Bank , ‘China’s Educational Cooperation with Africa’’, <https://link.springer.com/article/10.1007/s10734-010-9383-x>. Consulted on the 24<sup>th</sup> December 2023 at 3:46pm.

<sup>159</sup>Booking institution , ‘How China’s education strategy ...’.

<sup>160</sup>Bone , ‘China and Cameroon’s Evolving Political ...’.

<sup>161</sup> *Ibid.*

<sup>162</sup> *Ibid.*



## CHAPTER II

### THE ACTORS AND DOMAINS OF CHINA'S EDUCATIONAL ASSISTANCE IN CAMEROON

#### I-THE LEGAL FRAMEWORK OF CHINESE EDUCATIONAL ASSISTANCE IN CAMEROON

Before the 1970's, the relations between Cameroon and China were tense and full of suspicion but with the establishment of diplomatic relations on March 26<sup>th</sup> 1971 the two countries began to mutually collaborate in all the domains of the society such as trade, infrastructures, economy etc. The China-Cameroon relations legal frame is composed of many agreements namely agreements for loans, economic and technical cooperation, cultural, medical cooperation, commercial agreement, protocol concerning military training, promotion and reciprocal protection of investments.<sup>163</sup> In this section, we will lay emphasis on the agreements which frame Chinese educational assistance in Cameroon.

##### A-The Cultural Agreement

This agreement was signed on August 27, 1984 at Beijing between the Chinese and Cameroonian authorities. This agreement had to inaugurate the cultural relations between the two countries. Through this agreement, they engaged themselves to develop their cooperation in the domains of education, culture, science, health, sport, press and broadcasting<sup>164</sup>. Concerning education, article iii states that the two parties envisaged exchanging teachers, servants and specialists to carry out visits, accomplish visit missions or give out some courses in order to contribute for a better understanding of both cultures<sup>165</sup>.

They equally decided to grant scholarships depending on the needs and possibilities of each other. And encouraged the exchange of manuals, other books and documents related to education between educational institutions of both countries. The article viii and ix are interested in the exchanges in social sciences notably through the reciprocal sending of

<sup>163</sup> C.A Eyéné, *Emergence du Cameroun 2035 : l'apport de la Chine*, Yaoundé, Saint Paul, 2012, p.2.

<sup>164</sup> Djoutchou, 'L'Action financière et technique ...', pp.35-36.

<sup>165</sup> G.Edzimbi, 'L'Assistance technique Chinoise au Cameroun (1971-1993)' Maitrise professionnelle en Relations Internationale, IRIC, 1994, p.19.

teachers in order to carry out visits and conferences and equally encourage the establishment of exchange relations and cooperation between the libraries of both countries<sup>166</sup>.

Through this agreement, China gifted 23 scholarships to Cameroon for the period between 1985 to 1986 in various domains namely hydraulics, agriculture, food technology, irrigation, railway, engineering, medicine, petroleum and pharmacy<sup>167</sup>. Equally, through this agreement China granted seven scholarships to Cameroon during 1988-1989 academic year.<sup>168</sup> This agreement laid the basis of the cultural exchanges programs which are concluded for a period of two years between the government of China and the Ministry of higher education.<sup>169</sup>

Beside the cultural agreement of 1984, there are other agreements that have been signed between the two countries to govern their relations in the domain of education.

### **B- The Agreement of May 28, 1986**

On May 28, 1986 an agreement was signed between China and Cameroon in the domain of higher education. The provisions of the accord stipulated a reciprocal exchange of academic staff or teachers in the special fields. The agreement permitted regular contacts between the officials of higher education from both countries through the participation of researchers in seminars in each country in specialized fields.<sup>170</sup>

The agreement equally stipulates that China will offer scholarships each year to Cameroonian students to undergo studies in Chinese universities. The domains which were to benefit of these scholarships are namely, civil engineering, electricity, fundamental sciences, mathematics, physics, international relations, interpretation and Chinese traditional medicine.<sup>171</sup>

### **C- The Mutual recognition agreement of diplomas, titles and university grades**

This agreement was signed on May 4<sup>th</sup>, 1994 at Beijing between Titus Edzoa, the former minister of higher education at the time and the president of the state commission of education of the Popular Republic of China. This agreement was signed in order to reinforce their

---

<sup>166</sup> Djoutchou, ‘‘L’Action financière et technique...’’, p.36.

<sup>167</sup> *Ibid.*

<sup>168</sup> Edzimbi, ‘‘L’Assistance technique chinoise ...’’, p.20.

<sup>169</sup> AMINESUP, Fiche technique coopération Chine-Cameroun, février 2024, p.2.

<sup>170</sup> Achu, ‘‘The dynamics of Sino-Cameroon...’’, p.58.

<sup>171</sup> *Ibid.*

cooperation and equally to promote exchanges and the development of higher education between the two countries.<sup>172</sup>

Through this agreement the two countries engaged to mutually recognize the diplomas delivered after secondary school and to give the possibility to the tenants of these diplomas to deposit their candidatures for admission in the institutions of higher education found respectively in both countries. They equally convened to recognize the Bachelor, Master's and PhD degrees delivered in both countries and equally permit students to pursue their studies for Master's and PhD and undergo scientific research in conformity to the rules found in the institutions of their countries respectively.<sup>173</sup>

The two countries equally agreed to mutually recognize the diplomas ,technical and professional titles of engineers, doctors, dentists, pharmacists attributed in each country. They also reciprocally decided to recognize the university grades given to teachers in both countries. The two parties convened to facilitate communication and mutually inform each other on the reforms and modifications carried in their educational systems and on the delivery of diplomas, titles and university grades in their respective countries.<sup>174</sup>

#### **D-Memorandum of Understanding (MoU) for the construction by China of an agricultural technology application center in Cameroon at Nanga Eboko**

This agreement was signed on January 10, 2008, its aim was for China to build an agricultural technology center in Cameroon and particularly in Nanga Eboko. The project had as objectives to improve food security, fight against poverty by promoting industrial fabric, improve commercial expertise in the agricultural field, fight unemployment and improve the living environment of populations in the project areas .The agreement was comprised of three components: agricultural research and experimentation, training and technical internships and agricultural exploitation and sustainable development.<sup>175</sup>

---

<sup>172</sup> Accord entre le Gouvernement de la République du Cameroun et le Gouvernement de la République Populaire de Chine relative à la Reconnaissance mutuelle des diplômes, des titres et des grades universitaires, p.1.

<sup>173</sup> *Ibid.*

<sup>174</sup> *Ibid.*, pp.1-2.

<sup>175</sup> F.Ntsa, ‘‘La présence économique et commerciale chinoise dans l’espace urbain et périurbain au Cameroun de 1991-2011’’ : le cas de Yaoundé et Mbalmayo’’, Mémoire de Master en Histoire, Université de Yaoundé I, 2014.p.35.

### **E-MoU relating to the cooperation project, research and valorization of medicinal plants**

This agreement was signed between China, represented by the Minister of Education, and Cameroon, represented by the Ministers of Higher Education and Scientific and Technical Research, in December 2003. The institutions accredited to operationalize this agreement in the cooperation project were the University of Zhejiang, University of Yaoundé I and the Institute of Medical Research and Medicinal Plant Studies (IMPM). In this agreement, the Zhejiang University was to provide, in collaboration with Chinese companies, equipments for the strengthening of the micro-biology laboratory of the University of Yaoundé I. It also took the engagement to contribute in the implementation of the project by setting up of laboratories at the University of Yaoundé I and sending professors to the University of Yaoundé I for the training of Cameroonian workers in medicinal plants. The Cameroonian side within this framework was to provide to the Chinese experts accommodation, premises for teaching and research on medicinal plants and a subsidy to cover the costs of their stay in Cameroon.<sup>176</sup>

### **F- The Digital inter-connection project framework agreement**

This agreement was signed on June 18, 2015 at Beijing between Emmanuel Nganou Djoumessi ,the minister of the economy, planning and regional development at the time and the Chinese minister of commerce this happened in presence of Cameroon's prime minister.<sup>177</sup>This agreement is carrying on the technical and financial support of China the digital interconnection project of state universities (E.National higher Education Network) for an amount of 75 billion CFA.<sup>178</sup>

The credit agreement provides that all payment relating to the project are made directly in China by the Eximbank of China for the benefit of the chinese company managing the project which is a chinese company subject to state management control mechanisms.<sup>179</sup>

---

<sup>176</sup> AMINREX, le protocole d'accord relatif au projet de coopération, sur la formation, la recherche et la valorisation des plantes médicinales, pp.1-3.

<sup>177</sup> AMINESUP, Numérique Universitaire : La méthode Paul Biya : rigueur et audace, 25 avril 2020.

<sup>178</sup> B.Diallo, 'China to network Cameroonian universities for FCFA 75billion'', <https://www.afrikatech.com/>. Consulted on the 24<sup>th</sup> November 2023 at 8:27 am.

<sup>179</sup> AMINESUP, Fiche Technique sur le projet E. National Higher Education Network, p.2.

## **II- THE ACTORS AND INSTITUTIONS RESPONSIBLE OF CHINESE EDUCATION ASSISTANCE IN CAMEROON**

In International relations every state has the right to decide on the forms and the structure of its political institutions and equally to determine the content of its foreign policy. This is equally the case for inter-state relations where institutions are designed to frame and structure the relations so as to make them beneficial for both countries .The actors and institutions from Cameroon and China and their role played in Chinese education assistance to Cameroon will be given as follows;

### **A-Actors and Institutions in charge of Chinese education aid in the Cameroonian side**

#### **-The Head of State**

The foreign policy of a country can be defined as ‘ the instrument by which a state shapes its political environment through which it can attempt to preserve favorable situations and to modify the situations which are disfavorable to it. The foreign policy is the raw material of international relations if and only if the state interactions happened beyond the control of the state’<sup>180</sup>.

In Cameroon, the domain of the foreign policy is held in reserve for the head of state. According to Article 8 of law n°96 of January 18, 2008 revising the constitution of June 2<sup>nd</sup>, 1972 modified and supplemented by law n°20 of April 14, 2008, the President of the Republic is the true guarantor of Cameroon’s foreign policy .Indeed, he is the main architect of the foreign policy as he develops, guides and promotes it and has the competence to send to a state and receive a foreign ambassador.<sup>181</sup>

He is equally in charge of concluding international treaties and agreements. Its diplomatic functions consist of the design, architecture and regulation of the diplomatic activity.<sup>182</sup>

#### **-The Prime Minister**

Apart from the head of state, the prime minister is equally an actor of China’s educational assistance in Cameroon as he participates in the orientation and implementation

<sup>180</sup>Ntsobolo, ‘l’Assistance Financière Chinoise... ’, p.53.

<sup>181</sup> S.Akoutou, ‘l’Assistance Chinoise au Cameroun en matière agricole (1989-2018) ’,Mémoire de Master en Histoire, Université de Yaoundé I, 2021, pp.63-64.

<sup>182</sup> *Ibid.*

of the diplomatic policy of the state as the head of government. It has delegated powers regarding the implementation, monitoring and even determination of certain areas of government diplomacy. He has the capacity to in trust agreement or subject on the directives of the head of state, to the minister responsible for external relations as well as those in charge of education. He is a major player in the plenipotentiarity of the state abroad as it undergoes negotiations and signs international agreements .This means that he has the function to represent officially Cameroon externally.<sup>183</sup>

### **-The Parliament**

The parliament also plays a prominent role in the provision of foreign assistance to Cameroon .As it monitors, controls and participates in the external action of the state; its powers in matter of foreign policy consist of the legislative authorization of the President of the Republic to ratify international agreements. It ensures external control of the government and allocation of financial relations to the administration of foreign relations .It empowers the President of the Republic to proceed with the ratification of treaties and other legal international commitments .It has decision making power in the field of external affairs.<sup>184</sup>

Apart from decision making organs there are technical ministries which are in charge of Chinese educational assistance in Cameroon they are namely;

### **-The Ministry of External Relations (MINREX)**

It has had numerous appellations, it was called “Ministry of foreign affairs” from its creation in 1960 to May 16, 1988 when decree n°88/772 carrying on the organization of the government instituted the denomination<sup>185</sup>. According to paragraph 17 of article 5 of decree n°88/773 of May 16, 1988, the ministry of external relations has the mission to ensure the good implementation of foreign policies decided by the head of state.<sup>186</sup> He is responsible of “external affairs”. He participates in the design of foreign policy through the suggestions for actions that he submits to the head of state .Its diplomatic responsibilities are namely: negotiation, exercise of control as lawyer, defender of national interests abroad and conservator of external memory of the state.<sup>187</sup>

---

<sup>183</sup> *Ibid.*,p64

<sup>184</sup> *Ibid.*

<sup>185</sup> Ntsobolo, ‘L’assistance financière Chinoise...’,p.54.

<sup>186</sup> N.Mouelle Kombi, *La politique étrangère du Cameroun*, 75005 Paris, Editions l’Harmattan, 1996, p .28.

<sup>187</sup> Akoutou, ‘L’Assistance Chinoise au Cameroun...’,p.64.

### **-The Ministry of Basic Education (MINEDUB)**

Decree n° 2012/268 of June 11, 2012 Article 1 paragraph 2 states that the Ministry of basic education is in charge of the elaboration and implementation of the government policy in terms of basic education .This mission, is broken down into several points;

- The organization and functioning of elementary and primary education.
- The conception and determination of teaching programs and the supervision of its implementation.
- The elaboration of principles for the management and evaluation of schools at this level of education.
- The conception and diffusion of norms, rules and process of evaluation of learners.
- The follow-up and control of the administrative and pedagogical management of public and private educational institutions in its teaching level.
- The management and continuous training of the teaching staff and auxiliaries subject to the attributions devolved to other ministerial departments.<sup>188</sup>

The ministry through its minister assures connection between the government and UNESCO in relation with the ministry of external relations.<sup>189</sup>

### **-The Ministry of Higher Education (MINESUP)**

The MINESUP through its minister is responsible of the organization, functioning and pedagogical control of higher education in the country .Its missions are namely

- The sustainability of traditional missions of higher education, the promotion and dissemination of university research.
- The International university cooperation with the Ministry of external relations.
- Guaranteeing the quality of higher education training.
- To study and propose to the government the ways and means aimed at permanently adopting certain sectors of the higher education system to national, economic and social realities.

---

<sup>188</sup> MINEDUB, ‘‘ Les missions du MINEDUB’’, <https://www.minedub.cm/index.php?id=8>. Consulted on the 05<sup>th</sup> February 2024 at 7:39 pm.

<sup>189</sup> *Ibid.*

-To ensure the permanent connection with all sectors of national life with a view to development.<sup>190</sup>

### **-The Ministry of Secondary Education (MINESEC)**

Through its minister it is responsible of the development and implementation of government policy on secondary and normal education. Its responsibilities are namely;

-The organization and operation of general and technical secondary education.

-The organization and functioning of normal education.

-The design of study programs and research into methods of general and technical secondary education as well as the control of their implementation.

-The development and monitoring of implementation of the school map for this level of education.

-Monitoring the construction of school buildings and infrastructure at this level of education.<sup>191</sup>

### **B-Chinese actors and institutions responsible of China's assistance in education to Cameroon**

Foreign aid is an important tool in China's diplomacy which serves its political, economic, strategic and global interests<sup>192</sup>. Since the 1950's the Chinese foreign aid to Africa particularly in Cameroon has considerably increased in volume and in significance leading to difficulties concerning its management<sup>193</sup>. It is for this reason why the Chinese aid policy to Africa and particularly to Cameroon in education is decided and implemented by various institutions.

### **-The Central Committee of the Communist party (CCCCP)**

The decision making organ in China is the Central Committee of the Communist party. It is the leader in foreign policy and aid policy .The government ministerial departments are

---

<sup>190</sup> MINESEC, 'Missions du MINESEC', <http://www.minesup.gov.cm/>. Consulted on the 05<sup>th</sup> February 2024 at 7:39 pm.

<sup>191</sup> MINESEC, 'Le ministre', <https://www.minesec.gov.com>. Consulted on the 13<sup>th</sup> February 2024 at 7:21pm.

<sup>192</sup> D.Zhang, G.Smith, 'China's foreign aid system: structure, agencies and identities' in *Third World Quarterly*, Vol38, N°10, 2017, p.2330.

<sup>193</sup> *Ibid.*



implementing agencies of the party rather than independent policy makers. According to Chen Deming the MOFCOM chief, the Chinese foreign aid policy has always been structured by the CCCP.<sup>194</sup>

#### **-The Forum on China–Africa Cooperation (FOCAC)**

The FOCAC was created after a ministerial conference held from 10 to 12 October 2000 at Beijing in China. The FOCAC plays an important role in the implementation of China's educational assistance in Cameroon. This forum acts as a platform for collective consultations and efficient application of the cooperation between China and the African countries which have established diplomatic ties with China and the African union commission. Those countries are about 50. This forum has as main objective the reinforcement of friendship links between China and Africa. It encourages "win-win" cooperation. It facilitates consultations and improve mutual knowledge, widen the consensus reinforce friendship and promotes cooperation. The FOCAC conferences are held after two years rotating between China and Africa.<sup>195</sup>

The FOCAC policy making mechanism is based on equity and mutual respect through various exchange and communication channels.<sup>196</sup> It has helped in the increase of the Sino-African political influence. Beside decision making organs there are other organs in charge of the drafting and implementation of China's education aid to Africa and particularly in Cameroon.

#### **-The Ministry of Commerce (MOFCOM)**

It is in charge of the drafting of foreign aid policy and it plays a preponderant role in the management of China's aid. In the domain of education, it is responsible of the majority of non-degree training programs, all school constructions and most material donations and co-manages China's youth volunteer program.<sup>197</sup> It is constituted of four subdivisions for the management of China's foreign education aid policy namely the Department of Aid to

---

<sup>194</sup> *Ibid.*, p.2331.

<sup>195</sup> Akoutou, 'L'Assistance Chinoise au Cameroun ...', p.66.

<sup>196</sup> C.Nui, J.Nui, 'Positioning China's aid to educational development in Africa :past, present and post 2015' in *International perspectives on Education and Society*, Vol 29, p.283.

<sup>197</sup> J.Reilly, *The role of China as an education aid donor*, UNESCO, 2015, p.9.

Foreign countries (DFA) which administers the Foreign Aid Inter-Agency Coordination Mechanism and plays an important role in the setting up of aid policy.<sup>198</sup>

It equally supervises China's entire foreign programs coordinate various ministries and implementing agencies. The Academy for International Business Officials (AIBO) is responsible of the direct implementation of the majority of China's vocational trainings. It sets up the topic for training specificities, the type of participants and coordinates embassy staff overseas and it sponsors some master's level university scholarships.

The International Economic Cooperation Bureau (IECB) is the organ responsible of infrastructural projects funded by Chinese aid including school construction. The China International Center of Economic and Technical Exchange (CICETE) it supervises the supply of educational equipment.<sup>199</sup>

### **-The Ministry of Education (MOE)**

It is responsible of China-Africa educational cooperation and equally providing human resources development support.<sup>200</sup> It's in charge of China's scholarship programs across four levels: PhD, Masters, Undergraduate and Short-term education programs. It takes part in the shaping up of the aid policy , supervises the involvement of universities in aid programs and supports vocational trainings on education-related matters .The MOE is made up of three organs namely the DOICE, CSC and the Chinese Language Council .<sup>201</sup>

The Department of International Cooperation exchange (DOICE) administers numerous smaller scholarships programs including Honor student scholarships, HSK scholarships, Chinese culture projects and foreign Chinese language Teacher's short term project.

The Chinese Scholarship Council (CSC) is responsible of the vast majority of China's higher education scholarship programs namely Chinese Government scholarship fund, Foreign government scholarship fund, University scholarships fund and Enterprises scholarship fund.

The Chinese Language Council is a Non-governmental organization affiliated to the MOE and has the duty to promote Chinese language instruction abroad implement primarily

---

<sup>198</sup> *Ibid.*

<sup>199</sup> *Ibid.*

<sup>200</sup> Nui, Lui 'Positioning China's aid...', p.283.

<sup>201</sup> Reilly ,*The role of China...* ,p.9.

through Confucius Institutes and classrooms and through the Chinese Volunteer Teacher's Plan (CVTP).<sup>202</sup>

### **-Ministry of Foreign Affairs (MFA)**

It is in charge of the drafting and implementation of aid policies related to foreign policy and has a prominent role in the establishment of aid levels for individual countries and programs. It plays an advisory role to the MOFCOM on foreign aid and works in collaboration with the MOFCOM in the shaping of specific packaging.<sup>203</sup> It equally supervises embassies and consulates which help manage university scholarships, training and volunteer programs within Cameroon.<sup>204</sup>

### **-Ministry of Finance (MOF)**

The MOF is the organ which manages the foreign aid budget .It gives out finances to ministries for implementation , receives and assess financial reports , help set foreign aid policies and gives funds for multilateral aid abroad<sup>205</sup> . In terms of direct funding for Chinese aid it covers the gap between the commercial and concessional interest rate for China Exim Bank concessional loans.<sup>206</sup>

### **- The China Exim Bank**

It is one of the state's institution which implements China's aid in Cameroon. It was created in 1994, its capital is handled by the state authorities and it's placed under the authority of the Chinese state Foreign affairs council and its headquarters are at Beijing. It entertains relations with more than 140 banking operators with none in Cameroon. It is only through this channel that China's exportations are financed such as mechanical products , electronics, key installations and high tech products equally public works contracts and foreign chinese investments<sup>207</sup> . It is in charge of the provision of concessional loans within China's foreign aid .The Chinese education aid consist of few concessional loans and as the major part school construction projects are financed by grants.<sup>208</sup>

---

<sup>202</sup> *Ibid.* pp.9-10.

<sup>203</sup> L.Xue, 'China Foreign Aid Policy and Architecture' in *Institute of Development Studies*, Vol45, N°4, July 2014, p.33.

<sup>204</sup> Reilly, *The role of China...*, p.8.

<sup>205</sup> *Ibid.*

<sup>206</sup> Zhang, 'China's foreign aid...', p.2337.

<sup>207</sup> Djoutchou, 'L'Action financière et technique...' p.49.

<sup>208</sup> Reilly, *The role of China...* p.8.

In Cameroon, the Export-Import Bank granted a concessional loan of 75 billion FCFA to the Republic of Cameroon and the People's Republic China for the E-National higher Education Network Cameroon project. This resulted from the signing of a loan agreement between Exim bank of China and Emmanuel Nganou Djoumessi, the minister of Economy and Plannification of the Territory at the time on the August 22<sup>nd</sup> 2016.<sup>209</sup>

### **-Confucius Institute (C.I)**

It is another institution in charge of the materialization of China's educational assistance in Cameroon. In Africa, there are 25 institutes in eighteen countries. The C.I of Cameroon has as background the chinese language training center created in 1996 and later upgraded into C.I in 2007. It is found inside the campus of IRIC and is under the auspice of the University of Yaoundé II. In order to spread knowledge on the chinese language and culture it depends on local institutions such as universities, professional schools and pedagogical services .It has eight teaching poles of chinese language notably in higher teachers training colleges at Yaoundé and Maroua, at the University of Douala and Buea.<sup>210</sup>

The C.I has as main missions the teaching of the chinese language and spread the chinese culture .It's training programs are mainly for pupils, students, civil servants and businessmen .It's objectives are to increase the number of learners in order to make them efficient and competitive in China and at the international level. It has contributed to the creation of a favorable resource for development.<sup>211</sup>

### **-The Sino –Cameroonian Joint Commission or Mixed commission**

Joint commissions are the new tools of contemporary diplomacy .They can be defined as an organ created by two or more countries who design in their respective sides, the members in charge of the assessment and to resolve it through consultations or through obligatory decisions for states. ‘It is a legal-diplomatic agreement issued on voluntary basis and by a formal agreement between one or more states and its intended to bring diplomats and experts to reflect and debate on questions related to mutual interest’.<sup>212</sup> Through this organ the main directions of bilateral cooperation programs are defined between the two states. Before, the sessions of joint commissions only concerned government authorities but later

<sup>209</sup> AMINESUP, Numérique universitaire : La méthode Paul Biya : rigueur et audace, 2020, p.1.

<sup>210</sup> Djoutchou, ‘L’action financière et technique...’,p.50.

<sup>211</sup> *Ibid.*,pp.50-60.

<sup>212</sup> Akoutou, ‘L’assistance Chinoise au Cameroun ...’,p.65.

actors of the civil society, local authorities and enterprises began to be involved in the discussions.<sup>213</sup>

After a series of negotiations Cameroon and China decided to create a mixed commission on September 26<sup>th</sup>, 1986 at Beijing through the signing of an agreement related to its creation. According to article 2 of the agreement on the creation of a mixed commission between the two countries its functions are namely ;the promotion and coordination of the bilateral relations in the economic, technical and commercial aspects, the searching of means for its realization, The study and examination of the bilateral projects and give out proposals to resolve problems which can come up within the cooperation.<sup>214</sup>

The mixed commission meets every 2 years it rotates between Cameroon and China .It is constituted of representatives and experts appointed by their governments respectively. It is a platform for economic, cultural and training sharing between the two countries.<sup>215</sup>

Apart from state institutions there are other private actors which have began to be engaged in China's educational aid policy abroad and in Cameroon particularly we have the Huawei Company.

#### **-HUAWEI**

It is a telecommunication company which head quarters are in Shenzhen, in the south of China. In Cameroon, the company is established since 2005 with two offices in Yaoundé and Douala. This company aims at participating in the development of Cameroon by being increasingly committed to the improvement of the living conditions and environment of the local populations, especially in the field of information and communication technologies (ICT).<sup>216</sup> The company is committed to resolving the problems in the Cameroonian telephone network.<sup>217</sup> In addition to this, Huawei became involved a few years ago in the transfer of skills to young Cameroonians. This is seen through the program Huawei ICT Academy , this program aims at training youths in the participating universities to benefit from training session organized at the center at SU'PPTIC

---

<sup>213</sup> Ntsobolo , ‘L’assistance financière chinoise...’,p.37.

<sup>214</sup> *Ibid.*,pp.37-38.

<sup>215</sup> Djoutchou, ‘L’action financière et technique ...’, p.41.

<sup>216</sup> Ntsa, ‘ La présence économique et commercial ...’, pp.40-41.

<sup>217</sup> *Ibid.*,p.41.

### III-THE DOMAINS OF CHINA'S EDUCATIONAL ASSISTANCE IN CAMEROON

Chinese educational assistance in Cameroon intervene in three domains namely training, infrastructures and funding.

#### A-The strengthening of the training of Cameroonians

The aid that China gives to Cameroon in education under training is subdivided into three types namely, scholarship for Cameroonian students, sending of chinese experts and training workshops and seminars for civil servants.

- Scholarships for cameroonian students: The chinese government grants many types of scholarships to cameroonian students they are namely; Type A (Bilateral program), Type B(Chinese university program) and Type C(other programs).The objectives of Chinese scholarships is to promote culture and mutual comprehension between China and other states.

-Type A scholarships: These scholarships are equally known as 50-50 scholarship they are granted within the frame of cooperation agreements signed between China and other state governments. This program is meant for university teachers, candidates of the first, second and third cycle, general and seniors.<sup>218</sup> In Cameroon, those scholarships are under the management of the ministry of higher education and the chinese embassy. The government of Cameroon receives every year from China 34 scholarships in diverse domains both in the first cycle University studies , as well as in Master and Doctorate .These scholarships cover numerous fields such as Mining , Industrial Fishery, medicine, Accountancy, Commerce and Distribution , Renewable energy, Environmental sciences, Network and Telecommunication, Management of Agricultural cooperatives, International relations etc.<sup>219</sup>

-Type B scholarships: This scholarship program aims at financing the studies of talented international students, directly selected and recommended by designed Chinese universities. This program is mainly for candidates in master and PhD.<sup>220</sup>

-Type C scholarships: This is a scholarship program which concerns private enterprises and provinces .For example the C.I scholarship.

---

<sup>218</sup> Great Yop , ‘‘ Bourses du gouvernement chinois 2024-2025’’ ,<https://greatyop.com/programme-bourses-gouvernement-chinois-csc/> . Consulted on the 08<sup>th</sup> July, 2024 at 8:23am.

<sup>219</sup> *Ibid.*

<sup>220</sup> *Ibid.*

The institution in charge of chinese scholarship programs in Africa and in Cameroon is the Chinese Scholarship Council (CSC). The CSC was created by the Chinese ministry of education in conformity with the cooperation agreements signed between China and other states .It is in charge of the recruitment and management of state chinese scholarships.<sup>221</sup>

In Cameroon, the institution in charge of receiving chinese scholarships is the Ministry of Higher Education and its executing organ is the Department of Student Assistance and Welfare (DAOU). Its role is to exploit the offer and make a wide publicity in order to make sure that the targeted population has access to the information on time. It produces a press release and an internal *communiqué* within the earliest convenience and the information is disseminated by sending copies to the different departments within MINESUP, to all state universities, governor's offices and to the Crtv radio.<sup>222</sup>

The C.I in China offers scholarships to Cameroonian learners under the “Confucius China Studies program”. Those scholarships aim at helping learners acquire a deep comprehension of China and the chinese culture .From the opening of the Chinese major at the University of Maroua in 2008 till today at least 4 or 5 students from the higher Teacher's training college ENS are winners of the Confucius Institute scholarship per year.<sup>223</sup>

The chinese language training is one of the forms of training under which chinese assistance in education is provided in Cameroon .The Confucius Institute (C.I) is the organ in charge of the chinese language training in Cameroon .It was inaugurated in 2007.It is the remnant of a chinese language center which was established in 1996 and which resulted from a partnership between the Zhejiang Normal University for China and the International Relations Institute of Cameroon (IRIC) attached to the University of Yaoundé II for the Cameroonian side<sup>224</sup>. This institution is under the coordination of the Chinese educational organization Hanban.<sup>225</sup>

Since its creation in 2007, the Confucius Institute at the University of Yaoundé II has set up about fifteen teaching centers in Yaoundé, Douala and Maroua in universities, primary

---

<sup>221</sup> *Ibid.*

<sup>222</sup> Derrick Chofor, senior staff at MINESUP, about 45 yrs ,Yaoundé, 13 March 2024.

<sup>223</sup> Zouliatou, Bidias, “China enhancing Education...”, p.13.

<sup>224</sup> H .Bjorn, Nordtveit, “An emerging donor in education and development : A case study of China in Cameroon “in *International Journal of Educational Development* ,2011, p.102.

<sup>225</sup> Hanban is a non-governmental institution and the executive organ of the International Council of Chinese Language, affiliated with the Ministry of Education. It is in charge of the tuition of Confucius institutes found in the world.

and secondary schools, ministries and enterprises. By November 2013, the number of Chinese learners enrolled in the various centers was 6,500.<sup>226</sup>

The C.I offers language courses such as Chinese major undergraduate course, Chinese as an optional course for university, secondary and primary students, Chinese course for government officials and Chinese training program for managers.<sup>227</sup> The training scheme is comprised of Chinese cultural training courses and cultural activities such as Taijiquan (martial art), calligraphy, paper-cutting, Chinese painting, traditional Chinese opera and skills of traditional Chinese massaging.<sup>228</sup>

At the end of the training, the C.I organizes HSK (Chinese Proficiency Test) which is an international standardized exam that tests and rates the Chinese language proficiency. This exam judges the abilities of non-native speakers in using the Chinese Language in their daily, academic and professional life. It consists of a writing test and a speaking test (HSKK) which are independent of each other<sup>229</sup>.

For over years, the interest of Cameroonian youths for the Chinese language training has grown considerably leading to an increase in the number of students enrolled in the various C.I. In an interview granted by a C.I teacher, he observed an increase in the demand for the Chinese language training from the young generation. "We had very few learners in the beginning (1996) .only four students were enrolled during the first year of which two were girls and four students during the second year. After that, the number of students improved.....There is a very strong demand for learning Chinese businesses by working as translators"<sup>230</sup>. We can therefore say that the rising interest is due to the low level of employability in the country and the youths see the Chinese language as an employment opportunity in Chinese companies.

The growing interest for the Chinese language is equally noticeable at the highest level of the state as the Cameroonian government introduced in 2012 the Chinese language among the foreign language taught in secondary schools alongside with Arabic, German,

---

<sup>226</sup> M. Zouliatou et al, 'China enhancing Education development in Africa :A case study of Cameroon' in *Research on Humanities and Social Sciences*, Vol 7, n°15 ,p.12.

<sup>227</sup> M. Ngomba, G. Changgang, "How China's Confucius centers affects Cameroon's culture" in *International Journal of Humanities and Social Science*, Vol. 7, N°2,2017, p.148.

<sup>228</sup> Ngomba, Changgang, "How China's Confucius ...", p.148.

<sup>229</sup> *Ibid.*

<sup>230</sup> Bjorn, "An emerging donor in education..." ,p.102.



Spanish etc<sup>231</sup>. The instauration of the Chinese language in Cameroon's education system has led to certain modifications in the denominations of certain certificates such as *Brevet d'Etudes du Premier Cycle (B.E.P.C) option Chinois, Seconde A4 Chinois, Première A4 Chinois and Terminale A4 Chinois*. In 2016, we have the instauration of the *Probatoire Chinois* and in 2017 the *Baccalauréat A4 Chinois*<sup>232</sup>. In 2014, a new Chinese undergraduate program was introduced at the faculty of letters, Arts and social sciences of the University of Yaoundé I.<sup>233</sup>

Apart from providing chinese language training, the C.I equally organizes extracurricular cultural activities such as Spring Festival celebrations, Lantern Festival performance, calligraphy contest, summer camps, Chinese gourmet festival and Washu competition(martial arts).For example , on May 23<sup>th</sup> 2017 the C.I at the University of Yaoundé II and the Chinese Kung Fu association of Cameroon organized the “Chinese Kung Fu day” at the Siantou University. These activities have as purpose to enrich Cameroonian students' life and improve their understanding of China.<sup>234</sup> According to C.I officials, the Chinese language training at the C.I has two principal functions namely; To build up human resources and to support cultural sensitizations about China<sup>235</sup>.The considerable increase in the youth interest for the chinese language has led to an increase in 2010 of the number of students enrolled at the Yaoundé Teacher Training college offering the chinese field to 1565.<sup>236</sup>

In the following paragraphs, we will further present another aspect of training in which the chinese aid is involved which is namely higher education partnership and scholarships.

A university partnership agreement was signed between the University of Yaoundé I and Zhejiang Normal University (ZJU) in 1993.This agreement was meant for student exchange and research cooperation between China and Cameroon .This partnership has as feedback the equipping of the microbiology Laboratory by China, the sending of 10 chinese teachers and

---

<sup>231</sup> J.Gonondo”Confucius Institute and the Development of Chinese language teaching in Cameroon” in *Journal of Education and Practice* ,Vol12, N°3, 2021, p.36.

<sup>232</sup> A.Guemkam “l'importance de l'enseignement/apprentissage du chinois au Cameroun ” in *Langues & Cultures*, Vol 04,N° 01, p.228.

<sup>233</sup> S.Mbom, “Cameroonians show growing interest in learning chinese language”  
[https://www.chinafrica.cn\\_story](https://www.chinafrica.cn_story)..... .Consulted on the 21<sup>st</sup> October ,2023 at 10:45 pm.

<sup>234</sup> Ngomba, Changgang, “How China's Confucius ...” pp.148-149.

<sup>235</sup> F.Von Cölln, “China development logic to education in Africa ”in *International Politics of China*”, 2014,p.10.

<sup>236</sup> Yofende, “Sino-Cameroon cooperation ...”, p.48.

the graduation of 10 Master degrees, 13 DEA (*Diplome d'Etudes Approfondies*) and five PhD's students in 1997.<sup>237</sup>

In line with the 20+20 university cooperation announced at the 2009 FOCAC, a Memorandum of Understanding (MoU) was signed in 2017 between the Cameroon embassy to China and Xingtai polytechnic college at the province of Heibei with the aim of granting scholarships to Cameroonian students in various fields. The MoU purpose is to provide training for 20 Cameroonian students per annum in Diploma program (the equivalent of Higher National Diploma (HND) with full scholarships (free tuition, accommodation, health insurance, books and a monthly stipend of 1.500 RMB worth 126,727 FCFA). The beneficiaries of these scholarships carryout a year of Chinese language training before going to China to read their courses for two years.<sup>238</sup>

The granting of scholarships is one of the oldest aspect of China's assistance in education to Cameroon. It began in 1957 when the chinese government sponsored the trip of the first group of cameroonains to China .The period between 1966 and 1983 was marked by the granting of no scholarships to Cameroonians due to the political and economic difficulties. This situation came to an end when China and Cameroon signed a "cooperation agreement" on the 27 August 1984.<sup>239</sup>The agreement covered various domains such as education, sport, radio broadcasting, public health, science, editing and press. The educational aspect of the agreement was constituted of student exchange seven scholarships were granted to cameroonian university students.

During the "Sino-Cameroonian discussions on education " which took place from 7 to 10 of November 1989 ,China took the commitment "to increase the quota to more than seven scholarships yearly". From the mid 1990's to present the number of scholarships granted increased considerably .The establishment of the FOCAC in 2000 led to a remarkable diversification of funding sources in China.<sup>240</sup> The coming of the FOCAC, led to an increase in the scholarship quotas from African countries especially for cameroonians. In 2009 the

---

<sup>237</sup> E.Chidiebere, B.Tachago, "Examining the impact of China-Africa educational cooperation :A case study of Cameroon" in *European Journal of Education Studies* ,Vol 6, Issue 7,2019 ,p.381.

<sup>238</sup> *Ibid.*

<sup>239</sup> Kaji, "Student Migration from Cameroon..." , p.84.

<sup>240</sup> *Ibid.*

quota passed from 35-40 scholarships making China to emerge as the most important donor in the country ahead of Morocco and Algeria.<sup>241</sup>

The Chinese government equally offers scholarships to Cameroonians in agriculture. The period between 1985 to 1986, China granted 23 scholarships to Cameroonians with 7 in agricultural hydraulics and 4 in food technology. From 2009-2010 China sponsored 32 scholarships for higher education with 10 at the *Baccalaureate* level and 22 in post graduate in agriculture with other fields as medicine, electrical engineering, telecommunications and information technology. Between 2010 and 2011, China offered 24 higher education scholarships to the Cameroonian government 9 for the *baccalaureate* level and 15 for the aspiring masters.<sup>242</sup>

On August 17<sup>th</sup> 2017, 100 Cameroonian students benefitted from scholarships granted by the Chinese government and the Confucius Institute to China for the 2017/2018 academic year. This happened during a ceremony held at the Chinese Embassy in Cameroon in presence of the ambassador Wei Wenhua and the minister of higher education Jacques Fame Ndong. <sup>243</sup>

According to the Chinese ambassador Wei Wenhua, the scholarships given to Cameroon concerns almost all the sectors of the society such as agriculture, education, medicine, technology etc. Each year the Chinese government offers 30 scholarships in addition<sup>244</sup> to those given by the C.I. More than 300 Cameroonians in 2016 travelled to China to participate in various training sessions, this include 77 recipients of Chinese government and Confucius Institute scholarships.<sup>245</sup>

Apart from providing assistance in training through scholarships and partnerships the Chinese government equally gives out short term and long term training.

The Chinese government sponsors every year between 100 and 110 study tours in China for technicians and civil servants. The training provided by the Chinese officials include two types namely technician training which last between 6 months and a year and training for

---

<sup>241</sup> Chidiebere, Tachago, ‘Examining the impact...’, p.379.

<sup>242</sup> Akoutou, ‘L’assistance chinoise au Cameroun ...’, p.88.

<sup>243</sup> K.Ndukong, ‘100 Cameroonians students receive Chinese government scholarships’, People Daily online. Consulted on the 22<sup>nd</sup> October, 2023 at 5:07pm.

<sup>244</sup> Ndukong, ‘100 Cameroonians students...’.

<sup>245</sup> Zouliatou, ‘China enhancing Education...’, p.13.

civil servants which usually last for about 2-3 weeks.<sup>246</sup> In 2008, approximately 60 cameroonian civil servants and 30 technicians were trained in China.<sup>247</sup>

In 2012, Cameroon's official news paper estimated that about 500 Cameroonian officers have received training from chinese military academies since the establishment of the military cooperation .In 2016, at Beijing a group of Cameroonian journalists attended a short term training.<sup>248</sup>

During the same year, a delegation of chinese language teachers from the university of Maroua in Cameroon went for a two months training at the Zhejiang Normal University During the period between 2002 to 2006, the Cameroonian education delegates participated to 40 seminars in China which was based on the partnership between the University of Yaoundé I and Zhejiang Normal University.<sup>249</sup>

Apart from the government there are private institutions which are engaged in vocational training .For example , Huawei which is present in the country since 2005, has trained approximately 80 cameroonians who were sent in training centers in China and conducted further local trainings by 2011<sup>250</sup>.

## **B-Infrastructures**

China's aid intervene in the domain of education through the construction and rehabilitation educational infrastructures.

**-Construction:** The chinese government construct infrastructures as a result of cooperation agreements with universities, resolutions of the FOCAC or from mixed commissions. The chinese government makes a donation or gives a concessional loan to the recipient country and designs a chinese company which will be in charge of the construction and equipment of the infrastructure .The recipient country is responsible of the construction site and all the modalities regarding the importation of the equipments .Let's take the case of the construction and equipment of a microbiology laboratory in the University of Yaoundé I which resulted from a cooperation between the Zhejiang university and the University of Yaoundé I. <sup>251</sup>China offered many didactic materials which include books, computers etc which helped in

---

<sup>246</sup> *Ibid.*

<sup>247</sup> Kaji, 'Student Migration from Cameroon...', p.83.

<sup>248</sup> *Ibid.*

<sup>249</sup> Zouliatou, 'China enhancing Education...', p.26.

<sup>250</sup> Von Cölln, 'China development logic...', p.12.

<sup>251</sup> Zouliatou, Hongwu, 'Benefits of international Education ...', p.26.

enhancing the school environment there by making it more attractive to increase the number students of enrolled in the university. The microbiology laboratory helped in the provision of high quality training to master and doctoral students. It's equally led to collaborations with chinese researchers for multidimensional researches and practices in fermentation. An example of one of projects which helped to fill the gap in manufacturing and researching through the micro-biological laboratory is the project of "Tapioca's alcoholic fermentation".<sup>252</sup>

After the visit of the president of Cameroon in China in 2006, China launched the construction of the Mvomeka'a public school. This project had a value of approximately 480 millions of FCFA and it was inaugurated in October 2008. This assistance was still equally materialized by the construction of two elementary schools at Nanga Eboko and at Guider<sup>253</sup>.

On September 28, 2012 a contract was signed for the construction of an agricultural technical school in Cameroon. The Yabassi professional agricultural high school was created on April 8, 2016 through the edict of Philemon Yang .This aid of China is worth 7.5 billion FCFA and was partly funded by Cameroon at a level one billion. The school provides courses in crops and animal production and other cross-cutting modules. This school has 82 hectares of land with about four used for constructing facilities. The remaining 72 hectares are for practicing farms.<sup>254</sup>

**-Rehabilitation:** The Cameroonian authorities present the rehabilitation project to the chinese authorities during some meetings and the chinese authorities have to decide on the importance and feasibility of the project. The Chinese government later accepts to finance the rehabilitation and designs a chinese company which will be responsible of rehabilitating the educational infrastructure.

## **C-Funding**

The aid that China gives to Cameroon in the educational field is equally seen in the form finances which include concessional loans and donations.

**-Concessional loan:** These are loans which carry interest rates, which are "low". They usually have a grace period of at least two years, and the reimbursement period can stretch

---

<sup>252</sup> *Ibid.*

<sup>253</sup> *Ibid.*, p.60.

<sup>254</sup> K.Ndukong, "Chinese built a professional agricultural high school goes operational in Cameroon ", People Daily online. Consulted on the 24<sup>th</sup> October 2023 at 4:03 pm.

over 10 or even 20 years. These loans tend to be provided for big infrastructure projects, and they are provided directly by the Export–Import Bank of China (EximBank).<sup>255</sup>For the realization of infrastructures financed with those concessional loans, China calls on for chinese companies and the financial transactions are carried out in China.

In Cameroon, China through the Export-Import bank (Eximbank-China) gave a concessional loan of 75 billion FCFA worth 937,500,000 Yuan RMB to Cameroon for the implementation of E.NHEN project. This project was launched on July 27<sup>th</sup>, 2016 by H.E Paul Biya , it had as objective the digital transformation of Cameroon’s higher education ecosystem, promote digital education through the construction of IT infrastructure and soft ware platforms ,there by contributing to the development of the digital economy in Cameroon.<sup>256</sup>This project was jointly implemented by the Ministry of higher education and Sinchuan Telecom Construction Engineering Co.Ltd from China.

**-Donation:** They are equally known as grants which are mostly seen in the form of goods and didactic materials, construction of infrastructures and training of the local population. This grant is used to help the recipient country government to construct some social welfare projects such as hospitals, schools, and housing to ensure a sustainable development<sup>257</sup>. China grants to Cameroon are mostly composed of didactic materials, IT equipments, electronic appliances and office equipment.

---

<sup>255</sup> L.Lynch et al, ‘‘China’s Foreign Aid: A Primer for Recipient countries, Donors and Aid Providers’’, in *Center for Global Development Note*, 2020, p.2.

<sup>256</sup>R.Nkonlak, ‘‘Don special du chef de l’Etat :l’affaire des ordinateurs chinois’’, <https://www.camer.be/65279/30:27/cameroun-don-spaccial-du-chef-de-laetat-laaffaire-des-ordinateurs-chinois-cameroon.html>.Consulted on the 21<sup>th</sup> January 2024 at 4:51pm.

<sup>257</sup> Lynch et al, ‘‘China’s Foreign Aid...’’ p.2.

**CHAPTER III**  
**THE REALIZATIONS OF CHINA'S EDUCATIONAL ASSISTANCE IN**  
**CAMEROON**

**A- Strengthening the training of Cameroonians**

China's aid to education in Cameroon in the domain of training is seen through the granting of scholarships to Cameroonian students , sending of Chinese teachers to Cameroon and seminars and training workshops for civil servants.

**1-Scholarships to Cameroonian students**

The granting of scholarships is the first and oldest form of China's assistance in the domain of training .This began in 1957 when the chinese government sponsored the voyage of the first group of cameroonians in China .The period between 1966 and 1983 was marked by the granting of no scholarships to cameroonians by China due to political and economic difficulties but it resumed after the signing of a cultural agreement on August 27 ,1984 between the two countries.<sup>258</sup>

In line with the provisions of the cultural agreement, the Ministry of Education of the Popular Republic of China, offered 7 scholarships to cameroonians for the academic year 1985-1986.The scholarship was divided as follows: two for hydraulics and three for architecture. For the selection, the chinese embassy organized an examination made up of papers in mathematics, physics and chemistry for students who aspired to undergo studies in sciences, technology, agronomy and medicine.<sup>259</sup>

Cameroon received 12 scholarships for the academic year 1986-1987 with 7 for old students and 5 for new students.<sup>260</sup>The chinese government offered 23 scholarships to Cameroon for academic year 1987-1988 and it was distributed in various fields namely agricultural hydraulics (7),architecture (4), food technology (4), irrigation (4), railway engineering (1), general medicine(1), petroleum(1) and pharmacy (1).<sup>261</sup>

<sup>258</sup>Kaji, "Student Migration from Cameroon ...", p.84.

<sup>259</sup> AMINREX, N° 85, Note verbale de l'ambassadeur de Chine au ministre des relations extérieures

<sup>260</sup> AMINREX, Etats des relations Cameroun-Chine, 1987.

<sup>261</sup> AMINREX, Etats des relations Cameroun-Chine ,15 avril 1988.

For the academic year 1997-1998, China granted 24 scholarships to Cameroon. The scholarship concerned students at *Baccalaureate*, Bachelor and Master level. The fields that benefitted were namely journalism, international relations, traditional medicine, law, microbiology, hotel industry, styling and model making, mathematics and ICT, heavy mechanics, marketing, petro chemistry, economics, electro technics and wood sciences. The chinese embassy at Yaoundé organized a preselecting test from March 29-30 1997 for Bachelor and candidates for science and economic fields<sup>262</sup>.

The chinese government granted 30 scholarships to cameroonian youths for the academic year 1998-1999. The scholarship was to be divided into two with one half for the Bachelor, Master and PhD and the other half was for higher level interns.<sup>263</sup>

For the academic year 1999-2000, Cameroon benefitted from 33 scholarships from China. At the occasion a restricted university orientation and assistance commission was held on April 9 ,1999 to carry out the selection of the candidates based on various criteria like be a cameroonian , be a tenant of the *BAC*, *GCE/AL*, Bachelor degree, Master degree or an equivalent diploma and have a perfect physical and mental health. The meeting was chaired by Owono Ateba, general secretary of the ministry of higher education at the time and statutory members of the commission were namely :

- a representative of the Prime minister's office;
- a representative of the Ministry of Public service and administrative reform;
- a representative of the Ministry of the Economy and Finance;
- a representative of the embassy of China;
- the Director of Orientation and University Assistance (MINESUP);
- the Director of Higher Education Development (MINESUP);
- the Assistant Director of Student Assistance;
- managers and executives of the Department of orientation and University Assistance.<sup>264</sup>

---

<sup>262</sup> AMINESUP, Bourses Chinoises 1997/1998.

<sup>263</sup> AMINESUP/SG/DAOU, Expose of the focal point for China, 2022.

<sup>264</sup> AMINREX, Commission restreinte de sélection des bourses, 28 Avril 1999.



The Chinese government made an offer of 11 scholarships to the government of Cameroon for the academic year 2004-2005 with 3 for the first cycle and 8 for the second cycle. This offer covered numerous domains such as agriculture, law, electro technics, ICT, journalism, Chinese language, marketing, mathematics, heavy mechanics, traditional medicine, microbiology, petro chemistry, international relations, environmental sciences, wood sciences and economics.<sup>265</sup>

During the period 2009-2010, China financed 32 scholarships for higher studies with 10 at the *baccalaureate* level and 22 for post graduates in the fields of medicine, agriculture, electric engineering, telecommunications and computer.<sup>266</sup>

For the academic year 2010-2011, China put at disposal of the Cameroonian government 24 scholarships for higher education with 9 for the *baccalaureate* level and 15 for aspiring master. Those scholarships were for youths engaged in applied sciences, medicine, agriculture, economics, electric engineering, environmental sciences, telecommunications, computer sciences and law.<sup>267</sup>

During a ceremony presided by Wei Wenhua, China's ambassador at the time, in the presence of Pr Oumarou Bouba, the University of Yaoundé II's rector at the time, scholarships of 200,000 frs were granted to the 50 best students at the university of Yaoundé II for the academic year 2015-2016. Equally at the same occasion a convention was signed between the Chinese embassy and the university of Yaoundé II, it had as provisions that China will offer every three years scholarships of a value of 10 million frs to students of the university.<sup>268</sup>

On October 10, 2017, the Cameroon embassy to China and the Xingtai Polytechnic College signed a Memorandum of Understanding which aims at granting scholarships to Cameroonian students in diverse fields. The ceremony took place at the embassy of Cameroon in China at Beijing. The agreement provides for the training of 20 Cameroonian students each year in Diploma programs. Students will undertake a year for the study of Chinese language before proceeding to read their courses for two years upon completion. The scholarship

---

<sup>265</sup> AMINREX, N°04, lettre de correspondance du ministre des relations extérieures au ministre de l'enseignement supérieure, 24/02/2004.

<sup>266</sup> Djoutchou, 'l'Action financière et technique ...', p.79.

<sup>267</sup> *Ibid.*

<sup>268</sup> Université de Yaoundé 2, 'L'Université de Yaoundé II-Soa la Chine prime l'excellence académique', <https://cm.china-embassy.gov-cn/fran/xxx/201612/t20161211-6723849-htm>. Consulted on the 03 May 2024 at 10:23 am.

covers tuition, accommodation, health insurance, books and a monthly stipend of 1,500RMB(120,727 fcfa).

According to Martin Mpana, Cameroon's ambassador in China that MoU is in line with H.E Paul Biya's 2035 vision and it will help foster technical training and broaden the scope of Cameroon's higher education learning. The college offers specialties needed in Cameroon namely, business administration, fashion and design architecture, building automobile, electrical and resource and environmental engineering.<sup>269</sup>

On August 17, 2017, 100 cameroonian students benefitted from scholarships granted by the chinese government and Confucius institute to study from the 2017-2018 academic year. This happened during a ceremony held at the chinese embassy in Yaoundé in the presence of Wei Wenhua ambassador at the time and Pr Jacques Fame Ndongo, minister of higher education of Cameroon.<sup>270</sup>The Chinese government offered 34 scholarships which were meant for first cycle university studies, Master's and PhD. It was opened to various fields such as Mining, Industrial Fishery, Medicine, Accountancy, Commerce and Energy distribution, Renewable Energy , Environmental sciences, Network and Telecommunications, Management of Agricultural Co-operatives, Computer science, Communication and Information, Electricity, International Relations, International Business Law and Chinese Language.<sup>271</sup>

For the academic year 2019-2020, 128 cameroonians received their admission letters in chinese universities during a ceremony presided by Wang Yingwu, China's ambassador to Cameroon in the presence of Pr Wilfried Nyongbet Gabsa, secretary general of the ministry of higher education , representant of the state minister. Those scholarships covered various fields like ICT, renewable energy, telecommunications networks, management, electricity etc.The chinese government offered to Cameroon 45 scholarships , adding to it the 83 scholarships offered by chinese universities collaborating with the Confucius institute of Yaoundé.<sup>272</sup>

In 2019, students at SUP'PTIC had benefitted from a training at the Huawei ICT Academy .This training results from a convention signed between Huawei and Cameroon in September 2018 at the occasion of the FOCAC.During the same year the first batch of 200

---

<sup>269</sup> Cameroon Tribune, "Cameroon Embassy, Chinese Polytechnic Enter Scholarship Deal", Cameroon-Tribune.cn/article .html/12787/en html/details\_2. Consulted on 28<sup>Th</sup> December 2023 at 8:10am.

<sup>270</sup> Ndukong, "100Cameroonian students receive...".

<sup>271</sup> AMINESUP,N°00076, Radio/Press Release,21 February 2017.

<sup>272</sup> R.Etoundi, "128 camerounais à l'assaut des campus chinois" in *Cameroon Tribune* ,20 August 2019, p.17.

students had to be supervised by the first four teachers trained and certified as Huawei Certified Academy Instructor ( HCAI) which falls within the main objective of the global Huawei Ict Academy Program in Cameroon ;first training teachers so that they will be equipped and qualified to carry out the transfer of knowledge and skills from Huawei Ict Academy to Cameroon. The training concerned students in final year construction and telecommunication engineering. The training lasted ten weeks , the beneficiaries were trained and acquired skills on the basics of “Computer Network Engineering and Radio Communications Engineering”’ and the best were given the opportunity to improve their skills at Huawei headquarters through the “seeds for the initiative future”’. This training had as objective the training and the transfer of skills to young people.<sup>273</sup>

The Jiangsu University in China and the University Institute of Science and Technology of Yaoundé (IUSTY) signed a partnership agreement on May 7, 2020. The agreement aim at creating opportunities and facilitating academic mobility for students and teachers of IUSTY. It equally gives the possibility to students to be trained in divers fields of study with 170 masters in specialties such as medicine, pharmacy, civil and mechanical engineering, food and biological engineering, finance and economics, electrical engineering and computer science, management chemistry and chemical engineering, mechanical engineering, computer science and telecommunications engineering, pedagogy and traffic engineering, life sciences, art.<sup>274</sup>

42 PhD degrees in fields such as :agricultural engineering, clinical medicine, computer science and technology, control science and engineering, environmental science and engineering, food science and engineering, management science and engineering, materials science and engineering, mechanics , traffic engineering , instrument science and technology, vehicle engineering.<sup>275</sup>

According to the provisions of the agreement, the selected students and teachers of IUSTY will benefit from a scholarship equivalent to 75% of the tuition fee for training in Master or PhD in China.<sup>276</sup>

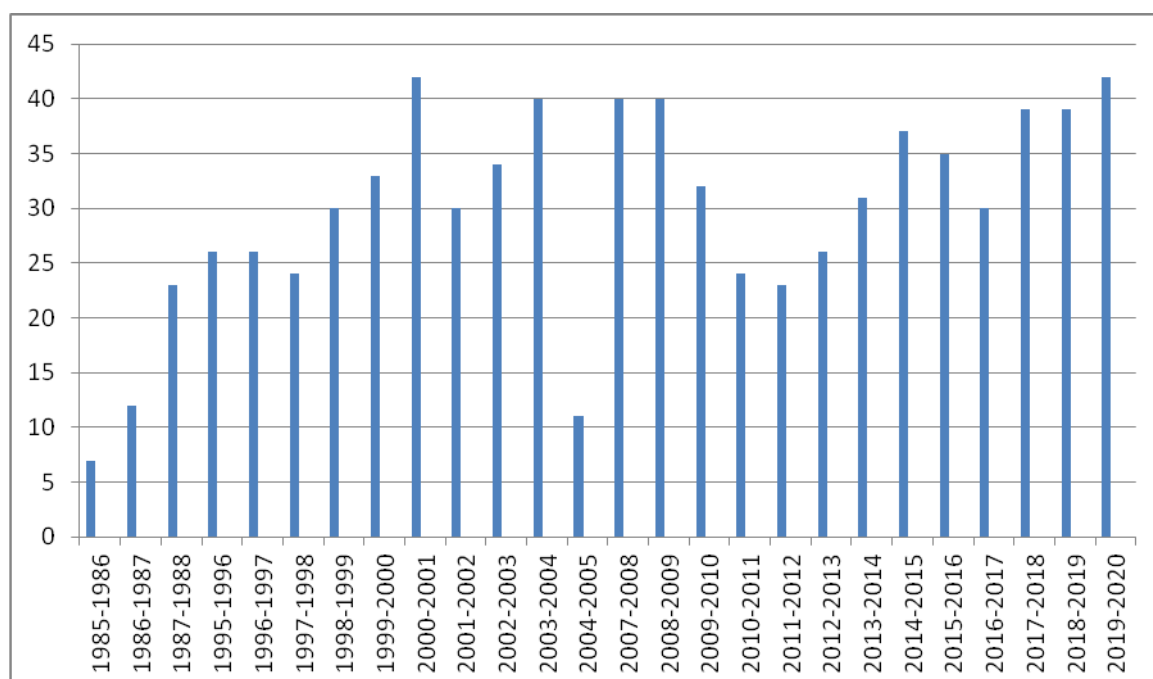
---

<sup>273</sup>SUPPTIC, “La coopération sino-camerounaise implémentée par la formation des étudiants à la Sup’ptic de Yaoundé”, <https://www.yusiip.cm/actualite-presentation.php?>. Consulted on the 19<sup>th</sup> May 2024 at 6 :45 pm.

<sup>274</sup> IUSTY, “IUSTY et l’Université de Jiangsu-Chine offre des bourses d’études pour le master et le Doctorat”, <https://www.iusty.net/actu-partenariat-jiangsu-justy.html>. Consulted on the 03<sup>th</sup> May 2024 at 3:51 pm.

<sup>275</sup> *Ibid.*

<sup>276</sup> *Ibid.*

**Figure n°5: Evolution of the number of scholarships granted by China to Cameroon**

**Source:** Histogram realized based on the data collected at the Ministry of Higher Education.

In the above diagram, we remark that during the period between 1985-1988 the number of scholarships granted is the smallest because it marks the beginning of China's assistance to Cameroon in education through the cultural agreement signed in 1984. In the mid 1990's there is an increase in the number this is the result of the "Sino-Cameroonian discussions on education" which took place from November 7<sup>th</sup>- 11<sup>th</sup>, 1989 and during which the Chinese counterpart took the commitment "to increase the quota to more than seven scholarships yearly". We equally notice that the Chinese government is no more the only one engaged in the granting of scholarships, there are other Chinese institutions in China's scholarship scheme. There are among others, Confucius institute, Chinese provinces, Chinese universities, Chinese companies in Africa and specific ministries in China. Due to the multiplicity of the parties involved in China's scholarship scheme, the Chinese government has put in place a coordinating institution called China Scholarship Council (CSC)<sup>277</sup>. During the academic year 2000-2001, the number of scholarships increased to 42 scholarships, this is the implementation of the resolutions stopped during Beijing summit of the FOCAC held in 2000 as they are namely, the increase in the number of scholarships granted to African students, for them to study in Chinese universities, send more teachers to African schools and help local institutes of higher learning.

<sup>277</sup> Kaji, "Student Migration from..." p.84.

## 2-The sending of Chinese teachers and experts to Cameroon

In order to help Cameroon improve its medical services and attain its objective of ‘health for everyone in the year 2000’, China signed an agreement in May 1975 with Cameroon which resulted in the sending of specialists in domains such as internal medicine, pediatric, surgery, radiology, obstetrics and gynaecology and acupuncture in the Mbalmayo and Guider hospitals.<sup>278</sup>

Within the frame of a new medical agreement signed on August 11, 1986 another Chinese medical group trained nurses in acupuncture, anesthesiology and radio manipulation. The training had as objective to provide central, regional, divisional and sub divisional hospitals with qualified technicians in those domains.<sup>279</sup>

Within the microbiology project between the University of Yaoundé I and the University of Zhejiang in the 1990’s, twelve Chinese teachers taught microbiology in the first, second and third cycle during 8 years. The Chinese professors equally supervised 33 students in Master’s and 3 students in PhD.<sup>280</sup>

In order to reinforce the cooperation between China and Cameroon in higher education in the domain of arts and culture, the Chinese Ministry of Education sent a Chinese expert in Chinese plastic arts Pr Dai Shihe, head of the department of plastic arts at the Academy of *Beaux Arts* of Beijing to participate to a training workshop held from December 15-24, 2003 in Cameroonian universities during the festival of Arts and Culture of Cameroonian universities.<sup>281</sup>

## 3-Seminars and Training workshops for civil servants

Apart from granting scholarships and sending teachers and experts to Cameroon, China equally funds and organizes seminars and training workshops for civil servants; the main objective is the reinforcement of the working capacities of state workers engaged in the various sectors of the economy.

The Beijing seminar on follow-up action to the fourth world conference on women: This training workshop was organized by the federation of Chinese women. The workshop was

---

<sup>278</sup> L. Angoula, ‘Renforcement des équipes de Mbalmayo et Guider’, *Cameroon Tribune*, N° 3942, 12 Aout, 1987, p7.

<sup>279</sup> *Ibid.*

<sup>280</sup> AMINSANTE, Direction de la Santé, Coopération médicale sino-camerounaise.

<sup>281</sup> AMINREX, N°86, note verbale de l’ambassadeur de Chine au Cameroun au ministre des relations extérieures, 8/Dec/2003.

held from June 18-22, 1998 and aimed at facilitating the exchange of information and experiences related to the implementation of governments and NGO's of the declaration and action platform adopted in 1995. It saw the participation of women from the ministry of social affairs and female condition of Cameroon.<sup>282</sup>

Training workshop on the study and analysis of medicinal plants: It was organized by the ministry of education of China. It was a one month training which began in September 2001 and was held at Tianjin, Hangzhou and Shanghai. It was the materialization of the ideas of the FOCAC held in October 2000 at Beijing to develop exchanges and cooperation between China and Africa. The workshop was meant for teachers or researchers tenants of a bachelor degree in pharmacy or organic chemistry. The seminar was on the chemistry of chinese traditional medicine and analysis on traditional pharmacology.<sup>283</sup>

Seminar in favor of African high civil servants of national education: It was organized by China in line with the provisions of the FOCAC. It was held from October 16-30, 2002 at Changchun, province of Jilin.<sup>284</sup> It had the aim to strengthen the cooperation and exchanges with African countries in the domain of education.

In the frame of the Sino-African cooperation Forum China organized a training workshop in Yaoundé in collaboration of Cameroonian authorities. The workshop was to promote the cooperation with African states in the domain of training. The workshop was organized on the prevention and treatment of malaria in June 2003 for 7 days and it saw the participation of 20-25 civil servants and technicians from Cameroon and other countries from the sub region, 2 participants per country (1 civil servant and 1 technician).<sup>285</sup>

Training workshop for senior African administrators: This workshop was organized by the chinese ministry of Education during the second semester of the year 2003 at the Nanjing University, Jiangsu. It was organized in order to develop exchanges and cooperation in the domain of education between China and African states.<sup>286</sup>

---

<sup>282</sup> AMINREX, lettre de correspondance du ministre des relations extérieures au ministre des affaires sociale et de la condition féminine, 17/10/97.

<sup>283</sup> AMINREX N°481, lettre de correspondance du ministre des relations extérieures au ministre de l'enseignement supérieure et de la recherche scientifique, 09/05/2001.

<sup>284</sup> AMINREX N° 02591, lettre de correspondance du ministre des relations extérieures au ministre de l'éducation, 11 Septembre 2002.

<sup>285</sup> AMINREX N°00946, lettre de correspondance du ministre des relations extérieures au ministre de la santé publique, 12 Juin 2003.

<sup>286</sup> AMINREX N°01101, lettre de correspondance du ministre des relations extérieures au ministre de l'enseignement supérieur et l'éducation nationale, 26 Juin 2003.

Seminar on maize growing technique: It was organized by the secretariat of the monitoring committee of the Sino-African cooperation from September 1-10,2003 at Bamako. It was organized to strengthen the cooperation between Cameroon and China .The seminar equally aimed to contribute to the improvement of human resources in the fight against famine in Cameroon.<sup>287</sup>

Seminar on applied solar energy technology: It was organized by the secretariat of the monitoring committee of the Sino-African cooperation from September 17-26, 2003 in Tunis. This seminar was organized to strengthen cooperation between China and African countries particularly with Cameroon .And equally so that it pave the way to the management and use of solar energy as a substitute resource compared to hydroelectric energy of current consumption.<sup>288</sup>

Seminar on the management of basic education: The seminar was organized by the ministry of Education of China from June15-July 04,2004 at the North East Normal University at Changchun .During the seminar 15 African countries participated namely, Zimbabwe, Mozambique, Tanzania ,South Africa ,Cameroon, Sierra Leone, Kenya, Seychelles, Namibia, Lesotho and Ghana. Cameroon was represented by the Director of primary, nursery and normal education. The objectives of the seminar were to make known the key elements of China's educational system to the participants to search for common points between the educational system in China and those in the participating countries at the seminar. It was equally to share good practices and set the basis of bilateral cooperation between China and African states in the domain of education. The seminar was made up of lectures, visiting of educational institutions and the visiting of touristic sites.<sup>289</sup>

A training workshop on the protection of health through Chinese traditional medecin was organized from July 15toSeptember 15, 2004 at the Beijing Traditional Chinese Medicine Research Institute. It saw the participation of many African countries notably Cameroon represented by the Assistant director of the Gynaeco-Obstetrical hospital of Yaoundé and the Director of the Mbalmayo district hospital .The objective of the training was to enable students to grasp the gist of knowledge and technology of traditional chinese medicine health

---

<sup>287</sup> AMINREX, N°01072, lettre de correspondance du ministre des relations extérieures au ministre l'agriculture et du développement rurale.

<sup>288</sup> AMINREX N°0110, lettre de correspondance du ministre des relations extérieures au ministre de l'eau et de l'énergie, 01 Juillet 2003.

<sup>289</sup> AMINREX N°002779, correspondance du ministre des relations extérieures au ministre de l'éducation de base 30 Décembre 2004.

care such as traditional chinese medicine and pharmacology , acupuncture and massage and apply what they have learned to heighten their ability of clinical diagnosis so that they can achieve better results in the treatment of clinically common diseases of the patients.<sup>290</sup>

The training had as content: Basic theory of TCM, outline of dialectical TCM diagnosis and treatment, usual practice of Acupuncture and Moxibustion treatment, Massotherapy and Essential and habitual practice of cupping and popular treatment for sunstroke by scraping certain parts of the patient's body.<sup>291</sup>

Seminar for the directors in health ministries in African states: It was organized by China's embassy in Cameroon from October 17-31,2006 at Beijing, China. For the occasion the Cameroonian government designed two civil servants at the ministry of public health. They occupied the post of supervisor of the promotion of health and Assistant director community health.<sup>292</sup>

The Centre of External Economic Cooperation of the Chinese ministry of Agriculture organized a training on the management of Agricultural Technical pilot centers created by China in francophone African countries. This training was held from July 10-30,2012 at Beijing.<sup>293</sup>

In 2016, many delegations of cameroonian civil servants had went to China to participate to seminars .They came from diverse ministries which are the ministry of Commerce, ministry of Agriculture and Rural development and the ministry of Economy, Planning and Regional development, the ministry of Secondary Education, the ministry of Higher Education as well as the ministry of Basic Education.<sup>294</sup>

The events that they attended were among others the “Africa-China University presidents meeting”, the “Meeting of the Africa-China Think Tanks Forum”, the “seminar for Think-Tanks from Anglophone African countries” , the ‘seminar on the Pre-scholar Education Management from Developing countries’ ,*Séminaire 2016 sur la Formation des Excellents Enseignants des Pays d’Afrique Francophone*. During the same year a delegation of Chinese

---

<sup>290</sup> AMINREX,N°023, note verbale de l’ambassadeur de Chine au Cameroun au ministre des relations extérieures,11 Mai 2004.

<sup>291</sup> *Ibid.*

<sup>292</sup> AMINREX,N°D80-214, lettre de correspondance du ministre de la santé publique au ministre des relations extérieures, 04 octobre 2006.

<sup>293</sup> AMINREX N° 0261, lettre de correspondance du ministre des relations extérieures au ministre de l’agriculture et du développement rurale ,17 Avril 2012.

<sup>294</sup> Kaji, ‘Student Migration from Cameroon...’, p.53.



language teachers from the University of Maroua in Cameroon went for a two months training at the Zhejiang Normal University and a group of cameroonian journalists attended a short term training at Beijing.<sup>295</sup>

A seminar for excellent teachers of Francophone African countries was organized in 2018. During the seminar two cameroonian secondary teachers participated from Government high school Bolifamba and Government Bilingual high school Mokolo.<sup>296</sup>

In the frame of China's assistance to Cameroon, she made an offer of excellence scholarships in 2019 to civil servants. At the ministry of external relations a civil servant participated to a long term training entitled Master of International Economic cooperation at the University of International Business and Economics which was organized from September 2019 to July 2020 at Beijing, China.<sup>297</sup>

## **B-Infrastructures**

China's assistance in education is not only limited to the domain of training but equally in the construction and rehabilitation of educational infrastructures in Cameroon.

### **1-Construction of educational infrastructures**

#### **-The Yabassi agricultural Technical and professional high school**

The establishment of the Yabassi technical and professional high school is based on a legal framework constituted of 5 agreements which are namely;

The letters of exchange signed on December 5, 2011 by the Minister of the Economy, Planning and Regional Development for the government of the Republic of Cameroon and H.E the ambassador of China to Cameroon on the behalf of China. This was during a ceremony chaired by the Prime minister of Cameroon and Mrs Lui Yandong, state counselor for social issues in China.<sup>298</sup> The financing agreement was signed on September 5, 2012 by

---

<sup>295</sup> *Ibid.*

<sup>296</sup> AMINREX N° 00003788, lettre de correspondance du ministre des enseignements secondaires au ministre des relations extérieures, 17 Mai 2018.

<sup>297</sup> AMINREX N° 00000063, note verbale du ministre des relations extérieures à l'ambassadeur de Chine au Cameroun, 8 Aout 2019.

<sup>298</sup> AMINESEC /SG/DPPC, Première session du Comité de Pilotage du projet de mise en place du lycée technique agricole de Yabassi, 1 Aout 2013, pp.3-4.

the Minister of the Economy, Planning and Regional development and H.E the chinese ambassador to Cameroon.<sup>299</sup>

The order of the prime minister, head of government establishing n°077/CAB/PM of April 10, 2012 on the organization and operation of the steering committee of the project to establish the Yabassi agricultural high school<sup>300</sup>.The decision n°553/12/MINESEC/CAB of August 2, 2012 establishing the composition of the project management unit.<sup>301</sup>

The creation and construction of the high school was motivated by numerous reasons and reforms which are namely the instruction of the H.E Paul Biya, president of the Republic of Cameroon during the Ebolowa Agro pastoral show of 2010 to create an agricultural school in each region of the country.<sup>302</sup>This was in order to enable each region to have trained farmers to improve the method of cultivation of their crops.

The professionalization of teachings at the level of secondary education. The government realized that the training given in this sector of education did not meet up with the needs of the socio-economic environment i.e. the students achievements upon leaving from school do not meet the requirements of companies on the job market.<sup>303</sup>

The construction of this high school was the implementation of the resolutions of the FOCAC held at Sharm El Sheikh, Egypt in 2010 during which the Chinese officials in presence of their African counterparts promised to make a donation of a secondary school depending on the needs of each African state .

The construction was supervised by an inter ministerial committee constituted of the secretary general at the Prime minister's service , Ministry of Secondary Education and the Ministry of Estates, Cadastre and Land affairs. It had as objective the set up of a reference school for the training of qualified workers and technicians in agricultural professions in Cameroon.<sup>304</sup>The construction project had 6 components we can cite the security of the site,

---

<sup>299</sup> *Ibid.*, p.4.

<sup>300</sup> *Ibid.*

<sup>301</sup> *Ibid.*

<sup>302</sup> Ali Moussa, 53 years, Assistant study Manager at the Projects, Planning and Cooperation Division at MINESEC, Yaoundé, 22/05/24.

<sup>303</sup> *Idem.*

<sup>304</sup> AMINESEC/SG/DPPC/Première session du Comité de Pilotage du Projet de mise en place du lycée technique agricole de Yabassi, p.4.

feasibility geotechnical and architectural studies, development of training curricula, training of trainers and site development works.<sup>305</sup>

The project was financed by a chinese donation which amounts 85,000,000 Yuan RMB worth 7000,000,000 Frs and a counterpart fund of 1,000,000,000frs from Cameroon <sup>306</sup> The counterpart fund was for the clearing of the construction site, connection to water and electricity networks. The population made a donation to the state of 83h of land.<sup>307</sup>

The company that was in charge of the construction and equipment of the infrastructure was a chinese company named China Civil Engineering Construction (CCECC).The company equally carried out feasibility studies on the construction site .The town of Yabassi in the Nkam division, Littoral region was choosen to host the first agricultural high school in Cameroon because it is a major agricultural basin.<sup>308</sup>

The execution of the project was initially planned for 2 years but it lasted 3 years due to the delay in the reception and transportation of the equipment acquired in China to the construction site by the contracting company .It was equally due to constitutional changes in the ministry of secondary education.<sup>309</sup>

On the 11<sup>th</sup> September 2018, the agricultural and vocational high school was officially inaugurated during a ceremony presided by Pr Nalova Lyonga , minister of secondary education at Yabassi in the Nkam division ,Littoral region .The teachings provided there are animal production , plant production, equipment , maintenance , agricultural processing and conservation of agro pastoral products.<sup>310</sup>

The school is composed of:

- 1 administrative block of one floor made up of twenty offices and other rooms;
- 2 pedagogical block of one floor (14 classrooms and 3 laboratories) ;

---

<sup>305</sup> Moussa, 53 years, Assistant study Manager.

<sup>306</sup> AMINESEC/ SG/DPPC, Réunion Technique inter ministérielle : Revue Evaluation des projets financés par les partenaires technique et financiers du Cameroun, Projet de mise en place du lycée technique Agricole de Yabassi (Don Chinois) janvier 2017, p.1.

<sup>307</sup> Moussa, 53 years, Assistant study Manager.

<sup>308</sup> *Idem.*

<sup>309</sup> *Idem.*

<sup>310</sup> N.Ndoumbe, ‘le tout premier lycée technique agricole et professionnel inauguré à Yabassi (littoral)’, <https://actucameroun.com/2018/09/12/cameroun-le-tout-premier-lycee-technique-agricole-et-professionnel-inaugure-a-yabassi-littoral/>. Consulted on the 27<sup>th</sup> March 2024 at 9:23 pm.

2 workshops for specialties (processing and conservation of agricultural equipments) ;

1 block for the library in one level composed of a reading room, computer room and a multimedia center;

2 dormitories in one level, 152 beds for boys and full floor for 32 girls beds ;

4 astreinte accommodation and 6 temporary studies for teachers;

1 restaurant for 160 places with a kitchen and a multipurpose center of 200 places;

2 chicken farms, a pig sty an a building for producing feed;

2 building hosting a transformer, a generator and water pump.<sup>311</sup>

The project impacted the development of agricultural professions in Cameroon, improvement of the socio-professional integration of young secondary school graduates and contributed to the socio-economic development of Cameroon.<sup>312</sup>

The entry in the school is through a competitive examination and the profile of students required is students aged between 14-22 years, for the first year, the students must be holders of the *Certificat d'Etudes Primaire* (CEP) or First School leaving Certificate (FSLC) and for the second year they must have the *Brevet d'Etudes de Premier cycle* (BEPC) or GCE ordinary level or *Certificat d'Aptitude Professionnelle* (CAP).<sup>313</sup>

**Photo n° 1: Yabassi professional agricultural high school**

---

<sup>311</sup> AMINESEC/SG/DPPC/Première session du Comité de Pilotage, pp.4-5.

<sup>312</sup> AMINESEC /SG/DPPC, Réunion Technique inter ministérielle, p.3.

<sup>313</sup> Camerounweb, 'Le Cameroun va bénéficier de l'expertise chinoise', [https://www.camerounweb.com/Cameroon tribune Home page](https://www.camerounweb.com/Cameroon%20tribune%20Home%20page) .Consulted on the 20<sup>th</sup> May 2024 at 3 :11pm.



**Source:** Lycée Technique de Yabassi , ‘‘Classement national aux examens de l’OBC 2019 : un seul lycée sur les dix meilleurs établissements’’, <https://www.lebledparle.com/classement-national-aux-examens-de-l-obc-2019-un-seul-lycee-sur-les-dix-meilleurs-etablissement>. Consulted on the 24<sup>th</sup> January,2024 at 9:17pm.

The above photography represents the Yabassi vocational and agricultural high school. This school was constructed within the frame of numerous agreements signed between China and Cameroon between December 5,2012 to April 10,2012.The construction of this educational infrastructure was the result of the FOCAC held at Sharm El Sheikh, Egypt in 2010 during which the Chinese officials decided to make a donation of a secondary school to all member states in Africa .Through this school, Cameroon could carry out the implementation of its policy of professionalization of teachings so as to enable youths acquire the skills required by some home industries in the Cameroonian job market .It has helped improve the quality of crops produced in that area through the insertion of teachings which reflect the realities of the country as animal production, maintenance of equipment, agricultural processing and conservation of agro-pastoral products.

#### **-The Agricultural Technologies Application Center (CATAC)**

The CATAC is the emanation of the FOCAC Summit held in Beijing from November 3-5, 2006 was qualified by Hu Jintao , Chinese president at the time as a historical event as it was one of the first summit which saw the participation of 41 African states and delegation 48

African countries. One of the measures stopped in the Beijing Action Plan 2007-2009 is the construction of 10 pilot centers of Agricultural technologies in Africa.<sup>314</sup>

It was implemented in Cameroon through the signing of a Memorandum of Understanding(MoU) between Cameroon and China on January 10, 2008<sup>315</sup>.It is located around 150 km at Nanga Eboko , North East of the Capital city ,Yaoundé and is one of the pilot project of the Sino-Cameroon cooperation in the domain of agriculture. It's aims are to improve Cameroon's food security through the conduct of research and agricultural experimentation for rice, corn and cassava crops, fight against poverty by promoting industrial fabric, improve commercial expertise in the agricultural field and fight unemployment and improve the living environment of the populations in the project areas.<sup>316</sup>

The project was financed by the Chinese government of an amount 27 million Fcfa and the company which was in charge of the construction was Sino-Cam IKO Company<sup>317</sup>.The company provided the technicians and engines which were necessary for the construction of this infrastructure.<sup>318</sup>

On July 17, 2013, the infrastructure was officially received by Cameroon during a farewell ceremony presided by Essimi Menye, minister of Agriculture and rural development at the time, in the presence of Li Chang , plenipotentiary minister, *chargé d'affaires* at the embassy of China in Cameroon.

It is located on a surface area of 100h constituted of an administrative lone, lodging zone and zone of plantation and agricultural experiments .The structure is made up of an administrative bloc 1080m<sup>2</sup>, rooms for teachers and students 821 m<sup>2</sup>, a workshop of 451 m<sup>2</sup> for agricultural transformation, a ware house of 481 m<sup>2</sup> for the storage of working tools and piece of land for farming 95 h.<sup>319</sup>

---

<sup>314</sup> E.Begoude, ‘‘La mobilisation du soft power dans la stratégie de puissance de la Chine : le cas de l’implantation des centres de démonstration des technologies agricole en Afrique subsaharienne’’ Université de Yaoundé II, p.6.

<sup>315</sup> F.Essomba, ‘‘une école au service de l’agriculture’’ , [https://www.chinafrique.com/Homepage/201906/t20190619\\_800171122.html](https://www.chinafrique.com/Homepage/201906/t20190619_800171122.html). Consulted on 27<sup>th</sup> March 2024 at 9:14pm.

<sup>316</sup> Begoude, ‘‘La mobilisation du soft power ...’’ , p.11.

<sup>317</sup> Sino-Cam IKO Company is one Shaanxi overseas investment and development enterprise.

<sup>318</sup> Begoude, ‘‘La mobilisation du soft power ...’’ , p.11.

<sup>319</sup> *Ibid.*, pp.13-15.

**Photo n°2: The Agricultural Technologies Application Center (CATAC)**



**Source:**F.Essomba, ‘‘Une école au service de l’agriculture’’, [http://www.chinafrique.com/Homepage/201906/t20190619\\_800171122.html](http://www.chinafrique.com/Homepage/201906/t20190619_800171122.html). Consulted on the 27th March ,2024 at 9:24pm.

In the above photography, we see the center for the application of agricultural technologies located in Nanga Eboko ,Yaoundé neighborhood.. This center was constructed after the FOCAC summit held in Beijing, China from November 3-6 2006 where the chinese government elaborated some resolutions in the Beijing Action Plan 2007-2009 and one of them was the construction of 10 Agricultural technologies pilot centers in Africa. This resolution was implemented through the signing of a MoU between China and Cameroon on January 10, 2008.This project aimed at improving food security, increase the productivity rate of crops as rice, corn and cassava and reduce the unemployment rate in the area. Even though, this project lasted only seven years until its closure 2020 with the Covid-19 pandemic outbreak, it provided trained the local population on the new methods of cultivation through its theoretical and practical classes. This project did not really have a considerable impact on the living of the population of Nanga Eboko as the aspects of the training programs elaborated from year 1 to year 3 were not respected which leads to a situation of continuous technological dependence.

### **-A Microbiology Laboratory at the University of Yaoundé I**

Within the frame of the cooperation with the Zhejiang University, the Chinese government granted a financial aid of 85 million frs to the University of Yaoundé I in 1991 for the installation of a microbiology laboratory in the Faculty of Science of the University.<sup>320</sup> This project had a prolongation of 2 years, 3 times from October 1991 to July 2000. The objectives of this cooperation was the teaching of microbiology, supervision of students in Master and PhD cycles and scientific research.

In this program, twelve Chinese teachers taught microbiology in the first, second and third cycle during 8 years. The Chinese professors equally supervised 33 students in Master's and 3 students in PhD. Between 1993 and 1999, 7 students benefitted from Chinese scholarships to further their studies in higher level (4 in Masters and 3 PhD).<sup>321</sup>

With the construction of the microbiology laboratory, 15 projects were realized in various domains namely alcohol fermentation, production of fruit base wine, fermentation of biogas, diagnosis and prevention of diseases with plants, biodegradation of pesticides, etc.<sup>322</sup>

### **Photo n°3: Microbiology laboratory at the University of Yaoundé I**



**Source:** Photo taken by us on the 29<sup>th</sup> January, 2024.

<sup>320</sup> Onana, "La Présence économique et commerciale ...", p.94.

<sup>321</sup> AMINESUP, Fiche technique coopération Chine Cameroun, Janvier, 2005, p.6.

<sup>322</sup> *Ibid.*



On the above photograph is the microbiology laboratory found in the faculty of science of the University of Yaoundé I. This educational infrastructure was constructed as the result of the partnership agreement between the Zhejiang Normal University and the University of Yaoundé I. This project was funded by the government of China of an amount of 85 million frs in 1991. This project was composed of numerous aspects such as teaching, supervision of students in Master's and PhD and research experiments. We can note that China through this grant has helped in the evolution of scientific research as numerous experiments have been realized with in this laboratory. We can cite the Tapioca alcoholic fermentation, the fermentation of biogas, etc.

### **-The Mvomeka'a public school**

After the visit H.E Paul Biya to China in 2006, the Chinese government signed a financial agreement with Cameroon for the construction of a primary school at Mvomeka'a. The school was built as part of the project to construct and equip 40 primary schools in Cameroon. The project aimed to increase the access to primary education in the regions of Cameroon. The project was implemented by the Ministry of Basic Education and the executing body was the projects and Cooperation unit. The implementation was planned for a period of three years.<sup>323</sup> The construction valued about 480 millions of Fcfa taken in charge by the Chinese government and it was inaugurated in October 2008.<sup>324</sup> The school is composed of 18 classrooms. In 2007, the Chinese authorities made a donation of 500 computers to few public schools in the South region.

---

<sup>323</sup> AMINEDUB, Fiche de Projet de la Commission mixte Cameroun Chine, Aout, 2005.

<sup>324</sup> C.A Eyéné, *Emergence du Cameroun 2035 : l'apport de la Chine Yaoundé*, Saint Paul, 2012, p.86.

**Photo n°4: The Mvomeka'a Public School**

**Source:** Photo taken by Beyeme Bouta Jean Felix on the 22<sup>nd</sup> April, 2024.

On the above photography is a public primary school located in Mvomeka'a, South region. This school was constructed after the visit of H.E Paul Biya to China in 2006. It was funded by the Chinese government of an amount of 480 million FCFA. This school was constructed within the frame of the project for the construction of 40 primary schools in Africa launched by the FOCAC.

**-Nanga Eboko and Guider Public schools**

During Hu Jintao's visit to Cameroon from 30 January- 1 February 2007, an agreement on the funding of the construction of two public schools one at Guider, Mayo Louti, North region and another at Nanga Eboko in the Upper Sanaga, Center region was signed between Cameroon's minister of the economy and finance and the China's minister of Commerce on January 31<sup>st</sup>, 2007. This agreement aimed at improving the access and quality of education for

children of basic education.<sup>325</sup> This was the implementation of the promise made by China during the FOCAC 2006 on the construction 100 schools in Africa.<sup>326</sup>

For the implementation of the agreement, two contracts were signed between the Minister of basic education and the Chinese enterprises namely Chinese Society for International , Economic and Technical Cooperation Chongqing and Chinese National Society for Economic and Technical cooperation Shenyang on August 26, 2008 for the equipment of the two schools at Nanga Eboko and Guider.<sup>327</sup>

- **Nanga Eboko Primary Public school Center 3**

The school was a joint project between the commerce counselor at the chinese embassy, the representative of the chinese companies and officials from the Ministry of Basic education .The project was firstly for the construction of 20 classrooms but later 14 classrooms. The school was constructed in 4R+1 buildings and was composed of ;12 classrooms, 2 offices for the headmasters with 2 vains and various networks , 2 rooms for teachers, 2 toilet blocs and 4 divisions.<sup>328</sup>

The school was equipped by 100 benches TB1, 100 Benches TB2, and 100 benches TB3, 12 chairs and tables for teachers in classrooms, 2 chairs and one table for the headmasters, 2 chairs and one table for each secretariat, 12 chairs and 12 tables in each room for teachers, 10 cupboards, 8 English Water closets and 20 Turkish Water closets, 4 urinals, 8 wash basins, 4 washing tray, 24 fire extinguishers and 2 fire hydrants.<sup>329</sup> The Cameroonian side carried out counterpart works such as the construction of the fence of the school for an amount of 28,610,869 fcfa.<sup>330</sup>

- **Guider Public school**

The school is known as the Inclusive government primary school Kaigama was equally joint project between the commerce counselor at the chinese embassy, the representative of the chinese companies and officials from the Ministry of Basic education. This school is located in the sub division of Guider, Mayo Louti, North region. The project was firstly meant for the construction of 22 classrooms but later 14 classrooms. The school

---

<sup>325</sup> AMINEDUB/ DPPS, Rapport Général sur le projet chinois de construction des écoles publiques au Cameroun (EP Nanga Eboko et EP Guider), p.2.

<sup>326</sup> Yofende, "Sino-Cameroon cooperation ...", p.15.

<sup>327</sup> AMINEDUB, DPPS, Rapport General sur le projet Chinois ..., p.2.

<sup>328</sup> *Ibid.*

<sup>329</sup> *Ibid.*, p.3.

<sup>330</sup> *Ibid.*, p.6

was constructed in 6R+1 buildings and was composed of 6 classrooms for primary school, 2 classrooms for nursery school , 2 offices for the head master and 2 for the secretariat, 1 office for teachers, 1 multifunction room, 1 room for the material deposit , 1 toilet for teachers and 1 for the headmasters, vains and various networks.<sup>331</sup>

The school was equipped by 100 benches for the public school, 50 chairs and 14 tables for nursery school, 08 chairs and 8 tables for teachers in classrooms, 1 office and a chair for the headmaster and one office and a chair for the secretary , 6 offices and 6 chairs for teachers, 1 English Water closet for the disabled and 10 Turkish Water closet, 5 wash basins and a tap and 1 access ramps for disabled, 2 water reserves with fire hydrants and 1 circuit breaker cabinet , 56 neons in classrooms and 22 switches , 39 round neon lights and 1 lightning arrester. The end of the construction and the handing over of the keys of the two schools to Cameroon was on February 17, 2009 and April 10, 2009.<sup>332</sup>

**Photo n°5: Inclusive government primary school Kaigama**



**Source:** Photo taken by Vandimha Yanoussa on the 30<sup>th</sup> January, 2024.

The above photography presents the inclusive government primary school Kaigama .This school results from a financial agreement signed between China and Cameroon for the

---

<sup>331</sup> *Ibid.*

<sup>332</sup> *Ibid.*, pp.3-4.

construction of two public primary schools one in Guider and the other in Nanga Eboko. This happened during the visit of Hu Jintao , president of China at the time in Cameroon from January 30-February 1, 2007. The school is located in the subdivision of Guider , Mayo Louti, North region. It is composed of a nursery and primary school supervised by two head masters. This school is said to be inclusive as the buildings and infrastructures are adapted not only for normal pupils but for disabled pupils This therefore means that the school creates an environment of cohesion between pupils and teachers from diverse social backgrounds .

### **-The Huawei ICT Academy**

The training center for information and communication is a donation offered to the National School of Post and Telecommunication by the Chinese company Huawei .It was inaugurated on August 22<sup>nd</sup> 2012, by the minister of post and telecommunication at the time in presence of Shi Weilang, the Director General of Huawei and three other ministers namely Pr Jacques Fame Ndong, the minister of higher education, Pierre Ismael Bidoung Mkpatt the minister of Youth and Civic education at the time and Emmanuel Nganou Djoumessi, the minister of the economy, planning and regional development at the time.<sup>333</sup> It is a donation of equipment consisting of communication equipment from the network of access, wireless network, core network and solar energy system. This is clearly a unified access equipment for wired technologies, two network management, a base station for mobile telephony, a base station controller, equipment for managing call switching, a unified access gateway to various services, a subscriber management platform, an equipment rack for energy transformation a pillar, 8 solar panels and accessories and a group of 24 batteries of storage of energy.<sup>334</sup> The equipment had a value of \$3000,000 worth 15 billion Fcfa.<sup>335</sup>

The Huawei center aim at helping Cameroon in the development of its education through new technologies. Equally, to enable the National School of Post and Telecommunications(ENSPT) to have a testing platform for research and teaching and enable her to be positioned as a center of excellence for the teaching of young professionals in ICT.

---

<sup>333</sup> P.Nguiamba, ‘‘les Chinois installent un centre formation aux TIC à l’Ecole Nationale Supérieure des Postes et Télécommunication’’, <https://camerouninfos.over-blog.com/article-cameroun-les-chinois-installent-un-centre-de-formation-aux-tic-a-l-ecole-nationale-superieure-des-po-109411156.html>. Consulted on 27<sup>th</sup> March 2024 at 9:18 pm.

<sup>334</sup> *Ibid.*

<sup>335</sup> *Ibid.*

During the ceremony, the director general of Huawei declared that, " This equipment is one of Huawei's contributions to helping reduce the digital divide between Cameroon and the outside world. They allow ENSPT to have a platform for research". Since 2011, Huawei has trained 222 cameroonian technicians and engineering 42 of whom went to training centers in China.<sup>336</sup>

**Photo n°6: The Huawei ICT Center**



**Source:** Photo taken by us on the 01<sup>st</sup> July, 2024.

On the above image is the Huawei ICT Center .This center is a donation of the Huawei telecommunication company to the ENSPT .It was handed officially to the cameroonian authorities on August 22<sup>nd</sup>,2012 by the director general of Huawei. This center aims at contributing to the improvement of education through new technologies and enable students from ENSPT to have a platform in order to carry out their research. This center equally aims at training firstly teachers so as to ensure that they are sufficiently equipped to carry out the transfer of skills from the Huawei ICT Academy to students from partners universities. The training which is offered at the ICT center is meant for engineers of public works and telecommunications in last year .This training is for a period of 10 weeks where the beneficiaries will learn the basis in computer network engineering telecommunications,

---

<sup>336</sup> D.Djoyum, "Huawei équipe le centre de formation de l'Ecole des Postes et télécommunications ", <https://www.digitalbusinessafrica.com>. Consulted on the 27<sup>th</sup> March 2024, at 6:54pm.

network engineering and radio communications engineering. The best students are given the opportunity to pursue their studies in the headquarters of Huawei in China.

## **2- Rehabilitation of educational infrastructures**

### **-The Binguela Practical Agricultural School**

The rehabilitation of this infrastructure is in line with the resolutions made during the Cameroon- China joint commission of 2005. This project was initiated by the Chamber of Agriculture, Livestock and Forests of Cameroon. It had as objectives to rehabilitate buildings and farm application, train economic operators of the sector and make the center profitable through training and products sales. This project was to benefit directly to economic operators in the rural world and indirectly to researchers and students. The department responsible for the project was the directorate in charge of project execution. The duration of the project was 2 years and was scheduled to begin in January 2005. The expected results were to develop the skills of rural producers in various fields and the creation of specific activities such as seed production.<sup>337</sup>

## **C- Funding**

### **1-Granting of loans**

#### **-E. National Higher Education Network Project (ENHEN)**

The E.NHEN is a project put in place by H.E Paul Biya, in order to answer to the problem of the massification of state universities through the digitalization of training courses<sup>338</sup>. This project is legally framed by agreements signed between the Cameroonian and Chinese governments they are namely;

The framework cooperation agreement signed between the Popular Republic of China and the Republic of Cameroon on June 18, 2015 at Beijing represented by the Cameroonian minister of the Economy, Planning and Regional development and the Chinese minister of Commerce in the presence of Philemon Yang, the Prime minister at the time. This agreement marked the approval of the two governments of the project financing request submitted to the

---

<sup>337</sup> AMINREX, Fiche d'Information projet Commission mixte Cameroun Chine, 2005.

<sup>338</sup> Amougou Ngoumou, Head of the IT systems development systems at MINESUP, Yaoundé on the 26 April 2024.

Eximbank China on October 7,2013 by the minister of the Economy, Planning and Territorial development.<sup>339</sup>

A complementary commercial agreement for the project management was signed between the minister of Higher education and the Chinese company Sichuan Telecom Construction Engineering Co. on July 27, 2016.It was under the instructions of Mr Ferdinand Ngoh Ngoh, minister secretary general of the Presidency of the Republic of July 25,2016.It was signed for the implementation of the ENHEN project restructured at the level of the general secretariat of the presidency by the addition of a component ‘‘Donation of 500,000 laptops to students’’.<sup>340</sup>

On July 26, 2016, the head of state authorized the minister of the Economy, Planning and Territorial Development to sign a credit agreement with the Eximbank China for the financing of the E.NHEN. The agreement (CHINA EXIMBANK GCL N°(2015) 11 TOTAL N°(550) was signed on August 22<sup>nd</sup> ,2016.The agreement stipulated that the Eximbank China will grant a concessional loan of 937,500,000Yuans worth 75 billion Fcfa with an interest of 2% and with a period of reimbursement of 20 years with a moratorium of 5 years.<sup>341</sup>

The project was set up by the government with the aim of modernizing the national higher education system in order to give better a cybernetic visibility to Cameroonian universities and on the other hand to allow the appropriation and generalization of new modes of communication teaching and learning based on ICT.<sup>342</sup>

The project is composed of 5 elements namely;

-Manufacturing in China, transport to Cameroon and distribution in public and private universities of 500,000 laptops;

-The construction, equipment and operationalization of nine ultra-modern centers including one in each state university and one at the Congo-Cameroon Inter-state University of Sangmelima;

---

<sup>339</sup> AMINESUP, Fiche technique sur le Projet E .National Higher Education Network, pp.1-2.

<sup>340</sup> *Ibid.*, p.2.

<sup>341</sup> *Ibid.*

<sup>342</sup> *Ibid.*, pp .2-3.



-The establishment of a virtual interconnection network of state universities and the ministry of higher education managed by a national university digital center be built and equipped and made available to MINESUP;

-The design, development and implementation of the integrated management IT system for higher education;

-The training of users.<sup>343</sup>

The PB Hev (Paul Biya, Higher Education Vision) it is a computer providing access to global university cyber space .It has the following characteristics;

Weight: 1 kg;

Screen size: 10.1 inches;

Processor: Intel Atom processor, 1.44 cm;

RAM: 2Go;

Hard drive: SSD: 32Go;

Battery: 8 hours of autonomy;

Network connectors installed.<sup>344</sup>

The Sichuan Telecom Construction Engineering Co.Ltd was responsible of the equipment and construction and the Cameroonian side is in charge of supplying the centers with electrical energy and providing internet bandwidth.<sup>345</sup>

The execution of the project was initially planned for 24 months to end on the December 31<sup>st</sup> 2021 but closed on April 22<sup>nd</sup>, 2022 due to the break out of the COVID-19 pandemic.<sup>346</sup>

---

<sup>343</sup> AMINESUP/IGAA, Numérique Universitaire : La méthode Paul Biya : rigueur et audace, 25 avril 2020.

<sup>344</sup> AMINESUP, Fiche Technique..., pp.5-6.

<sup>345</sup> Amougou Ngoumou, 52yrs, Head of the IT Systems.

<sup>346</sup> C.Happi, ‘‘Numérique universitaire : le projet présidentiel accuse un gros retard ‘’, <https://actu cameroun.com/2021/05/01/numerique-universitaire-le-projet-presidentiel-accuse-un-gros-retard/>. Consulted on the 23<sup>th</sup> July 2024 at 11 :06pm.

**Photo n°7: National University network and digital development supervision Center**



**Source:** Photo taken by us on the 19<sup>th</sup> January, 2024.

The above image presents the National university network and digital development supervision center .It is located in the campus of the university of Yaoundé I .It is the materialization the ENHEN project implemented through the signing of a financial agreement between the government of Cameroon , EximBank China and the government of China in 2016.This project is financed by a concessional loan of 75 billion Fcfa from the Exim Bank China .The construction and equipment of 9 IT centers in universities was done by the Sichuan telecom company. Adding to it we have the donation of 500,000 computers to students which helped them in the course of their research, writing of their academic dissertations and storage of data. This project aimed at reducing the level of overcrowding in public universities and improve the quality of training so as to make cameroonian students be more competitive in the international job market.

## **2- Material donations**

### **- A computer parallel to the capacity of the SHUGUANG model.**

A MoU was signed between the Ministry of Higher education and the state commission of science and technologies of the Popular Republic of China. According to the clauses, the chinese side had to put at the disposal of the University of Yaoundé II a computer Shuguanga

1000.<sup>347</sup> It was officially handed over on August 6<sup>th</sup>, 1997 during the ceremony of inauguration of the University of Yaoundé II ICT center held at Soa in the presence of Mr Hui Yongzheng, vice president of China's state commission of science and technologies and Pr Joseph Mbede minister of the environment and forest at the time presided by Pr Peter Agbor Tabi, minister of higher education at the time.<sup>348</sup>

According to the vice president of the state commission of science and technologies the computer was composed of 8 holders and 8 additional peripheral workstations .It's total memory was 2048 mega byte.<sup>349</sup>

The chinese side sent at the Yaoundé II ICT center three experts which made a stay one after the other from August to December 1997, from December 1997 to April 1998 and from April to July 1998. Those experts had the mission to ensure the setting and the maintenance of the computer after its installation<sup>350</sup> .

Within this program, three scholarships were offered by the chinese side in order to ensure for the functioning and maintenance of the computer after their departure .The computer really functioned for only three months and later had a breakdown due to a failure of the inverter .The lack of a technical diagram of the device and an appropriate documentation made the trouble shooting difficult.<sup>351</sup>

On May 10, 1997, Mrs Zhu Lin, the wife of China's prime minister at the time made a donation of school materials at the Nkoleton high school in the presence of the government delegate to the Yaoundé community council and head master of the secondary school. The donation was composed of computer science materials, books, drugs, sports materials and sewing machines. This one and half tones of materials offered was for three schools namely Nkoleton high school, Technical commercial high school of Yaoundé and Industrial technical education college for girls Ngoa Ekelle (CETIF)<sup>352</sup>. According to Zhu Lin, the donation had as

---

<sup>347</sup> AMINESUP, Fiche Technique coopération Chine Cameroon, Janvier 2005, p.6.

<sup>348</sup> M.Mayemi, "Un ordinateur parallèle réceptionné à l'Université de Yaoundé II" in *Cameroon Tribune* N°2696, August 07, 1997, p.9.

<sup>349</sup> *Ibid.*

<sup>350</sup> AMINESUP, Fiche Technique coopération..., p.7.

<sup>351</sup> *Ibid.*

<sup>352</sup> L. Fouda, "Don de matériel à des établissements scolaires de la ville" in *Cameroon Tribune*, N°6346, 12 Mai 1997, p.4.

aim to work and improve the training of the youths and help Cameroon in its development as development passes through education.<sup>353</sup>

On December 11, 2012, the Chinese government through the Chinese ambassador to Cameroon, Huan Chongqing gave a gift to Haman Adama, the Cameroon minister of basic education at the time. The donation was composed of 600 school bags, 10 fridges, 9 television sets and a copy machine. According to Huan Chongqing, the action was intended to support the efforts of the Cameroonian government in basic education.<sup>354</sup>

The Chinese company, Huawei offered a library to a primary school in Yaoundé. The infrastructure was received by the Cameroonian side during an inaugural ceremony presided by Bisse Bea secretary general at the ministry of basic education at the time on September 20, 2016.<sup>355</sup>

In line with the resolutions of the fourth ministerial conference of the FOCAC held in November 2009, during which the Sharm El-Sheikh Action plan (2010-2012) was adopted which enclosed the proposals of the Chinese government which had some measures necessary for the reinforcement of Sino-African cooperation<sup>356</sup>. To ensure the smooth implementation of those measures, China took the engagement and made a donation of pedagogical material and equipments to the Yabassi agricultural and technical high school in 2017. The donation was composed of 2 titrators, 2 gas chromatographs, 2 electronic scales, 4 refractometers, 4 electric saucepans, 2 drying machines, 2 centrifuges.<sup>357</sup> This task was attributed to the Chinese company Qingdao Aucma Import and Export Co. etc. The government of Cameroon was in charge of exempting the materials from all taxes and duties as soon as they entered the territory of Cameroon, taking in charge of the customs clearance and delivery of the said materials when they are transported to the Port of Douala and paying the related costs.<sup>358</sup>

---

<sup>353</sup> *Ibid.*

<sup>354</sup> Xinhua, ‘‘ La Chine remet un don à l’éducation de base du Cameroun ’’, [https://french.china.org.cn/archives/luttecontrelapauvrete/2007-12/12/content\\_9376701.html](https://french.china.org.cn/archives/luttecontrelapauvrete/2007-12/12/content_9376701.html). Consulted on the 21<sup>st</sup> January 2024 at 1:34 pm.

<sup>355</sup> Xinhua ‘‘Huawei fait don d’une bibliothèque à une école primaire au Cameroun ’’, <https://www.focac.org/fra/z/gx5/rwjl/2016-09/t2016092207971497.html>. Consulted on the 28<sup>th</sup> August 2024 at 06:51 am.

<sup>356</sup> AMINESEC, nouvelles mesures pour la coopération sino-camerounaise, 5 Mai 2020, pp.1-2.

<sup>357</sup> AMINESEC, N°52, note verbale de l’ambassade de Chine au Ministère l’enseignement secondaire du Cameroun, pp.2-3.

<sup>358</sup> AMINESEC, N°163, Projet du don Chinois en matériels pédagogiques destiné au lycée technique et professionnel Agricole de Yabassi, 8 août 2017.

## **CHAPTER IV**

### **CRITICAL EVALUATION OF CHINA'S EDUCATIONAL ASSISTANCE IN CAMEROON**

China's educational assistance in Cameroon is felt through the numerous projects realized in various domains all over the territory such as the strengthening of the training of Cameroonians, construction and rehabilitation of educational infrastructures and the granting of concessional loans and donations. As a scientific work is done to criticize a fact based on diverse sources and provide suggestions, in this section of our work we will make a critical assessment of this assistance by presenting the progress recorded, highlighting the limits and risks surrounding the aid and proposing solutions to improve the impact of this assistance on the development of the Cameroonian society.

#### **A-Progress**

The educational projects that have been realized in Cameroon through China's assistance have had a significant impact on the country's educational system and helped in its move toward development. In this part of the work we will present the progress recorded in Cameroon in the three areas of implementation of this aid which are training, infrastructures and funding.

#### **1-Training**

Through the scholarships granted to students and the various training programs financed and organized by China in Africa, Cameroon has seen some changes in the domain of training such as the increase in the quality of training and the professionalization of teachings.

#### **-Quality training**

Quality training can be defined as a training which answers to the professional aspirations of the trainees. Through the scholarships and training programs offered to Cameroon, numerous youths have had the opportunity to benefit from a quality education in the fields of their choice. In our research, we define training as being of good quality base on two characteristics namely the learning environment and teachings or curricular.

The learning environment is composed of the university infrastructures which encloses buildings, libraries, laboratories, classrooms , accommodation, etc and learning facilities such

as access to internet , teacher-student ratio. The majority of students who participated to the research qualified the learning environment in China as completely opposite to the one in cameroonian universities. Based on their personal experiences ,they affirm that universities in the country, face the problem of overcrowding in lecture halls as more than one thousand students can be seen having a class in an amphitheatre of seven hundred places . And they say it has become a normal phenomenon to attend 2-3hours of courses standing up or sitting on the bare floor because the lecture halls are overcrowded.<sup>359</sup>

Meanwhile in China the halls for lectures are larger and many on the campuses. The teacher-student ratio is less compared to Cameroon where the number of students is larger than the number of teachers. This environment is the best for students who have choosen technical subjects such as physics, chemistry and mechanical engineering .They are satisfied with the quality of the equipments found in laboratories which have the latest apparatus compared to Cameroonian universities whose laboratories equipments were outdated and teachers are sometimes obliged to simulate experiments with students in classrooms. Even though, in China school is quiet stressful there are multi-sport centers and quiet areas around the campus which help in meditation, contemplation and relaxation.<sup>360</sup>

The scholarships granted by the chinese is an opportunity for those students who could not find a program matching with their future carrier in Cameroon in technical fields such as computer science, mechanical engineering, petroleum engineering to have a quality training in Chinese universities which have the international reputation of offering an innovative curricular to local and foreign students in various fields.

### **-Professionalization of teachings in Cameroon**

China with its numerous grants in education has helped our country in the implementation of the policy of the professionalization of teachings with the construction and equipment of the first vocational and agricultural secondary school at Yabassi, Nkam division, Littoral region which was inaugurated in 2018.This school provides various teachings linked to the diverse agricultural professions such as animal production, plant production , equipment maintenance, agricultural processing and industrialization of agricultural products.<sup>361</sup> With the training offered in this school many learners have become

---

<sup>359</sup>Kaji, ‘‘Student Migration from Cameroon ...’’, p.188.

<sup>360</sup> *Ibid.* p.,189.

<sup>361</sup>Ndoumbe, ‘‘le tout premier lycée technique agricole...’’.

entrepreneurs capable of creating added value through the production processing and industrialization of agricultural products. Adding to it, we have the Center of application of agricultural technologies constructed at Nanga Eboko and its objective was the conduct of research and agricultural technologies experimentation on rice, corn and cassava crops this was done through the transfer of skills and popularization of the use of agricultural machines.<sup>362</sup>

Even though, there are some in satisfactions registered in the use of the infrastructures realized through this assistance from China, they are in line with the National Development Strategy 2030 policies of development and emergence in 2035.

### **-Transfer of Skills**

Noting that we are in a context of globalization which leads to a sort of interdependence between countries in the world .This leads to the development of knowledge production and human resource empowerment. This situation is mostly seen in countries that cannot rely on local higher education for local development and turn towards knowledge producers in order to experience a knowledge transfer from knowledge producers to knowledge users or from so called developed to under developed countries<sup>363</sup>. As considering that universities and research institutes in Cameroon are currently facing a situation of economic and infrastructural deprivation ,the assistance that China grants to Cameroon in numerous forms such as scholarships to students and training workshops and seminars for civil servants is therefore a means of transferring knowledge and skills from China to Cameroon. This can be seen in the message of the president of the republic in a document issued by the Ministry of higher education entitled ‘Priority field of training for Cameroon ‘ ‘Fellow countrymen let us make good use of the opportunities China offers us’’.<sup>364</sup>

Graduates who have had a training in the chinese language are professionally inserted in Cameroon compared to those who have been trained in other fields. Those Chinese language graduates get employed between 3-6 months after search and mostly end up becoming chinese language teachers recruited by the Confucius institute or become translators or interpreters in chinese companies in Cameroon. There is a small number who have become entrepreneurs mostly in the domains of import-exports, chinese language and culture etc.

---

<sup>362</sup> Cameroun web, ‘‘Le Cameroun va bénéficier de l’expertise chinoise ‘’, <https://www.Camerounweb.com:Cameroon Home Page>. Consulted on the 20<sup>th</sup> May 2024 at 8 :08pm.

<sup>363</sup> Kaji, ‘‘Student Migration from Cameroon...’’ ,pp. 226-227.

<sup>364</sup> *Ibid.*,p.227.

During years we have seen the emergence of other actors apart from the government which are engaged in china's aid in the world we can cite multinational companies like Huawei .Apart from producing IT devices and helping Cameroon in the construction of the backbone it is engaged in the transfer of technology to the young generation in Cameroon through the construction of the Huawei IT Academy at the National School of Posts and Telecommunications. It is a training program meant for universities and opened at the international level and through this program youths from the participating universities have an IT training given by Huawei instructors.

## **2-Infrastructures**

### **-Improvement of living conditions**

The educational assistance that China provides to Cameroon through the construction of infrastructures makes proud the areas, in which they are located, provide visibility to the areas and reduce unemployment. This is due to the fact that the architecture is impressive and the quality of the work is remarkable .The quality of the infrastructures built by the enterprises of the Middle empire results mainly from the strict compliances with the rules of the art and specifications in terms of construction standards.<sup>365</sup>

With this aid, Cameroon has seen a reduction of unemployment with the creation of new jobs at the level of execution and operationalization of those infrastructures. The observation has been made with the construction of three primary schools and a professional technical high school with the recruitment of a teaching and support staff. Those Chinese companies who were responsible of the construction and equipment of those educational infrastructures had recruited Cameroonian workers in order to ensure the smooth running of the construction work.<sup>366</sup>

Certain areas of the country like Yabassi and Guider, that had not been opened since, were then opened up with the schools built by China and later saw the arrival of development. This was possible through the drawing and construction of roads which had to lead to the site which had to house the new educational entities located in the decentralized areas. Through

---

<sup>365</sup> M.Nzegang, ‘Les dons dans les relations internationales : Entre humanisme et réalisme : le cas des écoles primaires Japonaises dans le système éducatif camerounais’” Rapport de stage en diplomatie, IRIC,2016, p.36.

<sup>366</sup> *Ibid.* p.37.



these projects, the local population have diverted unemployment and changed their retrograde mentalities.<sup>367</sup>

Through this assistance, China has helped provide employment opportunities to Cameroonians. The upgrading of the Chinese language training center into C.I in 2007 has led to an increasing interest in the learning of the Chinese language by the young population resulting in many job opportunities.<sup>368</sup> As students after their training at the C.I get employed in Chinese companies as translators or Chinese language teachers in schools. Even though, the level of acquisition of this language is quite low for youths found in Cameroon rather than for those who are in China it has provided job opportunities which have reduced the gap of unemployment amongst those youths.<sup>369</sup> For Cameroonian youths, having a knowledge of the Chinese language makes them more competitive on the international job market.

### **3-Funding**

#### **1-Digitalization of Higher education**

The concessional loan of 75 billion CFA francs granted to Cameroon by China has enabled her in the implementation of the E.National Higher Education Network project. The project was elaborated to respond to the difficulties encountered by Cameroon's higher education such as overcrowding in lecture halls, disequilibrium in the teacher-student ratio and the problem of the professionalization of students. The project began to be implemented in 2017 with the distribution of 500,000 PB Hev computers, the rehabilitation of computer networks, construction of nine university centers and one national supervision center. Those computers enabled students in research cycle to carry out research online through the Wi-Fi option on the computer, store the data collected in the course of their research and to write their academic dissertations.

After the distribution of the PB Hev in 2017, many students complained of the small memory capacity and durability of those computers and in 2018 a small number of students were still having their computers in good state<sup>370</sup>. We can say there was a disorientation of this aid because some students sold theirs in order to gain some money.<sup>371</sup>

---

<sup>367</sup> *Ibid.*, p.37.

<sup>368</sup> Zouliatou, Hongwu, "Benefits of International Education..." p.26.

<sup>369</sup> *Ibid.*

<sup>370</sup> Ntsobolo, "L'Assistance financière Chinoise..." p.136.

<sup>371</sup> AMINESUP, "Fiche technique coopération ..." p.11.

Through the various donations that China has granted to Cameroon, it has enabled to have access to the latest equipments necessary for the good training of Cameroonian youths

## **B-Limitations**

The achievements of China's educational aid have contributed to the improvement of Cameroon's governance in education and human resource training, but its full implementation is hindered in Cameroon due to numerous limits found on both sides. In this section the limitation of the assistance will be presented on the Cameroonian side and on the Chinese side.

### **1-Cameroonian side**

#### **-Lack of communication and transparency in the attribution of scholarships**

The assistance that China grants to Cameroon in the domain of education through scholarships is limited due to the lack of communication over the scholarships sent by the CSC through the chinese embassy in Cameroon to the ministry of higher education .For instance, when the scholarship offer is sent or comes out many students are not aware of the offer, it is only when they go at the ministry that they get the informations ; this makes that potential candidates cannot submit their files on time to benefit from the opportunity of being trained in divers fields in China.<sup>372</sup>

The implementation of China's aid through scholarships is equally inhibited due to the lack of transparency caused by mal practices such as favoritism, corruption and conservative tribalism. It is observed particularly in the selection process as the criteria of nomination is not only excellence, regional balance and gender equality but equally mentoring or recommendation from any official from the ministry of higher education or from the Chinese ambassador to Cameroon. This transforms the objective of chinese scholarships in Cameroon as they are no more meant for Cameroon to benefit from the technology of China but instead constitute a political resource. Since those scholarships are attributed based on "Special connections" the academic performance is not taken into consideration we later found students offering fields that do not converge with their capacities or not reflect the background of the students.<sup>373</sup>

---

<sup>372</sup> King Ambrose Atale, 34 yrs, Senior staff at MINESUP, Yaoundé, 16<sup>th</sup> April 2024.

<sup>373</sup> Kaji, "Student Migration from Cameroon ...", p.231.

Even though, they are trained in those fields they will not be sufficiently skilled in order to return to Cameroon and put in practice the skills acquired so as to help the country attain its emergence in 2035. This therefore leads to a wastage of the scholarships by the Cameroonian side.

#### **-The delay in the payment of scholarship supplements by the government**

Despite the fact that China's educational aid to Cameroon is an opportunity for Cameroonian youths to pursue their studies in Chinese universities through scholarships so as to answer to the challenges faced by the country, it faces other difficulties in its implementation. It is hindered by the nonpayment of scholarship supplements to scholarship beneficiaries on time by the government of Cameroon. Due to this delay in the payment of those stipends to students they face numerous challenges such as the lack of concentration on their studies which can have an impact on their academic performances, insufficient monthly allowances granted by the Chinese government, difficulty to satisfy their feeding needs and the prohibition of the practice of petty jobs by students. Many students complain that the delay can range between 24- 40 months and it is mostly felt by students in research cycle as they have publications to do which is expensive and is mostly for technological fields.<sup>374</sup> This difficulty is mostly encountered by bilateral scholarship beneficiaries compared to those of the C.I.

In a verbal note of Cameroon's ambassador to China addressed to the minister of higher education through the ministry of external relations details about the payment situation of supplements for the period between 2016 to 2020 are given as follows.<sup>375</sup>

---

<sup>374</sup> AMINREX /N°4032/DIPL/D4/SDEPO/SEO, Note verbale de l'ambassadeur du Cameroun en Chine au ministre des relations extérieures, 28 août 2020.

<sup>375</sup> *Ibid.*

**Table 2: The situation of the payment of scholarships supplements from 2015-2020**

N°	Situation of the payment of scholarship supplements		
	Academic year	Number of paid months	Number of un paid months
1	2015/2016	12	00
2	2016/2017	08	04
3	2017/2018	00	12
4	2018/2019	00	12
5	2019/2020	00	12
	<b>TOTAL</b>	<b>20</b>	<b>40</b>

**Source:** AMINREX

In the above table, it is illustrated that for the academic year 2016-2017 only 8 months have been paid and 4 months remained unpaid. From the 2017-2018 to 2019-2020 academic year they did not receive the payment of 36 months scholarship supplements which gives a total of 40 months of arrears.

Apart from the delay in the payment of scholarships supplements, the students equally complain of the non-existence of transport allowances for graduating students since 2007. Many students upon returning back home have to abandon their belongings due to the lack of transport means. As the ticket issued by the Chinese side gives the possibility to carry only 20kg of luggage which is far insufficient even for books after 8 years of study.<sup>376</sup>

#### **-The problem of integration of scholarship beneficiaries in the Cameroonian job market.**

Most of the students who return after their graduation in China are always easily recruited in chinese companies as translators. This is not the case of students who have gone for training in applied sciences or engineering as they face difficulties in securing an

<sup>376</sup> Les étudiants boursiers en Chine, ‘‘Les étudiants boursiers camerounais en Chine exigent le paiement total de leurs de leurs arriérés de bourse’’, <https://www.Cameroun24.net /actualité-Cameroun les étudiants boursiers Camerounais en Chine exige1-12327.html>. Consulted on the 20<sup>th</sup> May ,2024 at 8 :13 am.

employment in their domains or be inserted professionally in Cameroon. This is due to the fact that they face a lot of competition from those trained in the western countries and at the national level. As most employers prefer those trained in western countries compared to those trained in China as for them those graduates have a training which adequately corresponds or answers to the needs of the country's socio-professional milieu. This does not give them the possibility to put in practice the skills acquired in China for the development of the country.<sup>377</sup>

According to Eleih-Ellé Etian, the former ambassador of Cameroon to China (1988-2008), the difficulties that graduates from China encounter in the search of an employment is a deplorable situation as those students are never included in infrastructural projects being carried out in Cameroon. He blamed the government of not putting in place a ‘‘harmonized policy’’.<sup>378</sup>

I have the impression that we [Cameroonian authorities] are not making enough efforts to get the most of the cooperation with China .One may even see it as a situation where you are offered something, but you do not have the chance....it is sometimes the case [....]When China offers us [Cameroon] scholarships we should not blindly use them. They should be targeted- grant [....] it is not logical and sensible that students trained in China in the fields we [Cameroon] consider fundamental or priority are not employed. It is a shameful contradiction. There should be a state led policy [....] if we know that we have oil and need engineers to exploit it we should therefore ask China to train students in petroleum engineering because we will need them in the long run .The government may claim that there is liberalization but if students returning from China with a degree [for which the state has invested important amount of money, are abandoned in nature or have to struggle on their own to find something to do], liberalization is therefore debatable.<sup>379</sup>

## **2-Chinese side**

### **-Limited transfer of technology**

The aid that China grants to Cameroon does not allow a transfer of technology from China to Cameroon. Even though, Cameroon's prior objective is to become independent in terms of skills and knowledge but let not China become one of the main resource that can enable solve local challenges .This leads and will lead to a situation of dependence which profits to China rather than to Cameroon. This limited transfer of technology is firstly experienced in Chinese universities through the language barrier as many Cameroonians despite the one year of chinese language training don't have a good mastery of the language and are obliged to go in for English courses.

---

<sup>377</sup> Kaji, ‘‘Student Migration from Cameroon ...’’, pp.238-239.

<sup>378</sup> *Ibid.*

<sup>379</sup> *Ibid.*,p.239.

There is a difference between the content of the training courses given in the Chinese and English language. According to some officials at the Ministry of External Relations of Cameroon, some Africans who have chosen the Chinese language as their training language say that there is a big difference between the content of training courses given in English and in Mandarin. The lecturers who give courses in English focus only on the basics and don't go deeper; this is mostly the case of domains of technical training. Meanwhile, in the Chinese language, details on the subject matter are given as they know that few students choose the Chinese language as a language of study and consider them as their co-nationals.<sup>380</sup>

The situation is equally felt in training centers constructed by China, as an illustration of the weak transfer of technology from China to Cameroon is the CATAC. The case of the center for the application of agricultural technologies in Nanga Eboko, according to the agreements of the creation, it was intended that during the 2014-2016-2017 triennial period the Chinese expert team had to popularize a technology transfer which had to be profitable for the upgrading of Cameroon's agricultural technology. According to the author's observations, this weak technology transfer is the result of the insufficient training from the Chinese side in the area set up for experimentation.<sup>381</sup>

When observations are made on the training program for the first year of the technical sequence contained in article 16 of the specifications of the technical cooperation contract between Cameroon and the team of technical experts of the Shaanxi overseas development company, we realized that this program was not scrupulously respected because training in vegetable growing, in pig, poultry and fish, farming technologies in agricultural machinery and maintenance and in laboratory analysis techniques were not outfitted. For the second year and third year, there is a timid transfer of technologies from the point of view of its non-existence during these years.<sup>382</sup>

This is equally observed in the construction and maintenance of educational infrastructures as the Cameroonian engineers recruited in the constructions financed by China are not involved in the architectural design, elaboration of the construction of the plan etc. This therefore means that those Cameroonian workers can spend years in a project without acquiring any new skill. And automatically the Chinese are the only one to carry out the maintenance of the infrastructures as they master the technology used in the construction.

---

<sup>380</sup> Anonymous, civil servant at MINREX.

<sup>381</sup> Begoude, 'La mobilisation du soft power ...', p.91.

<sup>382</sup> *Ibid.*

This leads to a situation of dependency, which is profitable to Chinese companies in the sense that the Cameroonian government will always call on the Chinese technicians for the maintenance of certain infrastructures and reparation of appliances which necessarily imply new contracts.<sup>383</sup> Therefore, China is going to make an effort to train the Cameroon's youths in domains which will relatively not help her become independent in skills and technology for its development but make her dependent so as to make China to satisfy her economic interest in Cameroon.

An illustration of this weak transfer we will take the case of the computer *SHUGUANG* 1000 which was offered to the University of Yaoundé II which only functioned three months and later had a breakdown due to failure of the inverter. The problem could not be resolved due to the lack of a technical diagram, an adequate documentation on the device and trained Cameroonian technicians on the fabrication technology for the maintenance.<sup>384</sup>

Within the framework of the project ENHEN the transfer of technology must be seen at several levels. If it is a multimedia system with amplifiers in Cameroon we do not manufacture any so we cannot speak of transfer of technology. On the other hand for the software part there must be a transfer of technology because the Cameroonian part will have to be able to maintain the system. The Chinese must give us the source codes to be able if there is an interruption so that we are able to modify. For the moment it is not yet finished since the development of the software part is not yet ended.<sup>385</sup>

### **-Cultural dependency**

Cultural dependency can be defined as a process in which the ownership, structure, distribution in a country is subject to external influence. This dependence is observed in Cameroon with the teaching of the Chinese language. The teaching and the learning of the Chinese language became official with the upgrading of the Chinese language training center established in 1996 into a Confucius institute in 2007 at the campus of IRIC of the University of Yaoundé II. The latter became a foreign language taught in the francophone subsystem of secondary education as from the 2012-2013 school year and became inserted at the *Baccalauréat*, *Probatoire* and *Bepc*. We think that inserting this foreign language in the

---

<sup>383</sup> P.Nkoa Nkoa, 'La coopération Sino-camerounaise en matière d'éducation', Rapport de stage en Diplomatie, IRIC, 2021, p.30.

<sup>384</sup> AMINESUP, Fiche Technique coopération Chine- Cameroun, Janvier 2005, p.7.

<sup>385</sup> Amougou Ngoumou, 52 years, Head of the IT development systems.

school curricular of Cameroon can lead to an acculturation of the young generation as they will forget their culture and their mother tongues to focus on the culture of a foreign country. This means that we are helping China to make a propaganda of its language and culture which can in the future lead to a cultural dependency of Cameroon on China.

In addition, China uses the training of human resources, construction and rehabilitation of educational infrastructures and financial aid to exercise a psychological influence on Cameroon. The scholarships that she grants to Africans and to Cameroonians particularly, enable her ‘‘to win the hearts of enrolled African students so as to make them love China, develop a preference for China and consider it as their second home’’. With the construction and rehabilitation of infrastructures many Cameroonians now consider China as a state with whom the cooperation is win-win and a partner on whom Cameroon can count to achieve emergence in 2035. This therefore means that China’s enrollment, training of African students and construction of infrastructures is an image branding strategy box. In this sense that China’s engagement for education in Africa simply prepares the ground for economic activities.<sup>386</sup>

The dissemination of its cultural values permits her to increase her prestige as well as its influence in the world. According to John Bellasen ‘‘the Confucius institutes are without doubt the arm of Chinese politics which is legitimate to the extent that the Chinese acquire an international dimension. This therefore means that the objectives of the C.I is to spread ‘‘the soft power of China across Africa and in Cameroon ‘‘.<sup>387</sup>

The C.I at IRIC is part of the soft power resources of China and therefore correspond to the capacity of attraction and seduction exerted by the Chinese model on Cameroon. As the teaching of Mandarin in Cameroon is a part of China’s external policy it enables her to fuel its imperialistic power in order to extend its power and spread its ideology. But compared to other countries she does not impose the implantation of C.I but rather the countries that are willing.<sup>388</sup>

### **-Problem of social adaptation**

The beneficiaries of Chinese scholarships face the problem of social adaptation and academic challenges which is correlated to their age. The selected students are just high

---

<sup>386</sup> Kaji, ‘‘Student Migration from Cameroon ...’’, p.245.

<sup>387</sup> Ngono, ‘‘La coopération chinoise et le développement...’’, p.86.

<sup>388</sup> *Ibid.*



school graduates and are not mentally and psychologically capable to cope and adapt to a new environment. Despite its openness to the outside world, China has remained a closed society in which non-chinese are systematically marginalized. According to the Cameroonian embassy to China, African students and cameroonian in particular have limited social interaction with the chinese students and population.<sup>389</sup>

Even more, they are isolated not only on the campus premises and restaurants have no comfort or hygiene are often distant from other buildings are left to them but also in classrooms where they never share the bench with the chinese students their only contacts with the lecturers are limited just to the level of academic exchanges. Some students fall easily sick after their arrival due to the difference in climate between Cameroon and China.<sup>390</sup>

Some cameroonian students complain that there are still local students and population who have retrograde mentalities, as they do not warmly welcome foreign students, and interaction between the Chinese and Africans is not well perceived<sup>391</sup>. This is the situation in which students find themselves in China, as they are each in their province without any possibility of exchange with their immediate environment , alone facing worries which can lead to anxiety and lonely in a crowd of chinese who don't appreciate them. Added to this we have mandarin which is a very complex language for studies which later lead to discouragement. This can later result into a great psychological fragility with disturbances ranging from frustration to mental crisis.<sup>392</sup>

### **-The inadequacy of the training compared to the needs of the cameroonian society**

Many interviewees, in the course of our research highlighted that the content of the curricula offered to Cameroonians in China through scholarships to students, training workshops and seminars do not match with the needs of the cameroonian society as they are more academic than professional .They are mostly focused on social sciences rather than technology related fields. For university studies, there are fields which are excluded from the courses attended by African students and Cameroonians particularly this is because those

---

<sup>389</sup> AMINREX/N°015/APR, Note Verbale de l'ambassadeur du Cameroun en Chine au ministre des relations extérieures ,14 février 1983.

<sup>390</sup> Aime Ross Kana, 22years, secretary at the Confucius Institute, Yaoundé, 01<sup>st</sup> June,2024.

<sup>391</sup> AMINREX/N°015/APR, Note Verbale de l'ambassadeur ...

<sup>392</sup> *Ibid.*

fields are related to the latest technology .Some of those fields are namely mechanical engineering, Computer and Software engineering.<sup>393</sup>

According to a civil servant working at the ministry of External Relations which had participated to a three weeks seminar on the theme’’ Legal aspects of the Belt and Road Initiative’’, those training workshops financed and organized by China don’t aim at responding to the challenges faced by the cameroonian society.<sup>394</sup> They are instead used to make propaganda of its image and culture as the majority of training sessions are organized on subjects related directly and indirectly to China. It is for this reason why we don’t see the impact on the society as those students and workers who are trained, acquire skills that they can’t put in practice because the training environment is completely opposite from the realities of the environment of application.

According to Kaji, for China’s aid through scholarships be useful to Cameroon if and only if the knowledge can be later domesticated .For this to be effective, two aspects have to be taken into consideration namely return from migration and employment.<sup>395</sup>

Most of those scholarships beneficiaries after their graduation do not return back to the country. They instead stay in China for employment or they flee to European countries. This is because they do not want to face the difficulties in the search of a job which correspond to their training .Despite the fact, that those scholarship granted were in accordance with the national needs for human resources in specific fields of knowledge.<sup>396</sup>

Before the selection process, the candidates face difficulties to submit all the documents required for the admission to the scholarship like the medical checkup examination. In an interview granted to us by the focal point of Chinese scholarships at the department of student assistance and welfare at MINESUP details on the situation are given

The scholarship applicants face difficulties as the scholarship offer usually comes out at the period which coincides with the chinese new year and when they go to the Gynaeco-obstetrical and pediatric hospital for their medical checkup since it’s the only hospital mandated to do the foreign medical examination for people going to China as its coincides with that period they usually go and realize that the main chinese doctor supposed to counter sign the results has gone for holidays and some of the students get discouraged .They equally complain that the price is so exorbitant 65000f and upward for just a medical exam .We might end up not having the eligible candidates because they have dropped.<sup>397</sup>

---

<sup>393</sup> Dieudonné Didier Nama, 37 years, Chinese language teacher, Yaoundé, 03<sup>rd</sup> June,2024.

<sup>394</sup> Anonymous, civil servant at MINREX.

<sup>395</sup> Kaji, ‘‘Student Migration from....’’, p.237.

<sup>396</sup> *Ibid.*, p.239.

<sup>397</sup> Derrick Chofor, about 45 yrs, senior staff at MINESUP, Yaoundé, 13<sup>th</sup> March , 2024.

Many cameroonian students who go to China to further their studies in master's and doctoral degrees encounter difficulties with the chinese language .Despite a school year of language learning it is not adequately mastered .They are forced to follow lessons in English , these students find themselves in a special cycle for foreigners whose level of teaching and supervision of research work is often less compared to the ordinary cycle followed by chinese students and African students mastering the chinese language.

## **C- Proposed Solutions**

### **1-Improve governance**

The cameroonian government should improve governance related to the selection and distribution of scholarships .This is because during years the selection of scholarships from foreign countries particularly from China has always been riddled with malpractices such as corruption, favoritism and tribalism <sup>398</sup>.Many students complain that if they don't have the financial means or a mentor they will not be admitted even though they have the required skills for the desired fields under the scholarship. This therefore means that the selection criteria is not more only gender equality, regional balance or the academic performance but equally base on the financial capital for the rich and the less privileged can only place their hope on their academic performances. Those mal practices divert the main objective of the scholarship from China which is to have a human resource trained in innovative domains which are considered by the authorities as important for Cameroon's development and emergence 2035.

In order to institute transparency in the selection and attribution of scholarships to students, we recommend to the government to put in place a committee responsible for the definition of the domains open for scholarships as well as the requirements. The committee will later develop an algorithm which is applied to the national registration for the category of students targeted. It will automatically generate the names of students who meet the requirements and their names are conveyed to their respective schools and the principals of the schools would contact the students not only to inform them about but also ask if they are willing to accept the grant. In the course of the selection of fields the government should give priority to domains in technical and professional training and less on social sciences. This

---

<sup>398</sup> Kaji, ' Student Migration from ...',p.230.

selection process is used in Rwanda and the majority of students who were scholarship beneficiaries are satisfied of this process.<sup>399</sup>

We believe that, this process will decrease the administrative harassment linked to the submission of files for the selection on the side of the candidates and it will equally reduce the risk of corruption, favoritism and mentoring. By making this proposal, we do not exclude the risks of computer manipulation on the part of the members of the committee. This is why we recommend to the authorities of Cameroon to choose civil servants which have a good background, morality and mentality to be members of the committee.

Apart from improving governance in the granting of scholarships within this assistance the government should it improve it in Cameroon's education system. This can be through the training of actors involved in the design and implementation of educational policies .It can equally be reflected in effective and responsible management of budgets reserved to meet the priority needs of the community for individual and collective development. To improve our education system, the competent authorities must suppress bad practices and promote the culture of concentration, dialogue, transparency in budgetary expenses and the re-edition of accounts.<sup>400</sup>

## **2-Implication of nationals trained in China in major projects in Cameroon**

Firstly, the government needs to identify the need of the state in terms of scholarship and fields according to these that the scholarship have to be granted likewise non- scholarship students have to be encouraged to opt for training oriented towards politics of national development. The government must have a file which gives informations on the distribution of cameroonian students abroad made up of mainly the fields of study, the duration of the training, the content of the training etc and they should put in place a mechanism responsible of the monitoring of cameroonian students abroad and particularly in China and equally after their return in Cameroon. This will enable the institutions in the country to ask students undergoing training abroad to send periodic reports inside which they describe the progress of their training, their difficulties etc.<sup>401</sup>

---

<sup>399</sup> *Ibid.*,p.240.

<sup>400</sup> Feuzeu, ‘‘Les Problèmes De L’éducation ...’’,p.3001.

<sup>401</sup> M.Guiaké et al, ‘‘ Formation en Chine et employabilité des diplômés camerounais de retour au pays’’in *Revue d’Etudes Sino-Africaines (RESA)*, Vol2, N°1, 2023,pp. 29-29.

Through this mechanism, the government will find it easy to involve those nationals in projects on the territory as the country can benefit of their experiences gotten from a country experiencing rapid development. This mechanism will equally make provisions on the job opportunities found in the country for a period of time and equally serve as a platform which help employers seeking for workers to have some profiles related to the skills required and facilitate interaction between the employers and graduates .As their experiences could be of a great contribution to the development of the country especially in areas in science and technology. Many of those graduates are found in sectors which do not permit them to put in practice the skills acquired from their training. This limits their contribution to the development of Cameroon.

They equally need to be encouraged to return to their country of origin, this can be through the creation of jobs for young graduates .The government must equally clean up the environment of business in Cameroon because a large number of graduates would like to return to set up their business projects but excessive taxes and prevailing corruption discourage them. The state should support businesses of young graduates through various mechanisms such as tax exemption over a period determined and establishment of a subsidy program.<sup>402</sup>The government can associate graduate trained in China in its various negotiations with the chinese authorities as they have a mastery of the chinese language and culture<sup>403</sup>.

### **3-Technology transfer policy**

Regarding all the dissatisfactions registered all over years with the construction of infrastructures by chinese companies from the users and experts on the non existence of a transfer of technology .The government must put in place a technology transfer policy which will concern foreign companies including chinese companies which sign contracts with the government for the construction of infrastructures particularly those related to education.

The policy will entail imposing to those foreign companies and chinese particularly to recruit at least 80% of their workers in Cameroon, organize training workshops in order to train those workers on chinese technology and the chinese experts to include those cameronian workers in the elaboration, styling and setting up of solutions related to the construction of the infrastructure. The policy will equally include the registration of chinese workers on construction sites in order to regulate the entry and monitor the activities of

---

<sup>402</sup> *Ibid.*,p.31.

<sup>403</sup> *Ibid.*

foreign workers on the territory. In the long run, the government can restrict visas to Chinese workers, this will enable put pressure on the Chinese to train the local population as fast as possible in order for them to fill skilled post of responsibilities required in those projects.

Through this policy, the government will benefit from the skills and technology that those co-nationals have grabbed in the construction of infrastructure with the Chinese companies through the maintenance of those infrastructures. This will enable make savings as the maintenance requires new contracts which need financial expenses, that money will instead be invested in the construction of other infrastructures and create new jobs for the youths.

The ENHEN project would have been useful to Cameroon if a team of Chinese computer engineers had been sent to Cameroon to work in collaboration with Cameroonian engineers and students in order to set up computers which respond to the realities of globalization and the difficulties encountered by the Cameroonian youths in their research.<sup>404</sup> If with the funding of the project a firm in charge of the assembling parts of computers was installed in the country as it would have enable reduce the cost of computers on the market, enable a transfer of technology from China to Cameroon and equally reduce the level of unemployment of the young generation.

#### **4- The creation of a special fund**

Cameroonian scholarship students in China face the problem of the late payment of scholarship supplements by the government of Cameroon. In 2020, students complained of 24-40 months arrears which seriously impacted their studies to the point where some are forced to engage in illegal activities such as prostitution, drug trafficking etc. To remedy to this situation, the government can create a special fund where their supplements will be disbursed before the end of the academic year and then transferred directly to the beneficiaries account every month without waiting for the opening of the annual state budget. Some officials at the ministry of higher education say that the delay is due to administrative slowness.

This initiative will really be of a great help because it will help to reduce the discontent of Cameroonians in China so that they are more concentrated and fulfilled in their studies so that

---

<sup>404</sup> Ntsobolo, ‘‘L’Assistance financière Chinoise...’’,p.136.

they can acquire sufficient knowledge related to fields which answer to the SND 30 for Cameroon's development.

The fund will have to be supervised by an inter-ministerial commission made up of the ministry of finance, ministry of higher education and ministry of external relations through the embassy of Cameroon to China. The commission will be responsible of the supervision of the disbursement of the supplements to the student's bank account and equally of the direct transmission to the two states of the difficulties encountered by those students during their school years in China. It will enable remedy to the administrative slowness.

The government should regulate the teaching of the chinese language in Cameroon .The government needs to impose the teaching of cameroonian languages in Confucius institutes, schools and insert them in official exams in the two subsystems .Measures have to be taken by the authorities in order to reduce and avoid the acculturation of the young generation as according to some experts in education , many students in the three levels of the educational system don't have a knowledge and mastery of their culture and mother tongues. They only know the English, French and Chinese languages. Even though, in international relations the knowledge of the other is important to easily defend each other's interest but if we do not have a mastery of who we are and where we come from, it will be difficult to defend our interest which correspond to your needs during negotiations with a foreign country.

### **5-Strengthen internal policy framework**

In order to improve and make profitable this aid from China, Cameroon needs to strengthen its internal policy in order to negotiate properly and engage with China in a win-win platform. According to Zouliatou, the institutional capacity is vital for recipient countries to properly appropriate any opportunity presented within the cooperation<sup>405</sup>. The government can ask China to elaborate the study programs offered to cameroonian students in China in accordance with the needs of the cameroonian job market.

The government should support firms, companies like Huawei to carry out investments in training and set up skill acquisition programs and make sure that those skills are used in the right sector and selected jobs should be at the fore front of Cameroon's strategy towards

---

<sup>405</sup> Zouliatou et al 'China enhancing Education...' ,p.10.

improving the educational standards, bridging the skill gap and achieving the 2035 agenda of making the country a middle economy.<sup>406</sup>

At the level of infrastructural development, the two countries should set up joint research laboratories in Cameroon to encourage research in the areas of human resource development and also creating opportunities of exchange at all levels, to build mutual consensus and confidence. This assistance should be reinforced in teaching, research and management to support human resources to enable Cameroon to stop learning from China in order to become a developed country and later become an emerging country in 2035.<sup>407</sup>

The government should reform training contents so that it aligns with the socio-economic, cultural and historical realities of our country. The competent authorities must adapt training to local potential, that is to say that the training offered must respond to the employment opportunities present in each zone. This regionalization of teachings gives an added value to the professionalization policy which the skills –based approach strives with great difficulty to implement.<sup>408</sup>

We recommend to the authorities to improve the study conditions of students and the working conditions of Cameroonian teachers .For students, the government should build new educational infrastructures such as classrooms, computer rooms and improve the internet network in state universities in order to ensure the comfort of students. On the side of teachers, the government can provide equipments to ease the elaboration of training courses .In order to increase the level of enthusiasm among teachers, we propose to the government to grant dirt and risk bonuses and revalorize the salaries.<sup>409</sup>

---

<sup>406</sup>Chidiebere, Tachago, ‘‘Examining the impact of China-Africa...’’, p.387.

<sup>407</sup> *Ibid.*

<sup>408</sup> Feuzeu, ‘‘Les Problèmes De L’éducation ...’’,p.3001

<sup>409</sup> *Ibid.*p.3002



## CONCLUSION

The topic that was at the center of our research is ‘‘China’s educational assistance in Cameroon (1984-2020) .The research study aimed at showing how China contribute to Cameroon’s development process through its assistance in the domain of education .This research work had two main objectives to highlight how China’s educational assistance was implemented in Cameroon and evaluate its impact on the development of Cameroon. The research question of our work was How has China’s educational assistance contributed to the development of Cameroon? To answer to this central question we elaborated a plan of four chapters, namely the motivations of China’s aid in education in Cameroon, the nature or domains of China’s aid in Cameroon, its realizations and the critical evaluation of this aid’s implementation in Cameroon. The elaboration of this work was based on the data collected through diverse types of sources such as oral, written, iconography and webographical.The data collected was of two types qualitative and statistical for their analysis we made use of the qualitative and quantitative methods.

Historically, Cameroon and China relations were marked by a decade of tension due to political incomprehension from 1960-1970 due to numerous reasons such as the interferences of China in Cameroon’s internal affairs with its support to the UPC and the recognition of Taiwan by Cameroon. In 1971, they saw it necessary to establish diplomatic relations because they saw that their interest and ambitions of development could only be fulfilled through cooperation. From 1971 to 1984 nothing was made in the domain of education because China faced political instability due to the Cultural Revolution which led to the coming to power of Deng Xiaoping. It is only in 1984, China began its relations and assistance to Cameroon through the signing of the cultural agreement .This assistance later became dense and constant after the creation of the FOCAC during Beijing summit in 2000.

Cameroon which is a third world country encounters various problems in its educational sector which is a hindrance to the development of its economy they are namely ,lack of quality training for trainers and trainees, inadequate infrastructures and learning facilities and deficiency in the funding process .This situation is the result of multiple malpractices such as corruption, favoritism and the embezzlement of state coffers . In order to curb these challenges the state government has elaborated some strategies to ameliorate the learning conditions of students on the entire territory we can cite the Cameroon National Policy for a

Quality Education, the National Education Sector Plan 2013-2020 and the Education Zone Program. Noting that we are in international relations where each country's actions are meant to satisfy its national interests it is therefore important to show the motivations of China to provide assistance to an underdeveloped country as Cameroon. Within the frame of our research we enumerated three reasons they were namely the seek for diplomatic support, raw materials and market outlets for its home industries and the worldwide expansion of its education system. This therefore means that China's educational aid to Cameroon is intended to increase China's influence on the international scene.

For a better comprehension of our subject matter we presented the agreements and the institutions responsible of implementing this assistance which is granted to Cameroon by this Asian country. The institutions on the both sides were given, for the Cameroonian side there are decision taking institutions as the head of state, the parliament and the head of government and executing organs are MINESUP, MINESEC etc. On the Chinese side the aid was coordinated before the decade 2000's only by the CCC Party, Chinese government, state institutions like the MOFCOM, MOE but with the evolution of relations between the two countries, new actors became involved in the assistance namely, firms, multinational companies etc. This is the case of the Huawei telecommunication company, which has set up the Huawei ICT Academy program which has the objective to train youths in participating universities in ICT with Huawei instructors and was established at SUP'PTIC in 2018. Through this aid many other projects have been realized all over the country they are namely the construction of three primary schools, one vocational and agricultural high school, one microbiology laboratory, training of students and civil servants, agricultural application technologies center and the ENHEN project. The aid of China to African countries and to Cameroon particularly is decided in FOCAC summits.

Through this assistance numerous advances have been registered in Cameroon as the professionalization of teachings, quality training, digitalization of training courses, improvement of living conditions of Cameroonians and transfer of technology. One of the remarkable projects which has been implemented through China's aid is the ENHEN project which aims at modernizing higher education in order to improve the learning conditions of youths in Cameroonian universities as they encounter various challenges as overcrowding in classrooms, professionalization of youths, inadequate studying facilities. Through the aspect of the project entitled 'Donation of 500,000 computers' which was distributed in 2017, 2018

enable students in research levels to write their master's and thesis dissertations and carryout research on the internet for their personal purpose through the Wi-Fi tool on the computer.

Despite its benefits, this assistance is limited within the cameroonian context .This assistance is limited due to the lack of technology transfer as most of the constructions realized within China's aid in Cameroon are always carried out by chinese companies ,those companies recruit few cameroonians and those who are recruited are never involved in the designing , elaboration of the construction projects .The Chinese don't want to transfer their technology because they want the government to call them for the maintenance post construction which will require the signing of new contracts .In the domain of training , China propose training programs which do not correspond to the challenges of our country. In chinese universities details on some fields are not given to foreigners and some technological fields are restricted .The insertion of the chinese language in Cameroon's curricular is an opportunity for China to make a propaganda of its language and culture with in the country. This means that China's aim is not to help Cameroon in its development agenda but create a technological and cultural dependence on her as those studying the language , will begin to love China, to appreciate to have it as a second home and why not give to their off springs chinese names.

This aid from China is instead bringing benefits to her rather than to the receiving country as it leads to a situation of *mise en dependence* on its technological products as Cameroon will be obliged to continue to import its products there by bringing benefits to its home industries .It is for this reason why we recommend to the government to make a review of this assistance through the elaboration of some policies as the technology transfer policy, objectivity and transparency in the selection and attribution of chinese scholarships, implication of nationals trained in China in discussions and in the realizations of major projects. This will make this assistance more profitable so that it really impact Cameroon's development .As according to our investigations, China is using it as a tool of soft power in Cameroon.

**APPENDICES**

## **Appendix 1: Interview guide**

### **INTERVIEW GUIDE**

#### **Presentation of the Topic**

This interview guide is elaborated as part of the collection of information for the writing of a Master's thesis in history of international relations on the following topic "Chinese Education Assistance to Cameroon 1972-2020". This research aims at showing how China's aid in education has helped Cameroon in the development of its education sector.

The information collected as part of this study is confidential and can't be used for any purpose other than of this thesis.

#### **Objectives of the Interview**

This interview will make it possible to assess China's assistance in the process of development of Cameroon's education sector. This main objective underlies several secondary objectives:

- Highlight the problems encountered by Cameroon's education system; present the attempts of the government to curb those difficulties and the reasons for China's aid in education to Cameroon.
- Highlight the legal framework, the institutions in charge of the supervision and areas of implementation of China's aid in Cameroon.
- Show the contributions of the Chinese educational aid to the development of Cameroon.
- Make a critical assessment of this assistance in Cameroon.

#### **Selection of informants**

##### Selection informants

To carry out the interview successfully we will get closer to state authorities in charge of relations with foreign countries and education in Cameroon (MINREX, MINESUP, MINESEC and MINEDUB)

##### Informations on the interviewee

- Name and Surname.....
- Sex and age.....
- Professional activity.....

### **Interview process**

The interview takes place individually to strengthen the credibility and quality of the information collected, we will proceed with the direct method with a pre-established questionnaire. In order to carry out the interview we will make use of a phone, a pen and A4 sheets

### **Questionnaire**

- What are the difficulties encountered by the education sector in Cameroon?
- What are the government's actions to address the problems faced by education in Cameroon?
- In your opinion why does China assist Cameroon?
- In what legal framework does China's educational assistance intervene in Cameroon?
- Who are the actors and institutions involved in China's aid in education?
- What are the domains in which China's aid intervene in Cameroon?
- What is the role of MINREX and MINEDUB in this assistance?

To the authorities of MINESUP

- What is the role of MINESUP in the implementation of this assistance?
- What is the role of universities in this assistance?
- What are the domains in which China's aid intervene in higher education?
- Do China give aid to universities?
- Which kind of training benefits from China's aid?
- Does China sponsor the training of Cameroonian teachers and researchers?
- What is the E-National Higher Education Network?
- Why the E-National Higher education Network?
- What are the objectives of this project?
- Which are the components of the E-National Higher Education Network?
- Was it an initiative from Cameroon or from China?
- What is the source of funding for the project?
- Which company was responsible for the construction and equipment for the project?

- What was the construction period?
- What are the reimbursement terms and conditions?
- What is the contribution of Cameroon in this project?
- Is there transfer of technology within the framework of this project?
- Are the Chinese training Cameroonians in this project?
- What is the socio-educational impact of this project?
- If the implementation of this project is not completed what the expectations of Cameroon are in regards to the project?
- What is the contribution of China's educational aid to the development of Cameroon's educational sector?
- Does this assistance help Cameroon in the development of its human capital?
- Are the Cameroonian authorities using the aid efficiently?
- Is there technology transfer in this assistance?

To the authorities of MINESEC

- What is the role of MINESEC in this assistance?
- Does China sponsor certain training courses in secondary education?
- Do teachers of the Chinese language in secondary schools benefit from training in China?
- What are the domains in which China's aid intervene in secondary education?
- What are the limitations of this assistance?
- What are the realizations of China in secondary education?
- What was the motivation behind the creation of the Yabassi agricultural professional technical high school?
- What are the objectives of this project?
- Which company was responsible for the construction and equipment for the project?
- What are the components of the project?
- What is the source of funding for the project?
- How long did the construction take?
- If there was a delay, what were the reasons?

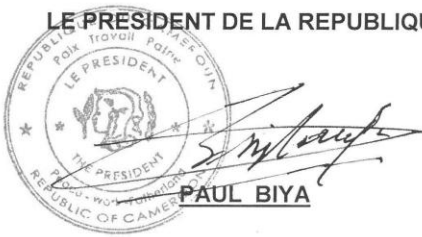
- What is the contribution of China's educational aid to the development of Cameroon's educational sector?
- Does this assistance help Cameroon in the development of its human capital?
- Are the Cameroonian authorities using the aid efficiently?
- What is your assessment of this assistance?

**Thanks for your collaboration**

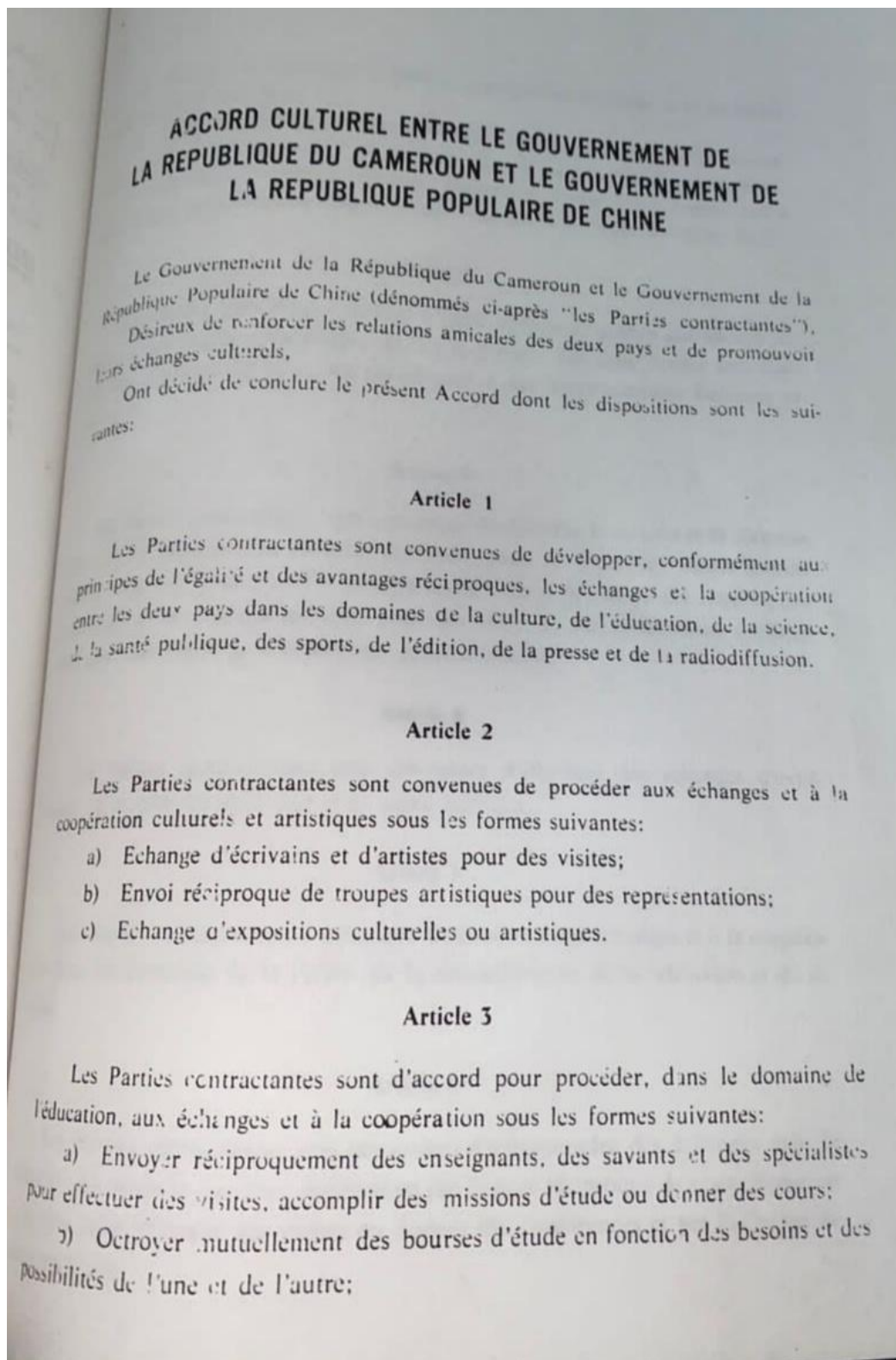
**Source:** The author



**Appendix n°2: Decree n°2016/354 of the July 27<sup>th</sup>, 2016 empowering the Minister of the Economy, Planning and Regional Development to sign with the Eximbank a concessional loan agreement of 937,500,000 Yuans RMB worth 75 billion Fcfa for the funding of the E. National Higher Education Project**

REPUBLICQUE DU CAMEROUN -----	PAIX – TRAVAIL – PATRIE -----
<p>DECRET N° <u>2016/354</u> DU <u>27 JUIL 2016</u></p>	
<p>habilitant le Ministre de l'Economie, de la Planification et de l'Aménagement du Territoire à signer avec la Banque d'Export - Import de Chine (EXIMBANK – CHINE), un Accord de prêt d'un montant de 937 500 000 Yuans RMB, soit environ 75 milliards de francs CFA, pour le financement du Projet dénommé Cameroon E-National Higher Education Network.</p>	
<p><b>LE PRESIDENT DE LA REPUBLIQUE,</b></p>	
<p>VU la Constitution ;</p>	
<p>VU la loi n° 2015/019 du 21 décembre 2015 portant loi de finances de la République du Cameroun pour l'exercice 2016 ;</p>	
<p>VU le décret n° 2011/408 du 9 décembre 2011 portant organisation du Gouvernement,</p>	
<p><b>DECRETE :</b></p>	
<p><b>ARTICLE 1<sup>er</sup>.</b>- Le Ministre de l'Economie, de la Planification et de l'Aménagement du Territoire est habilité, avec faculté de délégation, à signer avec la Banque d' Export - Import de Chine (EXIMBANK – CHINE), un Accord de prêt d'un montant de 937 500 000 Yuans RMB, soit environ 75 milliards de francs CFA, pour le financement du Projet dénommé Cameroon E-National Higher Education Network.</p>	
<p><b>ARTICLE 2.-</b> Le présent décret sera enregistré, publié suivant la procédure d'urgence, puis inséré au Journal Officiel en français et en anglais./-</p>	
<p>Yaoundé, le 27 JUIL 2016</p>	
<p><b>LE PRESIDENT DE LA REPUBLIQUE,</b></p>	
	
<p><b>PAUL BIYA</b></p>	

### Appendix n°3: The cultural agreement



- c) Favoriser et encourager le contact et la coopération directs entre les écoles universitaires des deux pays;
- d) Encourager l'échange de manuels ainsi que d'autres livres et documentations relatifs à l'éducation entre les établissements d'enseignement des deux pays;
- e) Encourager respectivement leurs chercheurs et spécialistes à participer à des colloques professionnels internationaux tenus sur le territoire de l'autre Partie.

#### Article 4

Chacune des deux Parties consent à faire traduire et publier des œuvres littéraires et artistiques remarquables de l'autre Partie. Les deux Parties sont d'accord pour échanger des livres, des périodiques et des documentations littéraires et artistiques.

#### Article 5

Les Parties contractantes sont convenues d'intensifier le contact et la coopération entre les organisations sportives des deux pays et d'envoyer mutuellement, compte tenu des besoins et des possibilités de l'une et de l'autre, des sportifs, des entraîneurs et des équipes sportives pour des visites et des compétitions amicales ainsi que pour l'échange d'expériences professionnelles.

#### Article 6

Les Parties contractantes sont convenues d'effectuer des échanges d'expériences en matière de médecine et de santé publique.

#### Article 7

Les Parties contractantes consentent à procéder à des échanges et à la coopération dans les domaines de la presse, de la radiodiffusion, de la télévision et du cinéma.

#### Article 8

Les Parties contractantes sont convenues d'entreprendre des échanges dans le domaine des sciences sociales, notamment par l'envoi réciproque de scientifiques en la matière pour effectuer des visites ou donner des conférences et par l'échange de documentations.

**Article 9**

Les Parties contractantes encouragent l'établissement de relations d'échange et de coopération entre les bibliothèques des deux pays.

**Article 10**

Les Parties contractantes sont convenues dans le cadre du présent Accord de définir ultérieurement par des Protocoles spécifiques, les modalités d'application et de financement des activités à entreprendre dans les divers domaines définis à l'article I.

**Article 11**

Le présent Accord entrera en vigueur à la date de sa signature. Valable pour une période de cinq ans, il est renouvelable par tacite reconduction de cinq ans en cinq ans, à moins que l'une des Parties contractantes ne notifie à l'autre, par écrit, son intention de le résilier, et ce, six mois avant son expiration.

Par ailleurs, les Parties contractantes s'engagent, en cas de dénonciation anticipée dudit Accord, à réaliser jusqu'à son terme tout projet en cours d'exécution.

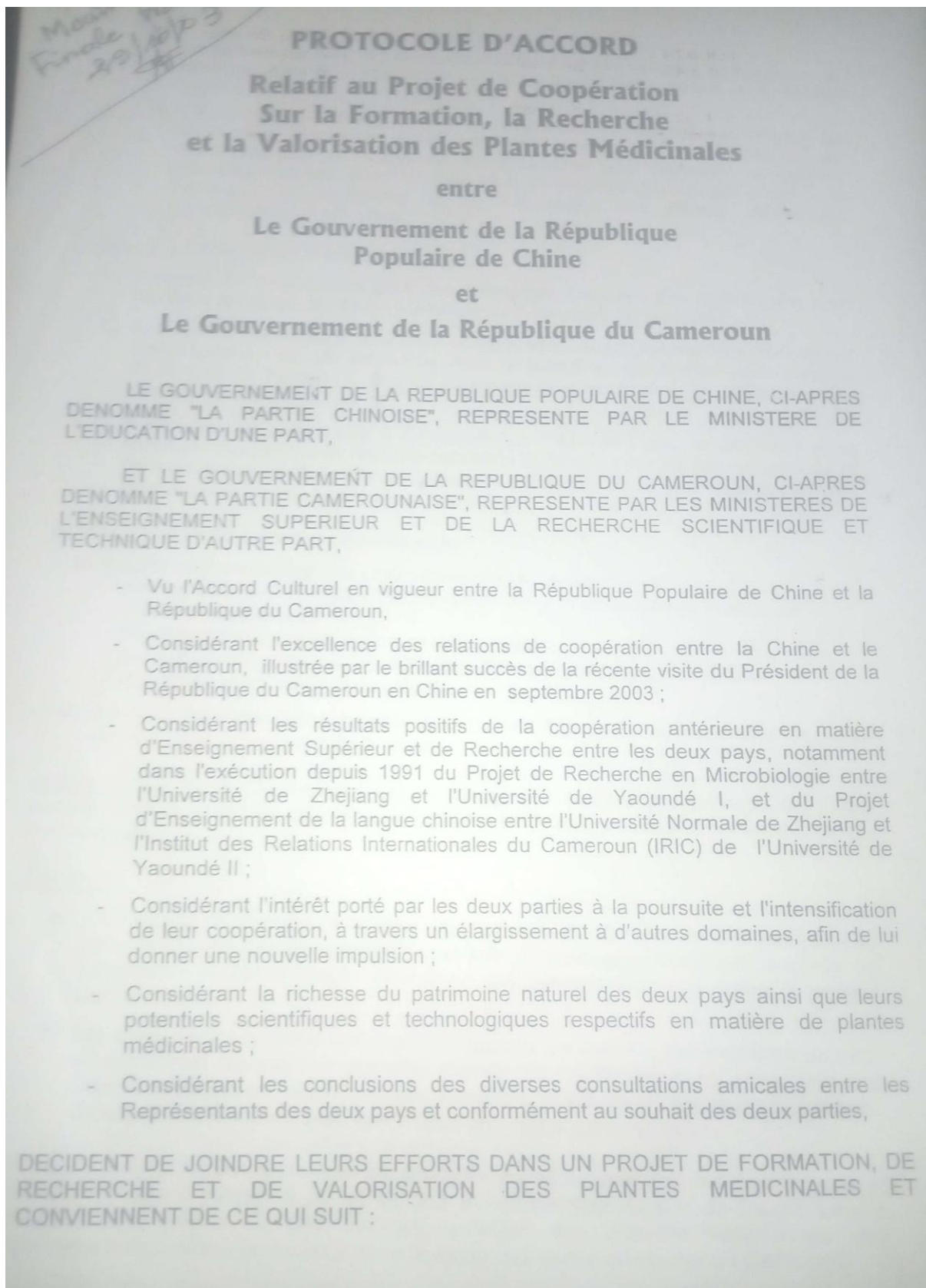
Fait à Beijing, le 7 Août 1984, en double exemplaire, en langues française et chinoise, les deux textes faisant également foi.

Pour le Gouvernement de  
la République du Cameroun

Pour le Gouvernement de  
la République Populaire de Chine



**Appendix n°4: MoU relating to the cooperation project, research and valorization of medicinal plan**



**Article 1<sup>er</sup> :**

- a) Le présent protocole d'accord est destiné à fournir un cadre institutionnel au développement de la coopération entre les deux parties, dans le domaine des plantes médicinales.
- b) L'Université de Zhejiang de Chine, l'Université de Yaoundé I et l'Institut de Recherches Médicales et d'Etude des Plantes Médicinales (IMPM) du Cameroun, sont les structures opérationnelles pour l'exécution du présent protocole d'accord, pour la réalisation à Yaoundé d'un Projet relatif à la Formation, la Recherche et la Valorisation des Plantes médicinales camerounaises et chinoises.

**Article 2 :** L'Université de Zhejiang s'engage :

- a) à fournir, en collaboration avec des entreprises chinoises, des équipements pour renforcer le Laboratoire de Microbiologie de l'Université de Yaoundé I ;
- b) à apporter sa contribution à la mise en place et au développement des laboratoires d'enseignement et de recherche dans le domaine des plantes médicinales à l'Université de Yaoundé I, et pour l'aménagement d'une unité de valorisation des plantes médicinales à l'IMPM ;
- c) à envoyer des professeurs à l'Université de Yaoundé I pour la recherche et la formation des personnels camerounais dans le domaine des plantes médicinales et de la médecine traditionnelle, ainsi que des experts à l'IMPM pour la production des médicaments à base de plantes médicinales.

**Article 3 :** La Partie Camerounaise s'engage :

- a) à mettre à la disposition des professeurs et des experts chinois :
  - des locaux pour l'enseignement, la recherche et la production en matière de plantes médicinales ;
  - des logements meublés avec eau et électricité ;
  - une subvention mensuelle de 500.000 FCFA par personne, ainsi qu'une couverture pour l'assurance maladie.
- b) à faciliter l'immatriculation en série suspensive (IT) pour les véhicules achetés par la partie chinoise dans le cadre du projet.

**Article 4 :** La Partie Chinoise prendra en charge les salaires des professeurs et des experts chinois, leurs frais de voyage aller et retour de la Chine au Cameroun et ceux de leurs conjoints.

**Article 5 :**

- a) L'Université de Zhejiang se chargera de l'achat et du transport de la Chine jusqu'au port de Douala des équipements, produits et ouvrages didactiques destinés au Laboratoire de Microbiologie, choisis en collaboration avec une équipe technique camerounaise.
- b) Les deux parties conviendront, par des accords particuliers, des modalités de mise en place des laboratoires d'enseignement, de recherche et de production des plantes médicinales, ainsi que des matériels, produits et ouvrages didactiques, choisis en collaboration avec une équipe technique camerounaise.

**Article 6 :** La Partie Camerounaise se chargera du dédouanement des équipements et produits susvisés à l'article 5 (a) et de leur acheminement du port de Douala jusqu'à Yaoundé. Elle pourra, le cas échéant, solliciter des autorités compétentes des exonérations douanières ou fiscales dans le cadre des textes en vigueur au Cameroun.

**Article 7 :**

- a) Les deux Parties encourageront les structures opérationnelles à exploiter et à appliquer les résultats de la recherche sur les plantes médicinales.
- b) La Partie Chinoise dont l'Université de Zhejiang en association avec la Société Jinhua Yongheng, et la Partie Camerounaise vont œuvrer, sur une période de deux ans, dans le cadre de Conventions spécifiques, pour la mise en place d'un Centre de fabrication de médicaments à base de plantes médicinales d'une part, et d'une Clinique de Médecine traditionnelle d'autre part, dans le respect des processus usuels de validation et des règles éthiques et juridiques locales.
- c) Ces structures utiliseront les savoirs, les savoir-faire et les résultats de la recherche développés dans le cadre de la formation et de la recherche visées à l'article 1 ci-dessus.
- d) La Partie Camerounaise sollicitera auprès des administrations compétentes des exonérations fiscales, conformément aux textes en vigueur au Cameroun.

**Article 8 :** Les deux parties s'engagent à respecter les règles et principes de confidentialité des informations et des résultats de la recherche issus du présent partenariat. Chacune des parties s'abstiendra, par conséquent de publier ou divulguer unilatéralement toute information sur le projet exécuté dans le cadre du présent accord.

**Article 9 :** Dans le cadre de la mise en œuvre du présent protocole d'accord et le développement de leur coopération dans le domaine des plantes médicinales, les structures opérationnelles pourront conclure des conventions spécifiques.

**Article 10 :** Tout différend survenu pendant l'exécution du projet sera réglé par voie diplomatique.

**Article 11 :**

- a) Le présent protocole entrera en vigueur dès sa signature par les deux parties.
- b) Il est valable pour une période de deux ans à compter de l'arrivée au Cameroun des professeurs/experts chinois. Il ne peut être prorogé ou suspendu qu'après consultation des deux parties.

Le présent protocole est rédigé en langues chinoise, anglaise et française, en deux exemplaires dans chaque langue, les trois textes faisant également foi.

Yaoundé, le .....

Pour le Gouvernement de la  
République Populaire de Chine,

Pour le Gouvernement de la  
République du Cameroun,

Le Ministre de l'Education

Le Ministre de la Recherche  
Scientifique et Technique

Le Ministre de l'Enseignement  
Supérieur



## Appendix n°5: Numérique Universitaire: la méthode Paul Biya : rigueur et audace



### NUMERIQUE UNIVERSITAIRE : LA METHODE PAUL BIYA : RIGUEUR ET AUDACE

Afin d'assurer la transformation numérique des Universités camerounaises à travers la digitalisation des enseignements et des activités administratives des Universités, le Chef de l'État, **Son Excellence Paul BIYA** a mis sur pied un projet futuriste : le **E-NATIONAL HIGHER EDUCATION NETWORK** dont l'accord-cadre de mise en œuvre avec l'appui technique et financier de la République Populaire de Chine a été signé le 18 juin 2015 à Beijing par le Ministre camerounais de l'Economie, de la Planification et de l'Aménagement du Territoire et le Ministre chinois du Commerce en présence du Premier Ministre camerounais, Chef du Gouvernement.

Quelle est la méthode Paul BIYA ? **Rigueur, pragmatisme, audace rationnelle.** Voici comment

#### 1 – Qu'est-ce que le E-National Higher Education Network ?

Le projet E-National Higher Education Network comporte quatre composantes principales:

1. La fabrication en Chine, le transport vers le Cameroun et la distribution dans les Universités de 500 000 ordinateurs portables aux étudiants des Universités publiques et privées ;
2. La construction, l'équipement et la mise en exploitation de neuf (09) Centres ultramodernes du développement du numérique universitaire, dont un dans chaque Université d'État et un à l'Université Inter-États Congo-Cameroun à Sangmélima ;
3. La mise en place d'un Réseau virtuel d'interconnexion des Universités d'État et du Ministère de l'Enseignement Supérieur (RIC) géré par un Centre national du numérique universitaire à construire, équiper et mettre à la disposition du MINESUP ;
4. La conception, le développement et la mise en exploitation du **Système Informatique de Gestion Intégrée de l'Enseignement Supérieur au Cameroun (SIGIRES).**

#### 2 – Quel est le dispositif de pilotage et management ?

La maîtrise d'ouvrage du Projet E-National Higher Education a été instruite au Ministre de l'Enseignement Supérieur par le Ministre d'État, Ministre Secrétaire Général de la Présidence dans sa correspondance N° 521/CF/SG/PR du 25 juillet 2016. Le projet est financé par Eximbank China à hauteur de 75 milliards F CFA en vertu de l'accord de crédit N° CHINA Eximbank GCL No (2015) 11 TOTAL No (550) signé le 22 août 2016 par Monsieur Emmanuel Nganou Djoumessi, Ministre de l'Économie, du Plan et de l'Aménagement du Territoire. L'avis juridique conforme de l'accord de crédit qui a ouvert la voie à la mise en œuvre effective du



projet a été signé le 30 décembre 2016 par le Professeur Séraphin Magloire Fouda, Secrétaire Général des Services du Premier Ministre. L'accord de crédit stipule que les paiements se rapportant au projet sont faits directement en Chine, sur requête du MINEPAT au vu des rapports d'avancement des travaux transmis par le MINESUP, par Eximbank China au profit du Maître d'œuvre du projet, l'entreprise *Sichuan Telecom Construction Engineering Co. Ltd* dont le siège social est basé au Scientific Technology & Fortune Center, Hi-Tech Incubation Center dans la ville de Chengdu en Chine.

### 3 - Qu'est-ce qui a déjà été réalisé ?

L'état d'exécution de ce projet, dont le taux d'exécution physique est évalué à 95% et le taux d'exécution financier à 93,6% par Eximbank China, est le suivant :

- 500 000 ordinateurs PBhev ont été fabriqués à Shenzhen en Chine, acheminés au Cameroun et mis à la disposition du MINESUP par le maître d'œuvre du projet.
- Le MINESUP a mis 490 000 ordinateurs à la disposition des huit Universités d'État et 106 Instituts privés d'enseignement supérieur fonctionnant légalement qui ont la responsabilité de les distribuer à tous les étudiants camerounais régulièrement inscrits de l'année académique 2016-2017 et aux étudiants inscrits des années académiques 2017-2018 et 2018-2019, et éventuellement à ceux de l'année académique 2019-2020, conformément aux états des besoins transmis au MINESUP par les Chefs de ces Institutions universitaires (Les ordinateurs sont stockés et acheminés dans les différentes Régions par le MINDEF. 10 000 ordinateurs résiduels sont encore en stock dans les magasins de la Garde Présidentielle).
- Les huit Centres de développement du numérique universitaire et le Centre national du numérique universitaire sont entièrement construits et équipés.
- Le SIGIRES est entièrement développé.

### 4 – Qu'est-ce que le PBhev ?

Le **PBhev** (*Paul Biya Higher Education Vision*) est un ordinateur éponyme conçu spécialement par une équipe d'experts sino-camerounais dans le but de répondre massivement aux besoins de l'étudiant camerounais de s'arrimer au numérique éducatif. Sa conception est basée sur une analyse des besoins qui a mis en lumière trois préoccupations de base des étudiants :

- Lire et échanger de manière courante des documents numériques (besoin de disposer d'une liseuse électronique)
- Produire des documents numériques : mémoires, exposés, devoirs (besoin de disposer légalement de logiciels bureautiques)
- Accéder et conserver les ressources pédagogiques du cloud (besoin de disposer d'un volumineux espace personnalisé et sécurisé de documents numériques)

Avec son écran de 10 pouces et son faible poids (moins de 1 kg), le **PBhev** remplit parfaitement la fonction de liseuse électronique. D'autre part, la convention signée le 31 octobre 2017 entre le Ministère de l'Enseignement Supérieur et le leader mondial de l'industrie du logiciel, la multinationale américaine *Microsoft Corporation* permet à chaque étudiant détenteur d'un **PBhev** d'avoir accès gratuitement s'il le désire à une licence d'utilisation de la suite bureautique *Microsoft Office365* et à un espace personnel de stockage d'un Gigabit dans le cloud. La maintenance des **PBhev** est assurée gratuitement pour une durée de trois ans.

### 5 – Qu'est-ce qui est fait en ce qui concerne l'accès des universités à l'internet haut débit ?

La mise en place du RIC, composante essentielle du E-National Higher Education Network, et son opérationnalité requièrent l'accès permanent des Universités à l'Internet haut débit. Un accord-cadre de partenariat a été signé le 8 septembre 2020 entre le Ministère de l'Enseignement Supérieur et la Cameroon Telecommunication (CAMTEL) pour la fourniture à partir du 1<sup>er</sup> janvier 2021 d'un accès mutualisé à l'Internet haut débit. Les Universités passent d'un débit mutualisé de 263 mégabits par seconde à un débit de 9333 mégabits par seconde, soit une augmentation vertigineuse de 3500% à un coût peu onéreux de 2,5 milliards F CFA (au lieu de 9 milliards F CFA) par an, pris en charge par le MINFI.

#### **6 – Quelle est la date de clôture du projet ?**

En raison des perturbations subies en 2020 du fait de la pandémie du COVID19, Eximbank China vient d'étendre la date de clôture du projet du 31 décembre 2020 au 22 avril 2022. La période d'extension du projet permettra d'achever les travaux suivants :

- La mise à niveau et le calibrage l'alimentation électrique des campus pour les adapter au fonctionnement des centres ;
- Le test de fonctionnement et la mise en exploitation des centres et du RIC ;
- L'installation du SIGIRES au MINESUP et dans les Universités ;
- La formation et le transfert des compétences aux homologues nationaux ;
- La rétrocession des centres au MINESUP et aux Universités.

#### **7 – Remerciements et gratitude de la communauté universitaire**

Le Ministre d'État, Ministre de l'Enseignement Supérieur, saisit une fois de plus la présente occasion pour exprimer au Président de la République, Chef de l'État, Son Excellence Paul BIYA, l'infinie gratitude de la communauté universitaire nationale pour sa sollicitude vis-à-vis de l'Université camerounaise, qui s'est manifestée une fois de plus à travers cette initiative inédite à travers le monde. Comme par enchantement, la crise actuelle liée à la pandémie du COVID-19 a permis de mettre en lumière la clairvoyance du Chef de l'État en ce qui concerne le développement du numérique universitaire dans notre pays. Grâce au projet présidentiel mis en œuvre dans les universités, celles-ci ont réussi à opérer une mutation rapide du mode d'enseignement en présentiel au mode d'enseignement en ligne. On a donc pu se rendre compte en pratique, au-delà de toute spéculation théorique, que l'impact du projet « E-National Higher Education Network » sur les étudiants, les enseignants et les Établissements était déjà largement positif, avant la date de clôture du projet. Telle est la vision du Président Paul BIYA pour la jeunesse universitaire : arrimage résolu à l'espace cybernétique planétaire, innovation pédagogique, accès à la modernité cognitive, dans la mouvance de l'économie du savoir.

Yaoundé, le **29 AVR 2021**



Le Ministre d'État,  
Ministre de l'Enseignement Supérieur

  
Jacques FAME NDONGO



## Appendix n°6 : The Mutual recognition agreement of diplomas, titles and university grades

### ACCORD ENTRE LE GOUVERNEMENT DE LA REPUBLIQUE DU CAMEROUN ET LE GOUVERNEMENT DE LA REPUBLIQUE POPULAIRE DE CHINE RELATIF A LA RECONNAISSANCE MUTUELLE DES DIPLOMES, DES TITRES ET DES GRADES UNIVERSITAIRES

Le Gouvernement de la République du Cameroun (dénommé ci-après la partie Camerounaise), représenté par le Ministre de l'enseignement Supérieur, d'une part, et le Gouvernement de la République populaire de la Chine (dénommé ci-après la partie chinoise), représenté par le Président de la Commission d'Etat pour l'éducation, d'autre part, désireux de renforcer les relations d'amitié et de coopération existantes, et de promouvoir les échanges et le développement de l'enseignement supérieur des deux pays, sont convenus de ce qui suit sur la reconnaissance mutuelle des diplômes, des titres et des grades universitaires :

**Article 1** : La partie chinoise reconnaît les diplômes du Baccalauréat et du General Certificate of education Advanced Level délivrés à la fin des études secondaires au Cameroun. Les titulaires camerounais de l'un de ces diplômes peuvent présenter leur candidature aux établissements d'enseignement supérieur chinois de cycle court ou normal, conformément aux règlements en vigueur dans ces établissements.

**Article 2** : La partie camerounaise reconnaît le diplôme de fin d'études du second cycle de l'enseignement secondaire délivré en Chine. Les titulaires chinois de ce diplôme ayant reçus à l'Examen national d'entrée à l'université peuvent présenter leur candidature aux établissements d'enseignement supérieur du Cameroun, conformément aux règlements en vigueur dans ces établissements.

**Article 3** : La partie chinoise reconnaît les diplômes de Licence (Bachelor), Maîtrise (Master) et les Doctorats délivrés par les établissements d'enseignement supérieur camerounais. Les titulaires de ces diplômes peuvent présenter leur candidature aux établissements d'enseignement supérieur et de recherche chinois pour préparer, selon le cas, le Master, ou le Doctorat, ou préparer, selon le cas, le Master, ou le Doctorat, ou entreprendre des activités d'enseignement supérieur et/ou de recherche scientifique, conformément à la réglementation en vigueur dans ces établissements.

**Article 4** : La partie camerounaise reconnaît les diplômes de Bachelor, de Master et de Doctorat délivrés par les établissements d'enseignement supérieur chinois. Les titulaires de ces diplômes peuvent présenter leur candidature aux établissements d'enseignement supérieur camerounais afin de préparer, selon le cas, la Maîtrise (Master) ou le Doctorat, ou d'entreprendre des activités d'enseignement et/ou de recherche, dans ces établissements.

**Article 5** : La partie chinoise reconnaît les diplômes et titres techniques et professionnels d'ingénieurs, de Médecin, ainsi que les autres titres agréés et décernés par le Cameroun. Les titulaires de ces diplômes et titres peuvent présenter leur demande en conformité avec la même qualification des candidats chinois auprès des établissements d'enseignement supérieur chinois ou d'autres établissements, en vue d'entreprendre selon le cas, des études universitaires ou post-universitaires et/ou des activités d'enseignement ou de recherche scientifique, conformément à la réglementation en vigueur dans ces établissements.

**Article 6** : La partie camerounaise reconnaît les diplômes et titres techniques et professionnels chinois d'Ingénieur, de Médecin, de Dentiste, de Pharmacien, de Médecin vétérinaire et les autres titres agréés et décernés par la Chine. Les titulaires de ces diplômes et titres peuvent

présenter leur demande en conformité avec la même qualification des candidats camerounais, auprès des établissements d'enseignement supérieur ou d'autres établissements camerounais, n vue d'entreprendre selon le cas, des études post-universitaires ou des activités d'enseignement et de recherche scientifique, conformément à la réglementation en vigueur dans ces établissements.

**Article 7** : Les deux parties reconnaissent mutuellement les grades universitaires décernés aux enseignants dans leurs pays respectifs. Les titulaires de ces grades dans l'un des pays peuvent exercer des activités d'enseignement et de recherche dans les établissements d'enseignement supérieur de l'autre pays.

**Article 8** : Les deux parties sont convenues de se conformer aux dispositions prévues aux articles I à VII du présent accord dans l'examen de la qualification des candidats de l'une et de l'autre partie aux études, au perfectionnement ou à une activité d'enseignement et de recherche dans les établissements d'enseignement supérieur.

**Article 9** : Les deux parties sont convenues de tout mettre en œuvre pour faciliter la communication à la partie qui en fait la demande, de toutes les informations relatives aux programmes et à la durée des études, au système d'examen et à l'authentification des diplômes, des titres et des grades universitaires.

**Article 10** : Les deux parties sont convenues de s'informer mutuellement le plus tôt possible des réformes et modifications qui seraient apportées à leurs systèmes d'enseignement supérieur respectifs et à la délivrance des diplômes, des titres et des grades universitaires de leurs établissements d'enseignement supérieur.

Le présent Accord entrera en vigueur à partir du jour où il sera signé par les représentants des deux parties. Toutefois, il pourra être modifié ou dénoncé par l'une ou l'autre des deux parties qui en avisera l'autre au moyen d'un échange de notes six mois à l'avance.

Fait et signé à Beijing le 04 mai 1994 en deux exemplaires en langues française et chinoise, les deux textes faisant également foi.

**Le Ministre de l'Enseignement  
Supérieur de la République du  
du Cameroun**

**Le Président de la Commission d'Etat pour  
l'Education de la République Populaire de  
Chine**

**TITUS EDZOA**

## SOURCES AND BIBLIOGRAPHICAL REFERENCES

### I-Sources

#### A-Oral Sources

Name	Age	Profession	Place of the interview	Date of the interview
Ambrose Atale King	34	Senior staff at MINESUP	MINESUP	16 <sup>th</sup> April 2024
Amougou Ngoumou	52	Head of the IT development systems at MINESUP	GETEC	26 <sup>th</sup> April 2024
Chofor Derrick	About 45	Senior staff at MINESUP	MINESUP	13 <sup>th</sup> March 2024
Kana Aimé Ross	22	Secretary at the Confucius institute	University of Yaoundé I	01 <sup>st</sup> June 2024
Meyo Francis Armede	38	Senior staff at MINESUP	MINESUP	02 <sup>nd</sup> May 2024
Moussa Ali	53	Assistant study manager at MINESEC	MINESEC	22 <sup>nd</sup> May 2024
Nama Didier Dieudonné	37	Chinese language teacher	MINESEC	03 <sup>rd</sup> June 2024
Anonymous		Civil servant at the MINREX	MINREX	30 <sup>th</sup> May 2024
Anonymous		Civil servant at MINREX	MINREX	03 <sup>rd</sup> June 2024

## **B- Archival sources**

### **1-Archives of MINREX**

AMINREX, N° 4032/DIPL/SDEPO/SEO, lettre de correspondance de l'ambassadeur du Cameroun en Chine au Ministre de l'enseignement supérieur, 28 Aout 2020.

AMINREX, N°015, Note verbale de l'ambassadeur du Cameroun en Chine au Ministre des Relations extérieures et au Ministre de l'enseignement supérieur ,1983.

AMINREX, Fiche d'information projet, commission mixte Cameroon Chine ,2005.

AMINREX, N°1575, lettre de correspondance du Ministre des Relations extérieures au ministre de l'enseignement secondaire, 30 Juillet 2010 .

AMINREX, n°00003248, DIPL, note verbal de l'ambassadeur de Chine au Cameroun au ministre des relations extérieures ,13 Avril 2018.

AMINREX, N°1575, lettre de correspondance du Ministre des Relations extérieures au ministre de l'enseignement secondaire, 30 Juillet 2010.

AMINREX, n°00003248, DIPL, note verbal de l'ambassadeur de Chine au Cameroun au ministre des relations extérieures ,13 Avril, 2018

AMINREX, N°003275, lettre de correspondance du ministre des postes et télécommunications au ministre de relations extérieures ,2 novembre 2004.

AMINREX, N°01101, lettre de correspondance du ministre des relations extérieures au ministre de l'éducation national ,26 Juin 2003.

AMINREX, N°00946, lettre correspondance du ministre des relations extérieures au ministre de la santé publique, 12 Juin 2003.

AMINREX, lettre de correspondance du ministre des relations extérieures au ministre de l'enseignement supérieure et la recherche scientifique, 09 Mai 2001.

AMINREX, n°02591, DIPL, lettre du ministre des relations extérieures au ministre de l'éducation national, 2002.

AMINREX, Etat des relations Cameroun-Chine ,10 janvier 2020.

AMINREX, n°00003788, lettre du ministre de l'enseignement secondaire au ministre des relations extérieures, 2018.

AMINREX, note verbale de l'ambassadeur du Cameroun en Chine au ministre des relations extérieures, 28 Aout 2020.

AMINREX, note verbale du ministre des relations extérieures à l'ambassadeur de Chine au Cameroun, 8 Aout 2019.

AMINREX, note verbale de l'ambassadeur de Chine au Cameroun au ministre des relations extérieures.

AMINREX, N°002779, correspondance du ministre des relations extérieures, 30 Décembre 2004.

AMINREX, note verbale de l'ambassadeur de Chine au ministre des relations extérieures et de l'éducation nationale, 2004.

AMINREX, N°00946, note verbale de l'ambassadeur de Chine au ministre des relations extérieures, 12 Juin 2003.

AMINREX, note verbale de l'ambassadeur de Chine au ministre des relations extérieures, 8 Décembre 2003.

## **2-Archives of MINESUP**

AMINESUP, Fiche technique coopération Chine Cameroun, Janvier, 2005.

AMINESUP, Numérique universitaire : la méthode Paul Biya : rigueur et audace, 29 Avril 2020.

AMINESUP, Expose of the focal point for China, 2022.

## **3-Archives of MINESEC**

AMINESEC, nouvelles mesures pour la coopération sino-camerounaise, 5 Mai 2020.

AMINESEC, Première session du Comité de pilotage du projet de mise en place du lycée technique agricole de Yabassi, 1 Aout 2013.

AMINESEC, Réunion Technique Revue-Evaluation des projets finances par les principaux partenaires techniques at financiers du Cameroun : projet de mise en place du lycée technique Agricole de Yabassi (Don Chinois), Janvier 2017.

AMINESEC, N°163, lettre de correspondance de l'ambassadeur de Chine au Cameroun au Ministre de l'enseignement secondaire, 8 Aout 2017.

#### **4-Archives of MINEDUB**

AMINEDUB, Rapport général sur le projet chinois de construction des écoles publiques au Cameroun (EP Nanga Eboko et EP Guider), Décembre 2011.

#### **5-Archives of MINESANTE**

AMINSANTE, Coopération médicale sino-camerounaise.

## **II- BIBLIOGRAPHY**

### **A-Books**

Ateba Eyéné C., *Emergence du Cameroun 2035 :l'apport de la Chine*, Yaoundé, Saint Paul, 2012.

Bourdé G., et al, *Les écoles historique*, Editions du Seuil, 1997.

Dewey J., *Democracy and Education*, The Pennsylvania State University, 2001.

Duroselle B., Renouvin P., *Introduction à l'histoire des relations internationales*, Paris, Armand Colin, 1974.

Fozing I., *L'éducation au Cameroun, entre crises et ajustements économiques*, L'Harmattan, 2014.

Gaye A., *Chine-Afrique, le dragon et l'Australie*, Paris, L'Harmattan ,2006.

Jolly J., *Les Chinois à la conquête de l'Afrique*, Pygamalion, 2011.

Khadim S., *L'éducation en Afrique le défi de l'excellence*, L'Harmattan ,2004.

Mouelle Kombi N., *La politique étrangère du Cameroun*, Paris,L'Harmattan,1996.

Nguyen E., *Les relations Chine-Afrique*, Quercy, Studyrama perspectives, 2009.



Niquet V., Touati S., *La Chine en Afrique : intérêts et pratiques, Essai d'analyse du mode de fonctionnement d'un système*, Paris, Ifri, 2011.

Reilly J., *The role of China as an education aid donor*, UNESCO, 2015.

Roche J., *Théories des relations internationales*, 4<sup>e</sup> édition, Montchrestien, 2021.

Sajjad A., *Meaning, Aims and Process of Education*, University of New Delhi, India, 2008.

Tedié J., *Coopération Chine-Afrique : impact sur les infrastructures du Cameroun*, Paris, L'Harmattan, 2014.

### **B-Dictionaries and Methodological guide**

Beaud M., *L'art de la thèse : comment préparer et rédiger une thèse de doctorat, un mémoire de D.E.A ou de maîtrise ou tout autre travail universitaire*, Paris, La découverte, 1999.

Département d'histoire de la FALSH de l'Université de Yaoundé<sup>1</sup>, guide méthodologique pour la rédaction des thèses, mémoires, ouvrages et articles, Yaoundé, CEPER, 2006.

Oxford Advanced Learner's dictionary, Oxford University Press, 2010.

Quivy R., Van Campenhoudt L., *Manuel de recherché en sciences sociales*, Paris Dunod, 3e édition, 2006.

### **B- Review and newspapers articles**

#### **1-Review articles**

Besong Besong J., "Possible opportunities for Educational system efficiency and effective governance in Cameroon", *International Journal of Managerial Studies and Research (IJMSA)* Vol 2, 2014, pp.68-74.

Bjorn H., "An emerging donor education and development: A case study of China in Cameroon", *International Journal of Educational Development*, 2010, pp.100-108.

Cabestan J., "China-Cameroon relations: Fortunes and limits an old political complicity" in *South African Journal of International Affairs*, 2015, pp.1-24.

Changsong N., Lui J., "Positioning China's aid to educational development in Africa: Past, Present and Post-2015", *International Perspectives on Education and Society*, Vol 29, pp. 269-299.

Chidiebere E., Tchunte T., ‘‘Examining the impact of China-Africa educational cooperation: A case study of Cameroon, *European Journal of Educational Studies*, Vol 6, 2017, pp.371-394.

Dze-Ngwa W., ‘‘Introducing Peace Education in Cameroon Schools: A Blueprint for Sustainable Development’’, *International Journal of Liberal Arts and Social Science*, Vol 2, N°3, 2014, pp.27-39.

Feuzeu F., ‘‘Les Problèmes de L’éducation en zones rurales, une Approche Empirique pour l’intellection des Pesanteurs du Système Educatif Camerounais’’, *International Multilingual Journal of Science and Technology (IMJST)*, Vol. 6, 2021, pp.2993-3006.

Kamkuimo P., Mayers J., ‘‘Situation et problématiques des investissements chinois dans les terres forestières au Cameroun’’, *Projet gouvernance forestière Chine-Afrique*, 2015,pp.1-2.

Khan et al, ‘‘China-Africa economic relations: The case of Cameroon’’, *African Economic Consortium (AERC)*, 2008, pp.1-18.

Kenneth K, ‘‘China’s aid and soft power in Africa: The case of education & Training’’, Cambridge University Press, 2013, pp.1-238.

Lynch L, et al, ‘‘China’s Foreign Aid: A Primer for Recipient countries, Donors and Aid Providers’’, *Center for Global Development Note*, 2020,pp.1-16.

Gonondo J., ‘‘ Confucius Institute and the development of Chinese language teaching in Cameroon’’, *Journal of Education and Practice*, Vol12, N°3, 2020, pp.34-39.

Guiaké M., ‘‘Formation en Chine et employabilité des diplômés camerounais de retour au pays’’, *Revue d’Etudes Sino-Africaines (RESA)*, Vol2, N°1,2023, pp.21-35.

Nowak W., ‘‘China’s Development Aid Strategies’’, *Chinese Business Review*, Vol 14, N°4, 2015,pp.201-209.

Ngouo R., ‘‘Evaluating the pertinence of foreign language (German, Spanish, Chinese, Italian) in Cameroon’s education curriculum: needs for reform of the curriculum and language in education policy’’, *Journal of the Cameroon Academy of Sciences*, Vol 18, N°1, 2022,pp.361-388.

Pokam H., ‘‘De la rhétorique du gagnant à la réalité : l’exemple de l’asymétrie des relations Sino-camerounaises, *Notes de l’Ifri*, 2022, pp.1-30.

Pozar M., ‘‘L’aide Chinoise à l’Afrique : la difficulté à penser la notion d’aide chinoise au développement’’, *UQAM*, 2009, pp.1-47.

Tingting Y., ‘‘Diploma serves Diplomacy: China’s ‘‘Donor logic’’ in Educational Aid’’ in China’’, *International Journal*, Vol 12, N°2, 2014, pp.87-109.

Tonge B., ‘‘Les apprenants de la langue chinoise au Cameroun, Motivations, enjeux et défis’’, *Revue Etudes Sino-Africaines*, pp.139-151.

Xue L., ‘‘China’s Foreign Aid Policy and Architecture’’, *Institute of Development studies*, Vol45, N°4, 2014, pp.36-35.

Zhang D., Gaerme, S., ‘‘China’s foreign aid system: structure, agencies and identities’’ in *World Quarterly*, Vol 38, N°10, pp.2330-2346.

Zouliatou M., Hongwu L., ‘‘Benefits of International Education Cooperation: Perspectives from China-Cameroon Education Cooperation’’, *Journal of Education and Practice*, Vol 10, N°29, 2019, pp.23-31.

Zouliatou M., et al, ‘‘China enhancing Education development in Africa: A case study of Cameroon ’’, *Research on Humanities and social sciences*, Vol7, N°15, 2017, pp.8-19.

## **2-Newspapers**

*Cameroon Tribune*, ‘‘Plus de 49 milliards octroyés au Cameroun ’’, 02 Février 2007.

Etoundi R., ‘‘128 Camerounais à l’assaut des campus chinois’’ in *Cameroon Tribune*, 20 Aout 2019, p.17.

Matia J., ‘‘Université: l’Institut Confucius prend corps’’, *Cameroon Tribune*, 09 janvier 2007, p.9.

Mayemi M., ‘‘Un ordinateur parallèle réceptionné à l’université de Yaoundé II ’’, *Cameroon Tribune*, N°2696, 07 August 1997, p.9.

Mbom S., ‘‘Cameroonians show growing interest in learning Chinese language’’, *Chinafrica*, Vol 7 ,2015.

Mboto F., ‘‘Don de matériel à des établissements scolaires de la ville’’, *Cameroon Tribune*, N°6346 ,12 Mai 1997, p.4.

Nyuylime L., ‘‘Five Development Agreements ’’, *Cameroon Tribune*, 23 Mars 2018, p.6.

Tchagneno C., "La Chine au Chevet de la formation jeune", *Cameroon Tribune*, N°9571, 01 Mai 2010, p.17.

## **C-Master and PhD dissertations**

### **1-PhD**

Kaji S., "Student Migration from Cameroon to China, Government Rhetorical and student experiences", PhD dissertation in Social and Cultural Anthropology, University of Cologne, 2022.

Mbogning Dejoli P., "L'Asie dans la politique étrangère du Cameroun depuis 1960 : Etudes des influences de l'histoire et des mutations internes et internationales sur la hiérarchisation des partenaires étrangers de l'Etat", Thèse de Doctorat de 3eme cycle en Relations Internationales, IRIC, Yaoundé, 1999.

Ngo Ntonga, E., "Les politiques de coopération au développement des nouveaux pays industrialisés d'Asie en Afrique Subsaharienne: Cas de la Chine et de l'Inde", Thèse de Doctorat en Relations Internationales, IRIC, Yaoundé, 2021.

### **2-Master**

Achu C., "The dynamics of Sino-Cameroon relations (1982-2005): A historical analysis, "Master of Arts (M.A) Degree in History, University of Yaoundé I, 2006.

Akim M., "Présence et activités chinoises au Tchad 1972-2021", mémoire de Master en Histoire, Université de Yaoundé I, 2022.

Anim Nji M., "The quality of higher education in Cameroon: critical reflection of key challenges, using the human capital theory and the neoliberal theory", M.A in Education, Gender and International development, IRIC, 2014.

Akoutou S., "L'assistance chinoises au Cameroun en matière agricole (1989-2018)", mémoire de Master en Histoire, Université de Yaoundé I, 2021.

Begoude E., "La mobilisation du soft power dans la stratégie de puissance de la Chine : le cas de l'implantation des centres de démonstration des technologies agricole en Afrique subsaharienne", Université de Yaoundé II, 2015.

Bindzi G., "L'assistance technique chinoise au Cameroun (1971-1993)", maîtrise professionnelle en Relations Internationales, IRIC, 1994.

Djoutchou S., ‘‘L’action financi re et technique de la Chine au Cameroun (1972-2012)’’, m moire de Master en Histoire, Universit  de Yaound  I, 2012.

Gadinga D., ‘‘Impact of China’s Aid on economic development in Africa: The case of Cameroon’’, Master’s Thesis in international administration and global governance, University of Gothenburg, 2013.

Kenengue M., ‘‘L’impact socio- conomique de la coop ration chinoise sur le d veloppement du Cameroun dans le domaine des infrastructures de (2000-2016)’’, m moire de Master en coop ration internationale, Action humanitaire et d veloppement durable, IRIC, 2019.

Mbango M., ‘‘Soft power, vecteur de la strat gie de puissance de la Chine en Afrique : Cas du Cameroun’’, m moire de Master en relations internationales, IRIC ,2015.

Mouyenga E., ‘‘Le soutien de l’education de base par la coop ration internationale : l’action de l’UNESCO au Cameroun’’, m moire de Master en coop ration internationale Action Humanitaire et d veloppement durable, IRIC, 2012.

Ntsobolo J., ‘‘L’assistance financi re chinoise au Cameroun (1973-2018)’’, m moire de Master en Histoire, Universit  de Yaound  I, 2022.

Onana Ntsa F., ‘‘La pr sence  conomique commercial chinoise dans l’espace urbain et peri urbain au Cameroun de 1991 en 2011 : le cas de Yaound  et Mbalmayo’’, m moire de Master en Histoire, Universit  de Yaound  I, 2014.

Sinou D., ‘‘Les relations  conomiques sino-camerounaise (1960-1984), maitrise en relations internationales, IRIC ,1985.

Yofende M., ‘‘Sino-Cameroon cooperation for Educational and cultural development’’, Professional Master Degree in International relations, IRIC, 2018.

#### **D- Webographic sources**

Ndoumbe N. , ‘‘ Le tout premier lyc e technique agricole et professionnel inaugur    Yabassi (Littoral)’’,<https://actu cameroun/2018/09/12/cameroun-le-toutpremier-lyc e-technique-agricole-et-professionnel-inaugure-a-yabassi-littoral> .Consulted on the 27<sup>th</sup> March 2024 at 9:17pm.

Onana B., ‘‘Des étudiants camerounais mécontents’’, <https://fr.journalcameroun.com/chine-des-etudiants-camerounaismecontents>. Consulted on the 20<sup>th</sup> May 2024 at 7:23pm.

Tchakounté A., <https://fr.AllAfrica.com/stories/2007.12130856.Html>. Consulted on the 25<sup>th</sup> May 2024 at 6:08pm.

Xinhua, ‘‘Huawei fait un don d’une bibliothèque à une école Primaire au Cameroun’’, <https://www.focac.org/fra/zf-gx5/rwjl/201609227971497.Html>. Consulted on the 27<sup>th</sup> May 2024 at 06:51 am.

Xinhua, ‘‘ La Chine remet un don à l’éducation de base du Cameroun’’, [https://french.China.Org.cn/archives/lutte contre la pauvreté/2007 12/12/content\\_9376701.html](https://french.China.Org.cn/archives/lutte contre la pauvreté/2007 12/12/content_9376701.html). Consulted on the 18<sup>th</sup> January 2024 at 1:56pm.

Djoyum D., ‘‘ Huawei équipe le centre de formation de l’Ecole des postes et telecommunications’’ <https://www.digitalbusinessAfrica.com>. Consulted on the 27<sup>th</sup> March 2024 at 11:37pm.

Essomba F., ‘‘Une école au service de l’agriculture’’ [https://www.chinafrique.com/Homepage/20/1906/t20190619\\_800171120.html](https://www.chinafrique.com/Homepage/20/1906/t20190619_800171120.html). Consulted on the 27<sup>th</sup> March 2024 at 9:14 pm.

Xinhua, ‘‘Cameroon official hails higher education cooperation with China’’, [www.Xinhuanet.com](http://www.Xinhuanet.com). Consulted on the 15<sup>th</sup> November 2023 at 9:27pm.

Ndjomo N., ‘‘Plus de 15.000 élèves apprennent le mandarin au Cameroun’’, [https://sukulu.news/enseignements\\_secondaires\\_plus\\_de-15-000-eleves-apprennent-le-mandarin-au-Cameroun/](https://sukulu.news/enseignements_secondaires_plus_de-15-000-eleves-apprennent-le-mandarin-au-Cameroun/). Consulted on the 24<sup>th</sup> March 2024 at 3:52 pm.

MINESUP, ‘‘MissionsduMINESUP’’, [https://fr.m.wikipedia.org/wiki/Minst%3%Asie\\_de\\_1%27Enseignement\\_sup%C3%A9rieur\\_\(Cameroun\)](https://fr.m.wikipedia.org/wiki/Minst%3%Asie_de_1%27Enseignement_sup%C3%A9rieur_(Cameroun)). Consulted on the 05<sup>th</sup> February 2024 at 7:39 pm.

Cameroon embassy to China, ‘‘ Cooperation Cameroun-Chine’’, <https://www.cameroonembassytochina.com/>. Consulted on the 20<sup>th</sup> February 2024 at 10:25pm.

MINEDUB, ‘‘Les missions du MINEDUB’’, <https://www.minedub.cm/index.php?id=8>. Consulted on the 05<sup>th</sup> February 2024 at 7:39 pm.

Presidency of the Republic of Cameroon “State visit of the President of the Republic of Cameroon H.E Paul Biya to China 22-23 march 2018”, [www.prc.com](http://www.prc.com). Consulted on the 22<sup>nd</sup> October 2023 at 7:54pm.