



Management and accommodation of dual, or multiple educational sub-systems within States. Historical origins and different trajectories in the establishment of educational institutions in the English and French sub-systems in Cameroon. Contemporary official Language use shifts, language-of-education switching by historically French speakers and increased English education demand (especially among urban middle-class), driven by globalization and the search for increased economic and professional opportunities. Cameroon's context of co-existence of two educational sub-systems, and models for their management (margin of autonomy for the English sub-system, versus its nationwide use under central-level coordination).

Cameroon: Origins and experience with dual English/French educational sub-systems

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2. Georges Courade, Christiane Courade, [*L'école du Cameroun anglophone : de l'école coloniale à l'école nationale*](#). In: *Tiers-Monde*, tome 19, n°76, 1978. pp. 743-769. *Original published article in French. (Useful analysis of the differences in establishing schools between French and British administered parts of Cameroon, and in the immediate post-independence years).*
3. Roland Ndille, [*British and French Implementation of Colonial Educational policies in Cameroon 1916-1961: A Comparative Analysis*](#), *International Journal for Research in Educational Studies*, (June 2018), 19 pp. ISSN 2208 – 2115.
4. Yannick Dupraz, [*French and British Colonial Legacies in Education: A Natural Experiment in Cameroon*](#), Paris School of Economics, 2015, 79 pp.

5. Mireille le Breton, [*Laïcité in the French Public School System : an exception française ?*](#) Journal: Paroles Gelées 23 (1), (2007), 27 pp. Background to the French public school system introduced by the Ferry laws of 1882 which made education mandatory and laic (secular), and gave rise to a principally “republican” concept of the school/education, including in colonies (contrast with British colonial approach of outsourcing education to Missionary societies).
6. Tabot Timothy MacOjong, [*The Development of Education in the Anglophone Provinces of Cameroon during British Administration*](#), Master’s Thesis, Memorial University of Newfoundland, Canada, (January 1980), 309 pp.
7. Mathew Basung Gwanfogbe, [*Changing Regimes and the Development of Education in Cameroon 1886 – 1966 \(with Special Reference to the Basel Mission\)*](#), Doctoral Thesis, University of London Institute of Education (August 1995), 324 pp.
8. George Echu, [*The Immersion Experience in Anglophone Primary Schools in Cameroon*](#), Proceedings of the 4th International Symposium on Bilingualism, Somerville, MA (2005).
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10. Stephen Ambe Mforteh (Department of English, University of Yaoundé 1, Cameroon): [*Cultural innovations in Cameroon’s linguistic Tower of Babel*](#). In: TRANS. Internet-Zeitschrift für Kulturwissenschaften. No. 16/2005.
11. Richard F. Akum and Francis B. Njamnjoh (Eds.), [*The Cameroon GCE Crisis; A Test of Anglophone Solidarity*](#), Langa RPCIG, 376 pp., 2008. (Link to purchase the publication).

**Comparative experiences with choice and management of
educational systems – multilingual States**

12. William Tetley, Q.C., [*Language and Education Rights in Quebec and Canada: A Legislative History and Personal Political Diary*](#), Journal of Law and Contemporary Problems, (1983), Vol. 45, No. 4, pp 177 – 219.

13. United Nations Educational, Scientific and Cultural Organization (UNESCO), [Education in a multilingual world](#) (Education Position Paper,) Paris, 2003.
14. Organization for Security and Co-operation in Europe (OSCE), [The Hague Recommendations regarding the Education Rights of National Minorities & Explanatory Note](#), October 1996, 21 pp.