

# □ PROCY □

**T**he need for an educational program for the children of foreign communities in Yaoundé became evident in a study conducted in February, 1986. The study was commissioned by the Canadian International Development Agency, enabling André Jara to examine the question of primary education for Canadian children in Cameroon, with special emphasis on Douala and Yaoundé.

## BACKGROUND

Because of the constraints and difficulties involved with education in the capital, the parents in the communities involved saw the need to form a study committee. A number of parents of German and Belgian origin, followed by United Nations employees, joined with the Canadian parents to seek a solution to the problem of education. In mid-March a public meeting was held to find a rapid solution to the problem of registering children in the French and American schools.

## DISCUSSIONS

The numerous discussions based on the report's results led the Committee members to consider three possibilities:

- setting up an institution to serve the foreign communities of Yaoundé;
- creating a Canadian program to meet the needs of Canadians;
- establishing an internationally-recognized program of French instruction by correspondence, which would provide the children with educational facilities as early as the fall of 1986.

The factors contributing to the PROCY program of the Centre National d'Enseignement par correspondance (CNEC) of Toulouse in Yaoundé were the following:

- The Embassy of France helped in making contact with the CNEC;
- By selecting the already officially recognized CNEC program we were able to meet the need for an immediate solution and to open in the fall;
- The German community and the Director of the Goethe Institute offered the use of their facilities for the 1986-87 school year.

## THE CNEC PROGRAM

The CNEC program is certified by the French Ministry of National Education and conforms to the educational programs offered in all the French institutions in France and abroad.

For a child to be admitted to the CNEC program, there must be proof that he or she is ineligible for admission to the Fustel School of Yaoundé. Follow-up and qualitative and quantitative evaluations, which are the basic elements required to follow a child's progress, are provided through regular contact with Toulouse and through the lessons which are sent periodically.

## PROCY

The decision to establish this school was made at the meetings of the Committee created last spring.

The Association of Foreign Community Parents of Yaoundé was created by André Jara, one of the Committee members, who also went about obtaining authorization from the Ministry of National Education to establish the school.

Establishing the school also involved considerable dealings with the embassies of the communities concerned, the Foreign Ministry, the Prefecture and the Ministry of National Education. This was aided by the unreserved support given by the communities whose children would be involved in the school.

The school, which was officially recognized by the Ministry of National Education in November 1986, is made up of some 30 children from about ten communities (Canadian, Belgian, German, Danish, Spanish, Burundese, Polish, Dutch, Greek, etc.). The basic academic subjects are French and Mathematics, with additional courses in Geography, History, Science and Technology and French as a second language. Related subjects include Physical Education and English, and there are tours to round out the educational background of the children.

The four teachers were recruited from the members of communities represented in the Association. They have the qualifications and the experience required to teach the CNEC courses and to see that the daily lessons are done properly. The duties of the principal include, among other things, school administration and relations with parents and foreign companies, along with liaison with the Cameroonian authorities.