**GRAND DIALOGUE NATIONAL/MAJOR NATIONAL DIALOGUE**

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| **REPUBLIQUE DU CAMEROUN**  **-------------**  **Paix – Travail – Patrie**  **---------------** |  | **REPUBLIC OF CAMEROON**  **-------------------**  **Peace– Work – Fatherland**  **---------------** |

**palais des congres - Yaoundé - conference centre**

**30 septembre – 04 octobre 2019**

**projet du RAPPORT**

**DE LA COMMISSION N° 1 « BILINGUISME, DIVERSITE CULTURELLE ET COHESION SOCIALE »**

Table des matières

[I. introduction 2](#_Toc20997263)

[II. OBJECTIFS DE LA COMMISSION 3](#_Toc20997264)

[2.1. Objectif global 3](#_Toc20997265)

[2.2. Objectifs spécifiques : 3](#_Toc20997266)

[III. resultat attendu 4](#_Toc20997267)

[IV. DES TRAVAUX 4](#_Toc20997268)

[4.1. état des lieux 5](#_Toc20997269)

[4.2. propositions, suggestions ou recommandations formulés 6](#_Toc20997270)

[4.2.1. Mesures à mettre en œuvre à court terme 6](#_Toc20997271)

[4.2.2. Mesures à mettre en œuvre à moyen terme 7](#_Toc20997272)

[4.2.3. Mesures à mettre en œuvre à long terme 8](#_Toc20997273)

[V. De la diversité culturelle 9](#_Toc20997274)

[1.1. Des obstacles 9](#_Toc20997275)

[1. 2. Des propositions de solutions 10](#_Toc20997276)

[2. De la cohésion sociale 12](#_Toc20997277)

[2.1. Des constats 12](#_Toc20997278)

[2.2. Des propositions, recommandations et suggestions 13](#_Toc20997279)

[VI. Chronogramme en mise en œuvre 16](#_Toc20997280)

[VII. ANNEXES 32](#_Toc20997281)

# introduction

Lors de son message à la Nation le 10 septembre 2019, le Président de la République a invité les camerounais a un Grand Dialogue National au cours duquel l’accent devait être mis sur la crise socio-politique dans les régions du Nord-Ouest et du Sud-Ouest et qui se pencherait aussi sur les questions d’intérêt national telles que l’unité nationale, l’intégration nationale, le vivre ensemble et les thèmes susceptibles d’apporter des réponses aux préoccupations des autres régions du Cameroun que sont le bilinguisme, la diversité culturelle et la cohésion sociale, ouvrant ainsi la voie à la participation du peuple camerounais à la recherche de solutions aux problèmes qui se posent dans ces différents domaines. C’est dans ce cadre qu’a siégé la Commission sur le Bilinguisme, la Diversité Culturelle et la Cohésion Sociale du 30 septembre au 04 octobre 2019.

Cette décision est consécutive à un ensemble de mesure prises depuis 2016 pour trouver des solutions à cette situation inédite et déplorable qui a considérablement fragilisé la vie économique et sociale dans les deux régions.

Il y’a lieu de rappeler qu’en novembre 2016, des Avocats et des Enseignants des Régions du Nord-Ouest et du Sud-Ouest ont déclenché des revendications d’ordre corporatiste, portant entre autres sur la traduction en langue Anglaise des Actes Uniformes de l’Organisation pour l’Harmonisation du Droit des Affaires en Afrique (Actes OHADA) et la préservation de la spécificité du système judiciaire et du système éducatif anglo-saxon dans ces deux régions. Dès le début donc, la question du bilinguisme et de la diversité culturelle a été au cœur des revendications à l’origine de cette crise.

Dans ce contexte, l’idée d’un dialogue pour débattre de la question est donc apparue comme une opportunité que les différents participants à ces assises n’ont pas manqué de saisir. La Commission 1 s’est penchée sur les questions sensibles du bilinguisme, de la diversité culturelle et de la cohésion sociale.

Il y a lieu de préciser que dans le cadre de ce rapport, il est judicieux d’opérer une distinction entre les camerounais originaires des régions du Nord-Ouest et du Sud-Ouest, et les camerounais d’expression anglaise, car les deux groupes sont souvent et ce, de manière erronée, indifféremment appelés **Anglophones.** Dans la même perspective, la commission a relevé que les dispositions législatives sont muettes sur l’option de bilinguisme adopté entre l’intégration linguistique et l’autonomie linguistique. Nous avons opté de rester dans l’esprit des pères fondateurs.

# OBJECTIFS DE LA COMMISSION

## Objectif global

La Commission sur le bilinguisme, la diversité culturelle et la cohésion sociale avait pour objectif global de procéder à examiner des causes et des griefs exprimés par les citoyens originaires des Régions du NW et SW, en vue de dégager des solutions appropriées, dans la perspective de la résolution de la crise dans les régions du Nord-Ouest et du Sud-Ouest et de la promotion du vivre ensemble au Cameroun.

## Objectifs spécifiques :

De façon spécifique, la Commissiondevait formuler des propositions en vue :

S’agissant du **bilinguisme** :

* + Dresser le bilan des revendications jusqu’ici exprimées et évaluer les solutions apportées par les Pouvoirs publics ;
  + Examiner les nouvelles revendications et formuler des propositions conséquentes ;
  + Identifier, de façon générale, les difficultés liées à la mise en œuvre effective du bilinguisme et entrevoir des solutions aux plans légal et institutionnel*.*

En ce qui concerne **la diversité culturelle et la cohésion sociale** :

* + Garantir la préservation de l’identité constitutionnelle du Cameroun ;
  + Identifier les leviers de lutte contre toutes les formes de communautarisme susceptibles d’éroder l’unité nationale et la cohésion sociale ;
  + Prendre en compte les communautés, mais dans le cadre exclusif de la construction nationale ;
  + Promouvoir la tolérance entre communautés et le brassage des cultures, et renforcer le sentiment national ;
  + Renforcer le civisme inconditionnel des symboles de l’Etat ;
  + Lutter contre toutes les formes de discriminations basées sur la langue et la culture, la religion, la tribu, le sexe et le handicap ;

C’est dans le cadre du Grand Dialogue National annoncé par le Président de la République que la Commission « Bilinguisme, Diversité Culturelle et Cohésion Sociale » s’est réunie dans la « Salle A » du Palais de Congrès en date du 1er octobre 2019 à partir de 10H30.

Les travaux étaient présidés par l’Honorable Joshua OSIH assisté de ses Vice-Présidents, en l’occurrence :

* Pr. MOUKOKO MBONJO Pierre ;
* Mme AMA TUTU MUNA ;
* S.M. René EFFA ;
* Prof. ABWA Daniel.

La Commission a bénéficié de l’appui des personnalités ressources ci-après :

* **S.E. Peter MAFANY MUSONGE,** Président de la Commission Nationale pour la Promotion du Bilinguisme, du Multiculturalisme et du Vivre Ensemble (CNPBMV) ;
* **S.E. Bello BOUBA MAIGARI**, Ministre du Tourisme et des Loisirs ;
* **S.E. WAKATA Bolvine,** Ministre chargé des Relations avec les Assemblées ;
* **S.E. FUH Calistus GENTRY,** Secrétaire d’Etat auprès du Ministre de l'Industrie, des Mines et du Développement Technologique.

Ont aussi pris part aux délibérations, soixante autres personnalités venant d’horizons divers (Autorités Civiles, Autorités Politiques, Autorités Religieuses, Chefs Traditionnels, Universitaires, Membres de la Diaspora, Représentants de la Société Civile, etc.) dont les noms figurent sur la liste en annexe.

Le Secrétariat était assuré par cinq (05) Rapporteurs en l’occurrence :

* Dr. CHI ASAFOR Cornelius
* Prof. DOKA YAMIGNO Serge
* Mme BEKILA Gisèle
* Dr. MOLUA Ernest
* Dr. BAWE MOHAMADOU.

# resultat attendu

Les travaux de la Commission devaient déboucher sur l’élaboration d’un Rapport comportant :

* L’état des lieux sur le bilinguisme, la diversité culturelle et la cohésion sociale ;
* Les solutions proposées pour résoudre les problèmes rencontrés ;
* Un plan d’actions comportant les objectifs poursuivis, les mesures à prendre qui peuvent être de nature législative, réglementaire, administrative, communicationnelle ou financière ;
* Un chronogramme de mise en œuvre des recommandations.

Le Président a ouvert les travaux par les civilités d’usage. Il a ensuite proposé une méthodologie de travail qui a été enrichie puis adoptée.

# DES TRAVAUX

Conformément aux objectifs poursuivis les travaux de la Commission « Bilinguisme, Diversité Culturelle et Cohésion sociale » a procédé à l’examen des causes et des griefs exprimés par les personnes d’expression anglaise, en vue de dégager des solutions appropriées, dans la perspective de la résolution de la crise dans les régions du Nord-Ouest et du Sud-Ouest et de la promotion de la cohésion sociale au Cameroun.

Les échanges de la première journée étaient centrés sur la thématique du Bilinguisme.

D’une manière générale, il est ressorti en substance des échanges que :

* Historiquement, le bilinguisme n’est pas une création de la rencontre de Foumban mais qu’il s’inscrit dans une dynamique des pères fondateurs de la nation ;
* Le bilinguisme en tant que pratique de deux langues officielles ne constitue réellement pas un problème au Cameroun, mais que la difficulté se trouve dans la non application des dispositions constitutionnelles relatives à la pratique des deux langues notamment dans les entités publiques ;
* Pour beaucoup de camerounais, être bilingue constitue beaucoup plus un atout.

## état des lieux

Relativement à cette thématique les constats ci-après ont été faits par les participants :

1. Professional schools do not have bilingual teachers;
2. Children have not been sensitised to improve their language in linguistic pilot centres;
3. The problem before reunification was language and after that it has been discovered that language is still the main problem. General information and write-up are in the French language. e.g. Cameroon Tribune;
4. Cameroonians are unable to communicate well in both languages;
5. Citizens from the North-West and South West Regions usually get the wrong understanding of what was transmitted to them because of poor translation;
6. Citizens from North-West and South Regions face a lot of injustice in our country;
7. The wordings on sign boards in our streets are badly spelt out and are generally not bilingual;
8. There is a lack of French and English teachers in nursery and primary schools;
9. Competitive entrance examinations are mostly set from the French syllabus;
10. Competitive entrance examination questions are mostly prepared in the French language and then poorly translated into English;
11. The language of prosecution in the NW and SW Regions is mainly French;
12. Most posts of responsibility in the NW and SW Regions are occupied by Francophones;
13. The English Language has been relegated to the background, assimilated and disregarded in several aspects;
14. Implementation of article 1 (3) of the Constitution and other laws on bilingualism is a major problem;
15. There is no balanced recruitment policy into the public service such that Cameroonians of both linguistic communities should have equal opportunities;
16. Information services in all public entities do not respect a balanced approach in the practice of the two official languages;
17. No sanctions are meted on officials who do not respect bilingualism;
18. There is total neglect of the English language;
19. Whereas we appreciate the progress in individual bilingualism, institutional bilingualism still remains a challenge;
20. Language could be considered to be the cause of conflict between different components of our population because there is a difference between the language of power and the power of language;
21. Most of our command schools are not bilingual (police, gendarmerie, military schools, and customs).

Pour aplanir les problèmes et préoccupations soulevés, les participants à cet atelier ont formulé des propositions, recommandations ou suggestions ci-après.

## propositions, suggestions ou recommandations formulés

### Mesures à mettre en œuvre à court terme

* When drawing syllabuses for competitive examinations, Anglophone-based syllabuses should be taken into consideration;
* The translation of competitive examination questions should be duly addressed by the competent authorities;
* Teachers of other subjects should not be used to teach the English language in French schools and vice versa;
* Cameroon Tribune should be produced in two separate editions in the both languages;
* Front desk officers in public offices should be bilingual in order to limit the frustration of users due to deficiencies in language proficiency of the officers;
* Recruitment into the public service and admission into professional institutions should be based on meritocracy and regional balance;
* More powers should be given to the National Commission for the Promotion of Bilingualism and Multiculturalism (NCPBM) to enable it carry out its functions effectively;
* People appointed to position of responsibility in Regions should understand and be able to speak the language of that Region or undergo language courses before taking office;
* The Regional balance policy in recruitments into the public service should be implemented and reflect current reality strictly;
* Government should make sure that each school in the country has a number of bilingual teachers;
* Children should be encouraged to study both official languages;
* Citizens from North-West and South-West should be taken into consideration during appointments to posts of responsibility;
* Teachers should be challenged to demystify the two official languages so as to ease learning of languages;
* The English language should be respected so that the people speaking that language could be considered as an integral component of the country;
* English and French should be taught through radio programmes and the social media;
* Command schools should be caused to be fully bilingual;
* Mettre en place des programmes d’immersion pour promouvoir le bilinguisme ;
* Produire un dictionnaire bilingue adapté au contexte camerounais ;
* Regional, divisional and sub divisional commissions should be created to follow up the implementation of the recommendations of the Bilingualism Commission.

### Mesures à mettre en œuvre à moyen terme

* Through bilingual schools, pupils should be encouraged to learn the official languages;
* Set up rules and regulations that people have to follow strictly in the implementation of bilingualism in our country;
* Promote the learning of these languages through billboards and slides;
* NCPBM should be transformed into an ombudsman to tackle some of these injustices;
* More professional translators should be recruited;
* Exiger la présence obligatoire des traducteurs professionnels dans toutes les strates de l’administration publique ;
* Language teachers should be well trained;
* Institute a proficiency test in bilingualism before a public official should occupy a post of responsibility
* Institute a Central Translation Agency to facilitate and normalize the translation of official documents;
* Facilities for studying these two languages should be made available;
* Billboards and other official documents should be duly translated;
* Bilingualism should be implemented in nursery, primary and secondary schools, as well as in professional institutions;
* Article 1 (3) of the Constitution and the above mentioned proposals should be fully implemented;
* All professional schools must have bilingual teachers;
* The civil service should reinforce the language capacity of workers;
* Incentive measures for the private sector to adopt institutional bilingualism should be instituted;
* Audit on the experience of the 100 bilingual schools should be ordered;
* Divisional and sub divisional communities should be instituted to follow up the implementation of the recommendations;
* Official Certificates and civil status documents should be in both languages;
* More bilingual schools should be created at least one per Region in the spirit of the former bilingual grammar schools in Man O war bay and Collège Bilingue d’Application de Yaoundé;
* Sign posts and administrative documents all over the national territory should be bilingual and should have the same characters, font sizes and colour

### Mesures à mettre en œuvre à long terme

1. Mettre en place des programmes d’immersion pour promouvoir le bilinguisme ;

Au terme des échanges, la parole a été donnée à S.E. Peter MAFANY MUSONGE, personnalité ressource.

S.E Peter MAFANY, a tout d’abord rappelé les missions de l’institution telles qu’en dispose le décret n° 2017/013 du 23 janvier 2017 portant création, organisation et fonctionnement de la CNPB. Il a par la suite évoqué quelques actions majeures réalisées par la Commission au cours de ses deux années et demie d’existence, à savoir : les missions d’évaluation de la saine application des dispositions constitutionnelles dans les départements ministériels, les Entreprises et Etablissements publiques basés à Yaoundé, la réalisation des missions d’écoute des populations dans les régions du Sud-Ouest et du Nord-Ouest, les missions de benchmarking effectuées par certains membres en Suisse et Canada.

Le président a levé la séance à 19H00, après avoir rappelé le programme des travaux de la journée du 02 octobre 2019, et invité les membres de la Commission à être à l’heure.

Les travaux de la deuxième journée ont porté sur les thématiques que sont la diversité culturelle et la cohésion sociale.

Fort de l’expérience tirée des échanges de la première journée, la Commission a mis l’accent sur la formulation des propositions de solutions pouvant permettre d’élabore des politiques publiques de promotion de la diversité culturelle, ainsi que la cohésion sociale au Cameroun.

# De la diversité culturelle

Les échanges ont permis d’identifier les obstacles à la promotion de la diversité culturelle et de proposer des mesures visant à les éradiquer.

### 1.1. Des obstacles

Ils résident dans le fait entre autres que :

1. It was said that culture has become elitist in Cameroon;
2. Traditional rulers complained that Administrators have become landlords in their areas of jurisdiction;
3. The commission considered that traditional rulers are wrongfully considered as auxiliaries of the administration;
4. It was also stated that the term Anglophone is wrongly considered to define a tribe in Cameroon;
5. Instituer le conseil des chefs traditionnels et l’insérer parmi les corps constitués ;
6. Il a été aussi constaté que les chefferies traditionnelles sont très souvent bradées dans notre pays ;
7. De l’avis de certains membres de la Commission, les minorités culturelles sont écrasées par les majorités culturelles dans notre pays ;
8. In certain public institutions, the working language is that of a specific tribe;
9. It was decried that the history of Cameroon, as presently written and taught, does not seem to be authentic;
10. Another point raised is that the term “Chef de Terre” is not found in the English language. But the real “Chef de Terre” are the traditional rulers;
11. According to certain participants, traditional rulers are not protecting their people appropriately;
12. As concerns living together, some participants felt that Anglophones consider living together in Cameroon as a myth;
13. Still according to certain participants, most social conflicts are generated by cultural concerns;
14. It was generally considered that it is the absence of equity and justice that has resulted into violence in our country;
15. There is the absence of the house of chiefs.

### 2. Des propositions de solutions

Une cinquantaine de propositions de solutions formulée a été ventilée en mesures à court, moyen et long termes :

#### **.1. Mesures à court terme**

1. Religious diversity should be encouraged;
2. Politicians should work for the general interest of the nation and not in favour of a particular group;
3. Hate language should be avoided at all cost;
4. Intercultural exchanges should be encouraged;
5. Posts reserved for Anglophones by origin should not be given to people of Francophone origin who studied in English;
6. Traditional chiefs should be given a place in the promotion of our cultures since they are the rightful “Chefs de Terre”;
7. Media men and women should be encouraged to promote cultural diversity.
8. People should not be stigmatised for coming from a particular region or ethnic group.
9. Respect should be given to minority cultures;
10. Our religious diversity should be used in bringing Cameroonians together through inter religious programmes;
11. Administrators should be encouraged to stamp out tribalism in the public service;
12. Multiculturalism should be added as a topic of study in the present curriculum of the subject called Citizenship;
13. Il faudrait réfléchir sur une réglementation devant gérer les relations interreligieuses ;
14. The commission reiterates the recognition, acceptance, maintenance and promotion of cultural diversity and different cultural identities as valuable treasures and a fundamental principle for national development.
15. The commission recommends that principles of **social dialogue for social cohesion and living-together** should be developed, codified and made available for appropriation, particularly in schools, institutions, ethno-cultural communities and by all stake-holders in the national community.
16. An **Inter-Cultural Dialogue Commission** should be created with specific terms of reference for the implementation of *social-dialogue* and *bridge-buildin*g of tolerance, understanding and partnerships among the various ethno-linguistic and ethno-cultural communities to ensure permanent social cohesion. (This can be a Committee of the National Commission for the Promotion of Bilingualism and Multiculturalism)
17. There is a need for **a comprehensive formal language policy** that takes into consideration all the needs of language use for national language development such as language of education, administration, regional and local authority, language of the courts and the hospitals, etc.
18. To bridge the gap between the constitutional provision of English-French Bilingualism and lack of effective implementation, English and French should be taught along with national languages from the nursery school through the primary school to the Secondary school in accordance the UNESCO driven principle of **Mother tongue-based Bilingual/ Multilingual Education** adopted by the African Union and its member states. (This is the principle by which children start education in the mother tongue and add the two official languages sequentially with **the appropriate methodology t**o be adopted and adapted. The principle ensures that all children are grounded in a national language and the official languages while acquiring relevant disciplinary knowledge).

#### **Mesures à moyen terme**

1. Multiculturalism should be taught in primary and secondary schools and should be made a subject in the GCE and Baccalaureate;
2. Institute a law or programme where state workers should be posted out of their region of origin for some time;
3. English language teachers from the French-speaking Regions should be posted to spend some time in the Anglophone speaking Regions because the teaching of language is also part of the culture of the people. The same holds true for teachers of the French language from English-speaking regions;
4. Intercultural marriages should be encouraged;
5. Pidgin English news should be included in CRTV and other radio stations programmes;
6. The government should create a ministry delegate in charge of cultural diversity;
7. The name “United Republic of Cameroon” should be reinstated;
8. More funds should be made available to promote grassroots cultures rather than concentrated on urban culture;
9. Cameroonians should be encouraged to travel within the country to witness, study and understand the cultures of other regions;
10. Our children should be educated on the importance of our cultures;
11. Exchange programmes should be implemented in our educational system;
12. The study of multiculturalism should be instituted in ENAM to facilitate administration;
13. The Ministry of Culture should organise rotatory cultural festivals in the regions;
14. Pidgin English should be encouraged to facilitate communication;
15. The Government should institute land reforms;
16. The house of chiefs should be reinstated as in the former NW and SW Regions;
17. The classification of chiefs should be uniform over the national territory;
18. A date should be instituted in our country whereby Cameroonians are encouraged to put on their traditional outfit;
19. Villages and chiefdoms should be reorganised in the decentralisation process, with customary right over land should not be looked upon as auxiliary staff of administrators;
20. Quotas of representation in local councils could be instituted e.g. 80% for local, 20 for others;
21. The rotation of the 20th may National day celebration at the national level should be instituted;
22. The President could examine the possibility of integrating at least one sentence of English in his speeches when addressing the Nation;
23. Cultural research should be promoted in our universities;
24. Pursuit of sponsorship of national, regional and intercultural festivals, should be encouraged to support all the groups involved (divisional, tribal festivals) upon evidence of interculturality;
25. Create cultural centres to showcase our culture and provide healthy occupation for Cameroonians.

#### **Mesures à long terme**

1. One of our local languages should be instituted as a national language;
2. Cultural diversity should be encouraged because when people feel that their culture is cherished they are encouraged to stay together
3. The educational system should be harmonised to make everyone feel involved;
4. There is a need to correct the map of Cameroon and regroup tribes with same culture in the same a Region;
5. Open cultural centres in all the regions to promote local cultures;
6. Each region should include a local language in its curriculum;
7. Government should institute a policy whereby citizens should feel at ease wherever they find themselves in our country;
8. The ethnic origin of various tribes should be taught in schools;
9. The teaching of citizenship in our schools should be patriotism oriented;
10. Create cultural centres to showcase our various cultures;
11. Institute bicameral, regional council in the North-West so else to accommodate the house of chief for historical reasons.

## De la cohésion sociale

Pour ce qui concerne cette thématique,la Commission a faitles constats ci-après :

### 2.1. Des constats

La Commission a relevé les faits ci-après :

* Déficit des Autorités Religieuses et des Autorités Traditionnelles ;
* L’injustice comme menace pour le vivre ensemble ;
* L’avidité au gain qui menace le vivre ensemble ;
* Le manque d’amour ;
* Le non-respect de la répartition du revenu national ;
* La non existence d’investissements par les industries extractives dans les zones d’exploitation ;
* La résurgence du réflexe de repli identitaire ;
* La marginalisation des minorités ;
* Le diktat des nantis financiers ;
* Le mépris des pauvres par les riches ;
* La pratique d’une justice injuste où les nantis financiers ont toujours raison ;
* La confiscation du pouvoir par les nantis ;
* La confiscation de l’entrée dans les grandes écoles par les détenteurs du pouvoir ;
* La tendance à l’entretien de la corruption électorale ;

### 2.2. Des propositions, recommandations et suggestions

A ce stade, la Commission recommande :

#### **1. Mesures à court terme**

1. Instituer une journée nationale de prière afin de briser la malédiction de la méchanceté ;
2. L’administration doit travailler en synergie avec les influenceurs dans les communautés ;
3. Le Gouvernement doit exiger que les compagnies pétrolières investissent dans les zones d’exploitation pétrolière ;
4. Procéder à une meilleure redistribution des ressources naturelles ;
5. Respecter l’article 66 de la Constitution ;
6. Instituer un système de quotas au profit des anglophones en ce qui concerne les concours, les recrutements et les nominations ;
7. Appliquer strictement l’équilibre régional dans les nominations et les recrutements ;
8. Lutter contre la corruption ;
9. Développer la méritocratie ;
10. Créer une commission de suivi des résolutions prises au Grand Dialogue National ;
11. Tenir régulièrement les sessions du Conseil Supérieur de la Magistrature ;
12. Mettre fin au cumul des fonctions ;
13. There should be a pledge of allegiance.

#### **Mesures à moyen terme**

1. Le vivre ensemble doit être enseigné dans le système éducatif ;
2. Reformer le système de sécurité sociale au Cameroun ;
3. Réhabilitation économique des jeunes entrés en rébellion ;
4. Réinstaurer l’enseignement de la morale, l’instruction civique, la culture générale à tous les niveaux de l’enseignement.

#### **Mesures à long terme**

1. Créer un ministère de chefferie traditionnelle, de la cohésion sociale et de la lutte contre la pauvreté ;
2. Promouvoir le développement équitable des régions ;
3. Doter toutes les régions d’universités et d’hôpitaux de référence.

**MESURES FORTES PROPOSEES A L’ISSUE DES TRAVAUX**

A l’issue des débats et après que l’ensemble des propositions devant contribuer à apaiser la situation et pour donner tout son sens à ce Grand Dialogue convoqué par le Président de la République, les membres de la Commission ont proposé des mesures dont la mise en œuvre à très brève échéance peuvent envoyer un signal fort à tous ceux qui hésitent à suivre la voie de la paix.

Il en est ainsi de :

1. The name of our country should renamed as “United Republic of Cameroon” to reflect the history as well as its bilingual and multicultural nature ;
2. All official documents must be in English and French and on the same document as it is done in Canada; to move away from the failed concept of English and French versions.
3. The protection of the North-West and the South-West linguistic minority as enshrined in the constitution should be reinforced.
4. Quotas should be clearly spelt out in a piece of legislation in favour of Cameroonians of the North West and South West when it comes to competitive examinations into professional school, appointment into positions of responsibility and recruitments into the public service
5. It is necessary for an effective devolution of powers to the regions to be implemented and this can only be possible through the modification of the form of the state.
6. Our regions and councils should be headed by elected officials only and supervisory powers of Administrative authorities should be abolished;
7. It would be necessary to do something substantial for fighters who have left the bushes. In this case the young fighters could be offered immediate employment where possible.
8. Certain stalled or dormant key projects and corporation like the Limbe deep sea port and others in the North West and South West Regions should be relaunched with immediate effect. In that case, the commission is proposing that at the end of the dialogue the President of the Republic address the nation and announce these key projects to be implemented in the two regions in crisis.
9. Recommendations, suggestions and proposals formulated at the end of this dialogue, should be factored into legislative, regulatory; administrative; financial and communicational measures.
10. It is necessary to declare a ceasefire and give guarantee to the fighters that they will not be harassed.
11. In the present circumstances there is need for every public official to exercise humility in his or her actions and in public pronouncements.
12. La nécessité de procéder à la fin de chaque exercice budgétaire à la vérification du respect du quota dans les nominations, les recrutements et nominations, réservés aux Camerounais originaires des régions du Nord-Ouest et du Sud-Ouest ;
13. Transformer la Commission Nationale pour la Promotion du Bilinguise et du Multiculturalisme en Agence opérationnelle aux pouvoirs étendues et disposant de démembrements régionaux ;
14. Substantial royalties should be paid by extraction companies and an important share of those royalties should be given to the region and the council of the area of exploitation;
15. Take special psychological and other measures in favour of the victims of the crisis;
16. A healing and forgiveness process should be put in place in favour of victims and authors of the crisis;
17. Il faudrait mettre en place un processus de vérité, réconciliation au niveau local, en faveur des victimes et des ex combattants de la crise ;
18. **T**o reduce the gap between language policy and its implementation and considering language as the key to knowledge appropriation for all areas of national development, it is proposed that a **language law o**r l**anguage act** be promulgated that spells out language use for all areas of national development and makes legal provisions and sanctions to avoid the impunity currently observed in the implementation of bilingualism.
19. Perception of injustices in the North West and South West Region have undermined confidence in the administration over the years while undermining social cohesion. In this light, the Commission recommends the implementation of emergency plan encompassing both economic and social measures in other to restore confidence in the population in general and youth in particular. Measures that could be included are:

* Lunch the deep sea port in Limbé;
* Restore WADA in Wum;
* Exploit the Menchum Falls and the Katsina Hydro Electric Project as a source of electricity and promote tourism;
* Construct key road in the Region like:
  + Mamfé/AKWAYA road;
  + Banguem/ Nguti road;
  + The ring road;
  + Tombel/Loum road;
  + Tiko airport;
  + Kumba-EkondoTiti-Mumdemba- Isangele-Akwa road;
  + Mundemba-Toko-Dikomé Balué road;
  + Launch local projects to provide employment to youths;
  + People arrested in the North West and South West Regions should be tried in these Regions and not in Yaoundé.

# Chronogramme en mise en œuvre

| **Rubriques** | **Objectifs** | **Nature de la mesure** | **Calendrier de mise en œuvre** | **Indicateurs de mise ne œuvre** | **Entités responsables** | **Coûts** | **Source de financement** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **BILINGUISME** | | | | | | | |
| 1. **Mesures à court terme** |  |  |  |  |  |  |  |
| 1. When drawing syllabuses for competitive examinations, Anglophones based syllabus must be taken into consideration |  |  |  |  |  |  |  |
| 1. The translation of competitive exam questions should be duly addressed by the competent authorities |  |  |  |  |  |  |  |
| 1. The national anthem should not be harmonised because their meaning are not the same |  |  |  |  |  |  |  |
| 1. The Common Law Department in ENAM and the Supreme Court should be for Cameroonians from the North-West and the South-West Regions who have read Common Law and not for Francophones who have read Common Law. |  |  |  |  |  |  |  |
| 1. Teachers of other subjects should not be used to teach English language in French schools and vice versa. |  |  |  |  |  |  |  |
| 1. SOPECAM should produce its papers in both languages |  |  |  |  |  |  |  |
| 1. Secretaries in offices should be bilingual in order to limit the frustration of users. |  |  |  |  |  |  |  |
| 1. Recruitment into the public service and admission into professional institutions should be based on meritocracy and regional balance. |  |  |  |  |  |  |  |
| 1. More powers should be given to the NCPBM and if possible to sanction (suspension or sacking) defaulters. |  |  |  |  |  |  |  |
| 1. People appointed to post of responsibility in regions should understand and be able to speak the language of that region |  |  |  |  |  |  |  |
| 1. Institute regional balance in recruitments |  |  |  |  |  |  |  |
| 1. Government should make sure that each school in the country should have a number of bilingual teachers |  |  |  |  |  |  |  |
| 1. Encourage our children to study both official languages. |  |  |  |  |  |  |  |
| 1. Anglophones should be taken into consideration during appointments to posts of responsibility |  |  |  |  |  |  |  |
| 1. A toll free number to receive complaints from citizens |  |  |  |  |  |  |  |
| 1. Teachers be challenged to demystify the two official languages |  |  |  |  |  |  |  |
| 1. English language should be respected so that the people speaking that language should be considered as an integral component of the country |  |  |  |  |  |  |  |
| 1. English and French should be taught through radio programmes and the social media |  |  |  |  |  |  |  |
| 1. Command schools should be cause to be fully bilingual |  |  |  |  |  |  |  |
| 1. Adoption of a law on the status and protection of official languages |  |  |  |  |  |  |  |
| 1. Equal opportunities to be given to both parties in every domains |  |  |  |  |  |  |  |
| 1. **Mesures à moyen terme** |  |  |  |  |  |  |  |
| 1. Through bilingual schools, pupils are encouraged to learn the official languages ; |  |  |  |  |  |  |  |
| 1. Set up rules and regulations that people have to follow strictly in the implementation of bilingualism in our country |  |  |  |  |  |  |  |
| 1. Promote the learning of these languages through billboards and slides. |  |  |  |  |  |  |  |
| 1. NCPBM should be like an ombudsman to sanction some of these injustices |  |  |  |  |  |  |  |
| 1. More translators should be recruited |  |  |  |  |  |  |  |
| 1. Language teachers should be well trained. |  |  |  |  |  |  |  |
| 1. Institute proficiency test in bilingualism before occupying a post of responsibility |  |  |  |  |  |  |  |
| 1. Institute a Central Translation Agency to facilitate and normalize the translation of documents ; |  |  |  |  |  |  |  |
| 1. Facilities for studying these languages should be made available. |  |  |  |  |  |  |  |
| 1. Billboards and other official documents should be translated. |  |  |  |  |  |  |  |
| 1. Bilingualism should be implemented in nursery and primary schools |  |  |  |  |  |  |  |
| 1. Article 1 (3) of the Constitution and the above mentioned proposals should be fully implemented ; |  |  |  |  |  |  |  |
| 1. All professional schools must have bilingual teachers ; |  |  |  |  |  |  |  |
| 1. Administrations should reinforce the language capacity of workers; |  |  |  |  |  |  |  |
| 1. Institute incentive measures for the private sector to adopt institutional bilingualism |  |  |  |  |  |  |  |
| 1. Audit the 100 bilingual schools |  |  |  |  |  |  |  |
| 1. **Mesures à long terme** |  |  |  |  |  |  |  |
| 1. Mettre en place des programmes d’immersion pour promouvoir le bilinguisme ; |  |  |  |  |  |  |  |
| 1. Mettre en place des programmes d’immersion pour promouvoir le bilinguisme ; |  |  |  |  |  |  |  |
| **DIVERSITE CULTURELLE** | | | | | | | |
| 1. **Mesures à court terme** |  |  |  |  |  |  |  |
| 1. Religious diversity should be encouraged ; |  |  |  |  |  |  |  |
| 1. Politicians should work for the general interest of the nation and not in favour of a particular group ; |  |  |  |  |  |  |  |
| 1. Hate language should be avoided at all cost; |  |  |  |  |  |  |  |
| 1. Intercultural exchanges should be encouraged ; |  |  |  |  |  |  |  |
| 1. English and French should not be a priority of any region ; |  |  |  |  |  |  |  |
| 1. Posts reserved for Anglophones by origin should not be given to people of French origin who did English education ; |  |  |  |  |  |  |  |
| 1. Traditional chiefs should be given a place in the promotion of our cultures since they are the rightful “chef de Terre” ; |  |  |  |  |  |  |  |
| 1. Encourage media men and women to promote cultural diversity. People should not be stigmatised for coming from a particular region or ethnic group. Respect should be given to minority cultures ; |  |  |  |  |  |  |  |
| 1. Our religious diversity should be used in bringing Cameroonians together through inter religious programmes ; |  |  |  |  |  |  |  |
| 1. Administrators should be encouraged to stamp out tribalism in the public service ; |  |  |  |  |  |  |  |
| 1. Insert in the curriculum of citizenship as presently taught, as subject on multiculturalism ; |  |  |  |  |  |  |  |
| 1. Il faudrait réfléchir sur une règlementation devant gérer les relations interreligieuses; on pourrait par exemple encourager l’institution du mongo-ewondo comme langue dans la région de l’Est. |  |  |  |  |  |  |  |
| 1. Decentralization of recruitment and appointment as well as the public service office environment ; |  |  |  |  |  |  |  |
| 1. Strict implementation of regional balance (proposition of each region in relation with the population, equitable access to public service and security forces, to the time of 30/70 for indigenes of the North-West and South-West regions. |  |  |  |  |  |  |  |
| **2Mesures à moyen terme** |  |  |  |  |  |  |  |
| 1. Multiculturalism should be taught in primary and secondary schools and should be made a subject in the GCE and Baccalaureate; |  |  |  |  |  |  |  |
| 1. Institute a law or programme where state workers should be posted out of their region of origin for some time ; |  |  |  |  |  |  |  |
| 1. English language teachers in the French speaking zone should be posted to spend some time in the Anglophone speaking zones because the teaching of English is also part of culture of the people ; |  |  |  |  |  |  |  |
| 1. Intercultural marriages should be encouraged ; |  |  |  |  |  |  |  |
| 1. Pidgin English news should be included in CRTV and other radio stations ; |  |  |  |  |  |  |  |
| 1. The government should create a ministry delegate in charge of cultural diversity ; |  |  |  |  |  |  |  |
| 1. The name “United Republic of Cameroon” should be reinstated ; |  |  |  |  |  |  |  |
| 1. More funds should be made available to promote grassroots cultures rather than urban culture ; |  |  |  |  |  |  |  |
| 1. Cameroonians should be encouraged to travel within the country to witness and study the cultures of other regions ; |  |  |  |  |  |  |  |
| 1. Educate our children on the importance of our cultures ; |  |  |  |  |  |  |  |
| 1. Exchange programmes should be implemented in our educational system ; |  |  |  |  |  |  |  |
| 1. Institute the study of multiculturalism in ENAM to facilitate administration ; |  |  |  |  |  |  |  |
| 1. The Ministry of Culture should organise rotatory cultural festivals in the regions |  |  |  |  |  |  |  |
| 1. Pidgin English should be encouraged to facilitate communication ; |  |  |  |  |  |  |  |
| 1. The Government should institute land reforms |  |  |  |  |  |  |  |
| 1. The house of chiefs should be reinstated as in the former Southern Cameroon ; |  |  |  |  |  |  |  |
| 1. The classification of chiefs should be uniform ; |  |  |  |  |  |  |  |
| 1. A date should be instituted in our country whereby Cameroonians are encouraged to put on their traditional dresses ; |  |  |  |  |  |  |  |
| 1. Villages and chiefdoms should be reorganised in the decentralisation programme, so that chiefs should not be looked upon as auxiliary staff to administrators ; |  |  |  |  |  |  |  |
| 1. Quotas of representation in local councils could be instituted ( 80% for local, 20 for others) ; |  |  |  |  |  |  |  |
| 1. The rotation of the 20th may National day celebration at the national level should be instituted ; |  |  |  |  |  |  |  |
| 1. The president could examine the possibility in in interpreting at least one sentence of English in his speeches when addressing the Nations ; |  |  |  |  |  |  |  |
| 1. Cultural research should be promoted in our universities ; |  |  |  |  |  |  |  |
| 1. Pursuit of sponsorship of national, regional and intercultural festivals, support to all others (divisional, tribal festivals) upon evidence of interculturality ; |  |  |  |  |  |  |  |
| 1. Create cultural centres to showcase our culture and provide healthy occupation for Cameroonians. |  |  |  |  |  |  |  |
| 1. Villages and chiefdoms should be recognised as a level of decentralisation, that is autonomous units of traditional authority with customary rights over land ; |  |  |  |  |  |  |  |
| 1. **Mesures à long terme** |  |  |  |  |  |  |  |
| 1. One of our local languages should be instituted as a national language ; |  |  |  |  |  |  |  |
| 1. Cultural diversity should be encouraged because when people feel that their culture is cherished they are encouraged to stay together |  |  |  |  |  |  |  |
| 1. The educational system should be harmonised to make everyone feel involved ; |  |  |  |  |  |  |  |
| 1. .                      Correct the map of Cameroon and regroup tribes with same culture in a region ; |  |  |  |  |  |  |  |
| 1. .                       Open cultural centres in all the regions to promote local cultures ; |  |  |  |  |  |  |  |
| 1. .                      Each region should include any dialect in its curriculum ; |  |  |  |  |  |  |  |
| 1. Government should institute a policy whereby citizens should feel at ease wherever they find themselves in our country ; |  |  |  |  |  |  |  |
| 1. The ethnic origin of the various tribes should be taught in schools ; |  |  |  |  |  |  |  |
| 1. The villages and chiefdoms should be considered and recognised as specific levels of decentralisation ; |  |  |  |  |  |  |  |
| 1. The teaching of citizenship in our schools should be patriotism oriented |  |  |  |  |  |  |  |
| **COHESION SOCIALE** | | | | | | | |
| 1. **Mesures à court terme** |  |  |  |  |  |  |  |
| 1. Instituer une journée nationale de prière afin de briser la malédiction de méchanceté ; |  |  |  |  |  |  |  |
| 1. L’administration doit travailler en synergie avec les influenceurs dans les communautés ; |  |  |  |  |  |  |  |
| 1. Le Gouvernement doit exiger que les compagnies pétrolières à investir dans les zones d’exploitation pétrolière ; |  |  |  |  |  |  |  |
| 1. Procéder à une meilleure redistribution des richesses ; |  |  |  |  |  |  |  |
| 1. Respecter l’article 66 de la Constitution ; |  |  |  |  |  |  |  |
| 1. Instituer un système de quotas au profit des anglophones en ce qui concerne les concours, les recrutements ; |  |  |  |  |  |  |  |
| 1. Appliquer strictement l’équilibre régional dans les nominations et les recrutements ; |  |  |  |  |  |  |  |
| 1. Lutter contre la corruption ; |  |  |  |  |  |  |  |
| 1. Développer la méritocratie ; |  |  |  |  |  |  |  |
| 1. Appliquer l’article 66 de la Constitution ; |  |  |  |  |  |  |  |
| 1. Créer une commission de suivi des résolutions  prises au Grand Dialogue National ; |  |  |  |  |  |  |  |
| 1. Tenir régulièrement les sessions du Conseil Supérieur de la Magistrature ; |  |  |  |  |  |  |  |
| 1. Mettre fin au cumul des fonctions |  |  |  |  |  |  |  |
| 1. **Mesures à moyen terme** |  |  |  |  |  |  |  |
| 1. Le vivre ensemble doit être enseigné dans le système éducatif ; |  |  |  |  |  |  |  |
| 1. Reformer le système de sécurité sociale au Cameroun ; |  |  |  |  |  |  |  |
| 1. Réhabilitation économique des jeunes entrés en rébellion ; |  |  |  |  |  |  |  |
| 1. Réinstaurer l’enseignement de la morale, l’instruction civique, la culture générale à tous les niveaux de l’enseignement ; |  |  |  |  |  |  |  |
| 1. Envisager l’applicabilité des solutions proposées par la Commission |  |  |  |  |  |  |  |
| 1. **Mesures à long terme** |  |  |  |  |  |  |  |
| 1. Créer un ministère de la solidarité et de la cohésion sociale ; |  |  |  |  |  |  |  |
| 1. Promouvoir le développement équitable des régions ; |  |  |  |  |  |  |  |
| 1. -      Doter toutes les régions d’universités et d’hôpitaux de référence ; |  |  |  |  |  |  |  |

# ANNEXES

**Liste des Membres de la Commission**

1. **ABBA DAHIROU**
2. **ABESSOLO NNOMO Thierry Martial**
3. **ADAMOU AMADOU**
4. **Ali MAHAMAT**
5. **ANENG Francis**
6. **ANGWAFOR III**
7. **ASANGA NDEH Patrick**
8. **ATANGANA Victor**
9. **BALLA Jean Claude**
10. **Bishop Michel BIBI**
11. **Bochong Elhadj LAWAN BAKO**
12. **BOMA Christopher**
13. **CHE Philip AMABO**
14. **CHEIK Ibrahim MBOMBOUO MUBARAK**
15. **CHEIK MAHMOUD MAN BAKARY**
16. **Chief ANJA Simon**
17. **Chief EDIAGE Francis**
18. **Chief FONDERSON**
19. **Chief KOMESUE Anthony ELONG**
20. **Chief MOLINDO**
21. **Chief NNANE NNOKO**
22. **Chief OBEN**
23. **Chief TANYI MBIANYOR Clarkson**
24. **Constantine CHIENKY**
25. **Dr NAMANGA NGONSI**
26. **Dr MOUSSA NJIDA**
27. **Dr TABI OWON Joachim**
28. **EBUNE Emmanuel EBOKA**
29. **Emma LAFON**
30. **ENONCHONG MBIWAN**
31. **Fon Charles of GUZANG**
32. **Fon GWAN MBANYAMSIG III Charles**
33. **Fon MUKETE Victor**
34. **Fon ZOFOA III of BUBUNGO**
35. **Frankline NJUME**
36. **GWANDI Patricia**
37. **Hon DATOUO Theodore**
38. **Hon Edena ENIH MBAH**
39. **Hon NGALLE Daniel E.**
40. **Hon NSOSIE AKPU Susan**
41. **HRH NDIKO Fonderson**
42. **HRM MAFANY NJIE Martin**
43. **Ibrahim MBOMBO NJOYA**
44. **KANGE William WASALOKO**
45. **MADIBA SONGUE**
46. **MAHAMADOU MAL BAKARI**
47. **MBAKU Samson**
48. **Mgr Abraham KOME**
49. **Mgr Agapitus NFON**
50. **MOHAMADOU SAOUDOU**
51. **NASAKO Fritz Gerald**
52. **NDOKI MUKETE**
53. **NGALLA Esther**
54. **NGI Christopher NTOH**
55. **NGWANE George**
56. **NIGOUR**
57. **NJITAC NGOMPELE**
58. **NYETA Napoleon**
59. **Odette JUIMO**
60. **Paul AYAH**
61. **Peter ESSOKA**
62. **Peter WUNG ACHUA**
63. **Prof AKO Edward**
64. **Prof ALOBWEDE Charles**
65. **Prof CHUMBOW BEBAN Sammy**
66. **Prof. alembong nol**
67. **Prof. BOULOU ENANDA**
68. **Prof. Julius NGO**
69. **Prof. NDIBEWU Peter**
70. **Rev. BIYOO Jean Jacques**
71. **Rev. MASSI GAMS Dieudonné**
72. **Rev. NYANSAKO NI KU**
73. **Rev. Prof. Edward LEKUNZE**
74. **SEHM MBINGLO**
75. **Senator Fon CHAFAH Isaac**
76. **Senator Fon LEKUNZE III**
77. **SM WALA MONY Hilarion**
78. **TABAKOU Hortense**
79. **TAMFU Béatrice**
80. **WADT ZELA TONYE Francis**
81. **YAYA YOUSSOUFA**