



Transformation of Higher Education in Cameroon through Decentralization Frameworks

Dr. NAYAH GAZELLE ABANG

Senior Lecturer, Faculty of Law and Political Sciences,
Department of Political Sciences,
University of Maroua
Cameroon

ABSTRACT

Faced with the problems and challenges of the centralized university system, the central government thought it wise to decentralize Higher Education in Cameroon. The present study looks at the various decentralization reforms put in place for the transformation of Higher Education in Cameroon and the practical measures that have been implemented to ensure this transformation. Decentralization which is widely used as an instrument of development is a process where centralized governments initiate reform agendas with the aim of transferring some powers, tasks and resources to regional governments and local authorities. Decentralization in education refers to the transfer of administrative and financial decision-making powers from central ministries of education to the regions. In recent years, the Cameroon government has become concerned about transforming the higher education landscape. This has been made possible by ensuring the decentralization of higher education institutions according to section 34(2) of 2023 higher education policy and ensuring the implementation of the e-higher education policy. A joint agreement was signed between the Government of Cameroon and The People's Republic of China in 2015 known as "the Electronic Higher Education Project". The implementation of this project has recorded the creation of public university institutions in all regions of the country, distribution of laptops to university students and the creation of ten (10) digital centers. However, we recommend that the various digital centers should be strengthened such that lecturers should have equitable access and inter-university relations be fostered. The Cameroon University system now has a technological environment favourable for digital transformation.

Keywords: Decentralization, Transformation, Digital Transformation, Higher Education, E-Higher Education.

1. INTRODUCTION

In the modern world, global and economic forces have brought about profound changes to education systems. At the time of independence, most African countries relied heavily on external experts to manage their economies. International agencies played a major role in shaping the development of higher education in Africa. UNESCO sponsored the first Africa-wide conference on higher education in Tananarive in 1962, which paved the way for the creation of the Association of African Universities (AAU) in order to provide the vision and framework for the development of higher education in Africa. External funding was found to supplement government money in financing higher education in Africa. The World Bank was the single largest source of external funding (Habte, 1989: 23), though many private foundations also made substantial contributions to develop institutional capacity to carry out research and training in Africa. The Rockefeller Foundation concentrated its support on selected universities, also providing fellowships and grants for programmes of study abroad especially at master's and doctoral levels, appointing visiting staff, and providing research grants to promote local research (World Bank, 1988). The Carnegie Corporation, the Kellogg Foundation, and the Ford Foundation, among others, were also notable sources of external, private funding. Higher education institutions in Africa also received support from the governments and agencies of European countries such as Belgium, France, Germany, the Netherlands, Norway, Sweden, and the UK.

The idea of ‘development universities’ implied a role for universities in meeting the human resource needs of the economy (Cloete *et al.*, 2011: 45). The 1960s and 1970s saw the establishment of new universities in African countries which was a symbol of national pride and self-respect’ (Coleman & Court, 1993:72), which served the political and economic aspirations of the newly independent governments. Governments in different countries keep shaping their educational policies constantly to meet the needs of its citizens.

Upon independence, the Cameroon government was faced with the challenge of providing a higher education system suitable for the specific needs and realities of the newly independent nation. Higher Education reforms were accordingly built on particular circumstances or problems which were a factor of its historical and cultural background (Ngwana, 2011:2). The Cameroon government in this light has in an attempt to meet the growing needs of its citizens and to transform the Higher Education sector has come out with different policies and reforms over the years.

Most political problems around the world are centered around “number” that is, either too higher or too low. With the worldwide pandemic (COVID 19) the major problem caused by this pandemic was the frequent rise of infected persons globally and in Cameroon specifically. Most current conflicts in Cameroon are as a result of “number”. For instance; the crisis plaguing the anglophone regions of the country, gender problem and even problems between political parties are as a result of “number”. Either because their number of representations is far below expectation or because a particular group feels discriminated over another. With regards to Cameroon Higher Education system, the main problem that plagued the centralized university reform was as a result of number. The presence of the University of Yaoundé as the only University in the country led to high enrolment of students. From 600 students in 1962, the figure rose to 7,000 in 1970, 18,000 in 1984, 32,000 in 1990, 45,000 in 1991 and over 50,000 in 1992 (MINESUP 1993) in a university that was able to cater for at most 7,000 students (Konings, 2004:295). These all happened in the midst of the deepening economic crisis and so it became imperative to decentralize the University of Yaoundé. The overcrowding (the problem of number) that resulted from inadequate infrastructure, lack of physical space for campus expansion and a restive student population, informed the need for decentralization of higher education (Nwaimah, 2008). Review of literature reveals that little or nothing has been done with respect to decentralization as a tool for the transformation of higher education in Cameroon. Momenyi *et al.* (2021) recommended that the government of Cameroon should improve on the level of digitalization in State Universities, as a result, the main drive of this paper to seek empirical investigations and recommendations for the transformation of Higher Education in Cameroon. The paper is limited to higher education institutions as defined by Section 34(2) of the 2023 law on the orientation of higher education in Cameroon.

2. DECENTRALIZATION OF HIGHER EDUCATION

According to Council of Higher Education, Higher Education Act (1997:8), higher education institutions refer to any institution that provides higher education on a fulltime, part-time or distance basis and which is; (a) established or deemed to be established as a public higher education institution under this Act; (b) declared as a public higher education institution under this Act; or (c) registered or conditionally registered as a private higher education institution under this Act. Decentralization of higher education is the process of shifting some decision making power and authority from the central government to universities at the regions. Within the context of this study, decentralization of higher education would mean giving every region in the country to have equitable access to higher education institutions. Decentralization of higher education has the merits of bringing education closer to students thereby reducing travel constraints, promotes a better match between education and local employment opportunities, contributes to local socio- economic development and allows for more efficient management of resources. It therefore promotes equity, efficiency and the harmonious development of the country while meeting the specific needs of each region.

Higher education in Cameroon dates back to the early years of post-independence. Upon independence, the Cameroon government was faced with the challenge of providing a higher education system suitable for the specific needs and realities of the newly independent nation which (Njeuma *et al.*, 1999:4). The foundation of University education was

therefore laid by presidential decree N°61-55 of April 25th1961, creating a University complex known as “the National institute of University studies” to offer pre-University courses in the arts, law and the sciences (article 2 of the 1961 decree). Upon advice and recommendation from the UNESCO for the establishment of a Cameroon University, the Federal University of Cameroon was created to replace the National Institute of University Studies by decree N°62-DF-286 of 26th July 1962. The presence of the University of Yaoundé as the only University in the country led to high enrolment of students, which was visible in the constant increase in students enrolment from 539 to 45000 in 1991 (Njeuma et al., 1999:9) and over 50,000 in 1992 (MINESUP 1993). These all happened in the midst of the deepening economic crisis characterized by a depleted State treasury, late and irregular payment of student bursaries and staff salaries, and a low rate of execution of the University budget. As a medium of decongesting the centralized University system, the government instituted University centers in some regions of the country

Higher education reforms in Cameroon have thus succeeded in decongesting the University of Yaoundé by redistributing students to the University Centres (which has now become full-fledged universities, thereby ensuring more equitable access) and ensuring that every region of the country benefits from the higher education reform.

2.1 University Centers

Following the challenges of the existence of the lone University of Yaoundé and the over centralization of higher education at the center (Yaoundé) it became imperative to decentralize the University. This led to the creation of institutions called University. The campuses were located in the towns of Dschang, Ngoundere, Douala and Buea. Admission into the centers was through a competitive examination and graduates were recruited into the public service. The Dschang University Centre was specialized in agricultural related studies and consisted of the National Advanced School of Agronomy (ENSA) created in 1973 and the Institute of Agricultural Techniques (ITA) which became operational in 1977. The Douala University center specialized in training business managers (in the Advanced School of Economics and Commerce- ESSEC-) and teachers of technical secondary schools (in the Advanced Technical Teachers’ Training School-ENSET-) became functional in 1979. The Ngoundere University Centre which was specialized in the training of engineers and technicians in food processing (National Advanced School of Food processing Industries in Cameroon – ENSIAAC-) became operational in 1982. The Buea University Centre which was the last among all those created in 1977 to become operational, started functioning in 1985 with a single establishment being Advanced School of Translators and Interpreters (ASTI). Unfortunately, these centers and specialized institutions could not solve the problem considering that entry positions were few and competitive; based on recruitment opportunities in the public service (Ngwana 2001, 2).

2.2 Reforms Initiatives for Decentralization of Higher Education in Cameroon

The 1993 reform was born in order to achieve the main objective of Higher Education which is to increase access (Elizabeth, 2019: 45). The existence of the University Centers was incapable to solve the problems encountered in the centralized university era. The probable reason is the fact that access to these centers was very competitive. With the numerous uprisings in Cameroon’s higher education sector as a result of the limitations of the centralized University reform, it became imperative to reform the system of higher education in Cameroon. According to Ngwana (2003:2), higher education in Cameroon was considered ‘sick’ and seen to have lost the impetus of quality needed to meet government demands of human capital training, as well as contribute to development. As a policy change the governments’ Decree No. 92/74 of 13 April 1992 and its corresponding Decree of implementation No. 93/034 of 19 January 1993, instituted some major reforms in the Cameroon Higher Education System thereby decentralizing Higher education in the country.

This reform created the University of Yaounde II, University of Douala, University of Dschang, University of Ngaoundere, and University of Buea. In addition to the existing Yaoundé University, which was there after known as Yaoundé University I making a total of six state Universities. Some of the objectives of the 1993 decentralization reform were; to reduce over-crowding at the University of Yaoundé; provide equal opportunities to Cameroonians to

obtain University education and make universities more accessible to local, regional and international communities (ADEA 1999, 9) amongst others

As a result of the grave economic crisis that hit Cameroon in the mid-1980s, the 1993 HE University reforms created a serious financial crisis (Konings, 1996:59). In the midst of this crisis, the government lacked the financial means to provide the basic infrastructure for the six newly created state universities. This financial constrain led to regular delays in the payment of salaries, causing University teachers undue hardship. To worsen the situation, their incomes were seriously affected when, in 1993, there was a drastic cut in civil servants' salaries amounting to 60–70 per cent (Konings, 2004:292).

The 1993 reform excluded some parts of the nation. The Northern regions and the North West regions of the country did not benefit from it. As a continuation of the process of decentralization under the higher education reforms that began in 1993, the University of Maroua was created by a presidential decree on 9 August 2008 and is located in the city of Maroua in Far North Province.

Maroua brings to seven the number of public universities in Cameroon under higher education. Few years after the creation of the University of Maroua, the University of Bamenda was created 8th March 2011 bringing to eight the number of public universities in the country. Even after the creation of the University of Bamenda in 2011, some regions of the country still felt neglected as the university decentralization reforms excluded their regions. As a result, in January 2022, a presidential decree no. 2022/00 of 05 January 2022 creating Bertoua, Garoua and Ebolowa Universities was born summing up to eleven state universities in Cameroon.

An elaboration of the specific texts for each state university are as follows in an alphabetic order;

- The University of Bamenda was created by Decree no. 2010/371 of 14 December 2010 on the creation of the state University of Bamenda and Decree no. 2011/045 of 8th March 2011 to organize the University of Bamenda.
- The University of Bertoua was created by Decree no. 2022/008 of 6 January 2022 on the on the administrative and academic organization of the University of Bertoua.
- The University of Buea was created by Decree no. 93/034 of 19 January 1993 to lay down the organization of the University of Buea and Decree no. 2017/583 of 24th November 2017 amending and supplementing certain provisions of the Decree no. 93/034 of 19 January 1993 on the organization of the University of Buea.
- The University of Douala was created by Decree no. 93/030 of 19 January 1993 on the Administrative and Academic organization of the University of Douala
- The University of Dschang was created by Decree no. 93/029 of 19 January 1993 on the Administrative and Academic organization of the University of Dschang
- The University of Ebolowa was created by Decree no. 2022/009 of 6 January 2022 on the on the administrative and academic organization of the University of Ebolowa
- The University of Garoua was created by Decree no. 2022/010 of 6 January 2022 on the on the administrative and academic organization of the University of Garoua
- The University of Maroua came into being following Decree no. 2008/280 of 9th august 2008 relating to the creation of the University of Maroua, Decree no. 2008/281 of 9th August 2008 on the administrative and academic organization of the University of Maroua and finally Decree no. 2017/349 of 6th July 2017 amending and supplementing certain provisions of Decree no. 2013/333 of 13th September 2013 laying down the creation of establishments at the University of Maroua.
- The University of Ngoundere was created by Decree no. 93/028 of 19 January 1993 laying down the Administrative and Academic organization of the University of Ngoundere. The University of Yaounde I was created by Decree no. 93/036 of 19 January 1993 laying down the Administrative and Academic organization of the University of Yaounde I.
- Finally the University of Yaounde II was created by Decree no. 93/037 of 19 January 1993 laying down the Administrative and Academic organization of the University of Yaounde II.

Law No. 005 of 16 April 2001 on the Orientation of Higher Education: This reform laid down the basic guidelines for Higher Education in Cameroon. The state as per this reform shall grant the higher education realm a national priority status, organize and supervise higher education and ensure that bilingualism is a factor for unity and national integration. As per *Article 6(1)* the objectives of HE are; the quest for excellence in all domains of knowledge; the promotion of science, culture and social progress; social promotion, with the participation of competent national bodies and socio-professional circles, especially as concerns the drawing-up of programmes as well as the organization of theoretical courses, practicals and internships, assistance to development activities, the training and further training of senior staff, the deepening of ethics and national consciousness, the promotion of democracy, the development of a democratic culture and the promotion of bilingualism.

The elaboration and implementation of the HE policy as highlighted in *Article 7* of this degree is directed to the state, decentralized territorial units, socio-economic partners, as well as national or international public or private institutions or organizations shall contribute to the elaboration and implementation of the higher education policy according to the formal and regulatory means. Concerning the monitoring the Higher Education Policy, *Article 10* stipulates that that state shall; permanently monitor the implementation of rules and regulations in all higher education domains as well as academic and pedagogic activities of all private education institutions, be empowered to sanction administrative and academic authorities as well as students, lecturers and other higher education staff in compliance with the statutory provisions. With regards to the composition of higher education institutions, *Article 17* stipulates that it shall comprise; public higher education institutions and private higher education institutions. In *Article 18*, public higher education institutions shall be comprised of state universities and higher education schools with a specific status. In *Article 19* State universities shall be public institutions with scientific, technical, professional and cultural characteristics, which shall depart from the rules and regulations governing public corporations. The resources of state universities shall be public money in the form of; subventions from the government and decentralized territorial units, University registration fees paid by students, activities which produce goods and provide services, Gifts and bequests, contributions from bilateral, multilateral or international cooperation, and possibly, loans. The management and supervision of financial resources of State universities shall be laid down by specific instruments.

Article 35 stipulates that academic authorities of each public higher education institution shall be responsible for carrying out general and specific missions. To this end, they shall manage and supervise all internal services and operational structures of higher education institutions. Concerning teaching staff, *Article 36 (1)* states that the lecturer shall be the main guarantor of the quality of higher education courses and training. To this end, he shall, as much as possible, be entitled to appropriate working and living conditions, as well as a convenient initial and continuous training exercise. In (2) The State shall protect the lecturer and guarantee his dignity. Concerning the obligations of the lecturer, *Article 37(1)* states that the lecturer shall be obliged to teach, educate, supervise pedagogic activities, produce scientific materials, assess academic work and be upright; (2) He shall comply with the rules and regulations of his domain of activity. Law No. 005 of 16 April 2001 to Guide Higher Education has a strong provision for higher education and teaching staff, and thereby has contributed greatly to the transformation of Higher Education in Cameroon.

Cameroon higher education has therefore undergone a series of institutional decentralization, policy implementation and amendments since its birth and the establishment of all the policy documents above had as mission to attempt an urgent solution to the problems encountered during the centralized University reform in Cameroon. Following the decentralization of higher education in Cameroon, World Bank, UNESCO, African Development Bank (ADB) and other sub-regional organizations (Doh, 2012:30) have positively help in shaping Higher Education in Cameroon.

3. MECHANISMS PUT IN PLACE FOR THE TRANSFORMATION OF HIGHER EDUCATION IN CAMEROON

As part of the objectives of vision 2035, to transform Cameroon into an industrialized country, the government and University administrations have instituted and implemented some measures to ensure the transformation of higher education in Cameroon.

3.1 The Electronic National Higher Education Project.

The digital governance component of the New University Governance policy implemented by the Government with a view to modernizing the national system of higher education (Edification of the Cameroon University of the 3rd Generation), aims to on the one hand to give a better cybernetic visibility to Cameroonian universities and, on the other hand, to allow the appropriation and generalization of new teaching and learning methods based on ICT (E-Learning). The E- National Higher education network initiated by President Paul Biya is an online platform put in place for the management and harmonization of higher education in Cameroon. With this system, universities are interconnected through the internet. It is a transformative initiative in Cameroon, aimed at accelerating the digital transformation of its universities. Callan et al. (2010) in Momenyi et al. (2021) highlighted some advantages for e-learning technologies: it is less costly, and saves time; it is flexible in terms of availability. In other words, e-learning enables the student to access the materials from anywhere at any time; It eases students' access to a wide range of resources and materials that meet their level of knowledge and interest; moreover, it enables slow learners to learn at their own pace thereby, reducing stress and increases satisfaction and retention; furthermore, E-learning allows more affective interaction between students and teachers; with E-learning, students are able to track their academic progress; learners can also learn through a variety of activities that apply to many different learning styles that learners have; moreover, students are able to develop knowledge of using the latest technologies and finally Lastly, it can as well improve the quality of teaching and learning.

The E-National Higher Education Network project is the first phase of the process of building the Digital University of Cameroon. It aims at: a) the establishment in the State Universities of efficient hardware (computer and telecommunications networks, data centers) and intangibles (e administration and e-learning) infrastructures, b) the facilitation of students' access to digital terminals; and (c) the development of skills essential to the digital transformation of the Cameroonian University (MINESUP/ENHEN). As a joint priority project between The People's Republic of China and the Republic of Cameroon, a financial Cooperation Framework Agreement was signed on June 18th, 2015 in Beijing by the Cameroonian Minister of Economy, Planning and Regional Development Mr. Emmanuel Nganou Djoumessi and the Chinese Minister of Commerce in the presence of the Prime Minister, Head of Government (Philémon Yang). In order to meet up with international standards and the rapid transformation of Higher education systems in Africa and beyond, the Cameroon government has put in enormous efforts to ensure the successful implementation of this e-higher education project. Different measures have been put in to ensure a successful implementation viz;

Donation of Laptops: Policies related to digital transformation may be very challenging to implement in a nation tagged "underdeveloped". The Cameroon did not allow this status to be a challenge but rather went an extra mile to empower students in higher institutions with a minimum digital learning tool. The project has met one of its objectives by successfully distributing 500,000 laptops to university students in Cameroon from 2018 to 2021. This measure was considered very vital as it allowed higher education students with a minimum requirements necessary to acquire wealth of knowledge in a digital world.

Construction of ten(10) development digital centers across the country which serves as hubs for digital skills, development and innovation. These are;



Source: MINESUP website

- A national center of supervision in Yaounde,
- Development digital center in the University of Yaounde I;
- Development digital center in the University of Yaounde II;
- Development digital center in the University of Buea;
- Development digital center in the University of Dschang;
- Development digital center in the University of Ngoundere;
- Development digital center in the University of Douala; and
- The Cameroon-Congo interstate development digital center in Sangmelima.

National Digital Interconnection Network (known as RIC in its French acronym): The project establishes the RIC, connecting all Cameroonian universities digitally. Additionally, a National RIC Management Center is being set up to oversee and manage this network.

Campus Network Infrastructure: The initiative includes the construction and rehabilitation of campus network infrastructure for the main campuses of the eight state universities. This ensures reliable connectivity for teaching, research, and administrative purposes.

Integrated Networked Information System (SIGIRES): The project aims to develop an integrated networked information system for higher education in Cameroon. This system streamlines administrative processes and enhances communication within the academic community.

High-Speed Internet Access: Through Cameroon telecommunication network (CAMTEL), the national telecom company, the project provides high-speed internet access (9 gigabits) to the RIC, benefiting all state universities.

3.2 ICT as a Tool of Improving Service Delivery in Cameroon HE

The increasing power of ICT has provided Higher educational Systems across the globe, with the flexibility of providing services and information to the University Community through multi-channels. University websites have changed the way Universities communicate, and they are proactive in requesting information and opinions from its users. This has been a reality in Cameroon, with Several Higher institutions creating new websites or developing existing ones to meet the need of the hour, with all State owned and major Private Universities now having operational website (Tapscott, 2005: 34). From a global perspective, a good number of developing countries like Ghana, Nigeria, Lesotho, etc. have improved their universities online service delivery to meet up with the new trend, nevertheless there still remain an imbalance in the digital divide between universities in developed and the developing countries. The digital divide is rooted in the lack of infrastructure, which has hindered information use and knowledge creation (UNPAN, 2012). In spite of the challenges presented by the digital divide, a good number of developing countries including Cameroon have considered putting in place national policies that will act as roadmaps for the materialization of the use of ICT for service delivery purposes especially in Higher education. Sevidzem (2020) notes that the digital divide does not only end at the international level but even at national levels. This is true for Cameroon, where some higher educational systems have a more active and viable websites compared to others. The outbreak of the corona virus that plagued the world and its institutions obliged institutions into alternative methods of encounters amongst its members. While there has been increasing attention in the use of different technological means of communication in recent years, the Cameroon Higher Education landscape has resorted to different mediums of encounters.

ICT platforms designed to amplify citizen voices in order to improve public service delivery have burgeoned in recent years (Peixoto & Sifry, 2017:30). Just like in many developing countries, access to ICT tools such as computers and mobile phones by most Cameroonians as well as use of web sites for information purposes has increased exponentially, prompting the harnessing of innovations in ICTs by the government to solve some of the intractable development challenges, and this has not left the Higher education sector indifferent. In fact, a most recent Cameroon government initiative for harnessing ICT use for governance and service delivery purposes has been the advocacy for the country to adhere to the open government partnership (OGP). This multilateral initiative was aimed to promote government 2 ICT based initiatives that would empower citizens to actively participate in governance and public administration processes, and promote the modernization of educational systems across the Country.

The influence of ICT on every aspect of any organization that utilizes it cannot be underestimated. Several state and non-state Universities in Cameroon have understood this point and are making significant moves towards using ICT for service delivery. Generally, the use of ICT by Universities in Cameroon provides an opportunity for reinventing service delivery processes in HE (Osbourne and Gaebler 1992: 49, 52, 73).

The significance of the growth of new technologies, the Internet and the rapid deployment of information, has therefore become pressing issues for higher educational institutions across the world, as the new technologies are contributing to the creation of faster communications, the sharing of information and knowledge. This may explain why recent trends in the Cameroon HE reforms have witnessed an era of initiatives to develop and harness the benefits of Information and Communication Technologies (ICT) to improve educational efficiency and therefore for the nation's development. The learning and knowledge society has led to changes in the needs of human beings, the means of addressing them and meeting them. This has been made possible by new technologies and electronics which have fine-tuned the industrial revolution that occurred almost two centuries ago. Virtual and physical goods and services now exist side by side; distance is no longer a hindrance for the spontaneous of action. This new paradigm of the 21st Century has fast become the "digital Century" (Strategic Plan for a Digital Cameroon by 2020)

The new University Governance inspired by the Head of State, His Excellency Paul Biya, and implemented by the Government is bearing fruits with the modernization of the National HE system. In line with the e-National HE network project, 10 University Digital development centers, including eight in state universities and one in the Cameroon-Congo inter-state University as well as the National University Interconnection Network Supervision center were created to facilitate the use of ICT-service delivery in Cameroon HE. Laure (2021) posits that The government of Cameroon has been engaged over the years in the promotion of ICT in the organization and governance of Higher Education through various initiatives and mechanisms; however there other actors, at the international and regional who actively take part to this transformation. In order to ensure the digital transformation of Cameroonian Universities through the digitalization of teaching and administrative activities, the Head of State, His Excellency Paul BIYA set up a futuristic project: the E-National Higher Education Network including the implementation of a framework agreement which was signed with the technical and financial support of the People's Republic of China on June 18, 2015 in Beijing by the Cameroonian Minister of Economy, Planning and Regional Development and the Chinese Minister of Commerce in the presence of the Cameroonian Prime Minister, Head of Government.

4. CONCLUSION

The digital governance of the policy of the New University Governance instituted by the government with the aim of modernizing the national system of higher education (Edification de l'Université camerounaise de 3^e Génération), has as objective to give a better view of Cameroon universities and ensures the appropriation and generalization of new methods of teaching based on e-learning. The Cameroon government has successfully decentralized higher education institutions in all regions of the country. Measure have been put in place to ensure the transformation of higher higher education(Njanjo:2021) such as distribution of laptops to university students in public and private higher education institutions, the implementation of as well as e-learning and e-administration platforms, facilitate the access of students to digital centers and develop indispensable competence for the digital transformation of Cameroon universities. Despite the measures put in place to ensure decentralization and digital transformation of higher education in Cameroon, we recommend that the various digital centers should be strengthened such that lecturers should have equitable access and inter-university relations could be fostered. The Cameroon university system now has a technological environment favourable for digital transformation.

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