

**TRAINING TO BE FARMERS; WHILE WE WERE YET FARMERS: A  
DECOLONIAL READING OF THE PRIMARY EDUCATION CURRICULUM IN  
BRITISH CAMEROONS 1916-1961**

**Loveline Yaro**

Department of Curriculum Studies and Teaching  
Faculty of Education  
University of Buea, PO Box 63, Buea  
SWR, CAMEROON

**ABSTRACT**

There is an established link between education and manpower development (Mbua, 2002; World Bank 1989; Thompson, 1981). The kind of education dispensed in every society determines the type of man power that the society intends to produce and consequently the kind of economy it hopes to establish for the future. In this regard, there has been a proliferation of literature regarding the type of primary education as the base for man-power development that the British colonial authorities implemented in their dependences and how it contributed to (under)development of an efficient/qualified personnel for all sectors of the colonial economy. None of such literature, known to the researcher however, has made mention of the application of British education policy on the Cameroons; a territory which was under their administration for about forty-five years. This analysis of the approach to primary education is established with the goal of filling the gap while questioning the motivations, relevance and impact of Britain's educational policy on the natives as a whole. My methodology is historical and I have relied on primary data from the National Archives Buea (NAB) Cameroon and Decolonial theoretical literature to establish this analysis.