

# **REPORT ON HUMAN RIGHTS EDUCATION IN 10 SECONDARY SCHOOLS IN YAOUNDE.**

**SEPTEMBER 10, 2009 to JULY 10, 2010**

**By  
Cameroon Youths and Students Forum for Peace  
(CAMYOSFOP)**



**FUNDED BY THE DEMOCRACY AND HUMAN RIGHTS FUND OF  
THE EMBASSY OF THE UNITED STATES OF AMERICA TO CAMEROON.**

## **PARTNERS**

**National Commission on Human Rights and Freedoms (NCHRF)  
Ministry of Secondary Education (MINEDUC)  
MTN Foundation**



# HUMAN RIGHTS EDUCATION ACTIVITIES IN PICTURES



Rev. Sister Josephine N., Principal of Collège de la Retraite presenting a welcome address during the third human rights cultural manifestation in Collège de la Retraite on May 12, 2010.



Mr. Mpele Emmanuel, Principal of Lycée Leclerc presenting a word of welcome during the first human rights cultural manifestation in Lycée Leclerc on December 15, 2009.



Prince Eyong Tarh, Principal of EHS in a welcome address during the second human rights cultural manifestation in EHS on February 10, 2010.



Cross section of participants including the jury during the third cultural manifestation.



Netcheyo Mkuingang Fustel, Lycée Bilingue Etug-Ebe, best student of the Human Rights Essay Competition presenting his Award.



Mr. Charles Linjap, Project Consultant, in an informal discussion with teacher's coordinators of Collège de la Retraite, while Mr. Ngalim Eugene Project Coordinator presents an opening statement during the closing ceremony on May 12, 2010.



Ms. Elizabeth Ehabe, Deputy Coordinator, Democracy and Human Rights Fund at US Embassy presenting objectives of her unit during a visit to EHS.



Dr. Block Michel, Pedagogic Inspector at MINEDUC airing his views on Human Rights Education in Secondary Schools.



Ms. Carmelia Macfoy, Political Affairs Officer of the US Embassy in an opening statement during the First Human Rights Cultural Manifestation in Lycée Leclerc, December 15, 2009.



Four students of EHS Human Rights Club doing a play back on Michael Jackson Heal the World.



H.E. Lisa Peterson, DCM, US Embassy welcomed by some officials of Collège de la Retraite upon her arrival for the third human rights cultural manifestation.



Cross section of participants during the third cultural manifestation in Collège de la Retraite.

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## I. BRIEF INFORMATION ABOUT CAMYOSFOP

The Cameroon Youths and Students Forum for Peace (CAMYOSFOP) was created in 1999, with an official authorisation No 00674/RDA/J06/BAPP on October 10, 2001. Its prime objective is educating youths on moral and traditional values. This education is based on ethics and sound values and integrity of: Fear of the Lord; Friendship; Harmony; and Amicable resolution of conflicts in fora. These culminate to the promotion of a culture of peace.

### **CAMYOSFOP Programs include:**

- Peace Education
- Human rights;
- Citizenship;
- Moraleducation.
- Developing policy papers for advocacy purposes on youth issues.
- Researching and campaigning against the illicit proliferation and misuse of small arms, war toys, fire crackers and violent films.
- Promoting exemplary national figures
- Promoting the achievement of international agendas such as: MDGs, NEPAD, WPAY, UN Action Plan on Small Arms
- Volunteering and Youth Exchange programmes
- Mobilising the youth on environmental protection and the climate change debate.

### **Amongst the many achievements of CAMYOSFOP since**

#### **2001, the most prominent include:**

Since 2001, CAMYOSFOP has been involved in creating peace clubs in secondary schools and universities in Cameroon.

Since August 2001, CAMYOSFOP publishes a newsletter 'The Voice of Peace,' which was transformed in June 2006 transformed to a quarterly international magazine.

CAMYOSFOP has been involved in almost all processes of youth development both nationally and internationally. Some of these processes include: The National Youth Policy, the National Youth Action Plan, and the National Youth Council of Cameroon; the African Union Youth Charter, the African Union ECOSSOC process; the UNECA Africa Development Forum V; the EU-AU Youth Cooperation Strategy; Continental and Global Youth Summits on the Millennium Development Goals; the Commonwealth Youth Summit and the UN World Program of Action for Youths.

February 8, 2002 CAMYOSFOP in partnership with the British Council organized a national workshop on 'Youth and the political evolution of Cameroon.'

March 13, 2002, CAMYOSFOP in partnership with the US Embassy in Cameroon organized a workshop on, 'Youth as a factor of Peace.'

April 7, 2002, CAMYOSFOP in partnership with the UN Information Centre in Yaoundé organized an information session on: 'The UN and the maintenance of peace.'

October 2003, CAMYOSFOP in partnership with the Ecumenical Service for Peace (SeP), Fondation Paul Ango Ela (FPAE), and Justice and Peace Commission with the support of the UN Centre on Peace and Disarmament (UNREC) organized a national workshop on: 'The civil society and the fight against the illicit proliferation of small arms.'

January 2004, CAMYOSFOP alongside other CSOs created the Cameroon Action Network on Small Arms (CANSAs).

July 2004 CAMYOSFOP in partnership with the Cameroon Youth Confederation organized a national workshop on: 'Illicit proliferation

of small arms and light weapons, an impediment to development.'

Since 2004, CAMYOSFOP has been involved in organizing the Global Week of Action on Gun Violence in Cameroon. This campaign is spearheaded by the International Action Network on Small Arms IANSA ([www.iansa.org](http://www.iansa.org)).

August 18 -23, 2005 CAMYOSFOP was a winner of the Second Pan African Youth Leadership Summit King Mohammed VI Award on Youth led MDGs related projects. Its winning project was on the campaign against the illicit proliferation and misuse of war toys, firecrackers, small arms and violent films within the youth milieu in Cameroon.

September 20, 2006, CAMYOSFOP organized a high level peace panel with the projection of a CAMYOSFOP documentary 'The crusade for Peace.' The panel was chaired by the US Ambassador to Cameroon, H.E. Neils Marquardt and the Director of the UN Centre for Human Rights and Democracy, Madam Marie-Evelyn Petrus Barry.

October 1 to December 13, 2006 CAMYOSFOP was funded by the UNHCHR to trained teachers and students of six secondary schools in Yaoundé on human rights and to set human rights clubs in these schools.

May 23 -25, 2007 CAMYOSFOP in partnership with Friedrich Ebert Stiftung (FES) organized a national workshop with the university students on their participation in the July 22, 2007 Legislative and Municipal elections in Cameroon.

June 10 -26, 2007 CAMYOSFOP in partnership with the Global Youth Partnership for Africa (GYPA) based in Washington DC organized the first ever US/Cameroon Youth Immersion that brought 13 American youths to Cameroon. The American youth with their Cameroonian counterparts shared experiences on their involvement in the promotion of the Millennium Development Goals (MDGs); interacted with political leaders, traditional leaders and academicians. They also visited five of the ten provinces of Cameroon.

June 13, 2007, prior to the AU EU summit, CAMYOSFOP organized a national consultation on June: 'The African Union European Union Cooperation Strategy.'

November 7 -14, 2008 six Cameroonian youth under CAMYOSFOP participated in the return trip of the Cameroon/US Immersion in Washington DC, US.

November 24 -26 CAMYOSFOP in partnership with FES organized a national youth workshop on 'Cameroonian Youth and Vision 2015.'

December 1, 2008 CAMYOSFOP launched the African Youth Forum for Peace (AYFP).

August 10 -12, 2009 CAMYOSFOP in partnership with FES organized a national youth workshop on: 'Cameroonian youth and the phenomenon of migration and unemployment in the 21<sup>st</sup> century.'

October 2009 to June 2010 CAMYOSFOP trained students and teachers of 10 secondary schools in Yaoundé on human rights and set up human rights clubs in these schools. The project was funded by the US Embassy in Yaoundé.

May 26 -28, 2010 CAMYOSFOP trained the Cameroon National Youth Council (CNYC) and some members of youth CSOs on the functioning of the Youth Councils.

July 23, 2010 CAMYOSFOP in partnership with Africa Development Interchange Network (ADIN) and Human Rights Focus (HRF) organized a national consultation on the MDGs.

In 2010, on August 10, CAMYOSFOP launched her policy document on youth unemployment and migration in Cameroon. This publication was funded by FES.

September 20 -22, 2010 CAMYOSFOP in partnership with ADIN and HRF will organize side event on the progress of the MDGs at the UN General Assembly in New York.

November 12 -13, 2010 CAMYOSFOP will organize a national workshop on: 'Cameroonian youth and the climate change debate.'

December 9, 2010 CAMYOSFOP will project her recently produced documentary on: 'Human Rights Education in Cameroon Secondary Schools.'



# I. Acknowledgement

The successful execution of human rights education in Cameroon secondary schools would not have been possible without funding from the Democracy and Human Rights Fund of the Embassy of the United States of America in Cameroon. We are indebted to H.E. Janet E. Garvey, the then Ambassador of the US Embassy to Cameroon for her continuous support and for not hesitating to air her views in a video documentary of this project.

Our profound gratitude go to Mrs Tasneem Nahar, the Coordinator of the Democracy and Human Rights Fund at the US Embassy and her Deputy, Mrs. Elizabeth Ehabe for the cordial working relations in the course of this project, as well as Mrs. Lisa Peterson, the Deputy Chief of Mission (DCM) and Mrs. Carmelia C. Macfoy, the Political Affairs Officer who both honoured all our invitations to preside at the various public events of the project. We look forward to more collaboration in the promotion of other human rights actions in Cameroon.

The Minister of Secondary Education, Mr. Louis Bapes Bapes also inspired the successful implementation of human rights education in the 10 selected secondary schools. Our thanks to Dr. Biack Michel, Pedagogic Inspector in charge of Human Sciences at the Ministry of Secondary Education and the personal representative of the Minister of Secondary Education during the inaugural ceremony and in other phases of the project.

We are pleased to recognize the contribution of the National Commission on Human Rights and Freedoms (NCHRF) for organizing and funding the Human Rights Essay competition in view of the celebration of the 61<sup>st</sup> anniversary of the Universal Declaration of Human Rights. The dynamism of: Dr. Chemuta Divine Banda, Chairman of the NCHRF, Mr. Barthelémy Obongono, Secretary General of the NCHRF, and Madam Eva Etongue Elangue, Chief of the Promotion and Protection Division at the NCHRF could not go unrecognized. We equally express thanks to Mr. Tchoutat Amany, Head of the Promotion Unit and the entire staff of the Promotion Unit of the NCHRF for their availability and technical assistance. CAMYOSFOP looks forward to more partnership in the promotion of human rights in schools as well as within the youth milieu in Cameroon.

We gratefully acknowledge MTN Cameroon who did not hesitate to take interest in this project. CAMYOSFOP looks forward to continue working relations with MTN in the domain of education in Cameroon Secondary Schools.

We wish to extend our sincere gratitude to the Principals of the 10 secondary schools who readily accepted to be part of this work. We equally wish to recognize the enthusiasm of the Teacher Coordinators and the members of the various human rights clubs of these schools. Though the initial funding for this project has been exhausted, we never-the-less hope to see the implanted Human Rights Clubs in the schools vibrant and leading in the extra curricula activities of the schools.



Our appreciation will be incomplete if we do not recognize the Consultant of the Project, Mr. Charles Linjap's tireless efforts to ensure the hitch free success of the job. We also wish to recognize the expertise of Mr. Peter Essoka's, member of the National Governance Program, Veteran Journalist and former Commissioner of the National Commission on Human Rights and Freedoms for his contribution to the training of students and teachers on human rights and also for his special touch in the 'Reflection slot' in the newsletter published as part of the project. We also recognize the expertise of Kiawuni Leanard Lukong, Human Rights Educator with Government High School, Mbonge. We thank Professor Verkijika G. Fanso and Mr. Martin Tsounkeu, General Representative of the Africa Development Interchange Network (ADIN) for their editing skills exhibited in the various newsletters of the project.

Finally, if not of the commitment of the CAMYOSFOP staff, this project would not have been a success. Our thanks go especially to Patience Elango, Bari Fanso, Alex Bikok, Maxmiland Ayunifor, Vera Kwalah; and Peter Njodzeka, the documentary producer for the project.

**NGALIM Eugene Nyuydine**

**Project Coordinator and Executive Director of CAMYOSFOP.**

**Commissioner - National Commission on Human Rights and Freedoms (NCHRF).**



# Remerciements

L'enseignement des droits de l'homme dans les établissements d'enseignement secondaire au Cameroun n'aurait pas été possible sans le soutien financier du Fonds pour la démocratie et les droits de l'homme de l'ambassade des États-Unis d'Amérique au Cameroun. Nous remercions S.E Janet E. Garvey, l'ancienne ambassadrice des États-Unis au Cameroun, pour son soutien permanent, et du fait qu'elle a librement donné son point de vue par rapport à ce projet dans un documentaire vidéo.

Notre profonde gratitude va également à l'endroit de Mme Tasneem Nahar, la Coordinatrice du Fonds pour la démocratie et les droits de l'homme à l'ambassade des États-Unis, et son adjointe, Mme Elizabeth Ehabé pour les relations de travail cordiales entretenues dans le cadre de ce projet, ainsi qu'à Mme Lisa Peterson, Chef de mission adjoint (DCM) et Mme Carmelia C. Macfoy, Responsable des affaires politiques, qui ont honoré toutes nos invitations à présider les différentes activités publiques du projet. Nous souhaitons que cette collaboration soit davantage renforcée dans d'autres actions relatives à la promotion des droits de l'homme au Cameroun.

Nous remercions le Ministre des Enseignements secondaires, M. Louis Bapes Bapes, qui a contribué à la mise en œuvre effective de l'enseignement des droits de l'homme dans les 10 établissements secondaires sélectionnés. Nos remerciements au Dr. Biack Michel, Inspecteur Pédagogique chargé des sciences humaines au Ministère des Enseignements Secondaires et le représentant personnel du Ministre des Enseignements Secondaires au cours de la cérémonie inaugurale et dans les autres phases du projet.

Nous sommes heureux de reconnaître la contribution de la Commission Nationale des Droits de l'Homme et des Libertés (CNDHL) pour l'organisation et le financement du concours de dissertation en droits de l'homme dans le cadre de la célébration du 61<sup>ème</sup> anniversaire de la Déclaration Universelle des Droits de l'Homme. Nous apprécions ainsi le dynamisme: du Dr. Chemuta Divine Banda, Président de la CNDHL ; M. Barthélemy Obongono, Secrétaire Général de la CNDHL ; et de Mme Eva Etongue Elangue, Chef de Division de la Promotion et de la Protection à la CNDHL. Nous tenons aussi à remercier M. Tchoutat Amany, Chef de l'Unité de Promotion et tout le personnel de l'Unité de Promotion de la CNDHL, pour leur disponibilité et leur assistance technique. CAMYOSFOP entend renforcer le partenariat en matière de promotion des droits de l'homme dans les écoles ainsi que dans le milieu des jeunes au Cameroun.

Nous remercions également MTN Cameroun qui n'a pas hésité à s'investir dans ce projet. CAMYOSFOP souhaite continuer à travailler avec MTN dans le domaine de l'éducation au Cameroun, spécialement dans les établissements secondaires.

Nous tenons à exprimer notre sincère gratitude aux Proviseurs des 10 établissements d'enseignement secondaire qui ont librement accepté de participer



à ce projet. Nous tenons à relever aussi l'enthousiasme des coordinateurs d'enseignants et des membres des différents clubs des droits de l'homme de ces écoles. Bien que les fonds initialement disponibles pour ce projet aient été épuisés, nous espérons néanmoins que les Clubs des droits de l'homme implantés dans les établissements vont demeurer dynamiques et prospères dans les activités supplémentaires au programme scolaire.

Ce serait ingrat de notre part de ne pas remercier le Consultant du projet, M. Charles Linjap pour ses efforts constants en vue d'assurer le succès total de ce projet. Nous tenons également à reconnaître l'expertise de M. Peter Essoka, Membre du Programme National de Gouvernance, journaliste chevronné et ancien Commissaire de la Commission Nationale des Droits de l'Homme et des Libertés, pour sa contribution à la formation des élèves et des enseignants sur les droits de l'homme et aussi pour sa touche particulière dans la rubrique « Reflection slot » du bulletin d'informations publié dans le cadre du projet. Nous reconnaissons également l'expertise de Kiawuni Leanard Lukong, Enseignant des Droits de l'Homme au Lycée de Mbonge. Nous remercions le Professeur G. Verkijika Fanzo et M. Martin Tsounkeu, Représentant Général de Africa Development Interchange Network (ADIN) pour leurs compétences de mise au point des différents bulletins d'informations du projet.

Enfin, sans l'engagement et la détermination du personnel de CAMYOSFOP, ce projet n'aurait pas été un succès. Ainsi, nous remercions particulièrement Patience Elango, Bari Fanzo, Alex Bikok, Maxmiland Ayunifor, Vera Kwalah et Peter Njodzeka.

**NGALIM EUGINE NYUYDINE**

**Coordinateur du Projet et Directeur Exécutif de CAMYOSFOP**

**Membre de la Commission Nationale des Droits de l'Homme et des Libertés (CNDHL)**



## II. Executive Summary

To date, Cameroon has made great inroads in the integration of human rights education into the teaching curricula of the National Advanced School for the training of the National Police Force, the Gendarmerie, the Military, the School of Magistracy and Para-legal state officials of the Cameroonian Public Service. Yet, the mainstream Cameroonian society is highly ignorant of human rights issues. It is worth noting that Cameroonian youth are tails ending as the mastery of their fundamental human rights. It is on this note that the Cameroon Youths and Students Forum for Peace (CAMYOSFOP) opted to implement a project of this caliber in order to roll back ignorance and foster the culture of human rights through 10 secondary schools in Yaoundé. According to CAMYOSFOP, 'the school is the best environment to vulgarize and promote human rights in order to sustain future protection of human rights in Cameroon.'

It is worth noting that the purpose of implementing this project is geared towards an in-depth appraisal of the level of understanding and interpretation of complex human rights notions such as physical and psychological torture; child labor and unique forms of economic slavery; freedom of expression; the right to vote and participate in public service; across forms one to three students of 10 secondary schools in Yaoundé.

The following secondary schools participated in this project:

1. Lycée Général Leclerc;
2. Lycée Bilingue d'Essos Yaoundé,
3. Lycée Bilingue d'Etoug-Ebe;
4. Lycée Bilingue d'Application (LBA) de Yaoundé ;
5. Lycée de Nkoldongo, Yaoundé;
6. Collège de la Retraite de Yaoundé
7. Mario Complex Academy;
8. English High School, Yaoundé;
9. Christian Comprehensive Secondary School, Nkolbong;
10. Mevick Bilingual Grammar School, Etoug-Ebe.

During the one year pilot phase set aside to implement the project, CAMYOSFOP decided to carry out a process evaluation with key stakeholders in view of assessing the strengths and weaknesses of human rights education in secondary schools. The report of this process evaluation provide the possibility of scaling up this form of education to other schools in Cameroon in coming years, by reproducing the best practices of the pilot phase in the 10 secondary schools in Yaoundé. The recommendations of this process evaluation report should be utilized as key action points to be highlighted in case this must be extended to other secondary schools in Cameroon.

Owing to the fact that the implementation of HRE in schools is technically, materially and financially costly, CAMYOSFOP highly solicits for additional resources in order to scale up this project to other secondary schools of Cameroon in the coming months, as the best way of fostering human rights across young students in Cameroon.

# Resumé

À ce jour, le Cameroun a réalisé des avancées significatives dans l'intégration de l'enseignement des droits de l'homme aux programmes scolaires de l'Ecole Nationale Supérieure dans le cadre de la formation de la police nationale, la gendarmerie, les militaires, l'Ecole de Magistrature et les fonctionnaires para-juridiques de la fonction publique camerounaise. Toutefois, la société camerounaise en général est très ignorante des questions relatives aux droits de l'homme et les jeunes camerounais sont sur le bas de la liste en ce qui concerne la maîtrise de leurs droits humains fondamentaux. C'est dans ce contexte que la Cameroon Youths and Students Forum for Peace (CAMYOSFOP), a choisi de mettre en œuvre un projet de cette envergure, pour faire reculer l'ignorance et promouvoir la culture des droits de l'homme dans 10 établissements d'enseignement secondaire de Yaoundé. Selon CAMYOSFOP, «l'école est le meilleur environnement pour vulgariser et promouvoir les droits de l'homme afin d'assurer la protection future des droits de l'homme au Cameroun ».

Il est important de relever que la mise en œuvre de ce projet vise à effectuer une évaluation en profondeur du niveau de compréhension et d'interprétation des notions complexes de droits de l'homme tels que les tortures physiques et psychologiques, le travail des enfants et l'esclavage économique, la liberté d'expression, le droit de vote et de participation à la vie du service public; dans les classes de 6<sup>ème</sup> à 4<sup>ème</sup> dans 10 établissements d'enseignement secondaire de Yaoundé.

Il s'agit de:

1. Lycée Général Leclerc;
2. Lycée Bilingue d'Essos Yaoundé,
3. Lycée Bilingue d'Etoug-Ebe;
4. Lycée Bilingue d'Application (LBA) de Yaoundé ;
5. Lycée de Nkoldongo, Yaoundé;
6. Collège de la Retraite de Yaoundé
7. Mario Complex Academy;
8. English High School, Yaoundé;
9. Christian Comprehensive Secondary School, Nkolbong;
10. Mevick Bilingual Grammar School, Etoug-Ebe.

Pendant la phase pilote d'un an dans le cadre de la mise en œuvre du projet, CAMYOSFOP a décidé de procéder à une évaluation des processus avec des acteurs clés afin d'évaluer les forces et les faiblesses de l'enseignement des droits de l'homme dans les lycées et collèges. Le rapport de cette évaluation des processus permet d'étendre cette forme d'enseignement dans d'autres écoles au Cameroun dans les prochaines années, en reproduisant les meilleures pratiques de la phase pilote effectué dans 10 établissements scolaires à Yaoundé. Les recommandations de ce rapport d'évaluation du processus devraient être utilisés comme points d'action clés pour être mis en évidence, s'il doit être mis en œuvre, dans d'autres établissements scolaires au Cameroun.

Vu que la mise en œuvre de l'EDH dans les écoles est techniquement, matériellement et financièrement coûteuse, CAMYOSFOP sollicite fortement les ressources supplémentaires afin d'étendre ce projet à d'autres établissements scolaires du Cameroun dans les prochains mois, comme meilleur moyen de promouvoir les droits l'homme parmi les jeunes élèves au Cameroun.



# 1. Introduction

This project dubbed “human rights education in 10 secondary schools in Yaoundé” was geared towards empowering both the students and teachers on new knowledge regarding human rights related issues. It is on this back drop that CAMYOSFOP selected 10 secondary schools for the pilot phase in order to directly impact society through the training of 100 students as human rights Ambassadors, through the creation of 10 human rights clubs in the selected schools, without neglecting the component of strengthening the capacity of 50 teachers on human rights related issues across these selected institutions.

The realization of this project was done through the organization of two training sessions geared towards providing vital human rights instruments and tools to both the students and teachers. The training sessions aimed at: building students and teachers' capacities on human rights education; permitting the students and teachers to know their rights and responsibilities in order to metamorphose them into agents of change in their schools and communities; and raising the students to the rank of Human Rights Ambassadors in their schools.

The training was carried out by the following human rights experts: Peter Essoka, former Commissioner of the National Commission on Human Rights and Freedoms (NCHRF), and member of the National Governance Program; Tchoutat Amany, Head of the Promotion unit at the National Commission on Human Rights and Freedoms; Charles Linjap, Projects development Consultant with CAMYOSFOP; Kiawuni Leonard Lukong, Human Rights Educator with Government High School Mbonge; and Ngalim Eugene Nyuydine, Commissioner of the National Commission on Human Rights and Freedoms.

The content for this training included the following thematic issues:

1. Introduction to human rights;
2. International human rights instruments;
3. Non Governmental Organizations' activism on human rights and human rights reporting mechanisms;
4. Creation and functioning of human rights clubs in secondary schools;
5. Teaching of human rights through the utilization of the Human Rights Pedagogic Manual of the National Commission on Human Rights and Freedoms (NCHRF).

It is worth noting that this project was not just about training students and teachers on human rights education but also included field activities that permitted the students to implement what they acquired during the training. These field activities were the creation of 10 human rights clubs in the 10 selected secondary schools; the organization of three human rights cultural events at the end of each school term; the publication of newsletters; the production of a video documentary; the organization of an essay competition on human rights co-sponsored by the National Commission on Human Rights and Freedoms (NCHRF), visiting the NCHRF and the celebration of the 50<sup>th</sup> anniversary of the independence of the Republic of Cameroon, co-sponsored by MTN Foundation, Cameroon.

## 2. Project goal and specific objectives

### 2.1. Goal:

- Vulgarize human rights to young students, with special emphasis on rights and obligations as the best option to roll back corruption, immorality, hatred, marginalization, arbitrary arrest, imprisonment, injustices and other social ills in Cameroon.

### 2.2. Specific objectives:

- Enable access to human rights knowledge for 100 students in 10 secondary schools in Yaoundé through training and the creation of 10 human rights clubs in these schools.
- Train 50 teachers, (5 per school) from the 10 secondary schools, on issues regarding human rights in order for them to provide adequate training and coaching to the newly created human rights clubs in the 10 selected schools.
- Publish 6000 newsletters and produce a video documentary on human rights issues in view of impacting the wider public through ripple effects.



### 3. Activities and achieved results.

#### 3.1. Organization of an inaugural ceremony to officially launch the project.



Distinguished personalities for inaugural ceremony of the project. From L. R: Mr. Barthélemy Obongono, Sec Gen., NCHRF; H.E. Lisa Peterson, DCM, US Embassy, Dr. Biack Michel, Pedagogic Inspector, MINEDUC and Mr. Mpele Emmanuel, Principal of Lycée Leclerc.

Prior to the training of students and teachers, an inaugural ceremony was organized to officially launch the project. This activity was aimed at:

- Giving visibility to the entire project.
- Advocating with the National Commission on Human Rights and Freedoms and the Ministry of Secondary Education to consider human rights education as a subject in the school curricular.
- Valorizing the selected students and teachers participating in the project.

The ceremony that took place on November 4, from 10am to 11am was held at the Cellule D'Appui à l'Action Pédagogique (CAAP), located at the Yaoundé city center. The event saw the participation of some representatives of government ministries, the diplomatic corps, international organizations, UN agencies and NGOs. During the event, speeches were presented by the following personalities: Mr. Mpelle Emmanuel, Principal of Lycée Général Leclerc, who spoke on behalf of the Principals of the ten selected schools; Mr. Obongono Barthélemy, Secretary General of the National Commission on Human Rights and Freedoms, representing the Chairman, Dr. Chemuta Divine BANDA; Madam Lisa Peterson, Deputy Chief of Mission at the Embassy of the United States of America representing H.E. Janet Garvey, the US Ambassador to Cameroon; Dr. Biack



Cross section of students during the inaugural ceremony



Cross section of invitees for the inaugural ceremony. L 6R: Dr. Tryte (Rep of Friedrich Ebert Foundation), Ms. Tommo (UN Information Centre), Ms. Nahar (US Embassy).

Michel, Pedagogic Inspector in charge of Human Sciences, representing Mr. Louis Bapes Bapes, Minister of Secondary Education. The speakers congratulated CAMYOSFOP and thanked the US Embassy for funding the project. They all reiterated the importance of human rights education in schools. Finally, they advised the students and teachers benefiting from this to be passionate about it and be serious about project activities.

### 3.2. Training of 100 students and 50 teachers on key human rights instruments.



*Mr. Peter Essoka, facilitator for the training of students and teachers on human rights.*

The training of the selected students and teachers took place on November 4 and 5, 2009. On November 4, 100 students consisting (5 Form ones; 3 Form twos and 2 Form threes) from each of the 10 selected schools, participated in the training. The following day, November 5: 5 teachers from each of the 10 selected schools, making a total of 50, attended the capacity building session on human rights education.

The training was aimed at:

- Building the students' and teachers' capacities on human rights education;
- Permitting students and teachers to know their rights and responsibilities in order to transform them into agents of change in their schools and communities;
- Raising the students status to Human Rights Ambassadors in their schools.



*Cross section of students during the training.*



*Cross section of teachers during the training.*



### 3.2.1. Training Methodology.

**3.2.1.1. Participatory approach:** participants and resource persons debated issues through active question and answer sessions.

**3.2.1.2. Learner-driven approach:** participants were granted the latitude to learn more by being inquisitive and in return were highly motivated to direct challenging questions to resource persons in order to clarify any sort of intellectual doubts.

**3.2.1.3. Creation of human rights clubs as working groups per school:** This approach facilitated in-group discussions and debates in view of broadening the scope of issues treated in some presentations.

**3.2.1.4. Sharing of best practices:** This enabled participants to learn best management practices from other participants.

### 3.3. Content of the training

The training modules were shaped to be the same for all trainees with very slight difference for the teachers. For example, module 5 highlighted the teaching of human rights through the utilization of the human rights pedagogic manual of the NCHRF.

The various modules for the training were:

**3.3.1. Module 01:** Introduction to human rights, presented by Mr. Peter Essoka, Member of the National Governance Program and former Commissioner of Human Rights with the NCHRF.

Mr. Peter Essoka started his presentation by defining key notions and phrases regarding human rights such as "inherent dignity", "inalienable rights", "liberty and freedoms", "international conventions and domestic legal instruments".

He equally provided a thorough explanation on the history of human rights and finally treated the Universal Declaration on Human Rights as the prerequisite for profound insight into other human rights instruments. He further cited a good number of human rights abuse cases in Cameroon and across the world in order to broaden the scope of the students and teachers on their daily perception of what human rights is all about. This presentation ended with a question and answer session and we could infer from the type of questions raised by the students that the subject matter had been well understood.

The main points articulated in this presentation include:

- What are human rights?
- Where do human rights come from?
- What are the characteristics of human rights?
- When did human rights come into existence?
- What is the place of human rights in the Cameroon constitution?
- Why is it important for human rights to be taught in schools?

- What is the difference between rights and responsibilities?
- What is the Universal Declaration on Human Rights?
- Where was it elaborated?
- When was it adopted?
- When did it get into function?
- What is its legal value?
- What is its importance?

**3.3.2. Module O2:** International human rights instruments in terms of generations, presented by Mr. Tchoutat Amany, Head of the Promotion Unit at the NCHRF.

Mr. Tchoutat in his presentation defined the various human rights instruments and elaborated on the genesis of their existence. He also focused on some of the conventions which Cameroon has ratified.

The following issues were handled in the presentation:

- First generation rights (civil and political rights).
- Second-generation rights (social, economic and cultural rights).
- Third generation rights (collective rights).
- Convention on the rights of a child.
- Convention on people living with disabilities.
- Convention on the elimination of all forms of discrimination against women
- Legal protection of human rights and obstacles to people's rights being fully respected in developing countries

**3.3.3. Module O3:** NGOs and activism on human rights and human rights reporting mechanisms, presented by Mr. Charles Linjap, Projects Development Consultant.

Mr. Linjap's presentation was aimed at inspiring students and teachers at being proactive in human rights issues in their school campuses. His presentation was focused on the following terms of references:

- Amnesty International and Human Rights Watch as major international players on human rights reporting across the world.
- CAMYOSFOP as human rights NGO and its unique activities.
- National Commission on Human Rights and Freedoms (NCHRF) and the promotion and protection of human rights in Cameroon.
- International human rights reporting mechanisms on human rights abuse cases.

**3.3.4. Module O4:** Creation and functioning of human rights clubs in secondary schools, presented by Mr. Ngalim Eugene Nyuydine, Executive Director of CAMYOSFOP and Project Coordinator.

Mr. Ngalim's presentation was focused on the creation of vibrant human rights clubs that could become very outstanding in the various school campuses. This presentation handled the following issues:

- Membership of the clubs;
- Mentorship of the clubs by the teachers who have been trained as human



- rights educators;
- In-club and out-club activities;
- Inter-school events and competitions;
- Sustainability for each club;
- Grants support to each club for the next one year.

**3.3.5. Module 05:** Teaching of human rights through the utilization of the 'Pedagogic Manual on Human Rights,' published by the NCHRF, presented by Mr. Tchoutat Amany, Head of the Promotion Unit of the NCHRF.

The importance of this module lay in the fact that the pedagogic manual is the latest tool for teaching human rights in Cameroon. The manual is unique in that it takes into consideration the reality on the ground on human rights protection, written with the contribution of researchers, human rights advocates and pedagogic inspectors of both the Ministry of Basic Education and the Ministry of Secondary Education. The presentation handled the following issues.

- The rationale for teaching human rights education in secondary schools;
  - The methodology ;
  - The content of the manual;
  - Key references;
  - International human rights instruments and implications;
  - Provide adequate organizational, coaching and technical oversight to all the 10 human rights clubs by the teachers who have been trained regarding this project;

# HUMAN RIGHTS EDUCATION ACTIVITIES IN PICTURES



Ms. Bari Fanso, PRO, CAMYOSFOP/ Facilitator of the project taking down notes during a working session.



From L R: Ms. Tarkang A. M. Principal of MBGS, Mr. Ngaim Eugene, Executive Director of CAMYOSFOP, Ms. Elizabeth Ehabe of US Embassy, during a working session in MBGS.



CAMYOSFOP project team driving to one of the schools. From L R: Alex Bikok, Vera Kwalar and Bari Fanso.



CAMYOSFOP project team in a group picture with the Principal and teacher coordinator of Lycee Leclerc Human Rights Club.



Working session by CAMYOSFOP and Officials of Lycée Biliue Etug-Ebe on the execution of human rights education project.



CAMYOSFOP project team in a group picture with the Principal one of teacher coordinator of Mario Complex Academy Human Rights Club.



Cross section of students during the third human rights cultural manifestation in Collège de la Retraite.



Cross section of audience during second human rights cultural manifestation in EHS, Obili on February 10, 2010



Cross section of audience during the first human rights cultural manifestation in Lycée Leclerc, on December 15, 2009.



Teachers Coordinators of the ten secondary schools in a family picture with didactic documents offered by NCHRF.



Cross section of some students during the training on human rights.



Most active members of Lycee Bilingue Etug-Ebe Human Rights Club.



# HUMAN RIGHTS EDUCATION ACTIVITIES IN PICTURES

Mr. Ngalim Eugene, Executive Director of CAMYOSFOP briefing H.E. Lisa Peterson, DCM at the US Embassy on the successes and challenges on the implementation of the project.



Mr. Ngalim Eugene, Executive Director of CAMYOSFOP in a discussion with Ms. Mispa Itoa, Inspector General of the Ministry of Basic Education on the need for human rights education in primary schools.



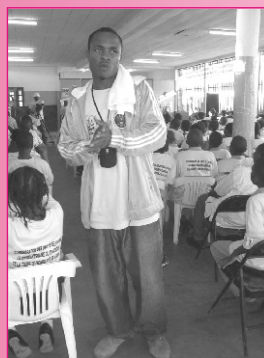
SILVER, budding Artist in a musical performance during the human rights cultural manifestation in Collège de la Retraite.



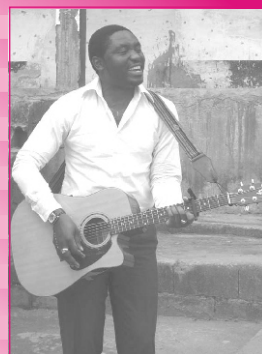
Ms. Ze Ngono Tabi Francoise representative of the Chairman of NCHRF during the human rights cultural manifestation in Lycée le Leclerc.



Ms. Kwamu Nana Abunaw Marie Etengeneng, representative of the Chairman of NCHRF during the human rights cultural manifestation in EHS.



Mr. Alex Bikok, CAMYOSFOP Facilitator of the project.



Richard Kings' budding Artist in a musical performance during the human rights cultural manifestation in EHS.



Mr. Ngalim Eugene decorating H.E. Lisa Peterson with a small arms pin.



Mr. Ngalim Eugene decorating Ms. Ngomba Namondo B, Vice Principal of LBA with a small arms pin.



Lycée Bilingue Essos Human Rights Club in a theatre performance.



Teachers Coordinators of EHS presenting the didactic material offered to their club by NCHRF.



Netcheyo Mkuingang Fustel, laureate of the Essay Competition flanked by his teachers and Ms. Ze Ngono Tabi Francoise, commissioner of Human Rights.



Choral group of Mario Complex Academy in a musical performance during the cultural manifestation in Lycée Leclerc.

3.4. provide adequate organizational, coaching and technical oversight to 10 newly created human rights clubs.



A). **Site Visits:** Prior to the inception of this project in schools we planned for a good number of working meetings with school principals in order to seek the best methods we could jointly utilize to make this project succeed. We had 15 preliminary meetings with the 10 secondary school principals regarding the creation of human rights clubs



*CAMYOSFOP project team arriving Lycée Leclerc for a working session with the officials of the institution.*



And the participation modalities of club members in the entire project cycle. During these visits, we equally invited the officials of Democracy and Human Rights program of the US Embassy to participate as observers.





Mr. Tchouta Amany Head of Promotion Unit at NCHRF presenting the winners of the Essay Competition.

**B). Facilitation of club activities:** We provided adequate techniques and methods which were utilized in debates, quizzes and sketches.

**C). Organization of mock activities:** CAMYOSFOP organized mock debates, quizzes and sketches in schools prior to the three 'Human Rights cultural Manifestations', in order to keep these students in practical case scenario regarding events of this caliber.

**D). Organization of competitive human rights essay contest in schools:** In collaboration with the National

Commission on Human Rights and Freedoms (NCHRF), we organized an essay competition in view of the commemoration of the 61<sup>st</sup> anniversary of the Universal Declaration on Human Rights commemorated on the December 10. The theme for the competition was "what are human rights?" The result of this contest was published during the first Human Rights cultural manifestation that took place



Netcheyo Nkuingang Fustel first laureate with his trophy and Certificate handed to him by Ms. Ze Ngono Tabi Francoise, Representative of the Chairman of NCHRF.

in  
Lycée  
Générale Leclerc.



Njouankep Sime Steve, second laureate receiving his trophy from Mr. Mpele Emmanuel, Principal of Lycée Leclerc.

The following students distinguished themselves in this competition. First position, Netcheyo Mkuingang Fustel of Lycée Bilingue Etoug-Ebe; Second,

Njouankep Sime Steve of Lycée Bilingue Etoug-Ebe; third, Bi Claris of Lycée Bilingue Essos; Fourth, Bissong Takem Grace of Lycée Bilingue Etoug-Ebe and Bongaljimo Claudette of English High School, Obili. The cash prizes offered by the NCHRF included: First prize; 100,000 FCFA; Second prize 50,000 FCFA; and third prize 25,000 FCFA. The fourth and fifth in line received participation prizes. More so, didactic materials for human rights education were offered by the NCHRF to the 10 secondary schools that participated in the competition.



Bi Claris Third laureate, receiving her Trophy from Mr. Ngalm Eugene, Executive Director of CAMYOSFOP.

### Activity 3.5: Organization of human rights cultural manifestations.

In the course of the project we organized three human rights cultural manifestations, in three different secondary schools, each taking place at the end of each term. The first manifestation organized on December 15, 2009 was hosted by Lycée Général Leclerc, while the second manifestation organized on February 10, 2010 was hosted by English High School (EHS), Obili, and the third and the last manifestation that took place on May 12, 2010 was hosted by Collège de la Retraite de Yaoundé.



Mr. Mpele Emmanuel, Principal of Lycée Leclerc, speaking on the importance of extra curricular activities on the education of human rights.



Cross section of participants during the human rights cultural manifestation in Lycée Leclerc

the human rights clubs in the various schools to take interest in human rights and join in club activities;

- Evaluating the implementation of the project activities in the various campuses;
- Valorizing students' creative



Cross section of participants during the human rights cultural manifestation in EHS.

The cultural manifestations were aimed at:

- Show casing what the students have acquired during the school term;
- Motivating the non members of



Choral group of Lycée Leclerc in a Christmas Carol performance during the human rights manifestation in Lycée Leclerc.

talents;

- Mainstreaming human rights issues across the wider public;
- Enhancing media visibility for the 10 schools involved in the project.

The criteria for the objective assessment of the various activities of the cultural manifestations were:



- I. Quality of the response: honesty and the content of the message.
- II. Language quality: The use of words and meanings attached to them, including grammar and fluency.
- III. Self-confidence: Poise and composure
- IV. Logical argument: Verifiable facts presented during debates.
- V. Sense of humor: Jestings alongside each of the activity.
- VI. Bilingualism: Presentations in both English and French gained more points
- VII. Mastery of the subject matter.

We ensured that the criteria above were communicated to all the 10 secondary schools prior to the 3 Human Rights Cultural manifestations and applied in the course of each evaluation. In addition, only teachers whose schools were not involved in a particular activity evaluated the schools in competition. It is worth noting here that the essence of this activity was not to attribute scores to the schools that participated but to understand the degree of involvement of each school. We deduced from our scores that by virtue of the competitive nature of these activities no school scored below average in any activity and as such, we were obliged to grade all of them on a platform of achievers thus:

A. Debates: This was the most important activity considering the state of preparedness by the contestants and the audience. The debate needed a certain level of research for these young students and consequently, most of them had been initiated into basic research early enough in life, prior to advance University studies and research methodology. The project has equally taught these students, lessons on democratic debates hence, a good precedence for Cameroonian democracy in the future.

**Methodology:** Main speakers had 3 minutes for the first round and their assistants 2 minutes each. In the second round of the debate, the main speakers were accorded 1 minute each to round off their arguments.

**I. First manifestation:** The debate topic was: 'Is the school the best environment for the teaching of human rights'?  
**Contestants:** Lycée Général Leclerc (debated for) and College de la Retraite (debated against).

**Winner:** Lycée Général Leclerc advanced very strong arguments as compared to their counterpart.

**II. Second manifestation:** The topic for the debate was: 'Is education both a right and an obligation'?  
**Contestants:** English High School, Obili, Yaoundé (debated for) versus Christian Comprehensive Secondary School, Nkolbong.

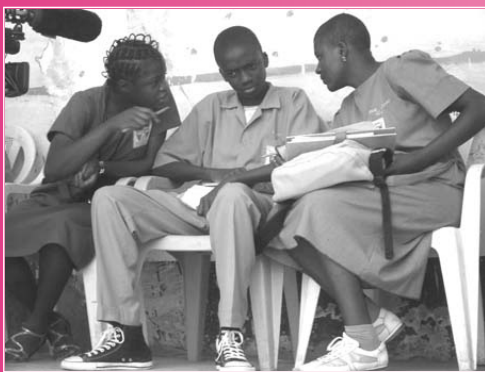
Winner: Christian Comprehensive Secondary School Nkolbong came out victorious. They advanced very strong arguments in favor of adequate informal education within family structures in Africa and Cameroon in particular as the case had been in the past.

III. Third manifestation: The topic for the debate was: 'Is human rights important for genuine development to take place'?

Contestants: Lycée Bilingue Etoug-Ebe, Yaoundé argued for while Lycée Bilingue Essos, Yaoundé, argued against.

Winner: Lycée Bilingue Etoug-Ebe, Yaoundé, won owing to their strong arguments advanced regarding President Barrack Obama's rise to power in a free and fair society like the United States of America.





LBA Human Rights Club during a quiz consulting on a question.

**B. Quiz:** This activity was the second most important activity and it was based on the first thirty articles of the Universal Declaration of Human Rights. This activity entailed that students read, understand and show-case glaring examples of human rights abuse cases in Cameroon and the world. We discovered in this particular activity that no school performed below average hence, a reason for us to conclude that these students were highly motivated thanks to their choice as participants in this project.

**Methodology:** 12 questions were selected in the form of a lottery and each student was bound to pick up just one question for all the 12 student contestants, in order to render the process more objective and transparent to the wider public.

**Contestants:** All the 10 secondary schools.

**Results:** All the 10 secondary schools participated in this activity and none had a score below average, an indicator that the first 30 articles of the Universal Declaration of Human Rights were well understood by all club members of these pilot schools.

**Key issues evoked during the quiz:** Physical and psychological torture; economic forms of slavery and child labor; arbitrary arrest, equality between human beings; and nations, the universality of human rights; elections participation, and the public service, to name a few.

### C. Sketches related to Human Rights:

**Contestants:** All the 10 secondary schools

**Results:** All the 10 secondary schools presented sketches with informative and educative messages on human rights related issues.

**D. Journalistic report, advocacy and brainstorming:** These activities focused on human rights burning issues, geared towards highlighting the importance of Human Rights today. It also exposed the influence of the Human Rights Clubs in the various schools. We had journalistic reports on "Human Rights activities in schools"; advocacy messages on "the importance of Human Rights education in schools"; brainstorming on "equality before the law". All the 10 secondary schools participated in these activities and they all did exceedingly well.

**E). Performances (Song and dance):** For each Human Rights cultural manifestation, we had diverse songs, poems and dance performances on Human Rights related issues which went a long way to broaden the scope of both the students and the wider public's understanding regarding the subject matter.



Traditional dance of LBA during the cultural manifestation in College de la Retraite.

### 3.6: PUBLICATION OF NEWSLETTERS

The publication of a human rights newsletter on the project was designed for the following reasons:

- Giving visibility to the activities of the project;
- Developing the writing skills of the students involved in the project;
- Mobilizing the national and international community on the importance of human rights education in schools.

In the course of the project, we published 3000 copies of the newsletter per edition published in each of the three school terms of the 2009/2010 academic year, giving a total of 9000 copies published. Each of the ten secondary schools received 200 copies of the newsletter per edition published. The schools were expected to distribute the newsletters to club members and non club members interested in the activities of the club, as well as to the teachers and parents. It is worth noting here that most of the articles of this newsletter were written by students and teachers but, edited by CAMYOSFOP. It can be inferred from the quality of the articles that, these students and teachers who wrote the articles had an in-depth knowledge into human rights related issues. It is equally true that a good portion of the newsletter was a count down on the activities that took place in schools. The key events included testimonies from the students and the teachers highlighted through photos.





### 3.7. PRODUCTION OF A VIDEO DOCUMENTARY ON HUMAN RIGHTS

The video documentary which is another major activity for the project is aimed at:

- Mainstreaming human rights in the wider public;
- Show casing youth talents to a wider public;
- Mobilizing policy makers on the need for the implementation of human rights education in the curricular.



*.Mr. Peter Njodzeka, Director of PENJO studio during, documentary producer.*



*PENJO documentary group in a shooting exercise.*

The video documentary that carries extensive interviews of the US Ambassador to Cameroon, H.E. Janet Garvey, the Chairman of the National Commission on Human Rights and Freedoms, Dr Chemuta Divine Banda and the Minister of Secondary Education, Mr. Louis Bapes Bapes amongst others, will become a tool for human rights education through the media and during special events such as the commemoration of the Human Rights day and the Youth Day.

## 4. CONSTRAINTS WITNESSED DURING THE IMPLEMENTATION OF THE PROJECT.

Within the course of implementing this project we encountered the following setbacks:

4.1. In the course of our preliminary meetings with the 10 principals of the selected schools, two principals declined to participate in the project due to their over-charged academic and curricula program for the school year (that is Collège Vogt Nsimeyong-Yaoundé and Lycée Nkol- Eton-Yaoundé).

4.2. We carried out these activities through pre-financing, pending disbursement of the second portion of the grants and as a consequence, we suffered from some financial constraints especially those covering the cost of transportation to and from the secondary schools and the provision of basic documentation for in-school club activities.

4.3. Limited documentation and financial resources for the Human Rights Clubs, as per the production of more international human rights instruments and posters not to mention the transportation of all club members to inter-school events took centre stage. It is worth noting that grants offered to the schools were of great assistance but only limited since it did not meet all their needs.

4.4. Some teachers were not highly motivated to be involved in the entire process of the project implementation.

## 5. RECOMMENDATIONS

5.1. It is much more proper and time-friendly to seek the approval of the schools about six months prior to the start of this project in schools.

5.2. It is highly convenient for financial resources to be disbursed according to the project timeline in order to avoid unnecessary financial constraints regarding the organization of key project activities.

5.3. Raise more funds in order to meet with the needs of the 10 Human Rights clubs against the next academic year and possibly create more clubs in others schools.

5.4. We were obliged to carry out a process evaluation with the teachers in order to understand why some teachers were highly involved in this project and others were not. The report of this process evaluation with its results is found here below:



## 6. PROCESS EVALAUTION REPORT FROM THE TEACHER COORDINATORS OF EACH SCHOOL

The process evaluation of the human rights education with the teacher coordinators of the 10 secondary schools organized on April 23, 2010 took place at the conference room of the National Commission on Human Rights and Freedoms (NCHRF).



*Evaluation session of the project. From L. R: Mr. Tchouta Amany Head of Promotion Unit, NCHRF; Mr. Ngalm Eugene, Project Coordinator; Mr. Linjap Charles, Project Consultant.*

### **Methodology for this process evaluation:**

1. Strengths, Weaknesses, Opportunities and Threats (SWOT) approach.
2. Interactive focus group discussions.



*Cross section of teachers during the evaluation of the project.*

**I. PROCESS EVALUATION OF STRENGTHS: THE FOLLOWING STRENGTHS WERE RECOGNIZED**

No	Schools	Technical implementation	Public visibility	Frequency of club activities	Gender representation	Use of the human Rights Pedagogic manual
1	MARIO Academy Complex, Yaoundé	The Universal Declaration of Human Rights(UDHRs) was distributed and explained to 50 club members	Articles from the UDHRs were published on weekly basis on their notice boards; A human rights newsletter was published; A sketch was presented on the Monday Show program on CRTV (TV).	Once a week (Friday) But it is worth reckoning that some club members met and worked on a daily basis	More girls than boys are registered as club members	Teachers utilize this manual in order to teach students issues regarding human rights
2	Lycée Bilingue Essos, Yaoundé	The UDHRs was distributed and explained to 75 club members and all class prefects	Human Rights posters were posted on key points on the school campus	Once weekly (Wednesday)	More girls than boys are registered as club members	The Human Rights pedagogic manual was never shared amongst the teacher's coordinators.
3	Government Bilingual Practicing High School, (LBA), Yaoundé	The UDHRs was distributed and explained to 60 club members	Articles from the UDHRs were read every morning on morning devotion and key manifestations in school	Once weekly (Wednesday)	More girls than boys are registered as club members	Citizenship education teachers utilize this Human Rights manual which is put at their disposal at the Vice Principal's Office



4	Mevick Bilingual Grammar School, Etoug-Ebe Yaoundé	The UDHRs was distributed and explained to 80 club members	Every 7:30 am during morning devotion a copy of article is shared to students and teachers	Club meetings are held twice a month	More girls than boys are registered as club members	The Human Rights pedagogic manual has been placed in the school library in order to make it accessible to teachers.
5	Christian Comprehensive Secondary School, Nkol-Mbong Yaoundé	The UDHRs was distributed and explained to 50 club members	Copies of the UDHRs were posted in the refectory, the auditorium and key press boards on the school campus. Club members presented a sketch during the PTA meeting and received 25,000 FCFA support from their parents	Once weekly (Friday)	More girls than boys are registered as club members	The Human Rights pedagogic manual has been placed in the staff room to facilitate access to teachers
6	Collège de la Retraite, Yaoundé.	The UDHRs was distributed and explained to 20 club members	Every 7:30 am during morning devotion, an article is shared to all the students and teachers; articles are published on press boards; Human Rights is mainstreamed in Integrity Education lessons in school	Once weekly (Friday)	More girls than boys are registered as club members	All teachers taking lessons on Integrity Education; Citizenship Education; History, Geography and Moral lessons, have read and shared this Human Rights pedagogic manual

7	English High School, Obili, Yaounde,	The UDHRs was distributed and explained (two articles per session) to 45 club members	Publish articles on press boards	Once weekly (Friday)	An almost equal ratio of girls and boys thus there is gender balance in this club	The Human Rights pedagogic manual has been shared with all teacher coordinators
8	Lycée Générale Lederc	The UDHRs was distributed and explained to 40 club members	Publish articles on press boards and read key articles during big public manifestations in schools	Every Wednesday	More girls than boys are registered as club members	The Human Rights pedagogic manual has been shared with all teacher coordinators
9	Lycée Bilingue Etoug- Ebe	The UDHRs was distributed and explained to 68 club members	The UDHRs was pasted in every classroom	Every Wednesday	More boys than girls are registered as club members	History and Geography teachers utilize this manual in preparing their lessons
10	Lycée de Nkoldongo	The UDHRs was distributed to 25 club members.	During each week an article of UDHRs is printed and posted on the human rights notice board. Sketches are also prepared and performed on the basis of the articles in the UDCHRs	Every Wednesday	More girls than boys are registered in the club	The pedagogic manual is being used by the teacher coordinators of the Human Rights club. It is in the care of the chief Coordinator





Evaluation session. Ms. Eva Etongue Elangue, Chief of the Promotion and Protection Division at NCHRF giving a word of advice to teacher's coordinators.

## II. Process Evaluation of weaknesses: the following weaknesses were recognized.

- The non-implication of senior students in this project rather weakened the overall impact.
- The limited involvement or non-implication of some teacher coordinators.
- Some teachers were less interested in the running of in-school club activities.
- Administrative bottlenecks hindered the effective running of club activities in most

- of the lay private colleges.
- Streamlining of cultural manifestation by CAMYOSFOP in order to respect time.
- Lack of clear modalities on cost of sharing between the grant support and school financial input.
- Lack of adequate timing for club activities in some of the schools.
- Limited copies of the Human Rights pedagogic manual distributed to teachers.

## III. RECOMMENDATIONS:

The following recommendations have been taken into CONSIDERATION order to mitigate the above weaknesses:

- Involve all the students for in-school club activities except during cultural manifestations whereby, only the selected students from forms I to form 3 who are allowed to participate in out-school activities participate as a leeway to sustaining this project.

- Cajole school owners and Government officials through strategic lobbying to support the activities of Human Rights clubs like any regular support they give to similar clubs existing in their schools.
- Do not highlight the 100,000 FCFA grant support because it deters the school officials from providing matching funds in order to catch up with club expenses.
- A fundraising team should be created in each school in order to entice the parents, teachers and school officials to support the Human Rights club activities.
- CAMYOSFOP project team members should pay a special field visit to schools in order to fix some of these weaknesses in the short term and the middle term shortcomings shall be fixed as per the sustainability plan of the project.
- More pedagogic manuals should be distributed to teachers.
- Teachers who are actively involved in Human Rights club activities shall be allowed to seat for a competitive essay competition on Human Rights and a final Certificate of Recognition shall be issued to the best three contestants.



Family picture of teachers coordinators of the ten colleges involved in the project.

#### **IV. Process Evaluation of Opportunities: the following opportunities were identified.**

- This project can be carried out on a triennial basis, in order to have deeper insight about its impact.
- There is a possibility of making Human Rights Education a subject matter in all institutions of learning (primary, secondary, and high school and university levels) in Cameroon.

#### **V. Process Evaluation of Threats: the following threats were identified.**

- This project cannot achieve its desired impact in one year hence, there is need to scale up the project in other schools.
- There is need to strengthen the capacity of teachers through face-to-face training on key human rights instruments, in order to sustain the clubs in their schools.

## **7. CONCLUSION**

The pilot phase of this project was an interesting experience for both the students and the teachers that were involved in the project. The success of the project has led to a high demand by the 10 colleges for the continuation of the project. On this note, CAMYOSFOP would be grateful if, the Embassy of the United States of America to Cameroon, the National Commission on Human Rights and Freedoms, the Ministry of Secondary Education or any other partner in development help sustain this project not only in the 10 secondary schools involved but equally in other secondary schools in Cameroon. CAMYOSFOP on her part is ready to provide the necessary technical resources for the continuous implementation and extension of the project in other secondary schools in Cameroon.



# HUMAN RIGHTS EDUCATION ACTIVITIES IN PICTURES



Ms. Henriette Fotsing, Teacher Coordinator of Lycée Bilingue Etug-Ebe, handing over a certificate of participation to the representative of Lycée Leclerc Human Rights Club.



Mr. Martin Tsounkeu, General Representative of ADIN handing over certificate of participation to the Representative of LBA Human Rights Club.



Rev. Sister Josephine. N., Principal of Collège de la Retraite handing over a certificate of participation to the representative (Prince CHAFA) of Lycée Bilingue Essos Human Rights Club.



Lycée Bilingue Essos Human Rights Club during a debate.



Lycée Bilingue Etug-Ebe and Lycée Bilingue Essos during a human rights debate.



CCSS Nkolbong Human Rights Club in a sketch performance on human rights.



Collège de la Retraite Human Rights Club during a quiz on human rights.



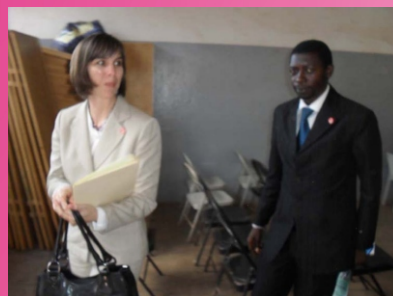
Lycée Nkoldongo Human Rights Club in a sketch performance on human rights.



Lycée Bilingue Etug Ebe Human Rights Club in a sketch performance on human rights



Ms. Bari Fanso, Project Facilitator/MC/PRO, CAMYOSFOP animating human rights cultural manifestation at EHS Obili.



Mr. Ngalim Eugene Project Coordinator/ Executive Director of CAMYOSFOP ushering H.E. Lisa Peterson, DCM at US Embassy to the hall for the closing ceremony of the project.



Mr. Ngalim Eugene, and H.E. Lisa Peterson thrilled by performances of the cultural manifestation on human rights.



# HUMAN RIGHTS EDUCATION ACTIVITIES IN PICTURES



Dr. Block Michel, Pedagogic Inspector at the Ministry of Secondary Education in an opening speech during the inaugural ceremony of the project on November 4, 2009.



H.E. Lisa Peterson, Deputy Chief of Missions (DCM) at the US Embassy, presenting her opening remarks during the inaugural ceremony of the project on November 4, 2009.



Mr. Barthelemy Obongono, Secretary General of NCHRF presenting his statement during the inaugural ceremony of the project on November 4, 2009.



Group picture of first five students of Essay Competition on Human Rights organized by the NCHRF and CAMYOSFOP.



Cross section of students during their training on Human Rights on November 4, 2009.



H.E. Janet Garvey, US Ambassador to Cameroon interviewed on CAMYOSFOP Human Rights Education project by Ms. Patience Elango, Press and Information Secretary for CAMYOSFOP.



Cross section of students during the third cultural manifestation at Collège de la Rétaite/closing ceremony of the project.



Cross section of teachers during their training on Human Rights on November 5, 2009.



CAMYOSFOP facilitators in a family picture with the Principal and Vice Principal of LBA.



**Cameroon Youths and Students Forum for Peace (CAMYOSFOP)**

**Forum des Jeunes et Elèves (Etudiants) Camerounais pour la Paix (FOJECF)**

P.O. Box 3873 Yaoundé-Cameroon. Office Location: Immeuble HAJAL, Yaounde, 6<sup>th</sup> Floor, Apartment 601.

Tel: (237) 77 32 93 61 / 22 67 09 11. Email: [camyosfop\\_p@yahoo.com](mailto:camyosfop_p@yahoo.com) / [camyosfop@hotmail.com](mailto:camyosfop@hotmail.com).

Registration N°. 00674/RDA/J06/BAPP