

# Human Rights Education Newsletter

## Journal d'éducation aux droits de l'homme

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### Showcasing the Benefits of Human Rights Education



The CAMYOSFOP Human Rights Education Program dates back to the creation of CAMYOSFOP in 1999. The program has been implemented through the creation of Human Rights Clubs in secondary schools in Yaounde. These first set of human rights clubs saw the light of day in 2001. The following schools: the English High School, Obili; Government Bilingual Practising High School, Yaounde; Bilingual High School, Essos; Lycée General le Clerc; Mevick Bilingual High School, Etug-Ebe; and Christian Comprehensive Secondary School, Nkolbong were the beneficiaries of this project. With the support of the Embassy of the United States of America in Yaounde in 2009, four additional clubs were created in College de la Retraite; Mario Complex Academy, Mendong; Government Bilingual High School Etug-Ebe; and Lycee de Nkoldongo. In 2013, the US Embassy provided more funds to scale up the number of clubs from ten to twenty. These additional clubs are: Lycee d'Anguissa; Lycee d'Elig Essono; Lycee Technique Charles Atangana; CETI de Ngoa-Ekelle; College Montesquieu, Yaounde; Lycee Bilingue Nkol-Eton; Amity College International. Yaounde; Holy Infant Secondary School, Melen; and Oxford Secondary School,

Bisquiterie.

The functioning of the above human rights clubs has been effective through a number of extra curricula activities focused on the thirty articles of the Universal Declaration on Human Rights. These activities include debates, journalistic reports, quizzes, drawing and paintings, poetry, songs, and drama. It is also important to note that the most exciting of all the activities is always the Human Rights Excellence Essay Competition that is conducted in advance of the D-Day.

Since 2009, the Essay competition has been organized in partnership with the National Commission on Human Rights and Freedoms (NCHRF). Unfortunately, the essay competitions have been on a halt since 2013, and this owes to the lack of sustainable funding for human rights clubs. However, not all is gloom because, through the financial support of the NCHRF, the Essay Competition Excellence Award was again relaunched this 2017, hoping the program will this time around be sustainable.

Knowing the importance of human rights education in the upbringing of our children to enable them to be responsible citizens with assimilated virtues of shunning corruption, immorality, marginalization, xenophobia, racism, tribalism, injustices and other social ills. In this manner, children are guided and learn how to promote democratic principles, which is one of the imperatives and steps towards the restoration of the decaying moral ideals that have continued to drag behind the Cameroonian nation-state over the years. Building on our organizational vision and the aspiration that both former and new sponsors will re-engage with CAMYOSFOP in this program, we, therefore, remain self-assured of our contribution in positively transforming not only our society but lives as well.

**Mr. NGALIM Eugene NYUYDINE**  
Executive Director, CAMYOSFOP

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**Dr. C. D BANDA**, Chairperson of National Commission on Human Rights and Freedom in an exclusive interview Pg. 3

# Reflection

## *Appreciate What You Have*

Life is too short to wake up in the morning with regrets.

This is the story of 15-year-old Desire, the second born in a family of three. The poor condition of her family made her blame it on her parents. Desire narrates the story of her life under the care of her parents to her friends as a nightmare and enumerates the challenges of living in poverty. Despite the poverty and her parent's low standard of living, they were able to still send her and her siblings to school.

Desire's low self-esteem is what made her life miserable. She wants to be like her friends and some of her classmate. She imagined how amazing life could be if her parents were rich. In school, she used to speak negatively of herself and family and her friends, in turn, made fun of her because of the way she looked and her shabbiness.

One faithful morning Desire took upon herself to make life miserable and a living hell for her parents and siblings. She would go to school and return home at her discretion. She forgot about the love, care, and loving-kindness shown to her by her parents and their efforts to ensure that she gets formal education. Her mother calls her attention to her non-charlatan attitude, imploring her to stop. "Desire when I was your age I did not have the opportunity to go to school, but I respected my parents and appreciated their efforts", her mother voiced out to her. To Desire, it is her right to go to school; she responded to her mother – "I have the right to education." At this point her mother is speechless; but being a mother, she walks towards her daughter - places her hand on her shoulder to console her saying "nobody said it would be easy, your father and I just promised it would be worth it. All you need to do now is to work hard and be successful in life and save your own children from going through the same fate."

To Desire, she owes no one anything. On the contrary what Desire did not understand is the fact that her right to school is not vigour. If that

was the case her parents also had the right to education, which her grandparents could not afford. Desire vanishes to town after her siblings and parents left to the farm. While in town, she carries a placard that boldly captures the words - "Homeless orphan, Help", all in the name of seeking assistance. The family returns home and she is nowhere to be found, but as fate will always have it their neighbour had seen her in town and immediately informed the parents. Her mother and brother hurriedly went to town and were lucky to find her. She is brought back home and scolded at by her parents.



Her mother asked her "wouldn't it be wonderful if you spared us all from this stress?" Bent on making things even more difficult for her family, Desire gets up and in anger goes into the house and gives a deaf ear to her father's call for a cup of water as he chokes to his death. Though he managed to get to his wife, it was too late and he gave up the ghost. Desire is shaken, this is a wakeup call for her, and she begins to realize the value of a parent. But then, life is too short to wake up in the morning with regrets; nevertheless, it's never too late to make a

difference.

At this point Desire's mother cannot single-handedly afford her education. Desire spends a whole year at home while her mother continues with her farm work and trade to ensure she saves for Desire to complete her education. Good enough she was able to return to school the following year to finalize her education and the situation this time around was different. She went down on her knees and apologized to her mother and siblings. To her, this was the happiest day in her life because she was not only forgiven but was listed as the best graduating student of her batch. During her speech, all Desire had written for her presentation were these touching words "**Change the course of your life with the opportunities your parents give you. Thank you**"

**Lukong Brenda Berriliy**  
**Communication's officer, CAMYOSFOP**

## **Dr. Chemuta Divine BANDA, Chairperson of the National Commission on Human Rights and Freedoms in an exclusive interview .**



*The actual security situation that our country faces today, the Anglophone crisis in the North West and South West Regions, the fight against the terrorist group BOKO HARAM in the Far North Region and the fight against the SELEKA Rebels in the East Region have brought insecurity in these areas which have affected the educational system and the right to education of youths, says the Chairperson.*

**Can you tell us more about the work of the Commission in the Promotion and Protection of the Human Rights Education in Cameroon?**

The National Commission on Human Rights and Freedoms (NCHRF) whose goal is to promote and protect human rights have been working for the past three years to ensure that children from their very youthful age are educated on their rights. We have also been working hard with Civil Society Organizations (CSO) by strengthening their capacities on human rights issues. For example, we have been working with CAMYOSFOP to foster and educate children on their rights, by establishing the Human Rights Excellence Award in some secondary schools in Yaoundé. We are equally working with the Ministries of Basic and Secondary Education on how Human Rights can be considered in the school curriculum.

**Has the creation of human rights clubs made any difference in the work you do in your Commission? If yes, how?**

Indeed, it has permitted the Commission to sensitize youth in particular and the population in general on the fundamental human rights values and related subjects. The commission has been fully engaged in the sensitization process. However, we need to reinforce our action in this domain to attain better results.

**Which mechanisms have been implemented by the NCHRF to ensure the proper functioning of the human rights education programme in the 10 regions of Cameroon?**

The Human Right Education Programme was implemented in all the 10 regions of Cameroon during its pilot phase in 80 schools, mainly 50 primary and 30 secondary schools. Pedagogic Inspectors were trained at the national and regional levels in order to spread the teaching of human rights in their respective domains.

**How sustainable is this programme?**

After the evaluation of the pilot phase of this programme which was considered satisfactory, the NCHRF is in a concertation process with partners in order to increase the printing and dissemination of pedagogic manuals, and extend the teaching of human rights in all primary and secondary schools in Cameroon.

**What is the Commission's take on the continuous partnership with CAMYOSFOP in organizing the Essay Competition Excellence Award with Secondary Schools since 2009?**

The NCHRF has gained so much as regards its partnership with CAMYOSFOP. As years go by, we have ameliorated the conduct of the excellence competition thanks to CAMYOSFOP's experience and advice from the field, working directly with schools. The NCHRF has gained experience working with children (understanding their specific needs on human rights and assisting them in developing leadership skills).

**Three years after the last essay, what is the motivation of the Commission in re-engaging with CAMYOSFOP in the organization of this year's competition?**

First of all, I want to congratulate CAMYOSFOP for her continuous persistence and interest in promoting Human Rights among Cameroonian youths. We regret not to have organized this Essay Competition Excellence Award in the previous years due to some reasons beyond our control. However, we thought it important to organize the award this year following several requests from many educational institutions that it should be re-launched. We are also convinced that this Competitive Excellence Award is a means to keep the link between existing Human Rights clubs in some schools and the Commission. We have observed how positively this competitive award has impacted the youths and raised awareness on the work done by the Commission and CAMYOSFOP as regards its mission. We intend to continue in that spirit.

**What is your appreciation of this year's Human Rights theme in relation to Human Rights Education?**

This year's theme "Education of Human Rights as a Vector in the ideas of peace, security and peaceful coexistence of the people" falls in line with the actual security situation that our country faces today (the Anglophone crisis in the North West and South West Regions, the fight against the terrorist group BOKO HARAM in the Far North Region and the fight against the SELEKA Rebels in the East Region). Security threats in these areas have affected the educational system which in return has impacted negatively on the right to education of youths.

**Are there any plans to extend the Human Right Essay Competition Excellence Award to other regions of Cameroon?**

Absolutely. We aim at making this award a national competition in the years ahead and your continuous partnership will be great motivation. I will use this opportunity to encourage more C.S.O's and partners to join us in order to make this competition a more successful one in the future.

**Interview conducted by, Lukong Brenda Berriliy  
Communication's officer, CAMYOSFOP**



## THE RIGHT TO EDUCATION



The right to education is acknowledged as a human right in a

number of international agreements. The 1948 Universal Declaration of Human Rights in article 1 says: 'All human beings are born free and equal in dignity and rights' and article 26: 'everyone has the right to education'. Education is basically valuable as humankind's most effective tool for personal empowerment. Education as a human right means; the right to education is lawfully guaranteed for all without any discernment on race, colour, sex, language, or religion. It is the responsibility of states to protect, respect, and fulfil the right to education.

Compelling to the situations in the North and South West Regions of Cameroon, every individual child has equal access to a quality education adapted to meet his or her needs just

as those of other regions of Cameroon. The purpose of education must be directed toward the development of each child's personality and full potential. Both individuals and society benefit from the right to education. It is fundamental for human, social, and economic development and a key element to achieving lasting peace and sustainable development.

There is need for schools to respect the integral dignity of every child creating an environment of respect and tolerance. Students, parents and communities have the right to participate in decisions that affect their schools and the right to education.

**Fonbanla Gaelle Dufe, Intern CAMYOSFOP**

## Education, Peace, Security and Peaceful Co-existence

The Human Rights Day observed annually on December 10<sup>th</sup>, is a day in which the world once again commits itself to protecting the fundamental human rights of all people. In this year's celebration, the year-long campaign circles around the theme "*Education of Human Rights as a Vector in the ideas of peace, security and peaceful coexistence of the people*" this to ensure the rights and freedom movement, freedom of speech, freedom of worship, freedom from want, and freedom from fear. We all need to stand up for equality, justice and human dignity our rights and the rights of others regardless of race, colour, religion, sex, language and status. This year, the Human Rights Day kicks off a year-long campaign to mark the international Human Rights Day. It is the day the United Nations General Assembly in 1948, adopted the Universal Declaration of Human Rights.



**Lukong Brenda Berriliy Communication's officer, CAMYOSFOP**

## Le Prix de L'excellence

Le prix de l'excellence **Droits de l'homme** est un concours de rédaction qui oppose des élèves de différents établissements secondaires. Cette année il se tient comme à l'accoutumée dans le cadre des festivités marquant la journée des Droits de l'homme, la 69<sup>e</sup> du genre. Le Prix de l'excellence Droits de l'Homme est une initiative conjointe de la CNDHL (Commission Nationale des Droits de l'Homme et des Libertés) et CAMYOSFOP (Cameroon Youths and Students Forum for Peace). Pour cette 4<sup>e</sup> édition qui concernait quelques établissements secondaires de la ville de Yaoundé. Les thèmes retenus étaient:

- Quelle est l'importance d'aller à l'école?
- Comment rendre les soins de santé accessibles au Cameroun?
- Est-il possible d'organiser un rassemblement public

sans perturber la paix?

Les critères de sélection de la meilleure rédaction tournaient autour de la compréhension du sujet, la pertinence du message véhiculé, la cohérence logique et l'argumentation. Tout ceci avec une bonne présentation et un respect des règles d'orthographe et de grammaire pour un total de 20 points. L'équipe de délibération était composée de CAMYOSFOP et de la CNDHL.



**Serge Nguiamba PRO, CAMYOSFOP**

## Activities that Marks the Human Rights Education Project



*Members of the Jury Made up of NCHRF, CAMYOSFOP and Observers Evaluating the Best Essay of the 2017 Human Rights Excellence Award Competition*



*Students of Government Bilingual Practicing High School Performing a Sketch on Human Rights*



*Trophies of the Human Rights Essay Competition Excellence Awards*



*Cross Section of Human Rights Clubs in a Human Right Cultural Manifestation*



*Human Rights Club of Holy Infant High School Melen, Yaounde*



*Human Rights Club of Government Bilingual High School Etug Ebe, Yaounde*



# Vox pop

## Teachers and Students Impression on the Human Right Essay Competition

### Teachers' Impression



I am impressed with this exercise which is worth encouraging. It is interesting having students write and participate out of classroom essays. I will like to use this opportunity to say congratulations to the organisers and to the participants. Nevertheless, the organisers should agree on a general theme for the students if there is to be the next edition for all the schools participating to ease evaluation.

**Mr. Paul Tar Philosophy teacher and coordinated of extracurricular activities at Holy Infant High School, Yaounde, Observer in Jury**

Ayant participé aux délibérations du 4<sup>e</sup> concours des Droits de l'homme, j'ai retenu un sérieux dans le travail de la commission, toutes les copies ont été examinées avec minutie et sérieux, passant en revue les normes pédagogiques. Mais aussi la connaissance des instruments de protection des Droits de l'homme par les candidats. C'est donc, à l'entendement, une initiative louable et encourageante.

**Fridolin Martial Fokou, PLEG, Lycee de la cite verte  
Observer in Jury**



### Students' Impression



Taking the competition was to make my voice heard. I want that women in all parts of the world should go to school for it is a privilege. I also want that the rights of a child should also be respected.

**Awa Precious T: Form 3,  
Government Bilingual High School Etug Ebe**

Ça me touche beaucoup d'avoir participé parce que je me sens d'une part concerner surtout par les droits des femmes parce que de nos jours les femmes sont un peu reculer et j'ai réalisé que je peux contribuer à l'avancement dans le monde des droits de la femme par ma rédaction. Je suis heureuse et contente d'avoir participé à cette compétition.

**Kofane Davina Prisca: Form 3, Lycee de la cite verte**



My impression participating in the Human Rights competition was that if I win and the government sees and read my essay they will try and change some things in our country.

**Faith Chuwo: form 4,  
Mevick Bilingual Grammar school Etug Ebe**

I feel happy because citizens who have been humiliated before will know and have the chance to acquire Human Rights to go to school and become responsible in future and in the society.

**Sharon Kernyuy Sala, Form 4,  
Government Bilingual High School Etug Ebe**



J'ai été très contente de participer même comme tous les élèves ne voulaient pas faire le concours. Mon professeur principal m'a encouragé parce que les droits de l'homme sont bien pour tout le monde. Il faut connaître ses droits et aussi ses devoirs.

**Mbita Mbita: f4, Lycée de Nkol-Eton**

J'ai bien composé car j'ai eu le soutien de mes professeurs ainsi que de mes proches. Et dans ce but j'aimerais gagner au moins un prix ça va beaucoup encourager mes camarades pour la prochaine fois.

**Mazog Komgne Manuela: Form 4,  
Lycée Biligue de Yaounde, Essos**



Compiled by, **Christian Shofola, Jato Jennett Kopceip, Lukong Brenda.B, Serge Nguimba**

## Best Essay



Human beings have the desire to know about themselves, others and the world at large. Hence they will long to be educated, a school is a place where people go to acquire knowledge and be educated in order to prepare and face the challenges of in the world. There exist two types of education namely the formal education which is education gotten from schools and the informal education which is normal education gotten from society, family, youth and church groups. To be educated is one of the fundamental and inalienable rights of the all human beings. The inalienable right refers to the right that cannot be taken from a human being by whatever authority. While others think it is very important to be educated others are against this opinion. But how can going to school be a necessity in one's life? Going to school is an important aspect of life which is a right that has been violated because of gender inequality issues. In some communities, inequality has become the order of the day. It has been

improved between the boy and the girl child. The boy child is favoured and sent to school by his parents, while the girl child is disfavoured and left at home saying "a girls place is in the kitchen" and however sent to teenage marriage. These causes inequality and the illiteracy rate is high among the female gender. Some people do not consider going to school as an important aspect because they believe in culture and tradition. Such attitudes always keep them far away from school. They fail to understand that going to school will be of help to improve on those traditional practices, hence they refuse to evolve. For instance, some young people in the northern part of Cameroon prefer running after cows rather than going to school. In the eastern part, some young people especially boys prefer hunting rather than going to school. Hence the fundamental rights to education become meaningless to them. But even with this minimising of education, it is still very important. Article 2 of the African Charter on Human and peoples right states that "every individual shall be entitled to the enjoyment of the rights and freedom" recognised and set forth in this declaration without distinction of any kind. That is human beings shall no longer be minimized in the community. Education is of great importance in that it helps to reduce the rate of illiteracy in one's life, that is if one is educated he or she will have a good reasoning capacity and a good way of talking. Education also, helps one to be connected to the past, and prepare for the future. In this case, you will be thought about what happened in the past and what will happen in the future.

Education will also help to develop talents and skills in a person's life by practising it every time. Article 26 states that "elementary education shall be compulsory, technical education and professional education shall be made accessible. It also states that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding among all nations and religious groups and shall further the activities of the United Nations. Moreover when one is educated he or she will have information about his or her self both physically, morally and above all spiritually. When it comes to human rights and duties, it is the duty of the government to create schools and construct roads to help the citizens fulfil all their plans and aspirations in life.

I will like to conclude by saying it is the right for the government to create good road and schools, the right for teachers to teach very well, the right for parents to send children to school and not leave them at home, the right for children to devote their time and be educated but a duty for a child to be educated.

**Besong Esua Suzy.K: F4,  
Holy Infant High School**

### WORD OF APPRECIATION

### MOT DE REMERCIEMENT

*We wish to express our sincere thanks to the administration and students of the secondary schools that are engaged in the human right activities and all that took part in the realisation of this project.*

*We equally express our genuine gratitude to our partner, the NCHRF for their full collaboration and contributions for this project to be realised once again.*

*Nous souhaitons exprimer nos sincères remerciements à l'administration et aux élèves des établissements secondaires qui se sont engagés dans les activités des droits de l'homme et tout ceux qui ont participé à la réalisation de ce projet.*

*Nous exprimons également notre sincère gratitude à notre partenaire, la Commission nationale des droits de l'homme et des libertés (CNDHL), pour leur pleine collaboration et leurs contributions à ce projet.*

## Editorial Team

Director of Publication:

**Mr. Ngalim Eugene  
NYUYDINE**

Editor-in-Chief:

**Lukong Brenda Berrily**

Editors:

**Serge Nguimba, Suwun Rita Beri, Christian Shofola, Jato Jennett Kopceip, Fonbanla Gaelle Dufe**

## Relevations of Best Students



I will help to teach my fellow youth about human rights because it is very important. I was very impressed with the competition because it made me carry out research and I also learned more about human rights education.

**Besong Esua Suzy.K: F4, Holy Infant High School, Yaounde**

Je suis très ravi d'avoir remporté ce prix surtout que c'est la première fois même si j'aurais souhaité avoir le premier prix. Je suis sûr que la prochaine fois beaucoup de mes camarades voudront me battre.

**Seke Bidias: F3, College de la Retraite, Yaounde**



Ça me fait plaisir d'être sorti 3ème de ce concours pour dire vraie je ne m'y attendais pas. La prochaine fois s'il y en aura une je vais plus m'appliquer pour sortir première.

**Nzuffo Sogang Vicky. P: F3, Lycée de la Cité Verte, Yaounde**

### Evaluation Criteria

**Handwritten Articles shall be marked on twenty (20) points:**

Understanding of the topic: 5 points;  
 Pertinence of the message and argumentation developed: 5 points;  
 Logical coherence and argumentation: 5 points;  
 Presentation and Respect of spelling grammatical rules: 5 points;  
 The essay should not be more than 500 words and excessive number of language errors disqualify the candidate.

### EXPECTED CONTENT

Definition of Key Terms, (Education, Human Rights) and in relation to key Articles in the Universal Declaration on Human Rights.  
 Linking education to Human Rights and reference the fact that basic primary education is a Universal HR and illustration.

### Key Articles for the three topics of the Essay.

Article 20 on Freedom of Expression  
 Article 25 on the Right to Health  
 Article 26 on the Right to Education

### Consideration of the following instruments in the essays.

Universal Declaration of Human Right  
 Convention on all forms of discrimination Against Women  
 Convention on the Rights of Persons Living with Disabilities  
 African Charter on the Rights and Welfare of the child.

### Classification of Scripts into different languages (French and English) and Classes, that is;

Forms 1-3  
 Forms 4-5

### FIRST BEST 20 STUDENTS OF THE 2017 ESSAY COMPETITION

1. BESONG Esua Suzy Kelly - Holy Infant High School, Melen, Yaounde
2. Seke Bidias -College de la Retraite
3. Nzuffo Sogang Vicky Perelle -Lycée de la Cité Verte
4. Awa Precious Ticha- Government Bilingual High School (GBHS), Etug Ebe
5. Mazog Kamgne Manuella- Lycée Bilingue de Yaounde, Essos
6. Nson Emmanuel Grard-Lycée de la Cité Verte
7. Nfor John Caleb Ndi- Holy Infant High School, Melen, Yaounde
8. Tchingnia Chidma Ajuru Elka Lynn- Lycée de Nkol-Eton
9. Yomi Tchamba Annaelle Priscille-Lycée de la Cité Verte
10. Faith Chuwo- Mevick Bilingual Grammar School, Etug Ebe
11. NGO Bineng Amelia Christal- Lycée de la Cité Verte
12. Bana Mbel Stepahnie Natacha- Lycée de la Cité Verte
13. Demeyo Komtcheu Roy Bernado- Lycée de la Cité Verte
14. Dupon Samuel Allain Julien- Lycée Bilingue de Yaounde
15. Kofane Davina Prisca- Lycée de la Cité Verte
16. Attia Silas Prosper Bah- Government Bilingual High School (GBHS), Etug Ebe
17. Enoch Constance Ako- Mevick Bilingual Grammar School, Etug Ebe
18. Feudjio Synclair- Lycée de la Cité Verte
19. Fotso Fotso George Loic- Lycée Bilingue de Yaounde, Essos
20. Sharon Kernyuy SALA- Government Bilingual High School (GBHS), Etug Ebe