

RÉPUBLIQUE DU CAMEROUN  
Paix – Travail – Patrie

**COMMISSION DES DROITS  
DE L'HOMME DU CAMEROUN**

**SOUS-COMMISSION CHARGÉE  
DE LA PROMOTION DES DROITS DE L'HOMME**

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REPUBLIC OF CAMEROON  
Peace – Work – Fatherland

**CAMEROON HUMAN  
RIGHTS COMMISSION**

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OF HUMAN RIGHTS PROMOTION**

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**Toll-Free Number.- 1523**

**STATEMENT BY THE CAMEROON HUMAN RIGHTS COMMISSION TO MARK  
THE 6<sup>TH</sup> INTERNATIONAL DAY OF EDUCATION**

24 January 2024

**Theme. - *Learning for lasting peace***

**The Cameroon Human Rights Commission (hereinafter: "the Commission"), established by Law No. 2019/014 of 19 July 2019 and rendered operational on 29 April 2021, following the swearing-in of its Commissioners before the Supreme Court sitting in Joint Benches,**

***Bearing in mind*** that *the right to education occupies a central place among economic, social and cultural rights [and that it] is not only a right in itself, but [also] indispensable for the enjoyment of all other human rights"*<sup>1</sup>,

***Noting*** that by dedicating a day specially to education, the United Nations is reaffirming that education plays a key role in building sustainable and resilient societies and contributes to the achievement of all the other Sustainable Development Goals (SDGs), particularly in its three dimensions - economic, social and environmental <sup>2</sup>,

***Noting*** that, according to the United Nations Children's Fund (UNICEF) report published on 11 December 2023<sup>3</sup>, 1.4 million children (in Cameroon) require emergency assistance to access education, including 366,654 displaced children in the Far North Region and 367,000 in the North West and South West Regions, which are plagued by insecurity,

<sup>1</sup> See Singh KISHORE, « Article 13 », in : Emmanuel DECAUX / Olivier DE SCHUTTER (Dir.), *Le Pacte international relatif aux Droits économiques, sociaux et culturels, Commentaire article par article*, Economica, Paris, 2019, pp. 332-357 (spec., p. 333).

<sup>2</sup> See Resolution No. A/RES/73/25 of 3 December 2018, p. 2.

<sup>3</sup> See UNICEF, *Humanitarian Action for Children 2024 Cameroon*, originally published on 11<sup>th</sup> December 2023, 5 pp., (spec. p. 2), [https://www.unicef.org/media/149736/file/2024-HAC-Cameroon\(1\).pdf](https://www.unicef.org/media/149736/file/2024-HAC-Cameroon(1).pdf), accessed on 22 December 2023.



**Noting** that the United Nations General Assembly, at the close of the 44th plenary session, by resolution A/RES/73/25 of 3 December 2018, proclaimed 24 January as International Day of Education to strengthen the *role of education for peace and development*,

**Recognising** that the adoption of the above-mentioned resolution 73/25 demonstrates the political will of the United Nations to support the transformative actions of Member States in favour of inclusive, equitable and quality education for all,

**Considering** that the United Nations Educational, Scientific and Cultural Organization (UNESCO), through the theme of this year's celebrations, *learning for lasting peace*, reminds those involved in the education chain that "*learning for peace must be transformative, and help empower learners with the necessary knowledge, values, attitudes and skills and behaviours to become agents of peace in their [respective] communities [for lasting peace]*"<sup>4</sup>,

**Noting** that, in a global context marked by persistent inequality, increasing discrimination, hate speech, violence, especially against women and the girl child, and armed conflict, the building of more peaceful, just and sustainable societies begins with education, which is subsequently seen as a tool for preventing and managing conflict,

**Noting also** that, according to the *Lexique des termes juridiques [Lexicon of legal terms]*, (continuous) education is defined as "all means and actions aimed at education and vocational training, [particularly] through initial education (compulsory schooling, secondary and university studies), apprenticeship and continuous vocational training throughout a professional career"<sup>5</sup>,

**Noting** that according to Article 26 of the Universal Declaration of Human Rights education is depicted as:

the learning of a wide range of skills [which] begins at an early age with the acquisition of basic knowledge, i.e. literacy, [during which] children learn to read and write through primary education and [parental] guidance<sup>6</sup>,

**Noting** also that

education is a fundamental right, a powerful driver of development, and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability [and] it delivers large, consistent returns in terms of income, and is the most important factor to ensure equity and inclusion, it has a significant positive impact on income growth, [and that] it is the most important factor for equity and social inclusion<sup>7</sup>,

**Considering** that for the celebration of the 6th International Day of Education, UNESCO invites States, development partners and civil society actors to implement a synergy of actions for the

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<sup>4</sup> See International Day of Education, 24 January, <https://www.unesco.org/en/days/education>, accessed on 22 December 2023.

<sup>5</sup> See Serge GUINCHARD / Thierry DEBARD (Dir.), *Lexique des termes juridiques*, 22<sup>nd</sup> edition 2014-2015 Dalloz, p. 404.

<sup>6</sup> See Humanium, *Comprendre le droit à l'éducation des enfants*, <https://www.humanium.org/fr/comprendre-droits-enfant/droit-a-l-education/>, accessed on 21 December 2023.

<sup>7</sup> See World Bank, « Education », <https://www.banquemondiale.org/en/topic/education/overview>, accessed on 29 December 2023.



simultaneous achievement of SDG 4 on *inclusive and equitable quality education* and SDG 16 on *peace, justice and strong institutions*,

**Noting also that Article 13(1) and (2), of the International Covenant on Economic, Social and Cultural Rights (ICESCR) provides as follows:**

The States Parties to the present Covenant recognise the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights [...]. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace [and] with a view to achieving the full realization of this right:

- a) *Primary education shall be compulsory and available free to all*
- b) *Secondary education* in its different forms, including technical and vocational secondary education, *shall be made generally available and accessible to all* by every appropriate means, and in particular *by the progressive introduction of free education*
- c) *Higher education shall be made equally accessible to all, on the basis of capacity*, by every appropriate means, and in particular *by the progressive introduction of free education*
- d) *Fundamental education shall be encouraged or intensified* as far as possible for those persons who have not received or completed the whole period of their primary education
- e) *The development of a system of schools at all levels shall be actively pursued, [...] and the material conditions of teaching staff shall be continuously improved*<sup>8</sup>,

**Noting** that three types of education are generally recognised<sup>9</sup> by society, namely formal education<sup>10</sup>, non-formal education<sup>11</sup> and informal education<sup>12</sup>,

**Emphasizing** that education generally takes place in specific environments, namely, the street, the informal environment, which includes the family, close circle of friends, the media, etc., and the formal environment, also known as the "*school environment*",

**Recalling** that in the streets, education is obtained by sharing experiences and habits that are very often misguided and can lead the weakest minds to deviance. This is because the truth that parents, elders and academic supervisors do not give to students is taught to them in the worst way by their

<sup>8</sup> Italics added.

<sup>9</sup> See Union francophone des associations de parents de l'enseignement catholique (Ufapec), « 02.17 Éducation formelle et non-formelle, complémentaires ? », <https://www.ufapec.be/nos-analyses/0217-education-formelle-non-formelle.html>, accessed on 17 January 2024.

<sup>10</sup> Formal education (or *formal learning*) is that which takes place in an organised and structured context (e.g. in an education or training institution or in the workplace) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional on the part of the learner and usually leads to validation and certification. *Ibid.*

<sup>11</sup> Non-formal education (or *non-formal learning*) is embedded in planned activities which are not explicitly designated as learning activities (in terms of objectives, time or resources), but which have a significant learning element and are intentional on the part of the learner. *Ibid.*

<sup>12</sup> Informal education (or *informal learning*) arises from everyday activities related to work, family or leisure. It is neither organised nor structured (in terms of objectives, time or resources) and is usually unintentional on the part of the learner. *Ibid.*



friends in the street. This justifies why this form of education is banned in children's lives, in favour of free communication that respects ethics in relations between parents and children, older and younger children,

**Noting** further that within the family, parents must effectively supervise their children at home so that they consolidate the knowledge and behaviour they will acquire once they enter the school environment and maintain their habits of obedience, respect, diligence and discipline in order to achieve good results at school and thrive in adult life,

**Recognizing** that the teacher, also known as the "*magister*" in the context of the training of learners, must establish harmony and peace each time he or she gives a lesson, and must be concerned not only with imparting knowledge to learners, but also making them aware of the importance of know-how, personal development, interpersonal skills, knowledge and values that will make them good citizens in the future,

**Noting** that, at the 42nd session of the General Conference of UNESCO, the 194 Member States of this specialised Organisation of the United Nations adopted, on 20 November 2023 the *Recommendation on Education for Peace, Human Rights and Sustainable Development*, which defines how education should serve to build sustainable peace and promote human development on the basis of 14 guiding principles that respond to the major current challenges and future shocks facing humanity,

**Noting** that the above-mentioned *Recommendation on Education* focuses on how education and learning need to evolve in the 21st century to achieve sustainable peace, affirm human rights and promote sustainable development, taking into account the threats and challenges of our time,

**Noting further** that the relevance of this *Recommendation* lies in the fact that education influences the way in which everyone sees the world and relates to others, and that it can and should pave the way for lasting peace,

**Considering** that the Preamble to the Constitution of Cameroon of 18 January 1996 states that "*the State shall guarantee the right of the child to education. Primary education shall be compulsory. The organisation and supervision of education at all levels shall be the bounded duty of the State*",

**Considering** that the people of Cameroon, in the Preamble to the said Constitution, reaffirm "*their attachment to the fundamental freedoms enshrined in the Universal Declaration of Human Rights, the Charter of the United Nations, the African Charter on Human and Peoples' Rights and all duly ratified international conventions relating thereto*",

**Considering** that several African human rights treaties to which Cameroon is a party recognise the right to education, particularly:

- the African Charter on Human and Peoples' Rights (ACHPR) in Article 17(1) and
- the African Charter on the Rights and Welfare of the Child (ACRWC) in Article 11

**Considering** further that the universal human rights treaties by which Cameroon is bound also recognise the right to education, including:



- the Convention on the Rights of the Child (CRC) in Article 28(1) and
- the International Covenant on Economic, Social and Cultural Rights in Article 13,

**Considering in particular** that Article 26(2) of the Universal Declaration of Human Rights states that:

[e]ducation shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities [of states] for the maintenance of peace,

**Bearing in mind** Section 4 of Law No. 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon, provides that:

The general purpose of education is to prepare children for their intellectual, physical, civic and moral development and their harmonious integration into society, taking into account economic, socio-cultural, political and moral factors,

**Bearing in mind also** Section 7 of the same law, which establishes the principle of equal access to education and provides that:

The State guarantees everyone equal opportunities of access to education without discrimination as to sex, political, philosophical or religious opinion, or social, cultural, linguistic or geographical origin,

**Noting** that Section 7(3), 9<sup>th</sup> indent, of Law No. 2023/007 of 25 July 2007 on Higher Education in Cameroon provides that "*higher education shall participate in eradicating all forms of discrimination and encourage the promotion of peace and dialogue*",

**Noting also** that the quality of teaching determines the progress made by students and of Section 37(1) of the aforementioned Law on Higher Education provides that:

Teachers are the main warrant of the quality of education. As such, they are entitled to adequate living conditions and appropriate initial and in-service training, within the limits of available resources,

**Noting further** that, to strengthen the role of the teacher in education, paragraphs 1 and 2 of Section 17(1) and (2) of Law No. 2004/022 of 22 July 2004 to lay down the rules governing the organisation and functioning of private education in Cameroon provide that:

Teachers of private schools or training establishments shall be responsible for the quality of teaching they provide. (2) They shall be entitled to continuing education, a regular salary, as well as social welfare benefits as stipulated by the regulation in force.

**Noting** that Section 17(1) and (2) of the abovementioned Law of 22 July 2004 are consistent with Section 37(1) of the Law to lay down the guidelines for education and raise the problem of the in-service training of teaching staff in public and private institutions, as well as the question of their remuneration and social security insurance,



**Bearing in mind** Target 4. 7 of Goal 4 of the 2030 Agenda for Sustainable Development, which aims not only to ensure *"inclusive and equitable quality education [but also] to promote lifelong learning opportunities for all"*, in particular ensure that *"by 2030, all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence"*<sup>13</sup>,

**Bearing in mind** Target 16. a of Goal 16 of the 2030 Agenda for Sustainable Development on peace, justice and strong institutions, which aims to *"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels"*, through support, *"strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime"*<sup>14</sup>,

**The Commission commends** Government efforts to strengthen education for lasting peace, in particular through:

- the signature, by the President of the Republic, of Decree No. 2023/399 of 4 September 2023 on the establishment, organisation and functioning of the Peacekeeping Operations Training School
- the promulgation, by the President of the Republic, of Law No. 2023/007 of 25 July 2023 on Higher Education Policy in Cameroon
- the promulgation, by the President of the Republic, of Law No. 2023/009 of 25 July 2023 on the Charter for the Protection of Children Online in Cameroon
- the signature, by the President of the Republic, of Decree No. 2023/237 of 4 May 2023 on the establishment and organisation of the National Centre for the Training of Trainers and Programme Development
- the signature, by the President of the Republic, of Decree No. 2023/223 of 27 April 2023 to lay down conditions governing the exercise of some powers devolved by the State upon Regions in the area of secondary education
- the signature, by the President of the Republic, of Decree No. 2023/076 of 6 February 2023 to authorise the Minister of the Economy, Planning and Regional Development to sign a loan agreement with the Islamic Development Bank (IDB) to finance the Presidential Plan for the Reconstruction and Development for the North-West and South-West Regions (PPRD)
- the overall increase of 6.5% compared to 2023 (and 13.6% compared to 2022) in the appropriations for the "school education" mission in the 2024 Finance Law, to settle the

<sup>13</sup> See UNESCO, Institut de statistique, *ODD 4 Cameroun : Profil pays*, 106 pp, p. 37.

<sup>14</sup> See United Nations Cameroun, Sustainable Development Goal 16, <https://cameroon.un.org/en/sdgs/16>, accessed on 29 December 2023.



arrears of teachers<sup>15</sup>, an effort also welcomed by the Senators, who nevertheless regretted the absence of structural reforms to improve the general level of pupils<sup>16</sup>

- a significant increase of 61.4 billion CFA francs in the 2024 budget of the Ministry of Secondary Education, which now amounts to 539.2 billion CFA francs, to meet, *inter alia*, the legitimate demands of teachers in this ministry<sup>17</sup>
- a significant increase of 28.4 billion CFA francs in the 2024 budget of the Ministry of Basic Education, which now stands at 289.6 billion CFA francs, to facilitate the recruitment and support of new teachers and to improve the pupil-teacher ratio in basic education<sup>18</sup>
- the signing by the Minister of Basic Education and the Minister of Public Service and Administrative Reform of Joint Order No. 113/B1/1464/MINEDUB/MINFOPRA, of 19 December 2023, opening a selection test for the recruitment of 3000 primary school teachers as part of the fifth phase of the third government programme of contracting primary and nursery school teachers under the 2023 session<sup>19</sup>
- the signing of Order No. 003596 / MINFOPRA of 12 June 2023, by the Minister of the Public Service, opening a competition for the recruitment of 150 technical and vocational education teachers, in accordance with the Labour Code, for the 2023 financial year
- the launch of the national campaign to combat violence and promote moral, social and civic values in schools by the Ministry of Basic Education on 10 May 2023 at the conference room of the said Ministry in Yaoundé,

**The Commission is pleased** that the Assembly of the African Union, meeting in Addis Ababa (Ethiopia) on 18-19 February 2023 for its 36th Ordinary Session, has chosen *Education as the African Union theme of the Year 2024*<sup>20</sup>

**The Commission notes** that in the handling of complaints and visits to places of detention it has facilitated:

<sup>15</sup> In his End-of-Year Message to the Nation on 31 December 2023, the President of the Republic of Cameroon recalled that following the release of over 72 billion CFA francs within the framework of the state budget for the year 2023 to address the salary arrears of teachers, an additional 102 billion CFA francs were allocated in the 2024 budget to settle the remaining expenses.

<sup>16</sup> See Sénat, Commission des finances, *Projet de Loi de finances 2024, Rapport général n° 128 (2023-2024)*, tome III, annexe 14, on 23 November 2023, p. 1.

<sup>17</sup> See « Le top 10 des ministères qui ont eu une hausse de budget au Cameroun », <https://www.lebledparle.com/le-top-10-des-ministres-qui-ont-eu-une-hausse-de-budget-au-cameroun/>, accessed on 29 December 2023.

<sup>18</sup> *Ibid.*

<sup>19</sup> See *Cameroon Tribune*, « Recrutement des instituteurs : Plus de 3 000 places disponibles », [https://www.cameroon-tribune.cm/article.html/62077/fr.html/details\\_2](https://www.cameroon-tribune.cm/article.html/62077/fr.html/details_2), published on 22 December 2023, accessed on 29 December 2023.

<sup>20</sup> African Union, *Decisions, Declarations, Resolution and Motion*, Assembly of the Union, Thirty-Sixth Ordinary Session, 18-19 February 2023, Addis Ababa (Ethiopia), 92 pp, p. 63.



- monitoring visits to the Juvenile Reform School at the Bamenda Central Prison, on 15 November 2023 to ensure that the right to education of detained minors is effectively respected,
- the return to school on 14 September 2023, of Kelly FOUBE (16 years) and Issa Axel DEDIBE (15 years), and their father's commitment to welcoming them at his home in Garoua, following the meeting with the two divorced parents of these children held on 11 September 2023, at CHRC Branch for the North, initiated by the mother who accused the father of leaving her with the responsibility of raising the children while she lacks the resources to support them and proposed that the custody of these children be entrusted to their father
- the enrolment on 11 September 2023 at the Bilingual Grammar School, Kolléré, in the North Region, of Virginie Darbawa FROUMSIA (16 years), holder of a General Certificate of Education, Ordinary Level obtained in 2022, following the reconciliation of the parents of this young girl under the auspices of the CHRC North Branch, which received the request from Mrs. FROUMSIA denouncing the violation of her child's right to education by her husband who refused to cover the school fees for their daughter
- the resolution of 11 cases of violation of the rights of a child to education involving their parents, mainly fathers, in the North-West Region,

**The Commission highlights** that, as part of its mission to promote human rights, it is actively engaged in establishing human rights clubs in secondary schools, State universities and private colleges in the 10 Regions of the country, and **thus reports** the establishment of 432 Human rights clubs in educational institutions as of 23 January 2024,

**The Commission is equally in the business of** monitoring the implementation of programmes to promote the teaching of human rights in schools, universities and vocational training centres,

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**The Commission stresses** the need for all stakeholders in the education chain to perform their tasks successfully, to ensure the effective development of children's skills and abilities in all areas of learning,

**The Commission regrets to note**, as did the Senators who met in November 2023 for the adoption of the 2024 budget bill on school education, that the lack of structural reforms to improve the average level of students reduces the chances of achieving lasting peace through education,

**The Commission is still deeply concerned** about the persistence of rants, ill-tempered attitudes, and verbal attacks among certain teachers despite the many positive measures taken to respond to them, and by the subsequent delays observed in the coverage of curricula, resulting in significant learning losses in some government schools,

**The Commission notes and deplores** the prevailing security situation:



- in the Far North Region, where *Boko Haram*'s propaganda against education is evident through the continued closure of 69 (sixty-nine) school campuses<sup>21</sup>
- in the North-West and South-West Regions, where terrorist attacks against students, teachers, other members of the educational community and schools have continued, causing numerous human casualties, material destruction and massive displacement of people from insecure areas to other parts of the country or abroad,

**The Commission regrets to note** that between 25 January 2023 and 23 January 2024, seven members of the teaching staff lost their lives in attacks by secessionist terrorists in the Donga Mantung, Bui, Ngoketunjia, Boyo and Menchum Divisions of the North-West Region, while several others were abducted for ransom and subjected to cruel, inhuman or degrading treatment or punishment<sup>22</sup>,

**The Commission notes** that the number of IDPs in Cameroon as of 23 January 2024 is 2,222,307, including 479,012 registered refugees, 9,495 asylum seekers, 1,075,252 IDPs and 658,548 returnees (compared to 2,038,539 in November 2022)<sup>23</sup>,

**The Commission notes** that during the period under review, some 362,100 school-age children were in need of humanitarian education assistance due to the security situation in the Far North region<sup>24</sup> and that 3,277 birth certificates were issued to vulnerable children (including 1,641 boys and 1,636 girls) in the Sub-Divisions of Fotokol, Blangoua, Waza, Kousséri, Makary, Mokolo and Moskota<sup>25</sup> to facilitate their access to education,

**The Commission notes** that between July and September 2023, the Mayo-Danay and Logone and Chari Divisions were hit by heavy rains that caused floods, and following the floods that occurred “in the Katawa sub-division of Chad, which resulted in the displacement of more than 2,400 Chadian to Mourla in the Mayo-Danay division”<sup>26</sup> in search of refuge,

**The Commission reiterates** that free primary education only implies the absence of registration fees, while other costs, such as the purchase of textbooks and school supplies, school uniforms, and examination fees, remain incumbent on the parents, as well as contributions to Parents' and

<sup>21</sup> See United Nations Office for the Coordination of Humanitarian Affairs (OCHA) « Cameroun : Extrême-Nord – Accès humanitaire, janvier à juin 2023 / OCHA », <https://www.unocha.org/publications/report/cameroon/cameroun-extreme-nord-acces-humanitaire-janvier-juin-2023>, accessed on 21 January 2023

<sup>22</sup> See CHRC North West Branch, *Contribution to the preparation of the CHRC statement for International Day of Education, 24 January 2024*, 15 pp.

<sup>23</sup> United Nations - Office of the United Nations High Commissioner for Refugees, Cameroon: Statistics on forcibly displaced persons, November 2023, 5 pp., p. 1.

<sup>24</sup> The United Nations Office for the Coordination of Humanitarian Affairs (OCHA), Cameroon: Far North, Situation Report No. 37, 6 pp., p. 3

<sup>25</sup> *Ibid*, p. 5.

<sup>26</sup> *United Nations OCHA*, Situation Report No. 35 August 2023, 6 pp., spec. p. 1.



Teachers' Associations (PTAs), made mandatory by Circular No. 07/08/MINESEC/CAB of 25 February 2008 of the Minister for Secondary Education<sup>27</sup>,

***The Commission deploras:***

- the inadequacy of university infrastructure, particularly in some state universities, which do not have dedicated university campuses, suitable buildings with sufficient capacity, laboratories or libraries adequately equipped and adapted to student training
- the lack of qualified human resources in some state universities and private higher education institutions
- the lack of adequate traineeships as part of the professionalisation of certain university courses
- the lack of digital platforms in state universities and private higher education institutions dedicated to the publication of the scientific work of teachers and students
- the decline of the standard of living of students, particularly as a result of speculation in the prices of basic commodities in the areas where students live and the cost of transport to places of study
- the lack of restaurants in some universities and *professional schools* in Cameroon
- the high cost of transport to teaching locations
- the high rents for private premises near university campuses
- the low supply of essential medicines in medical and social centres and their high prices, which are not always affordable for students,

***The Commission also deploras*** the persistent deviance in schools, such as:

- violence perpetrated by students against other students or teachers and vice versa
- dropping out of school due to unwanted pregnancy (including cases where teachers are responsible for it), early and/or forced marriage, or lack of financial resources
- the use of drugs and other psychotropic substances
- all forms of harassment, indecent assault and indecent behaviour,

***The Commission is still particularly concerned*** about the phenomenon of sexual harassment in the school and student environment, which mainly affects young girls, ***and notes*** the many causes of this phenomenon:

- the use of drugs and psychotropic substances
- the wearing of non-compliant uniforms that inordinately expose young girls' bodies
- extreme familiarity between some teachers and students, which very often leads to a lack of respect
- failure to comply with school and university rules and regulation
- misuse of the Internet and social media

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<sup>27</sup> This circular was amended by Circular No. 015/08/MINESEC/CAB of 8 August 2008 amending et completing some provisions of Circular No. 07/08/MINESEC/CAB of 25 February 2008 lay down the terms and conditions of running Parent Teachers Associations.



- the excessive involvement of young girls in discussions about sexuality, often implying that they are sexually active and thus attracting sexual predators
- the exposure to risky environments such as bars, nightclubs, snack bars, gambling dens, etc.,

**The Commission expresses satisfaction** with the feedback from Government bodies to the recommendations brought to their attention in its previous statements to mark the International Day of Education on 24 January, in particular:

- *the Ministry of Employment and Vocational Training*, which has significantly implemented the recommendation to reduce inequalities in access to employment and vocational training by encouraging more women to apply for jobs, including in the call for applications
- *the University of Douala*, in which the Rector gives his *initial consent* for the *Awareness Campaign on Children's Rights and Responsibilities, moral rearmament of youth, and combating violence in school settings*, as well as for the establishment of a "human rights club" with the aim of strengthening the protection of students' rights starting from the academic year 2023-2024, as well as
- *the University of Maroua*, whose Rector has appointed Professor Bernard GONNE as *the human rights focal point* and has facilitated the creation of a "human rights" club at this university at the beginning of the 2022-2023 academic year,

**The Commission recommends that** the Government:

- include education as a *basis for learning for sustainable peace and development* in their development priorities
- implement structural reforms in the field of education in order to improve the general level of students and to promote the implementation of sustainable peace through education
- continue to address the concerns of teachers to encourage them to become more professional and thus prevent further loss of learning
- provide a risk premium to teachers posted in areas of insecurity to encourage them to continue teaching
- continue to improve the provision of university infrastructure
- make work placements compulsory to professionalise student training in state universities and private higher education institutes
- instruct the establishment of digital platforms in state universities and private higher education institutes dedicated to the publication of the scientific output of teachers and students, to ensure greater visibility and better use of the results of their research activities
- improve students' living standards by promoting the sale of basic commodities in university residences



- provide each state university and each private higher education institute, as well as every major school in Cameroon with a functional university restaurant offering students balanced meals at affordable prices for all
- supply medical and social centres with essential medicines at prices affordable to students
- continue to improve security arrangements in the Far North, North West and South West Regions to better protect students, teachers and school infrastructure from terrorist attacks
- increase humanitarian assistance to IDPS and facilitate the return of foreign refugees to their countries of origin,

**The Commission reiterates its recommendations** to mark the 2023 International Day of Education, to:

- *ministries in charge of education and employment* to give greater value to the work of teachers by supporting research and didactic development through in-depth training, continuous capacity building and the use of digital teaching resources
- *the heads of technical and vocational training institutions*, to place particular emphasis on research and development as a source of innovation and transformation of society, without neglecting issues pertaining to ethics, patriotism and harmonious coexistence, which are too often neglected or distorted by political considerations
- *the heads of the institutions*, to put in place
  - o modern surveillance mechanisms (security gates, surveillance cameras, etc.) to prevent and combat violence and drug trafficking in schools and universities
  - o procedures for reporting cases of harassment in schools and universities, or the dissemination of such mechanisms where they already exist, as well as platforms for dialogue between learners (including through their representatives) and the school or university administration, for example by setting up listening and support units in schools and universities
- *the ministries in charge of education* to ensure that the education provided promotes ethics and makes learners aware of their civic and environmental responsibilities, taking into account cultural diversity, respect for human rights, tolerance and the fight against all forms of discrimination, as well as developing a culture of peace and harmonious coexistence,

**The Commission recommends** that the *National Civil Status Registration Office* intensify birth registration campaigns to facilitate access to education for all, especially for internally displaced persons and those living in isolated or remote areas,

**The Commission urges** those involved in the education chain to assume their respective responsibilities, in particular:

- *Parents*, on the imperative need to continue educating their children until they are self-sufficient, bearing in mind that education is compulsory and not optional





- *pupils*,
  - on the need to learn for lasting peace and development and to respect their responsibilities, including towards educational authorities in general and teachers in particular
  - on the importance of practicing personal and group discipline and the need to develop a culture of respect for human dignity at school, at home, and on the street
  - on the importance of punctuality and regular attendance at all lessons,
- *teachers* about the importance of protecting pupils, students and other learners from all forms of violence in the school environment and of respecting the dignity of young girls,

***The Commission strongly encourages*** public authorities, public and private enterprises, development partners and civil society organisations to invest more in education for sustainable peace and development,

***The Cameroon Human Rights Commission*** remains determined to continue working for the full achievement of the right to education through its mandate of promotion and protection of human rights and prevention of torture,

***The Commission once again calls upon*** all victims or witnesses of human rights violations, in particular violations of the right to education, to contact it in writing or via its **toll-free number 1523** (free call, even without credit).

### **Useful CHRC addresses**

Website: [www.cdhc.cm](http://www.cdhc.cm)

Facebook and X (former Twitter): ***Cameroon Human Rights Commission***

WhatsApp: **691 99 56 90**

Yaoundé, 22 JAN 2024



**James Mouangue Kobila**