

# 2024 Annual Report

*Performance Review*



***“Providing Local Solutions to unique challenges in  
resilience building”***



December 2024



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## List of Abbreviations

CSO	Civil Society Organization
CERSP	Cameroon Education Reform Support Programme
DRC	Danish Refugee Council
EiE	Education in Emergencies
ECHO	European Civil Protection and Humanitarian Aid Operations
GPA	Green Partners Association
IDP	Internally Displaced Persons
NSAGs	Non-State Armed Groups
NWSW	North West/South West
REP	Radio Education Programme
SSF	State Security Forces
SIDA	Swedish International Development Agency
TaRL	Teaching at the Right Level
TLS	Temporal Listening Spaces
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization



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## 1/EXECUTIVE SUMMARY

The ongoing crisis in Cameroon's North West and South West (NWSW) regions has continuously impacted communities severely, and children most especially; leading to displacement, school closures, economic hardship and inadequate access to education and essential services, with many facing trauma and increased risks of exploitation in this year, 2024. Nevertheless, compared to the previous years, 2017-2023, there has been a general improvement in security, livelihoods and education and other service deliveries. Specifically pertaining to education, the year 2024 experienced a general improvement in these regions (NWSW), where Green Partners Association (GPA) has been most active as demonstrated in this report.

According to the United Nations, Office for the Coordination of Humanitarian Affairs (OCHA), more improved security resulted in a little boost in school attendance compared to last year, 2023, with only 54% of schools in NWSW still shut, with an estimated 41%, that is 2,875 out of 6,970 still not functional (going by report). Yet, in these regions (NWSW), 13,767 children continued to access non-formal education through the Radio Education Program with 865,029 school-age children (four to seventeen years old) urgently needing access to education services (UNICEF, July to September 2024)

The problems are more pronounced in rural and crisis-affected areas, where populations face geographical and economic barriers that prevent them from accessing economic and social opportunities especially quality and inclusive education. Children with disabilities also face challenges, as learning opportunities often lack an enabling environment: infrastructure or trained staff to support learning.

One of the remarkable achievements of GPA in this year, 2024 was our engagement into Action Research whereby GPA (in partnership with other partners) carried out two major Studies including: A Multisectoral Needs Assessment (MSNA) and a Study on Climate Change and Cultural Heritage. These studies have created a remarkable record on GPA's growth and sustainability pathway - one of this project has already won two new partnerships.

2024 was equally a unique year because it marked a kind of transition and integration into GPA's core activities. Since 2018 GPA has been consistent in the education sector. However, 2024 has ended with new partnerships in the Protection Sector.

GPA's 2024 Annual Report provides an overview of and detailed account including visuals that bring data, stories, and milestones to life in an appealing and digestible way to the following:

- 1 - GPA Organization;
- 2 - The Humanitarian Response and Needs (with respect to GPA's areas of intervention);
- 3 - Account of Solutions provided by GPA & supporters, partners, sponsors, and the wider community
- 4 - Fund Performance
- 5 - Programme Management
- 6 - Governance
- 7 - GPA Outlook 2025.
- 8 - General Recommendations and Conclusion



## 2/MESSAGE FROM LEADERSHIP

*Dear friends, Dear followers, Dear partners!*

We are thrilled to share with you our Annual Report for 2024, a year that has marked another special milestone for us – six years of consistent, effective and efficient humanitarian responsiveness to the dynamics of the conflict environments of the Anglophone Conflict marked by constant rapid and unpredictable changes!

We have continued to build on our legacy of positive change, working together to create lasting impact within the education sector and climate change across the volatile North West conflict-sensitive region of Cameroon. From empowering stakeholder leaders of the education sector to advancing education in emergencies, we've seen incredible progress. With your support, we made excellent use of the available inadequate funding to the target beneficiaries, including over 7,000 conflict-affected out-of-school children, helping them to drive meaningful impact in their futures.

In this report, you'll get an insight into:

*Our growth and impact:* We welcomed 3 major new partners that increased our support to foster our responsibilities in ways that have increased GPA's investment in social issues that are increasingly important to communities affected by conflicts and climate change.

*Our initiatives focused on advancing solutions:* We made a strategic shift to expand our thematic focus areas from four (in the last six years) to six —Sustainable Agriculture, Education in Emergencies, WASH, Child Protection, General Protection in humanitarian crisis, and Climate Change/Conflict and Cultural Heritage — reflecting GPA's growth and the rising demand from our partners to address an increasingly diverse range of issues affecting children, vulnerable conflict affected people and cultural heritage.

*A new era of leadership:* The formal adoption of our Co-CEO leadership model marks a pivotal moment in our journey, strengthening our commitment to diverse, inclusive, and impactful leadership.

*Enlarged collaboration:* This year ended with more increased collaborations at national and international levels. Congratulations to us for our previous work and success stories that have attracted and enhanced more partnerships with greater implications on more community-driven initiatives.

Thank you to all our partners and supporters who have stood with us over the last 6 years, helping to build communities where all children are safe, have access to learn, stay strong, and valued. The work is far from over, but together, we will keep pushing forward in the fight to create a brighter future for children and conflict affected communities within the context of the Anglophone Crisis.

Together, we can continue to create a better tomorrow for children.

With gratitude,

*Executive Director*





### 3/GREEN PARTNERS ASSOCIATION - ORGANIZATION

#### Vision

Green Partners Association believes in “Sustainability and Equity for all” – building a resilient people; resilient planet and resilient profit; to enhance a society of meaningful purpose – where ‘we all’ are able to enhance a balance between the competing (and most often conflicting) values of socially responsible initiatives, environmental performance and economic rationality.

#### Mission Statement

GPA is committed towards engaging, empowering and equipping people that suffer social exclusion: people exposed to inequalities and various forms of vulnerabilities – people in distress and in dire need of lifesaving protection measures, resulting from deprivation of basic human, indigenous and children’s rights and loss of human dignity.

#### Who we are, Programs and Services and where we operate

##### Who we are

GPA was registered as an apolitical, non-denominational and non-profit-making civil society organization (CSO) in Limbe (No. 560/G.37/184/VOLII/SAAJ – Limbe, 04 June 2013) in conformity with prescriptions of Article 7 of Law No. 90/053 of 19/12/90 relating to the creation and functioning of associations in Cameroon. Our main office is in Bamenda (Sonac Street), with a field office in Buea, SW region of Cameroon.

##### Programs and Services

GPA’s Programs and Services are aimed at Building Community Resilience specifically through:

***(i) Asset-Based and Community-Led Development (ABCD): Local Solutions to unique socio-economic challenges in resilience building***

GPA realized that local communities can drive the sustainable development process themselves by identifying and mobilizing existing, but often unrecognized assets, and thereby responding to and creating local economic and social development opportunities that are capable of building resilience. GPA engages meaningful community partnerships to drive the community development processes and emerging challenges, and leverage additional (external) support to help remove barriers that hinder community sovereignty and success so that they are able to achieve sustainable, economic and social development.

***(ii) Climate Change Adaptation: Enhancing the resilience of local people to Climate and Environmental Shocks***

As elsewhere the world over, climate change poses a significant threat to the lives and livelihoods activities of the local communities in Cameroon (decreasing water supply, effects on livestock rearing and agriculture, reduced productivity, and an increased vulnerability and reliance on external food sources). Together with a cohort of representatives from frontline community organizations, Green Partners Association explore the challenges and opportunities for increasing adaptation in climate-impacted livelihoods through the enhancement of sustainable agriculture, livestock Systems and Cultural Heritage.



### *(iii) Corporate Social Responsibility and Human Rights Advocacy*

Businesses – be they multinationals, national companies or SMEs, have negative impacts on agricultural land, forest, clean air, clean environment and water resources, making it more difficult for communities to achieve positive outcomes in their livelihoods. Such organizations therefore need to integrate corporate social responsibility (CSR) into their business policies to mitigate the negative impact of activities on the socio-economic environment. GPA recognizes that where centralized support fails, businesses and civil society organizations have an opportunity to step up, whether it is taking a stand on global issues such as climate change, responsibility towards human rights or contributing to the greater community welfare. GPA advocates for the responsibility to respect human rights - requiring Businesses to “avoid causing or contributing to adverse human rights impacts through their own activities and addressing such impacts when they occur.” GPA goes beyond advocacy to “Lobbying” – engaging Businesses/organizations towards community welfare through enhanced skills, knowledge, empowerment, consciousness and human rights monitoring as well as improved community engagement and participation initiatives in terms of local community development in the face of prevailing opportunities, adversity and global challenges.

#### *Where we currently operate: (The Humanitarian Context of North West/South West Regions)*

Since 2016 an unprecedented crisis broke out in the two Anglophone regions of Cameroon – North West/South West (NW/SW) as a result of a poorly managed Anglophone Teachers and Lawyers strikes (by Government’s administration and security forces). Since then, this crisis has destabilized the socio-economic structures of these regions till date – exposing over 1.5 million people into multiple deprivations and vulnerabilities with over 700,000 children deprived of the basic right to education, human dignity and in dire need of protection measures. In fulfillment of its core values GPA has for the past six (6) years been providing humanitarian response to conflict affected children especially children deprived of the right to schooling and protection concerns.

Between 2019-2022, GPA was directly focused within the two conflict affected regions (NWSW). However, the concerns of forced displacement to the neighboring West and Littoral regions required our activities to be extended to these regions in the last year 2023.

#### *GPA’s Brand-Principles and Capacity*

*Knowledge of Recovery Insider Mediation:* our knowledge and understanding of the relevance of Insider Mediation in a highly volatile conflict setting is invaluable for the effective/efficient implementation of our projects.

*Experience and access working in high-risk, volatile and conflict-sensitive environments:* GPA is among few CSOs in NWSW regions that has continually delivered uninterrupted services within the present conflict context, with access to all 13 divisions of both regions.

*Credible partnerships and Local Networks (Localization):* Our strategy of stakeholder engagement and development partnerships has enhanced our networks and partnerships with international and local NGOs, community-based organizations and Faith Based Organisations; and this has given us the opportunity of access to all divisions of NW Cameroon.

*Visibility:* Since 2019 till date (2023) GPA has actively engaged in project activities all 34 subdivisions of NW and this presence demonstrates our capacity and ability for further project implementation.

*Accountable:* Our credibility is linked directly to our ability to take responsibility for our actions including the actions of our collaborating partners. We are committed to continually implementing mechanisms to maintain high accountability and quality.



*Quality services:* Our service delivery takes into account the UN principles of Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity and Universality. Our policies of Child Protection, Sexual and Gender Based Violence, Prevention against Sexual Exploitation and Abuse (PSEA) enable our viability and capacity to deliver services and advice that meet the specific needs of our beneficiaries with a track record of quality services.

*Capacity skills enhancement:* Facilitating a learning environment and experience-base for our beneficiaries and partners is a pillar of delivering quality services.

*Competent:* Our partners and staff are our greatest asset and we seek only the finest, highly motivated, passionate and engaged humanitarian/development professionals.

*Multi-disciplinary:* The nature of our organizational core commitments and humanitarian work requires a diverse approach and the skills sets to address a wide number of social, economic, environmental and humanitarian issues.

*Collaborative:* Collaboration is at the core of our approach to service delivery. We recognise that our ability to positively influence partners and beneficiaries is contingent on their active participation and their engagements with us which is part of the solution.

*Proactive:* We work in the dynamic humanitarian sector with ever-changing trends; our ability to recognise needs in a proactive and flexible manner has been a cornerstone to our resilience.

*Innovative:* Difficult problems require innovative solutions. We are continually assessing innovative practices and approaches, and incorporating them into our service delivery methods. This has been proven in the on-going humanitarian context whereby the challenging dynamics in the security situation have never stopped us from our service delivery

*Sustainability:* Based on our Mission Statement GPA strive at enhancing sustainable livelihoods through improvement in the productive capacity of people and the natural environment in ways that simultaneously enhance a balance between the competing (and most often conflicting) values of; *socially responsible initiatives, environmental performance and economic rationality.*

## Financial Summary

The funds of GPA accrue from two major sources – organizational funds (self-generated) and donor contributions. While donor funding is strictly for specific objectives organizational funds are meant for the day-to-day operational management of the organization and other organizational projects, as well as “Implementing Partners Contribution” to donor projects.

### *Donor funding*

Between October 2020 and December 2023 GPA’s progress in donor funding has been consistent and progressive (despite a drop in the current year, 2023) as seen in the Financial Report.

The effective and efficient management of the allocated resources has specifically been to respond to critical humanitarian needs in the NW/SW (Anglophone) conflict affected regions of Cameroon. All these funds are described as “Support Funding” because they are meant to complement GPA’s ongoing activities (on the one hand) and GPAs available resources (on the other hand). These funds have allowed GPA to provide learning opportunities and other support services to over 120,000 conflict-affected out of school children between 2020





and on-going. The funds have permitted us to meet our deadlines – they are crucial, early and predictable, as they give stakeholders enough time to prioritize funds strategically. Till date GPA tops the list of best service provider of Education in Emergencies (EiE) in the English-Speaking (NWSW) conflict affected regions of Cameroon since 2018.

While GPA remained pivotal in addressing critical conflict sensitive education services in Anglophone Cameroon, the funds remain inadequate to provide the major needs. Donor funding to GPA and its subsequent allocations complemented about 90 % of other funding sources generated by GPA particularly from paid consultancy, agricultural/livestock projects, membership contributions, gifts, etc. All the donor funds worked together to prioritize the most vulnerable children (including adolescent girls and boys) and children living with disabilities in key locations.

The trend of funding (above) is however not without funding gap and is not surprising, considering the alarming needs despite our effective and efficient management of previous successive and progressive funding allocations. Our effective and efficient management of funds during this period was as a result of;

- ✓ Displaying the highest standard of conduct that the core values of the donors were ensured
- ✓ Commencing and completing work on the responsibilities allocated promptly upon its signing, according to the programme documents
- ✓ Making designated contributions of technical assistance, services, supplies and equipment towards the implementation as provided for in the programme documents
- ✓ Completing our responsibility with diligence and efficiency, and in conformity with donor requirements (including in connection with schedule and budget)
- ✓ Providing project reports as required; in a timely manner and satisfactory to funding agencies, and furnishing all other information covering the programme document and the use of cash, supplies, and equipment transferred from funding partners
- ✓ Exercising the highest standard of care when handling cash, supplies and equipment provided for the project.

### Donor Acknowledgement, Recognition, and Stewardship

Nonprofit work is a two-way street. We rely on your donors, supporters, and volunteers to reinforce our valuable work, and they rely on our knowledge and skillset to make the world a better place. Maintaining this relationship between partners is essential to enhance collaborative supports – including financial, technical and material support.

GPA was only able to fulfill its mission, thanks for the generous support of illustrious national and international partners. Our international partners/collaborators in this 2024 include UNICEF (our major EiE partner); Cameroon Education Cluster; and UNESCO. Our national partners include the Cameroon Education Reform Support Programme (CERSP/PAREC); the Ministry of Basic Education; the Ministry of Secondary Education and Local Partners who support our daily implementing activities such as other Grassroots CSOs, Local Churches, Beneficiary Communities, Traditional Authorities and Local Administrative Authorities.

Dear donors, partners, sponsors, local collaborators and the wider beneficiary communities, the humanitarian context in NW/SW Cameroon is so unique, complex and alien in Cameroon's history and the world at large as



it keeps changing day after day than actors perceived it; the greatest challenge being access constraints against education. Most UN Agencies, international NGOs, local NGOs and CBOs have become frustrated and many backed out of the response. GPA needed to find ways of working together with others. This choice was not about whether we liked or disliked, but the choice was about adaptation, collaboration and re-enforcing our presence where many other NGOs could not. This has added value in new ways as we have become resilient and consistent in providing Conflict Sensitive Education and related cross-cutting services to conflict affected out of children who have been deprived of their right to education since 2017. We perceived it; that no one can do it all alone. This is why we have trusted partners as you are with whom we are able to make things happening for this conflict affected out-of-school children. They have continued to access learning opportunities “without classrooms” just because of your various generous supports. We particularly and greatly acknowledge and recognize your humanitarian stewardship.

#### 4/ HUMANITARIAN RESPONSE AND NEEDS

##### **Displacement and Loss of Education:**

- i. *School Closures due to “Attack on Education”*: Thousands of schools have been closed due to insecurity and violence, leaving millions of children out of school.
- ii. *Lack of Safe Learning Spaces*: Even when schools are open, they may lack basic resources and be overcrowded, making it difficult for children to learn effectively.
- iii. *Limited Access to quality Education*: Many children, especially those displaced or living in remote areas, lack access to quality education and trained teachers.
- iv. *Trauma and Fear*: Children are traumatized by the violence, attacks on schools, and the constant threat to their safety, making it difficult to concentrate and learn.
- v. *Unprecedented Displacement*: The protractedness of the conflict continue to provoke massive population movements, with many families seeking refuge in relatively safe areas, putting a strain on resources and infrastructure.
- vi. *Unaccompanied Children*: Some children are left alone or are forced to care for their siblings, further exacerbating their vulnerability.

##### **Increased Risks and Exploitation:**

- i. *Child Soldiers and Exploitation*: Children are at risk of being recruited into armed groups or exploited for labor or sexual abuse.
- ii. *Malnutrition and Health Issues*: The crisis has led to a rise in malnutrition and other health problems among children due to food insecurity and limited access to healthcare.



iii. *Psychosocial Distress:* Children are experiencing high levels of stress, anxiety, and mental health issues as a result of the conflict. There is continuous need for psychosocial support, and protection from violence and exploitation.

iv. *Importance of Community Engagement:* Addressing the crisis requires a comprehensive approach that includes community engagement and participation.

***Economic Hardship:***

Families struggling with the economic impact of the crisis would not be unable to sustain livelihoods to support social services, afford school fees or send their children to school.

***Increased Risk of Cyber Theft and Armed Robbery:***

Several children have dropped out of school; turning to crime as a means of survival, leading to increased rates of cyber theft and armed robbery.

*Urgent Need for Aid:* The crisis in Cameroon is a neglected one, with limited funding for humanitarian efforts.

## 5/ LOCAL SOLUTIONS TO CHALLENGES IN RESILIENCE BUILDING”

### A/EDUCATION 2024 KEY CHALLENGES AND SOLUTIONS

While the Crisis remain protracted despite (great progress especially in education), at least 865,029 children school-age children (four to seventeen years old) urgently need access to education services due to the crises in the NWSW (UNICEF/2023).

#### Challenges

Following is a brief description of the initial situation (context) and the problem/ issue addressed by GPA initiatives or work activity

This conflict had a devastating impact on education, forcing the closure of numerous schools and displacing many pupils and teachers. The following key issues needed to be addressed:

- **School Closures:** Children were unable to attend traditional schools due to closures and displacement. GPA needed to offer a structured learning environment and ensure educational continuity despite the turmoil.
- **Learning Loss:** Learning loss due to protracted school closure required mitigation through delivering lessons in literacy and numeracy and by so doing keeping children engaged and ensuring they didn't fall behind academically.
- **Access to Education:** Children in very remote settings without electricity required sustainable digital learning gadgets (solar powered radios).
- **Psychological Support:** The crisis has not only resulted in the physical destruction of schools and the displacement of students and teachers but has also had a profound psychological impact on children. Many have witnessed violence and trauma, leaving them emotionally scarred and unable to focus on their studies. The lack



of educational opportunities has dire consequences for the future of the affected regions, contributing to the cycle of poverty and hindering their economic development. The learning package to be provided to children required protection messages, and a sense of normalcy and structure for children, that would offer a safe space for learning and help them cope with the psychological trauma caused by the conflict.

### ***Solution: Providing Access to Learning Opportunities and Protection Messages for Crisis-Affected Children***

GPA has, since 2020 been deliberate and consistent in *Providing Access to Learning Opportunities for crisis-affected children* especially Out-of-School children in the NWSW regions. GPA's unique strategy has always been to identify/provide Local Solutions to unique challenges so as to best enhance resilience building. In the context of 2024, GPA and its major partners, strategized Two Project Outputs to achieve their major objective "*Providing Access to Learning Opportunities to conflict affected out-of-school children*."

#### ***1. Project Outputs***

Output 1: By 2026, schools and alternative learning platforms provide children with safe and relevant learning opportunities, in all settings (Access to learning opportunities).

Output 2: By 2026 Children, adolescents, parents, teachers and communities are engaged and promote a transformative approach to a safe and non-violent learning environment (Safe and protective learning).

#### ***2. Project Outcomes:***

To attain these Two Outputs GPA focused on the following Project Outcomes:

- (i) Temporary Learning Spaces (TLS)
- (iii) Accelerated Education Curriculum (CARED)
- (iv) Radio Education Program (REP)
- (v) Psychosocial Support (PSS) and Conflict and Disaster Risk Reduction (CDRR)
- (vii) Protective Learning Environment (PLE)

#### ***3. Scope of Project***

1. Bamenda II Subdivision (Mezam Division)
2. Bamenda 3 Subdivision (Mezam Division)
3. Nkum Subdivision (Bui Division)
4. Balikumbat Subdivision (Ngoketuna Division)
5. Noni Subdivision (Bui Division)

#### ***4. Project Activities/Achievements***

##### ***Result 1. Construction and Management of Temporal Listening Spaces (TLS )***

The concept of the Temporal Listening Spaces (TLS) was developed by GPA and supported by UNICEF, as a Pilot Project demonstrating need for safe temporal learning environments to accommodate conflict affected out-of-school children's Radio Education Programme. This Pilot Project was a response to consistent feedback from beneficiary communities and recommendations on the REP programme since 2021 to improve conditions of the



learning environments that were unfriendly (usually exposed to harsh sun/rain with chairs or in tight private residence).

In collaboration with UNICEF, two innovative TLS were constructed in Ntinkag and Nkurah communities in Bamenda II Subdivision to enhance the learning outcomes of children facing adversity. Through tailored programs and supportive environments, GPA was empowering young minds with Literacy and Numeracy, life skills and sports – fostering resilience, increasing confidence and motivation, reducing dropout rates and enhancing social and emotional development.

The major expected result of this TLS Pilot Project was to Test the effectiveness, feasibility, and impact of new teaching methods, curricula, or learning environments (with respect to the Project Outcomes (above) on a smaller scale before wider implementation. This project incorporated innovative approaches to education (new technologies, pedagogical strategies, or learning spaces) comprising: Radio Education Program (REP); Accelerated Education Curriculum (CARED); Psychosocial Support (PSS) and Conflict and Disaster Risk Reduction (CDRR); and Protective Learning Environment (PLE). Other outcomes of the TLS include: Gathering Data and Feedback; Contextual Adaptation; Temporary Nature; Learning and Development.

In essence, this pilot temporary learning center was a strategic and experimental approach to educational improvement, focused on innovation, evaluation, and targeted objectives within a defined timeframe of 9 months.

In both TLS a total of 107 children were identified and actively took part in the lessons. (48 boys and 59 girls including CLWDs (6 boys 4 girls); IDPs (9 boys 12 girls); Returnees (16 boys 15girls).

The results achieved from this Pilot Project provided valuable insights and data to inform a bigger project covering 6 of the 7 divisions of the NWR (2024-2026).

### **Result 2: Monitoring of existing Community Listening Groups**

300 existing Community Listening Groups hosting at least 7000 out-of-school children, funded by a previous project (with their functionality driven by “Community Ownership and Sustainability”) were supported and monitored monthly.

### **Result 3: Social Integration of vulnerable children**

Besides achievement of “Result 1” the Pilot TLS Centers and learners benefited from: Recreational materials; narrowcasted lessons; modern toilets constructed; benches produced; tables and chairs produced; triplet blackboard produced; access equipment for CLWD of TLS constructed

*See detail report on link.....*







*©Copyright Pilot Project: Construction and equipping of Temporal Learning Spaces in Ntinkag and Nkurah communities of Bamenda II Sub-Divisions- NW Region of Cameroon ©Green Partners Association (GPA) January, 2024*

## Orientation of Facilitators



*©Copyright Orientation session for Facilitators and children (respectively) on Radio Education/other programs at TLS - Bamenda II Sub-Division- NW Region of Cameroon ©Green Partners Association (GPA) October, 2023*

## Production and distribution of Educational Charts and learning materials TLS

One of the remarkable innovations of at the TLS is the introduction of TaRL – facilitators receive refresher on REP and Educational Charts for this purpose. Equally considering the hardship on imposed by the war GPA had the obligation of providing learning and WASH materials to all children.







*Educational charts provide visual support, making it easier for children to understand and retain information (left), while all children are provided learning materials and drinking cups ©Copyright Temporal Learning Spaces in Ntinkag and Nkurah communities of Bamenda II Sub-Divisions- NW Region of Cameroon ©Green Partners Association (GPA) October, 2023*



*Distribution of Educational Charts, learning materials, and WASH/Menstrual Hygiene materials for REP at Ntinkag Community Bamenda II sub division- NW Region of Cameroon ©Green Partners Association (GPA) February 2024*

## Learning at the TLS

In addition to the TaRL approach of teaching/learning at the TLS pilot centers, REP is now operating in a classroom setting with all necessary didactic materials unlike previously where REP was in very disorganized learning environments without blackboards and other necessary teaching aids.







*Literacy and Numeracy Lessons at TLS Nkura Community, Bamenda II sub division- NW Region of Cameroon  
©Green Partners Association (GPA) December, 2023*

### **Sports, Recreation and Live Skills Development at the TLS**

GPA strongly believes that sports/recreation and life skills development help children and young people of armed conflict environment, by drawing them out of violent routines and offering them socially-acceptable and structured patterns of behaviour and sound mental health. The introduction of these activities, which have become regular at the TLS are an amazing reintegration strategy to some child soldiers and a further distraction to potential ones as well as young girls that were already exposed to sexual abuses.



*Life skills development at TLS Nkura Community, Bamenda II sub division- NW Region of Cameroon ©Green Partners Association (GPA) January, 2024*





*Volleyball at TLS Nkura Community, Bamenda II sub division- NW Region of Cameroon ©Green Partners Association (GPA) February, 20234*



*Various sport opportunities accommodate all children: Skipping, football at TLS Nkura Community, Bamenda II sub division- NW Region of Cameroon ©Green Partners Association (GPA) February, 2024*

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## B/ ACTION RESEARCH

### (a) Multisectoral Needs Assessments (MSNA) - Nov - Dec 2024

#### 1. Executive Summary

The ongoing conflict in Cameroon has significantly impacted the NWSW regions, displacing thousands and affecting large proportions of the population, particularly in the North West. Despite the scale of the humanitarian crisis, there is a critical lack of reliable and up-to-date data to fully understand the needs and vulnerabilities of the affected populations in these areas. This lack of information poses challenges for effective humanitarian planning and response.

In light of this, the Danish Refugee Council (DRC) in partnership with some Local Partners in the North West Region of Cameroon, especially Green Partners Association, undertook a comprehensive multi-sector needs assessment (MSNA) in October and November 2024, to gather recent and relevant data on the affected populations. The primary aim of this assessment was to enable partners inform humanitarian strategic planning for 2025/2026, ensuring that all new projects and proposals are grounded in the actual realities on the ground.



Furthermore, the assessment sought to provide a solid evidence base to revise DRC and GPA ongoing strategies and to contribute to broader humanitarian coordination efforts, particularly in the Northwest region, where data on the affected population remains minimal.

To achieve these objectives, the scope of the assessment was deliberately broad, covering multiple sectors and an extensive geographical area. This comprehensive approach was designed to capture the complex needs and priorities of the affected populations, while also ensuring that DRC/GPA interventions remain contextually relevant and impactful in addressing the humanitarian crisis in the region.

### *2.Participation of GPA in the MSNA*

The MSNA targeted all seven divisions of the NWR across multiple sectors including protection, economic recovery, food security, non-food items (NFIs), peacebuilding, social cohesion, and the self-reliance index. It involved 8 Local Organizations, with GPA working in Three Divisions of Bui, Boyo and Momo Divisions (covering 42.86% of the total assignment). The assessment adapted a quantitative method for the needs assessment, which consisted of sample units identified, which were Key Informant Interviews (KIIs) and households residing in these affected regions. Structured survey tools were designed and deployed using the Kobo toolbox to ensure uniformity and precision during data collection.

### *3.Outcome of the MSNA*

The MSNA Report analyses the Prevalence of key Protection Risks surrounding main vulnerable groups within the NWSW regions in the context of the protracted Anglophone Conflict including: (i)Deprivation of life (ii)Physical violence (iii)Gender-based and sexual violence (iv)Denial of freedom (v)Forced, refused, or restricted movement (vi)Denial of justice (vii)Denial of land and property rights (viii)Denial of civil and political rights (ix)Denial of family rights (x)Denial of civil registration/documentation (xi)Statelessness (xii)Denial of humanitarian access or assistance, and (xiii)Others

*See detail report on link.... [https://greenpasso.org/...](https://greenpasso.org/)*

### **(b) Climate Change, Conflict and Cultural Heritage: Case of the Bafut Royal Palace Cultural Heritage Site in Cameroon**





### *1.Executive Summary*

The intersection of climate change, conflict, and cultural heritage poses significant threats to the world's cultural heritage sites. The Bafut Royal Palace in Cameroon, UNESCO World Tentative Heritage Site, is one of such Heritage sites that demonstrates the reality of severe impacts and threats from both climate change and conflict. This project aims to investigate the specific impacts and threats posed by the interconnectedness of climate change and conflict to the Bafut Royal palace's physical structure, cultural significance, and the surrounding community. This Report presents three multifaceted cross-cutting initiatives that allows for a more holistic understanding of the interconnectedness of root causes, impacts and potential solutions to climate change and the Anglophone Conflict including: Action Research; Capacity-building and knowledge transfer, and Protection, conservation, rehabilitation.

This is a Qualitative Research Project that was implemented by two organisations (private-public partnership) including; Green Partners Association/GPA (Lead) and, The Regional Delegation of Arts and Culture/RDAC (partner). This Action Research was carried out from October 23, 2024-November 16, 2024, (self-funded by GPA), with hopes that the outcomes will motivate funding and implementation of the other two initiatives.

### *2.Scope of the Project:*

The project “Climate Change, Conflict and Cultural Heritage: Case of the Bafut Royal Palace Cultural Heritage site in Cameroon” encompasses a multidisciplinary approach, combining historical research, climate modelling, and social science methodologies. Through Nine (9) separate Dialogue-Consultations meetings, the project investigated the specific impacts and threats on the palace's physical structures, cultural significance, and surrounding environment, as well as diagnosed intervention strategies with the key stakeholders of the Heritage.

### *3.Research Methods for collecting data - their relevance to this Study:*

**Critical Reflection:** Based on the fact that both implementing partners are from diverse expertise backgrounds, Critical reflection permitted the multidisciplinary Research Team to critically examine their own biases, assumptions, and power dynamics, ensuring ethical and culturally sensitive research practices that contribute to meaningful and sustainable solutions.

**Focus Group Discussion (FGD):** Focus group discussions were relevant for the understanding of shared experiences, perceptions, and ideas among community members who came from diverse socio-cultural and political backgrounds with different experiences, knowledge and perspectives regarding climate change and specifically the Anglophone Conflict on the Bafut Royal Palace's cultural heritage.

**Semi-Structured Interviews (SSI):** Action Research particularly demands that such interviews are conducted so as to obtain verifiable information through an in-depth face-to-face discussion with a key stakeholder of the community in question. Five key stakeholders gave a deep understanding of the complex interplay between climate change, conflict, and cultural heritage in the Bafut Community, enabling the identification of community-based solutions for preserving the Bafut Royal Palace.

**Direct Observations:** “Observation” allows for direct observation of the physical impacts of climate change and the Anglophone Conflict on the Bafut Royal Palace and its surroundings, as well as the community's cultural practices and responses to these challenges, which allowed us to confirm information collected from other sources.



*Document analysis:* We had access to sensitive documents that allowed for the examination of historical records, archival materials, and contemporary documents to understand the evolution of the Bafut Royal Palace and its cultural heritage, as well as the impacts of climate change and the conflict over time.

*Key Informant Interviews (KII):* Among the multitude in the community three persons were selected based on their mastery of the Bafut Royal Palace Cultural Heritage site and its evolution; to provide uncontested verifiable information that was in confirmation to data collected from previous sources. This tool “Key informant interview” is valuable for gathering expert knowledge and insights from individuals with deep understanding of the Bafut Royal Palace's history, culture, and challenges posed by climate change and conflict.

From the above methods participants participatorily and independently expressed their knowledge, experiences and perspectives on the impacts of climate change and the Anglophone Crisis, on the Bafut Royal Palace Cultural Heritage.

#### ***4. Project Actions***

*Documentation and Assessment:* The Study thoroughly documented the existing damage and assessed the ongoing threats through site surveys, oral histories, and archival research.

*Community Engagement and Capacity Building:* The Study seeks to empower the Bafut community to actively participate in the preservation process by providing training in traditional building techniques and sustainable tourism management.

*Preservation and Restoration:* The Study would identify traditional techniques and materials to restore damaged structures, ensuring the preservation of the palace's architectural and cultural integrity.

*Advocacy and Awareness-Raising:* The outcome of this research is invaluable resource for advocacy for the protection of cultural heritage in conflict zones and raise awareness about the impacts of climate change on vulnerable sites

#### ***5. Impacts of Climate Change and Conflict on the Bafut Cultural Heritage***

##### ***Climate Change Impacts***

The Bafut Royal Palace in Cameroon, a UNESCO World Tentative Heritage Site, is a prime example of climate change impacts. Climate change threatens the Bafut Royal Palace through intensified rainfall (with tropical rainstorms), leading to soil erosion and structural damage. Rising temperatures and humidity also accelerate the degradation of wooden structures and cultural artifacts. Shifting rainfall patterns disrupt traditional agricultural practices, impacting local livelihoods and the palace's upkeep.

##### ***Anglophone conflict:***

The conflict led to sporadic violence and looting, causing physical damage to the palace complex. Buildings have been vandalized, Fences Scooping broken, doors/windows broken, roofs shattered with bullets, looting of the heritage artifacts, and sacred spaces desecrated, and internal displacement of the entire Royal Family - with negative consequences on traditional custodianship and maintenance of the palace. The conflict has disrupted traditional rituals, ceremonies, and cultural practices associated with the palace, hindering the transmission of cultural heritage to future generations.



### *Economic Decline:*

Climate change and the Anglophone Conflict impacts have posed excessive pressure on the Bafut Royal Palace's economy by reducing tourism revenue and limiting resources for the preservation and maintenance of the palace. Additionally, damage to cultural artifacts and infrastructure requires costly restoration efforts, further straining the palace's financial resources.

### *Social Disintegration:*

The conflict has strained social cohesion and trust within the community, making it difficult to mobilize collective efforts for heritage conservation. Besides most of the community members were displaced during the military incursion of the palace and since have not returned to the community.

## **6. Expected Outcomes:**

*Empowered Community:* The Bafut community will be equipped with the skills and knowledge to protect their cultural heritage from both conflict and climate change

*Preserved Cultural Heritage:* The project will contribute to the physical and cultural preservation of the Bafut Royal Palace for future generations.

*Preservation and Restoration:* The project will employ traditional techniques and materials to restore damaged structures, ensuring the preservation of the palace's architectural and cultural integrity.

*Increased Awareness:* The project will raise awareness among local and international stakeholders about the urgent need to protect cultural heritage sites in conflict zones and climate-vulnerable regions.

This project is crucial not only for preserving the Bafut Royal Palace but also for demonstrating the importance of community-led action research in addressing the combined challenges of conflict and climate change on cultural heritage worldwide. This project investigated the specific threats posed by these factors to the palace's physical structure, cultural significance, and the surrounding community.

*See detail report on link.... <https://greenpasso.org/...>*

## **6/FUND PERFORMANCE**

At least 90% of Green Partners Association's financial resources for project activities come from external funding. We have developed a methodology with a set of indicators that enables management and stakeholders involved in the governance of the funds to identify, analyze and address challenges in reaching and maintaining well-performing funds. Our methodology is aligned with the fundamental humanitarian principles of humanity, impartiality, neutrality, independence, voluntary service and "Do No Harm". These principles equally function according to a set of specific principles: Inclusiveness, Flexibility, Timeliness, Efficiency, Accountability and Risk Management.

### **Inclusiveness**

The funds we receive, we use them purposely to implement projects addressing identified priority needs of conflict affected children in formal and non-formal settings including both out of school boys and girls, children living with disabilities, and other minority children. Besides we have a clear strategy that enhances the participation



of the affected children, parents, care givers, community, and other education stakeholders. Funded projects have a clear strategy to promote the participation of affected people. Accountability to Affected Populations (AAP) is a major commitment to GPA.

### **Flexibility**

The programmatic focus and funding priorities of our projects are usually set at the country level and since we are operating in volatile humanitarian contexts the focus and priorities sometimes shift rapidly. Our major funding partners, especially UNICEF and then others, were able to adapt rapidly to changing priorities and allow GPA to identify appropriate solutions to address humanitarian needs associated to out of school children in the most effective way. Both funding for in-kind and in-cash assistance was appropriate to support strategic planning and response to needs identified in the Humanitarian Responds Plans (HRPs) and sudden onset emergencies through the most appropriate modalities. External funding supported projects that improved the common ability of GPA to deliver a more effective response.

### **Timeliness**

All external funding was allocated through processes with appropriate duration that met the emerging humanitarian needs. From the date of signature of contract, disbursements/payments are processed within a week. This makes contributions to funds timely and predictable.

### **Efficiency**

Management of all processes related to external funding enables timely and strategic responses to identified humanitarian needs. Funds seek to employ effective disbursement mechanisms, minimizing transaction costs while operating in a transparent and accountable manner. UNICEF's Country Based-Pooled Funds (CBPFs) for instance, is prioritized in alignment with the HRP and covers effectively conflict affected school age children with prioritized needs and management is cost-efficient and context-appropriate

### **Risk Management**

Our donors manage risks and effectively monitor GPA's capacity and performance using a full range of accountability tools and measures including Micro-Assessments, Spot Checks and Auditing - all donor agencies carry out external auditing of the funds assigned to GPA following completion of each project. The outcome of the audit is a major justification for more funding. Besides external auditing GPA recruits an independent auditor who critically examines GPA's financial management. These strategies (external audits/independent audits) have compelled GPA to sustain a resource management system that minimizes several manageable risks.

As an implementing partner we carry out a risk assessment and put in place risk management and follow-up system to enhance access to communities and security/safety of staff. With regards to risk management of funds we have in place a procurement policy and strategy that guarantees movement of funds only for the purpose according to approved work plan.

## **7/PROGRAMME MANAGEMENT**

### ***The work plans***

The work plan of GPA is made up of the following headings: Activities, a schedule or timetable for monitoring, responsibility, indicators, means of verification, budget, achieved results, and observations/remarks.



Regular monitoring of its activities is conducted and documented to ensure appropriate oversight and monitoring of implementation through monthly review meetings minutes. An M&E framework as well as templates is used for all GPA's programmes.

An online platform called **KOBO** Toolbox data collection has been put in place to facilitate data collection even in access constraint communities so as to facilitate reporting. GPA carries out action plans to make sure recommendation from independent evaluation are put in place.

### ***Organizational Staffing***

GPA's key management staffs are as follows:

1. Co-founder and Executive Director of GPA: Shu Martin Ambe - International Masters in Sustainable Development & Corporate Social Responsibility (IMSD) and a Bsc in Sociology and Anthropology. 24 years working experience in development and humanitarian fields.
2. Programme Coordinator: Anoncho Valentine Fru - Msc in Natural Resource Management, Msc in Animal Biology, and a Bsc in Natural science. 18 years working experience in development and humanitarian activities.
3. Head of Administration and Finance: TECHA Hanniel AWAH, Msc. in Accounting and Finance and an ongoing PhD in Accounting. 4 years working experience in humanitarian activities and 5 years working experience in other related fields.

Besides these three top Management Staff GPA has 7 administrative staff, 9 Project Staff, 64 resident-field supervisors, and 750 community-based facilitators taking care of our non-formal learning centers.

### ***Accounting policies and procedures***

Previously GPA was using Globe Accounting Made Easy. However, currently there is a transition Quick Books Pro that records financial transactions with donor agencies and processes budget per project. This allows the proper recording of financial transactions, including the allocation of expenditures to the respective components, disbursement categories and funding sources. UNICEF and UNDP trained our accounting department on the HACT (Harmonized Approach to Cash Transfer) procedures.

All accounting and supporting documents are archived according to activities as well as budget lines per activity that allows easy access to authorized users. Section 8 of the GPA financial policies and procedures elaborates on the Segregation of duties: authorizing the execution of a transaction; recording the transaction, safeguarding the assets involved in the transaction.

### ***Section 8 on elaboration on the procurement procedures***

Ordering receiving, recording and paying for goods and services are handled by different staff at different stages respectively.

Bank reconciliations are prepared by the Finance Officer and bank payment approved by the Executive Director or Program Coordinator.

Budgets are prepared per programme showing details of every activity to be carried out.





Actual expenditures are compared to budgets through quarterly statement of expenditures (SOE) which have a column for any variances as well as that for remarks. And in the case of a possible over consumption of a budget line; emails requesting for permission from donor against such discrepancy are used.

Section 5 of the finance policy says, before signing any check, signatories shall review invoices and supporting documentation to verify that it is a legitimate expense of GPA and shall verify vendor invoices for accuracy in quantities ordered and received, prices charged and overall clerical accuracy.

The BoD of GPA is responsible for approval of budgets and in the case of door funds, pre-approvals required for significant variances from the budget can be obtained through emails requesting permission or non-objection from donor against such discrepancy.

GPA uses both Accrual and Cash-Base accounting method for its operations.

The following policies and procedure manuals are available;

- ❖ Finance policy and procedure
- ❖ Operational manual
- ❖ Human resources policy and procedures etc.
- ❖ GPA has a dual signatory/authorization for bank transactions and has an up to date cash journal.
- ❖ There exist a secured Safe for safeguarding cash and checks.
- ❖ GPA has put in place an internal control framework. GPA implements recommendations from external audits such as spot-checks, micro-assessments and audits etc.

#### ***Fixed assets and stocks***

- ❖ GPA has a well secured warehouse.
- ❖ There is a transition from Globe Accounting Made Easy to Quick Books Pro for better management of Stocks and assets
- ❖ A detailed asset table and stock sheet was presented to the audit team. However, no prove of inventory of stock and assets were made available to the auditor.
- ❖ GPA provides insurance only for its vehicles.
- ❖ Reception of stocks is done by the Logistic Officer and always accompanied by a third party including either; the Executive Director, Programme Coordinator or Finance Officer. Once this has been done, the logistics officer is responsible for reception and distribution at the level of the warehouse as well as updates the electronic stock register in Globe Accounting Made Easy Easy which is currently under transition to Quick books Pro.

#### ***Financial report and monitoring***

GPA has specific types of reports such as;

- Annual statements showing Income and Expenditure;



- Annual Balance Sheet;

-Annual Statement of Receipts and Payments

- Monthly Trial Balance are prepared alongside detailed project progress reports presented to the Senior Management Team (SMT)

- GPA's produces an overall financial statement which comprises of both the GPA personal activities and activities financed by donors such as UNICEF.

-GPA funded projects are usually audited by external audit recommended by the Funder's Agencies. Besides project audits, GPA recruits an external independent auditor in accordance with section 7 of GPA's financial policies and procedures providing for an annual audit of its financial records by an external independent auditor.

No material issues related to ineligible expenditures of donor funds have been identified in GPA's audit reports over the past years to the attention of the audit teams. However, GPA is always excited to work on each recommendation of the auditors.

### ***Procurement and attribution of Contract***

The procurement policies and procedures used are those of the Green Partners Association, which is responsible for administrative and financial management. And according to section 7 of the finance policies and procedures, procurement procedures with stated thresholds are written for contracting purposes. The Board of directors is the sole body responsible for approval of exceptions to any procedural proceedings in 2024. Even though this contravenes the finance policies and procedures in its section 7, it was necessary in order to restore order and discipline in place.

No significant issue has been raised in the previous years by auditors per the procurement procedures, all quotation for the supply of goods and/or services are submitted in a secured folder or online through a designated email address.

The conflict-of-interest statement takes care of all ethical and exclusionary principles and indelibility criteria in procurement. All contracts are sufficiently approved before any contract can be signed. The selection process is carried out by a team of 4 staff: the Executive Director, Programme Coordinator, Finance Officer and the Project Manager. Bid analysis reports are usually attached to source documents justifying the expenditure.

Per the procurement policy, all bids are submitted in a secured box with two locks and keys handled by two staff, or through email. The selection process is done by the director, coordinator, and finance officer. GPA considers the best value for money/ Procurement policy in the finance policy page 9.

## **8/GOVERNANCE**

Green Partners Association is governed by a Board of Directors (BOD)

The top management of Green Partners Association (GPA) consists of four entities – the Board of Directors (the President of Board of Directors, the Executive Secretary and Three Advisers).



Green Partners' Board is a legal requirement in order to get it officially registered with the local authorities. Membership in the board is voluntary and non-remunerative. Board meetings are kept closed, though written proceedings, reports and minutes may be made public for transparency purposes.

The Board is responsible for a number of tasks, for example vote and supervise the President of Board of Directors vote and supervise the Secretary General, oversee the recruitment of key staff, determine types of development partnerships to engage with and develop and approve budgets. Board members, who must be members of the NGO are also expected to champion the NGO's cause and represent the NGO to the larger community. Board members are also expected to help raise funds for projects and for the sustainability of the organization.

The President of the Board is an elected position, who may also be called by other names such as Executive Director or CEO. He is responsible for the overall direction in which the NGO moves, and oversees the day-to-day activities of the NGO and partnership building.

The Executive Secretary who may also be called by other names such as Secretary General or Programme Coordinator is responsible for the coordination of all activities of the NGO. He or she is the custodian of all reports of the Board. He/she is the general manager of the association with respect to project-cycle management.

The Executive Director and the Executive Secretary are assisted by two advisors (equally Board Members) – they are members of the NGO and experts in the different sectors of operation of the NGO. These advisors are non-optional as they are useful to create a good image of the NGO, and enhance its "brand name" besides providing specialist advice for the NGO. They are expected to champion decision-making pertaining to their fields of expertise.

Following a resolution of GPA in 2019 for GPA to fully engage into humanitarian response within the education sector, some members of the Board had quietly dissociated and distanced themselves from activities of the organization until December, 2022 when they formally announced their withdrawal. This withdrawal was based on grounds of insecurity connected to GPA's role-play in providing humanitarian response in the education sector, which they said was suicidal - exposing BoD members and staff into danger since the band on schooling of NSAGs has not been uplifted. It should be noted that the Executive Director and Coordinator of GPA had several been abducted and cars equally seized severally for advocating for the Rights of the Child to Education.

The withdrawal three BoD members has since left the organization with four active members (who are all board members) and the dissolution of the general assembly. GPA is therefore being run by four board members that are championing the lead role in providing Education in Emergencies (EiE) within the context of the Anglophone Crisis.

## 9/GPA OUTLOOK, 2025

Here GPA attempts to analyse and forecast about the future in the year 2025, providing a forward-looking perspective on the challenges and opportunities that we are likely to face in the coming year This encompasses a variety of factors, including: Financial Trends; Operational Challenges and Opportunities; Risk Management; Policy and Regulatory Changes and, etc



Our success stories continue to build trust in the communities as well as greater expectations, which we must consider as challenge to continue to identify and improve (or relegate that which did not work well) and identify/apply that which would work well to keep GPA on the right path. Strategically, in the following year, 2025. While the crisis persists, trends however demonstrate increasing pressure from the population for peace and return to normalcy. This has equally translated to un-interrupted increase in school attendance, which has been GPA major humanitarian intervention since 2020. While provision Education in Emergencies (EiE) especially non-formal education to conflict affected out-of-school children in hard-to-reach areas remain pivotal in 2025, This year would mark a strategic complementarity of this core humanitarian activity (EiE) with *Strengthening emergency preparedness and response capacities of Hard-to-Reach populations to increase their protection*.

In this light, GPA has already engaged two new strategic partners: Danish Refugee Council (DRC) and Plan International to complement ongoing projects with UNICEF. Here-with an overview of (already) approved projects for, 2025.

#### *(i)GPA/DRC/SIDA/ECHO Project:*

##### ***Project Title***

*To Strengthen emergency preparedness and response capacities through local front-line actors in Northwest Cameroon to increase the protection of the Hard-to-Reach populations.*

This project is the outcome of the MSNA carried by GPA, DRC and other local partners in October-November, 2024.

##### ***Executive Summary:***

The Northwest (NW) region of Cameroon hosts the country's second largest internally displaced population, with 188,954 displaced persons and 233,451 returnees (UNHCR). Frequent armed clashes between State security forces (SSF) and non-State armed groups (NSAGs) have caused killings, property destruction, kidnappings, illegal taxation, and arbitrary arrests, leading to continued displacement.

The primary needs of IDPs in the NW region are food (19%), education (18%), and water (15%). Over 350,000 people face Crisis or worse (IPC Phase 3-5) food insecurity, with Momo and Bui hardest hit due to conflict disrupting agriculture and markets. Currently, 26% of households report safety incidents, and 36% face movement restrictions, especially in Ngo-Ketunjia, Boyo, Bui, and Mezam (IOM, Sept. 2024). IDP girls face concerns like lack of safe spaces (55%), aggression (44%), and GBV (31%), with 79% of households lacking shelters for women and girls. Emergency shelter and NFI needs are urgent, particularly in Ngo-Ketunjia and Menchum (OCHA 2024).

Humanitarian access worsened in 2023, with more incidents affecting aid workers. Cameroon scores 4 out of 5 on the Humanitarian Access Index (ACAPS, July 2024), indicating severe constraints like violence against personnel, interference, and movement restrictions by NSAGs in NWSW regions. Areas like Momo, parts of Ngoketunjia (Bamessing), and Boyo face significant access challenges, and are thus underserved by aid actors leaving gaps in food, protection, and shelter/NFI assistance. IOM leads displacement monitoring but there is a strong need for better early warning systems and coordinated response, as the Shelter/NFI response through IOM's local partners remains limited without a functioning Rapid Response Mechanism (RRM).



GPA/DRC/ SIDA/ECHO proposed intervention focuses on Bui Division and aligns with the 2024 Cameroon HRP, supporting life-saving assistance through Multi-Purpose Cash Assistance (MPCA) and protection services, while addressing GBV and protection concerns via daily awareness sessions.

**Principal objective:**

Increase efficient multisectoral humanitarian and protection assistance for newly displaced households, in particular Hard-to-Reach populations through enhanced emergency preparedness and response capacities of local front-line actors in Northwest Cameroon

**Expected Results:**

R1. The emergency preparedness capacities of L/NAs as well as the Rapid Response capacities in Northwest are strengthened

R2. L/NAs contribute to an improved access to food through cash transfers for the most vulnerable households displaced by a shock in Northwest

R3. L/NAs deliver an emergency protection response and promote community resilience by raising awareness and improving access to protection services

R4. Coordination with preparedness and emergency response actors for the creation of a joint strategy and advocacy plan for Northwest is reinforced

While the SIDA component of the project is planned to commence by March 1, 2025 and to run through for 9 months, the ECHO component will run for 18 months with effect as from April 1, 2025

***GPA will use both fundings***

- To provide multisectoral assistance in Bui Division, including food and emergency protection (PFA, MHPSS, IPA, and referrals), using cash, vouchers, or in-kind aid based on identified emergency needs.
- Strengthen the protective environment to increase community resilience and awareness of key issues, including GBV.
- Protection activities consist emergency response within the RRM (in parallel with cash for food activities):
  - ✓ Rapid Protection Assessment
  - ✓ Update and dissemination of referral mechanisms
  - ✓ Emergency protection response (identification, psychological first aid, small amount of cash to respond to immediate needs, referrals, and awareness raising)
  - ✓ Protection monitoring and advocacy

Target population: Total target - 525 households (200 funded by SIDA and 325 funded by ECHO)

***(ii) GPA/Plan International Project/ECHO:***

***Project Title***

Enhancing Protection Response, Access to Child Protection Services, and Quality and Inclusive Education for Crisis Affected IDP and Host Community children, adolescents, and young people (CAY) in the North-West region of Cameroon





### ***Executive summary:***

The proposed project aims to address the protection and education needs across the North-West region of Cameroon.

The current action in the North-West aims at increasing the protection of children from specific child protection risks through holistic case management services and community-based protection approaches. The action will target crisis affected and hard to reach children and adolescents, that will be identified through a child protection mobile approach.

Improved sexual and reproductive health (SRH) knowledge and service access will support At-Risk-Adolescents to enhance their sexual and reproductive health and rights (SRHR); children's emotional stabilization will be fostered in child-friendly spaces (CFS) through preventative psychosocial support (PSS). An education pilot will also respond to educational needs of out of school children through basic literacy and numeracy delivery.

The project will target 13 communities - including hard to reach areas - in the NW targeting a total of 10,084 people (6,050 F;4,034 M). GPA shall be operating in 5 communities i.e, Baba 1, Babessi, Bangolan (Ngoketunjia) and Issue and Furawa in Menchum Division

## **10/RECOMMENDATIONS AND CONCLUSION**

Looking at figures of donor funding received and target population reached, this year, 2024 might seem the worse year since 2021; yet ironically it is the best year in partnership development. GPA established new credible partnerships (international and national) towards 2025, which expose the organization to more visibility. Even more relevant is the fact that these new partnerships demonstrate a remarkable growth/expansion and sustainability of GPA through the integration of General Protection and Child Protection partnerships.

Since 2019, GPA has been very consistent in providing humanitarian assistance within the education sector, precisely nonformal education (NFE), to conflict-affected out-of-school children. However, the year 2024, marked a remarkable integration of new sectors into GPA's core activities through new partnerships in Climate change, General Protection and Child Protection. These partnerships are expected to deliver new project perspectives and a new/better approach to GPA's strategy "Providing Local Solutions to unique challenges in resilience building" in 2025.

Integrating General Protection and Child Protection humanitarian activities into Education in Emergencies (EiE) programs in a conflict-affected context like the North West Region of Cameroon in the year 2025, offers numerous positive implications for us. This integrated approach recognizes the interconnectedness of children's educational needs and their safety and well-being in the face of crisis. Here are some key positive implications:

### **For the Children:**

- *Holistic Support:* Provides a more comprehensive and holistic approach to supporting children. Instead of addressing education and protection in silos, it recognizes that a child's ability to learn is directly impacted by their welfare, safety and security.



- *Increased Safety and Security:* Embedding protection measures within EiE activities creates safer learning environments. This can include awareness sessions on child protection, identification of risks, establishment of reporting mechanisms, and the presence of trained personnel who can identify and respond to protection concerns.
- *Improved Psychosocial Well-being:* Integrating psychosocial support within EiE helps children cope with trauma, stress, and the emotional impact of conflict. This can improve their mental health and their ability to engage in learning.
- *Enhanced Learning Outcomes:* When children feel safe and supported, they are more likely to attend classes, concentrate, and learn effectively. Addressing protection concerns can create a more conducive learning environment.
- *Empowerment and Agency:* Integrating child protection into EiE empowers children with knowledge about their rights, how to identify and report abuse, and how to protect themselves. This fosters a sense of agency and control.
- *Early Identification and Intervention:* Parents teachers and facilitators, who have regular contact with children, can be trained to identify signs of abuse, neglect, or other protection concerns early on, enabling timely referrals and interventions.
- *Reduced Stigma:* Integrating protection into EiE normalizes discussions about safety and well-being, potentially reducing the stigma associated with seeking help for protection issues.

#### For GPA:

- *Increased Efficiency and Effectiveness:* Combining resources and personnel o multiple projects can lead to more efficient program delivery and a more effective response to the multifaceted needs of children and communities.
- *Enhanced Program Coherence:* Creates a more cohesive and integrated program that addresses both educational and protection needs, leading to a stronger overall impact.
- *Improved Trust and Community Engagement:* Demonstrates a commitment to the holistic well-being of children, which can build trust with communities and stakeholders.
- *Stronger Advocacy Position:* Highlights the critical link between education and protection in emergencies, strengthening the NGO's advocacy efforts for child rights and protection.
- *Better Data Collection and Analysis:* Integrated programs can facilitate more comprehensive data collection on both educational and protection indicators, leading to a better understanding of the situation and more informed decision-making.
- *Increased Funding Opportunities:* Donors and funding agencies often prioritize integrated programs that address multiple needs in a comprehensive manner.
- *Capacity Building of Staff:* Provides opportunities for staff to develop a broader range of skills and knowledge in both education and protection, leading to a more versatile and capable team.
- *Sustainability:* By addressing both educational and protection needs, the programs are more likely to be relevant and sustainable in the long term, even as the conflict evolves.

#### Context-Specific Implications for North West Cameroon:

In the context of the North West Region, where children are facing displacement, violence, and trauma, integrating protection into EiE is particularly crucial. It can:



- *Address the specific risks faced by children and parents in the conflict:* Such as recruitment into armed groups, gender-based violence, and the loss of family members.
- *Provide a safe space for children who have experienced trauma:* Where they can receive support and continue learning in a protective environment.
- *Reach children and parents who are particularly vulnerable:* Including those in remote or hard-to-reach areas where protection services may be limited.
- *Contribute to peacebuilding efforts:* By fostering a sense of safety and well-being among children, and by promoting positive social norms.

In conclusion, 2024 has set a base for a new strategic approach to our humanitarian activities in 2025 going forward. Integrating Protection and Child Protection activities into Education in Emergencies programs is a highly beneficial approach for GPA that has been working with conflict-affected children since 2019. It leads to more effective, holistic, and sustainable interventions that prioritize the safety, well-being, and educational development of vulnerable children in challenging contexts like the North West Region of Cameroon.

