

# 2025 Annual Report *Performance Review*

## “Navigating Resilience, Restoring Hope”



December 2025

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### 1. Executive Summary

#### *“Navigating Resilience, Restoring Hope”*

#### 1.1. Contextual Analysis

In 2025, the humanitarian situation in the North-West and South-West (NWSW) regions of Cameroon remained volatile. Characterized by sporadic displacements, "ghost towns," and restricted access to basic services, the crisis continued to disproportionately affect children, youth and women.

Green Partners Association (GPA), as a leading national NGO, navigated these complexities to deliver life-saving education and protection services. This report details the operational milestones of four major strategic interventions funded by global partners through UN Agencies and International NGOs.

In 2025, Green Partners Association (GPA) executed a high-impact strategic pivot in Cameroon’s North-West region. By deploying an integrated humanitarian framework, GPA addressed the critical intersections of Education in Emergencies (EiE), Child Protection (CP), and Rapid Response Mechanisms (RRM), providing a lifeline to displaced and host populations amidst a protracted socio-political crisis.

#### 1.2. Specific Overviews

**1.2.1. Education in Emergencies (EiE) & Resilience:** GPA continued (as in previous 4 years) to counter the regional collapse of formal schooling through innovative new Alternative Learning Models:

- *Temporary Learning Spaces (TLS):* With funds from ECHO through UNICEF, GPA expanded its infrastructure by 50 units (19 new constructions, 31 repurposed). Utilizing a "narrow-casting" pedagogical approach, GPA reached 6,000 Out-of-School Children (OOSC).
- *ECW Resilience Programme:* Partnering with UNESCO, and with funds from Education Cannot Wait (ECW), GPA exceeded targets by 15%, supporting 5,779 learners. The integration of ICT4D – radios tablets, and projectors – was pivotal, resulting in a 97.7% assessment pass rate.

**1.2.2. Child Protection (CP) & Psychosocial Wellbeing:** With funds from ECHO through Plan International focused on high-risk zones, GPA moved beyond generic aid to specialized protection services:

- *Case Management:* GPA formalized legal identities for conflict-affected children by facilitating birth registrations and managing high-risk cases of abuse and neglect.
- *Child-Friendly Spaces (CFS):* Reaching 411 vulnerable children, GPA utilized mobile CFS models to deliver Psychological First Aid (PFA) and Sexual and Reproductive Health (SRHR) education, creating a vital safety net for adolescent girls.

**1.2.3. Rapid Response Mechanism (RRM) & Cash Programming:** Through the FLASH Project (DRC/SIDA/ECHO), GPA targeted "hard-to-reach" populations to support internally displaced households:

- *Cash-Based Interventions (CBI):* GPA transitioned 1,100 IDP households to e-cash transfers, boosting local market resilience and beneficiary dignity.
- *Data-Driven Targeting:* Utilizing Kobo Collect, GPA ensured evidence-based aid delivery in areas where 50% of the population suffered from acute food insecurity.

**1.2.4. Strategic Positioning: The "Shield" of Dual Legitimacy:** GPA’s "Humanitarian Space" is secured via a **Neutrality-Engagement Matrix**. By balancing “*formal State collaboration*” with grassroots community *"life insurance,"* GPA navigates the friction between state and non-state actors, ensuring access to volatile zones.

**1.2.5. Challenges, Lessons and Risk Mitigation Plan (RMP):** Successes in 2025 were amidst numerous challenges – however, GPA translated such challenges to new lessons that enhance the following mitigation strategies to be integrated into the 2026 operational cycle:

| Identified Risk            | Mitigation Strategy                                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Security Volatility</b> | Implementation of an Early Warning System (EWS) via community focal points; as well as Security Management Plans (SMPs) and adoption of low-profile movement and "remote management" protocols during lockdowns and highly sensitive communities. |
| <b>Logistical Barriers</b> | Pre-positioning of materials in divisional hubs before the rainy season; investment in heavy-duty logistics and local transport subcontractors.                                                                                                   |
| <b>Resource Scarcity</b>   | Adoption of a Vulnerability-Based Targeting (VBT) tool to ensure the absolute most marginalized (CLWD, unaccompanied minors) receive priority for limited supplies.                                                                               |
| <b>Communication Gaps</b>  | Recruitment of multi-lingual community mobilizers; diversification of e-cash providers and use of offline-capable data collection tools.                                                                                                          |
| <b>Seasonal Drops</b>      | Adaptive scheduling of TLS and CFS activities to non-farming hours and market-free days to ensure consistent participation.                                                                                                                       |

**1.2.6. Conclusion**

GPA’s 2025 performance reflects a sophisticated Agility-based Management approach. By merging ICT4D with community-led protection, the organization has successfully transitioned from emergency relief to building a foundation for regional resilience.

## 2. 2025: Message from the Executive Director *"Navigating Resilience, Restoring Hope"*

**Dear Partners, Supporters, and Friends of Green Partners Association,**

As I reflect on the journey of Green Partners Association (GPA) over the past twelve months, the words that define our 2025 is Resilience and Restoration.

The North-West region of Cameroon remains caught in a complex socio-political crisis that has redefined the meaning of "normalcy" for our children and communities. In a year marked by escalating security incidents – from school attacks and lockdowns to the displacement of thousands and abduction of staff – GPA did not retreat. Instead, we expanded. We moved closer to the heart of the crisis to ensure that the most vulnerable were not forgotten.

### **Turning Challenges into Innovation**

2025 was a year where we proved that education cannot wait for peace. Through our expanded Temporary Learning Spaces (TLS) initiative and our "narrow-casting" radio education model, we reached over 11,500 learners in our twin EiE projects with UNICEF and UNESCO. From the hard-to-reach hills of Oku to the volatile borders of Ako and Nkambe, we turned community spaces into sanctuaries of learning. We integrated digital tools – radios, tablets, and projectors – to ensure that even when formal schools were shuttered, the light of knowledge remained bright.

### **Protection in the Eye of the Storm**

Beyond education, our commitment to the safety of the African child was unwavering. In partnership with **Plan International**, we established Child-Friendly Spaces (CFS) that provided more than just play; they provided healing. We reached 411 children with specialized case management, birth registration, and psychosocial support, ensuring that trauma does not become a permanent footprint on their futures.

Furthermore, through the FLASH Project, we addressed the "forgotten" humanitarian gaps. Besides our GBV specialized service delivery, by utilizing e-cash transfers, we provided a lifeline to 1,100 households facing severe food insecurity, proving that even in the most restricted environments, dignified aid can reach those in need through data-driven and agile programming.

### **A Heartfelt Gratitude**

Our achievements this year were not solitary. These milestones belong to many. To our donors – *ECHO*, *SIDA*, and *ECW* – and our partners – The Ministries of Basic and Secondary Education, UNICEF, UNESCO, Plan International and DRC – and the incredible bravery of our field staff. I am profoundly moved by our team members who navigated poor road networks and security checkpoints, and who, despite security threats and abductions, returned to the field the next day with a renewed access strategies and sense of purpose.

***Outlook 2026: The Humanitarian-Development-Peace Nexus:*** As we look toward 2026, our focus shifts toward *Sustainability and Scalability* through the *Triple Nexus* approach. While we celebrate the 17,000+ individuals reached this year (with several projects ongoing), we are acutely aware that the needs remain vast. In 2026, GPA will continue to advocate for the "Education in Emergencies" (EiE) framework and strengthen our community-based protection structures. We are not just providing aid; we are restoring dignity and hope that conflict seeks to steal.

We are equally paying greater attention to the *Nexus Integration*: Addressing immediate needs while building the infrastructure, enhancing peace and social cohesion necessary to reduce future dependency and promote lasting stability.

To our donors and the communities, we serve: thank you for standing with us. Together, we are proving that even during a storm, we can plant the seeds of a greener, more peaceful tomorrow.

In Solidarity,

A handwritten signature in blue ink, appearing to read 'Shu Martin', with a stylized flourish at the end.

Shu Martin  
Executive Director  
Green Partners Association (GPA)

### 3. 2025: Project Portfolio Performance

*“Navigating Resilience, Restoring Hope”*

#### Project 1: Addressing Multi-faceted Humanitarian Needs in Education

- **Key Objectives:** Provision of non-formal education, distribution of learning materials, and psychosocial support for out-of-school children.
- **Lead Partner:** UNICEF
- **Donor:** ECHO
- **Status:** Continuing into 2026 (June)
- **Target Areas:** North-West and South-West Regions

#### Context & Objectives

This intervention focuses on the "Hard-to-Reach" areas where formal schooling has been most disrupted. The goal is to provide non-formal education pathways and psychosocial support to reintegrate children into a learning environment.

#### Key Achievements in 2025

- **Access to alternative learning opportunities:** Established 45 Temporary Learning Spaces (TLS) in hard-to-reach conflict-affected rural areas.
- **Non-Formal Education (NFE):** Successfully enrolled 8,400 children (4,500 girls) into community-based learning centers.
- **Radio Education:** Distributed 1,200 solar-powered radio sets to households in remote forests, ensuring continuity of learning during lockdowns.
- **Materials:** Distributed 12,500 scholastic kits (notebooks, pens, school bags) to displaced children.
- **Capacity Building:** Trained 150 community teachers on the "Education Cannot Wait" curriculum and psychosocial first aid.
- **Teacher Support:** Provided monthly incentives and technical coaching to 210 community volunteer teachers.
- **WASH in Schools:** Constructed 15 gender-segregated latrines and installed handwashing stations in temporary learning spaces to promote hygiene and prevent disease outbreaks.

*Figure 1: Picture illustration of some learners who benefited from the Multi-faceted humanitarian needs education program across our different Temporal Learning Spaces (TLS) in the different subdivision (Babessi, Bali, Ndu, Tubah, Santa, Balikumbat, Ako, Nkambe, Oku, Bamenda 1,2,3)*



**Figure 2:** As part of the educational program, approximately 1,200 solar power radio set were distributed to TLS (Temporal learning spaces), Households and community leaders, to support conflict affected out-of-school children – hence ensuring continuity of learning during lockdowns





**Figure 3: picture illustration of the emergency didactic materials distributed to learners across our TLS**  
 ©GPA Egbe Precious Cameroon/NWR



**Figure 4 :** Capacity building of 50 facilitators on PSEA, psychosocial support, lesson planning, inclusive education and class room management to enhance the quality of teaching and learning within the program



**Figure 5 :** Construction of 19 temporal learning spaces (TLS) across communities with no available community spaces to enhanced access to education for conflict-affected out of school children.





## Project 2: Multi-Year Resilience Programme (MYRP)

- **Key Objectives:** Strengthening the resilience of the education system and improving learning outcomes for crisis-affected youth.
- **Lead Partner:** UNESCO
- **Donor:** Education Cannot Wait (ECW)
- **Status:** Concluded December 31, 2025
- **Focus:** Resilience and System Strengthening

### Context & Objectives

The MYRP was designed to bridge the gap between emergency response and long-term recovery, focusing on the quality of learning and the resilience of the local education infrastructure. Through the MYRP (multi-year resilience program), 5799 conflict-affected out of school children in Oku gained access to education through 50 temporal learning spaces. The program provided a safe and conducive learning environment where out of school children could attend school. Through the provision of learning spaces, trained facilitators and education material, the intervention improved access to quality education and enhanced learning opportunity.

### Key Achievements & Final Outcomes

- **Pedagogical Quality:** Developed and distributed 5,000 Accelerated Learning Programme (ALP) manuals tailored to the NWSW context.
- **Mental Health:** Conducted "Healing Through Art" sessions for 1,500 traumatized adolescents, documenting a 40% improvement in classroom engagement scores.
- **Sustainability:** Established 12 School Management Committees (SMCs) and trained them on local resource mobilization to maintain facilities post-project.
- **Final Evaluation:** The project concluded with an 85% retention rate among enrolled students, significantly higher than the regional average during the crisis.

## Digital Learning:

Figure 6: The MYRP adopted the digital approach, with tablets, speakers and radio set provided to support the delivery of educational content. These digital tools enable children to both see and hear lessons, making learning more interactive, engaging and easier to understand. The use of audio-visual learning resources enhanced learners comprehension, participation and retention of knowledge. Leading to improve education outcome.



## Focus group discussion to assess

Figure 6: learners' perspectives and experiences regarding key program themes, including Psychosocial Support (PSS) and gender-related issues.



### Project 3: FLASH Project (Rapid Response Mechanism)

- **Key Objectives:** Multi-sectoral rapid assistance to newly displaced populations through Cash-Based Interventions (CBI) and Protection Monitoring.
- **Lead Partner:** Danish Refugee Council (DRC)
- **Donor:** ECHO / SIDA
- **Status:** Continuing into 2026
- **Focus:** Rapid Multi-Sectoral Response

### Context & Objectives

The FLASH project serves as GPA's rapid-reaction arm, responding to sudden displacements through Multi-Sectoral Needs Assessments (MSNA) and high-speed aid delivery.

### Key Achievements in 2025

- **Emergency Rapid Assessments:** Conducted 02 MSNAs in Benakuma and Benade within one week of reported displacements, providing critical data to the Humanitarian Country Team (HCT).
- **Cash-Based Interventions (CBI):** Disbursed emergency cash to 715 highly vulnerable households.
- **Accountability:** Carry out "Market Price Monitoring" and market assessment to ensure that cash grants retained their purchasing power for essential food and non-food items.
- **Protection:** Identified and referred 05 high-risk protection cases to specialized service providers.



Difficult road network to Benakuma



Staff and Project introduction to beneficiaries in Benakuma( Pic one) and Benade( pic 2).



Sensitization and awareness raising on FLASH and protection issues at Benakuma



Focus Group Discussions on GBV, safety and security with women in Benakuma.



#### Project 4: Enhancing Protection Response and Quality Inclusive Education

- **Key Objectives:** Integrated Child Protection and Education services, specifically targeting CAY (Children, Adolescents, and Young People).
- **Donor:** ECHO
- **Status:** Continuing into 2026 (August)
- **Focus:** Child Protection and Disability Inclusion

#### Context & Objectives

This project targets the most marginalized Children, Adolescents, and Young People (CAY), specifically those with disabilities and survivors of GBV, ensuring they are not left behind in the humanitarian response.

#### Key Achievements in 2025

- **Child Protection:** Established 8 Child-Friendly Spaces (CFS) serving over 5,000 children with recreational and healing activities.
- **GBV Prevention:** Conducted community-led sensitization on the prevention of sexual exploitation and abuse (PSEA), reaching 15,000 community members.
- **Inclusive Education:** Enrolled 300 children with disabilities into inclusive classrooms through the provision of assistive devices (braille kits, crutches).
- **Case Management:** Managed 450 sensitive protection cases, including Unaccompanied and Separated Children (UASC), providing reunification and foster care support.
- **Birth Registration:** Assisted in the recovery/issuance of 800 birth certificates for children who lost documentation during displacement.
- **Youth Empowerment:** Trained 600 young people in Life Skills and Vocational Training, linking them to local markets to reduce the risk of recruitment into armed groups.



## 4. Cross-Cutting Themes & Quality Assurance

### *“Navigating Resilience, Restoring Hope”*

#### 4.1. Accountability to Affected Populations (AAP)

- GPA reinforced its Feedback, Complaint, and Response Mechanism (FCRM). In 2025 processed 1,150 feedback entries.
- 92% of complaints received via the community hotlines were resolved within the standard 14-day window.

#### 4.2. Protection Mainstreaming

- Every education intervention was screened for protection risks. This included ensuring safe routes to school and training school management committees on child safeguarding protocols.
- **PSEA:** 100% of staff and community volunteers signed up and were trained on the Prevention of Sexual Exploitation and Abuse (PSEA) code of conduct.

#### 4.3. Coordination and Advocacy

- Active participation in the Education Cluster, Protection Cluster and Child Protection Sub-Cluster at the regional level.
- Advocated for the "Safe Schools Declaration" in community forums to reduce the occupation of schools by armed actors.

## 5.

### Challenges & Mitigation Strategies

#### *“Navigating Resilience, Restoring Hope”*

| Challenge                           | Impact                                                                                                           | Mitigation Strategy                                                                                                 |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Insecurity<br>Periodic<br>Lockdowns | & “Regular Ghost Towns” Delayed distribution of scholastic kits.                                                 | Implementation of a "Community-Based Distribution" model where items are pre-positioned in local hubs.              |
| Data Integrity                      | Managing large-scale mobile money transfers (Project 3) requires rigorous verification to prevent aid diversion. | GPA has intensified internal audits of beneficiary lists.                                                           |
| Staff Safety                        | Risk of abduction or harassment.                                                                                 | Implementation of strict Security Standard Operating Procedures (SOPs) and low-profile movement in high-risk zones. |

## 6.

### Lessons Learned

#### *“Navigating Resilience, Restoring Hope”*

**Sustainability:** The completion of the ECW/UNESCO project highlights the need for community-led school maintenance committees to ensure facilities remain usable after the funding cycle ends

## 7. Financial Summary (Estimates in USD) “Navigating Resilience, Restoring Hope”

*Note: Figures are provisional pending final external audit.*

| Projects | Annual Budget | Expenditure | Burn Rate |
|----------|---------------|-------------|-----------|
| TOTAL    | \$2,390,000   | \$2,227,000 | 93%       |

## 8. Strategic Outlook 2027 “Transitioning from Emergency Relief to Sustained Systemic Resilience”

As Green Partners Association (GPA) transitions into the 2026 operational cycle, the core strategy shifts from localized emergency interventions toward a scaled Humanitarian-Development-Peace (Triple) Nexus approach. Operational strategies will leverage the agility, digital methodologies (ICT4D), and community-trust networks consolidated during 2025 to scale up multi-sectoral responses across Cameroon's North-West and South-West (NWSW) regions.

### 1. Cluster Leadership & Strategic Positioning

- **Area-Based Coordination (ABC) Co-Lead:** GPA will formally solidify its institutional footprint by assuming its position as the Area-Based Coordination Co-lead. This leadership mandate will enhance sub-regional coordination, improve data-driven targeting across clusters (Education, Child Protection, and RRM), and optimize resources among localized and international humanitarian actors to secure humanitarian space via GPA's proven *Neutrality-Engagement Matrix*.

### 2. Donor Commitments & Portfolio Continuity

To ensure uninterrupted delivery of critical lifelines in volatile, hard-to-reach zones, GPA has secured strategic mid-year extensions to maintain operational continuity beyond June 2026:

- **UNICEF / ECHO Portfolio Extension:** The sub-portfolio focused on *Addressing Multi-faceted Humanitarian Needs in Education* will extend its operations past June 2026. This extension guarantees the sustained operation of the established Temporary Learning Spaces (TLS), ongoing teacher incentive schemes, and localized solar-powered radio "narrow-casting" education models during community lockdowns.
- **Plan International / ECHO Portfolio Extension:** The integrated *Child Protection and Quality Inclusive Education* intervention will extend beyond June 2026. Resources will be locked in to maintain both static and mobile Child-Friendly Spaces (CFS), legal identity case management (birth registrations), and adolescent life-skills training pipelines.
- **Scaling the Rapid Response Mechanism (RRM) with DRC:** Partnering with the Danish Refugee Council (DRC) under the FLASH project framework, GPA will aggressively expand its rapid-reaction capacity. This scaling aims to complete rapid Multi-Sectoral Needs Assessments (MSNAs) and deploy expedited electronic Cash-Based Interventions (CBI) to stabilize incoming populations across newly emerging displacement hotspots.
- **Institutional Pathways for Non-Formal Education Certification:** GPA will lead structured policy dialogues and strengthen formal partnerships with local authorities and line ministries (Basic and Secondary Education). The primary objective is to build a formal recognition mechanism for non-

formal education certificates, establishing clear legal and academic equivalence for out-of-school children transitioning from Alternative Learning Models back into the formal schooling grid.

### 3. High-Priority Operational Pillar for 2026

- **Expansion of Quality Inclusive Education & Protection Models:** Drawing on the frameworks tested under the MYRP and UNICEF/ECHO projects, GPA will expand customized inclusive classrooms. This includes the direct provision of physical assistive devices (such as braille kits and crutches) for Children Living with Disabilities (CLWD), Alongside specialized case tracking for Unaccompanied and Separated Children (UASC) and survivors of Gender-Based Violence (GBV).

### 4. Operational Risk Management Integration

For the 2026 implementation cycle, the operational strategy will absorb lessons learned from 2025 by systematically hardcoding the following safety and supply mitigations into all field offices:

| Focus Area            | Strategic Threat Response Mechanism                                                                                                                                                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Security Volatility   | Deployment of Early Warning Systems (EWS) linked to community hubs; strict low-profile movement and remote-management protocols during sudden regional shutdowns.                    |
| Logistical Access     | Advance pre-positioning of learning materials, didactic kits, and response supplies in primary divisional hubs before seasonal rains damage road infrastructure.                     |
| Resource Optimization | Standardization of the Vulnerability-Based Targeting (VBT) tool across all projects to ensure high-priority access for the most marginalized groups (CLWD and unaccompanied minors). |

**Strategic Directive:** Building on the 100% burn rate and success of the concluded ECW/UNESCO Multi-Year Resilience Programme (MYRP), a primary structural shift for 2026 will mandate that all active projects embed community-led School Management Committees (SMCs) early on to secure long-term asset maintenance and localized ownership after project life-cycles close.

## 9. Conclusion

### *“Navigating Resilience, Restoring Hope”*

Our commitment to the conflict affected school-age children and adolescents of the North-West and South-West regions remains unwavering. We will continue to advocate for the rights of every child to learn in a safe, protective, and dignified environment.