Appendix Two: THE STATEMENT OF THE PROBLEM AND RELATED POLICIES

Mindful of the following:

UNICEF's Key Principles for Promoting Positive Values in Education

1. Child Rights and the UNCRC

- UNICEF's educational philosophy is fundamentally anchored in the United Nations Convention on the Rights of the Child (UNCRC), which asserts that every child has the right to education that develops their personality, talents, and abilities and prepares them for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality, and friendship among all peoples[1][2]

2. Core Values and Character Development

- UNICEF emphasises the development of character and positive values such as honesty, respect, responsibility, tolerance, inclusion, gratitude, empathy, and non-discrimination. These values are seen as essential for students to thrive both academically and as members of society[3][4]

3. Child-Friendly and Inclusive Education

- UNICEF promotes child-friendly, equitable, and quality education, ensuring all children are included, respected, and treated equally in safe, healthy, and positive environments[5]

4. Social and Emotional Learning

- UNICEF integrates social and emotional learning (SEL), focusing on the development of self-awareness, emotional regulation, motivation, empathy, and social skills as foundational for positive relationships and ethical behaviour[6]

5. Peace Education and Social Justice

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1. [1] https://www.southgrove.waltham.sch.uk/Unicef-Rights-Respecting-School/
2. [2] https://inee.org/sites/default/files/resources/UNICEF_Peace_Education_1999_en_0.pdf
3. [3] https://www.unicef.org/montenegro/media/2691/file/MNE-media-MNEpublication31.pdf
4. [4] https://www.unicef.org/careers/unicef-core-values
5. [5] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
6. [6] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf

- Peace education is a core component that promotes the knowledge, skills, attitudes, and values necessary for peaceful conflict resolution, social justice, and the acceptance of diversity.[7]
- Education is seen as a means to foster social capital for tolerance, respect for others, and equality while challenging cultures of violence and exclusion[8]

6. Rights Respecting School Culture

- UNICEF's Rights Respecting Schools framework encourages schools to embed children's rights and the associated values—democracy, rule of law, individual liberty, mutual respect, and tolerance—across all aspects of school life [9]

7. Community and Parental Involvement

- UNICEF encourages the involvement of parents and the broader community in the educational process, recognising that positive values are best nurtured through collective engagement and shared responsibility[10][11]

Summary Table: UNICEF's Principles for Positive Values in Education

Principle	Description
Child Rights (UNCRC)	Education must nurture personality talents and prepare for responsible, peaceful citizenship.[12][13]
Core Values & Character	Focus on honesty, respect, inclusion, empathy, gratitude, and non-discrimination.[14][15]
Child-Friendly & Inclusive	Safe, equitable, positive environments; inclusive participation for all children[16]
Social & Emotional Learning	Develop self-awareness, empathy, motivation, and social skills.[17]
Peace Education & Social Justice	Promote conflict resolution, tolerance, and respect for diversity.[18]
Rights Respecting School Culture	Embed rights, democracy, mutual respect, and tolerance in school life.[19]
Community & Parental Involvement	Engage families and communities in the development of values.[20][21]

7. [7] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
8. [8] https://inee.org/sites/default/files/resources/UNICEF_Peace_Education_1999_en_0.pdf
9. [9] https://www.southgrove.waltham.sch.uk/Unicef-Rights-Respecting-School/
10. [10] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
11. [11] https://www.unicef.org/careers/unicef-core-values
12. [12] https://www.southgrove.waltham.sch.uk/Unicef-Rights-Respecting-School/

13. [13] https://inee.org/sites/default/files/resources/UNICEF_Peace_Education_1999_en_0.pdf
14. [14] https://www.unicef.org/montenegro/media/2691/file/MNE-media-MNEpublication31.pdf
15. [15] https://www.unicef.org/careers/unicef-core-values
16. [16] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
17. [17] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
18. [18] https://inee.org/sites/default/files/resources/UNICEF_Peace_Education_1999_en_0.pdf
19. [19] https://www.southgrove.waltham.sch.uk/Unicef-Rights-Respecting-School/
20. [20] https://www.unicef.cn/media/10176/file/CHILD-FRIENDLY,%20EQUITABLE%20AND%20QUALITY%20BASIC%20EDUCATION%206%E2%80%9312%20YEARS.pdf
21. [21] https://www.unicef.org/montenegro/media/2691/file/MNE-media-MNEpublication31.pdf

These principles collectively ensure that UNICEF-supported education systems not only impart academic knowledge but also nurture the values and character essential for building peaceful, inclusive, and just societies.

Mindful of the following:

Key Policies on Respect, Politeness, and Honesty for Children in Cameroon

I.   *Law No. 98/004 of 4 April 1998 on Education in Cameroon*[22][23]

This foundational education law outlines the role of schools in developing citizens who are rooted in their culture while being respectful and open to the world. It explicitly calls for the cultivation of universal ethical values such as dignity, honour, honesty, integrity, discipline, and respect for human rights and democracy. Schools are responsible for fostering moral values, including respect and politeness among children, as part of their holistic development.

II. *Cameroon Education Plan 2013-2020*[24]

The national education plan emphasises the schools' responsibility to foster moral values and promote collective responsibility. It underscores the crucial role of schools in shaping citizens who exhibit honesty, respect, and discipline alongside intellectual and civic understanding.

III. *Constitutional Guarantees and Legal Frameworks - Protection of the Rights of the Child to Education in Cameroon (legal perspective)*[25][26]

The Cameroonian Constitution guarantees equality and non-discrimination, which underpin respect for all individuals. The legal framework protects children's rights to education in a friendly and safe environment, indirectly promoting respect and politeness by ensuring all children are treated fairly and with dignity.

IV. *Ministry of Basic Education Mandates - Realising the Right to Primary Education in Cameroon (SciELO)*[27][28]

The Ministry enforces laws to ensure free and compulsory primary education, which includes promoting a school environment where respect, honesty, and politeness are expected behaviours. The Ministry also advocates for the implementation of codes of conduct in schools that reinforce these values.[29]

V.   *International Commitments*

Cameroon's ratification of international instruments such as the Convention on the Rights of the Child supports the promotion of respect, honesty, and politeness by obliging the state to provide education that fosters the child's moral, intellectual, and social development in a respectful environment.[30][31]

1.   [22] https://www.scribd.com/document/707829591/Law-No-98-004-of-4th-April-1998-on-education-in-Cameroon
2.   [23] https://site-535091.mozfiles.com/files/535091/Cameroon_Professional_Development_Teaching-1.pdf
3.   [24] https://site-535091.mozfiles.com/files/535091/Cameroon_Professional_Development_Teaching-1.pdf
[25]https://scielo.org.za/pdf/ahrlj/v11n1/09.pdf
1.   [26] https://www.abacademies.org/articles/the-protection-of-the-rights-of-the-child-to-education-in-cameroon-a-legal-perspective-16523.html
4.   [27] https://www.abacademies.org/articles/the-protection-of-the-rights-of-the-child-to-education-in-cameroon-a-legal-perspective-16523.html
5.   [28] https://www.ahrlj.up.ac.za/kamga-s-a-d
[29][29] https://scielo.org.za/pdf/ahrlj/v11n1/09.pdf
6.   [30] https://www.ahrlj.up.ac.za/kamga-s-a-d
7.   [31] https://www.abacademies.org/articles/the-protection-of-the-rights-of-the-child-to-education-in-cameroon-a-legal-perspective-16523.html

About the Eva Helpful Foundation

The **Eva Helpful Foundation**—officially registered as *Eva Helpful* under Authorization No: 254/G.37/VOL1/SAAJP/3AP of 27 March 2025—exists to address an urgent societal need. We are a pioneering, values-driven organisation dedicated to promoting character development and integrity in children and adolescents. Our mission is to nurture the next generation into responsible, compassionate, and ethical adults—an effort essential to ensuring a stable and sustainable future.

Why We Exist

Our foundation was born out of critical gaps we observed across family, school, and community environments, as well as in companies and professional establishments. These value deficits are not abstract; they have real, lasting consequences on our children's development and the well-being of our society.

I.   The Family: Diminishing Time, Growing Distance

Today's families are under immense pressure. As parents work longer hours, their direct engagement with their children is increasingly limited. This decline in parenting time means many children grow up without the foundational values that are traditionally passed on through daily interactions and shared experiences.

- **Lack of active parenting** leaves children to navigate emotional, social, and moral challenges on their own.
- In the absence of close guidance, many turn to digital platforms and social media in search of validation— an environment that often lacks the warmth, structure, and security that children need.
- The consequences spill over into school environments, where behavioural issues, disrespect, and emotional instability are often traced back to a lack of foundational guidance at home.

To build emotionally grounded, morally upright individuals, we must **restore the critical bond between parents and children**. Promoting consistent family engagement isn't optional—it's vital.

II.   The School System: Academics Over Values

Cameroon's national education policy rightly identifies **respect, politeness, and honesty as key** pillars in child development. These values are enshrined in law and integrated into the educational framework. However, the reality on the ground tells a different story.

- Children spend **more active hours at school** than they do at home—typically from 7 a.m. to 3 p.m.
- While schools are meant to complement the moral guidance of the family, the current emphasis often lies disproportionately on academic performance and institutional revenue.
- The result? A generation of academically brilliant students who may grow into **professionally competent but ethically compromised adults**—lacking civic responsibility, moral courage, and social empathy.

Without urgent intervention, this imbalance will erode the very fabric of our society, impacting families, institutions, and national integrity.

III. The Community: The Death of Trust

We are witnessing the disintegration of one of Africa's greatest assets: **communal trust**. Once, neighbours watched over each other's children, and the community served as an extension of the family. Today, those bonds have weakened:

- Trust between neighbours is fading.
- Security is uncertain.
- The communal spirit that once unified us has been replaced by suspicion and fear.

Communities have shifted from safe havens to **zones of vulnerability**. This erosion of trust is not just sad—it is dangerous. It places every child, every family, and our shared future at risk.

The Cost of Inaction

These growing **value gaps** have already manifested in troubling ways. Across Cameroon, schools have witnessed disturbing incidents—violent confrontations, moral breakdowns, and social disconnection—many of which stem from these foundational issues in family, school, and community life.

If we do not act **now**, we risk raising generations who are intellectually capable but **morally lost**—a trajectory that will ultimately harm not just individuals but the nation as a whole.

The **Most Notable Violent Incidents in Cameroonian Secondary Schools**

1. Murder of Teachers and Students
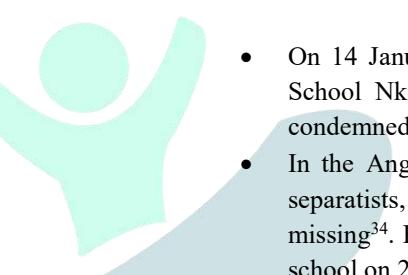
- On 14 January 2020, Boris Kevin Njoni Tchakonte, a young mathematics teacher at Government High School Nkolbisson in Yaoundé, was stabbed to death by his 15-year-old student, an incident widely condemned by national leaders and seen as a tragic example of escalating school violence.[32][33]
- In the Anglophone regions, at least three teachers were murdered in a single week in 2022 by armed separatists, with more than 30 schools targeted in attacks that also injured students and left a principal missing[34]. For example, Sophie Mandengue Maloba, a teacher in Muyuka, died after gunmen attacked her school on 28 April 2022[35].

2. Student-on-Student Violence

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1. [32] https://www.minesec.gov.cm/web/index.php/en/infos/474-international-symposium-on-violence-in-schools

2. [33] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

3. [34] https://reliefweb.int/report/cameroon/teachers-murdered-and-schools-attacked-rebels-cameroon

4. [35] https://reliefweb.int/report/cameroon/teachers-murdered-and-schools-attacked-rebels-cameroon

- On 17 November 2020, a student named Nkemdi Kelvin stabbed his classmate, Nyam Mohamed, to death in the Centre Region (Kiki Sub Division, Mbam and Inoubou Division)[36].
- On 10 May 2022, at Bilingual High School in Bafoussam, student Ghoda François Xavier was murdered by a classmate[37].
- In 2022, a Terminale student from Voltaire College in Bafoussam died after a knife attack by a third-year classmate[38].

3. Sexual and Gender-Based Violence

- After the Baccalaureate exams in June 2018, a party involving students from Classic and Modern High School in Sangmelima ended with the rape and murder of a student, Samira Abenkou[39].
- In October 2022, a teacher named Alfred Nobel was accused of raping a two-year-old pupil during school hours at Yassa Bilingual School in Douala[40].

4. Mass Fights and Orgy Scandals

- On 7 June 2019, ten students at Saker Baptist College, Limbe, were dismissed after a large-scale fight broke out between form five and upper sixth students.
- On 11 November 2022, over 20 students were caught participating in an orgy in a makeshift home in Sangmelima, South Region.

6. Other Notable Incidents

- In April 2019, a student at Government Bilingual High School, Bonaberi (Douala), was attacked on campus with a plank containing a rusted nail, causing serious injury[41].
- A principal at Yona School Complex in Nkolbisson, Yaoundé, was stabbed by a student on 6 April 2022[42].

These incidents highlight a pattern of both internal and external violence affecting Cameroonian secondary schools, ranging from interpersonal student conflicts to targeted attacks by armed groups, with severe consequences for the safety and well-being of students and educators.[43][44][45]

5. [36] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

6. [37] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

7. [38] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

8. [39] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

9. [40] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

10. [41] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

11. [42] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

12. [43] https://www.minesec.gov.cm/web/index.php/en/infos/474-international-symposium-on-violence-in-schools

13. [44] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/

14. [45] https://reliefweb.int/report/cameroon/teachers-murdered-and-schools-attacked-rebels-cameroon

Patterns and Context

- Boys are responsible for about 62% of school violence, girls 3%, teachers 1%, and other factors make up the remaining 34% [46].
- Girls are more exposed to sexual and psychological violence, while boys suffer more physical violence, often justified by stereotypes of character building[47][48].
- Violence is more prevalent in urban centres and crisis-affected regions, particularly the Anglophone areas, and tends to spike at the start of school terms and around academic festivals[49].
- Schools have become volatile environments with increasing incidents of bullying, gang conflicts, and inter-student rivalries, notably in places like Buea Municipality[50].

Institutional Responses

- The Ministry of Secondary Education, with support from the UNDP and other partners, has organised international symposia and workshops to address school violence involving civil society, parliamentarians, security forces, and development partners[51].
- Efforts focus on redefining school violence, identifying causes, and implementing solutions that include student involvement in violence prevention[52].
- Despite these efforts, gender-based violence and other forms of school violence remain persistent challenges, exacerbated by societal issues such as poverty, drug abuse, and unsafe environments around schools[53][54][55].

At the Eva Helpful Foundation, we believe that change begins with values. We are committed to building a future where children grow up with integrity, empathy, and a deep sense of responsibility—to themselves, their families, and their country. **#NowAction – because the future starts today**.

1. [46] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/
2. [47] https://eujournal.org/index.php/esj/article/view/19356
3. [48] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/
4. [49] https://eujournal.org/index.php/esj/article/view/19356
5. [50] https://www.researchkey.net/the-influence-of-school-violence-on-educational-outcomes-of-students-in-selected-secondary-schools-in-buea-municipality/
6. [51] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/
7. [52] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/
8. [53] https://eujournal.org/index.php/esj/article/view/19356
9. [54] https://newsupfront.com/students-and-violence-changing-the-narrative-in-cameroon/
10. [55] https://theguardianpostcameroon.com/post/2917/fr/editorial-violence-in-schools-beyond-police-intervention

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https://publons.com/researcher/3457120/alain-vilard-ndi-isoh/
Web of Science Researcher ID AAV-9735-2020

Done in Yaoundé _____ **Tuesday, 10 June 2025**