



STATEMENT BY THE CAMEROON HUMAN RIGHTS COMMISSION TO MARK THE 7th INTERNATIONAL DAY OF EDUCATION

24 January 2025

Theme - *AI and Education: Preserving Human Agency in a World of Automation*

The Cameroon Human Rights Commission (hereinafter: “the Commission” or “the CHRC”), established by Law No. 2019/014 of 19 July 2019 and rendered operational on 29 April 2021, following the swearing-in of its members before the Supreme Court sitting in joint benches,

Bearing in mind that:

education is [universally recognised as] a powerful agent of change [as it] improves health and livelihoods, contributes to social stability [...] drives long-term economic growth [and facilitates] the success of every one of the 17 sustainable development goals (SDGs)¹,

Bearing in mind also that the United Nations,

[c]onscious of the importance of education for achieving sustainable development, including in the context of the achievement of the Millennium Development Goals, Agenda 21², the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation)³, the Education for All goals, the Global Action Programme on Education for Sustainable Development⁴ and the Incheon Declaration⁵ and Framework for Action for the

¹ See *Global partnership*, “Benefits of education”, <https://www.globalpartnership.org/en/benefits-of-education#:~:text=L'%C3%A9ducation%20est%20un%20puissant,17%20objectifs%20%de%20d%C3%A9veloppement%20durable>, accessed on 24 December 2024.

² See United Nations, *Report of the Conference on Environment and Development*, Rio de Janeiro, 3-14 June 1992, Vol. I, Resolutions adopted by the Conference (United Nations publication, Sales No. E.93.I.8 and corrigendum), Resolution I, Annex II.

³ See United Nations, *Report of the World Summit on Sustainable Development*, Johannesburg, South Africa, 26 August - 4 September 2002, ch. I, Resolution 2, Appendix.

⁴ See United Nations, *Global Programme of Action on Education for Sustainable Development*, resolution A/69/76, Appendix.

implementation of [SDG] 4, [makes it a priority for the development of inclusive and resilient societies],

Considering further that the United Nations General Assembly (UNGA), meeting at its 73rd session on 3 December 2018:

[a]cknowledging the importance of working to ensure inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary and distance education, including technical and vocational training – so that all people may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to access opportunities to participate fully in society and contribute to sustainable development, [d]ecide[d] [by Resolution A/RES/73/25] to proclaim 24 January the **International Day of Education [(IDE)]**, to celebrate the importance of education [in development of individuals and societies]⁵,

Observing that the purpose of celebrating IDE is to promote education as a fundamental human right, a public good and a public responsibility⁷, aimed at lifting men and women out of poverty, reducing inequalities and ensuring sustainable development for all⁸,

Observing also that the purpose of celebrating this day is to encourage governments, international organisations and civil society to work in synergy to improve the quality of education and to achieve SDG 4, namely, “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”,

Noting that, according to General Comment No. 13 of the Committee on Economic, Social and Cultural Rights, “*education is both a human right in itself and an indispensable means of realising other human rights*”⁹ as it is a multiplier right that enables or enhances the enjoyment of other human rights, as they are interrelated and interdependent,

Noting also that, by celebrating this day, the United Nations Educational, Scientific and Cultural Organization (UNESCO), which “*provides global and regional leadership in education, strengthens [inclusive and resilient] education systems worldwide and responds to contemporary global challenges through education*”¹⁰, underscores the importance of education in building a more equitable, inclusive and sustainable world¹¹,

Welcoming this year’s theme for the celebration of the International Day of Education, titled “**AI and Education: Preserving Human Agency in a World of Automation,**” which:

encourages reflections on the power of education to equip individuals and communities to navigate, understand and influence technological advancement, [especially as] computer and AI-

⁵ See United Nations Educational, Scientific and Cultural Organisation (UNESCO), Incheon Declaration / Education 2030: Towards inclusive and equitable quality education and lifelong learning for all, World Education Forum 2015 (WEF 2015).

⁶ See Resolution A/RES/73/25 of 3 December 2018.

⁷ See *CanSFE*, “*International Day of Education*”, <https://cansfe.ca/event/international-day-of-education-2/2025-01-24/>, accessed on 24 December 2024.

⁸ See *UNESCO*, “*Right to education*”, <https://www.unesco.org/en/right-education>, accessed on 18 December 2024.

⁹ See *UNESCO, Right to education handbook*, 2020, 284 pp., spec. p 32.

¹⁰ See *UNESCO*, “*Education transforms lives*” <https://www.unesco.org/en/education#:~:text=L'UNESCO%20agit%20comme%20chef,des%20genres%20comme%20principe%20fondamental>, accessed on 10 January 2025.

¹¹ *Ibid.*

driven systems become more sophisticated, the boundaries between human intention and machine-driven action often blur, raising critical questions about how to preserve, redefine, and, ideally, elevate human agency in an age of technological acceleration¹²,

Recognising that “without inclusive and equitable quality education and lifelong opportunities for all, countries will not succeed in achieving gender equality [or] breaking the cycle of poverty that is leaving millions of children, youth and adults behind”¹³,

Acknowledging the statement by Farida Shaheed, the Special Rapporteur on the right to education, at the 28th and 29th plenary sessions of the 79th Session of the Third Committee of the United Nations Commission on Social, Humanitarian and Cultural Questions, held at its headquarters in New York, United States of America, on 24 October 2024, stating that “education is a common public good freely accessible to all”¹⁴,

Recognising that UNESCO defines “education” as an inalienable human right, a lifelong and society-wide process, through which everyone learns and develops to their fullest potential, the whole of their personality, sense of dignity, talents and mental and physical abilities, within and for the benefit of local, national, regional and global communities and ecosystems¹⁵,

Recognising further with the International Standard Organization (ISO) that, artificial intelligence [or AI] is “a technical and scientific field devoted to the engineered system that generates outputs such as content, forecasts, recommendations or decisions for a given set of human-defined objectives”¹⁶,

Emphasising that in the *Oxford English Dictionary (OED)* the word “preserve” means “keep in its original or existing state, make lasting; maintain from destruction or disappearance”¹⁷,

Noting that in the same Dictionary, “autonomy” is defined as “the ability to make oneself own laws or rules, administer its own affairs”¹⁸,

Noting further that in the above-mentioned Dictionary the term “automatic” refers to something “that works by itself under fixed conditions, with little or no direct human

¹² See United Nations, “International Day of Education”, <https://www.un.org/en/observances/education-day>, accessed on 6 January 2024.

¹³ See UNESCO, “International Day of Education”, <https://www.unesco.org/en/international-day-education#:~:text=Le%20th%C3%A8me%20de%20la%20Journ%C3%A9e,d'influencer%20le%20progr%C3%A8s%20technologique>, accessed on 23 December 2024.

¹⁴ See United Nations Organisation (UNO), *Couverture des réunions et communiqués de presse*, « Troisième Commission : le déploiement de l’intelligence artificielle dans l’éducation fait craindre un accroissement ‘abyssal’ de la fracture numérique », <https://press.un.org/fr/2024/agshc4418.doc.htm>, accessed on 2 January 2025.

¹⁵ See UNESCO, *The Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*, 109 pp., spéc. p. 21.

¹⁶ See International Standard Organization (ISO), “What is artificial intelligence (AI)?”, <https://www.iso.org/en/intelligence-artificielle/quoi-ia#:~:text=L'intelligence%20artificielle%20est%20«%20un%20domaine%20technique%20et,ensemble%20donné%20d'objectifs%20définis%20par%20l'homme%20»%20>, accessed on 20 January 2025.

¹⁷ See *Oxford English Dictionary* “preserve”, <https://www.oed.com/>, accessed on 23 January 2025

¹⁸ *Ibid.*

*intervention*¹⁹, therefore “*an automated world*” means a world designed to reduce the work done by humans, who are replaced by machines or computers,

Linking the various definitions above to the theme of the Day, “*AI and Education: Preserving Human Agency in a World of Automation*”, the **CHRC** agrees with the UN Independent Experts that:

AI’s intrusion into school pedagogy and administrative processes, and embedment in all school routines, poses a direct and significant threat to teacher’s autonomy, academic freedom and the democratic governance of schools²⁰,

Considering that the Cameroonian constituent of 1996, committed to the protection of education, stated in the preamble of the Constitution of 18 January 1996 that the right to education shall be guaranteed by “*the State [which ensures] the organisation and supervision of education at all levels [primary, secondary and higher]*”,

Recalling that the national, African and universal normative and institutional frameworks for the promotion and protection of the right to education, as highlighted in the previous Statement to mark the IDE on 24 January 2024²¹, have not changed,

The Commission commends the efforts made by the Government and its partners to create a more dynamic and action-oriented hybrid learning environment to improve learning outcomes in a rapidly changing and interconnected world, in particular through:

- the directive from the President of the Republic to the Government, in his address for the Youth Day celebration on 10 February 2024, to reduce the tuition fees at the centres for vocational excellence from 500,000 to 50,000 CFA francs, to enable a large number of young people to have access to quality training²²
- the holding by the Prime Minister, Head of Government, in the presence of the Minister Delegate at the Presidency of the Republic in charge of Defence, of an inter-ministerial meeting in Yaoundé, on 5 September 2024, to enhance the protection of students and teachers within educational institutions in order to guarantee a peaceful start of the new school year on the entire Cameroon territory, particularly in the Far North, North-West and South-West Regions, which are afflicted by insecurity at the start of the 2024-2025 school year²³

¹⁹ *Ibid.*

²⁰ See UN, “*Meetings Coverage and Press Release 'Promise of Artificial Intelligence Must Not Blind Us to Risks' Third Committee Told, amid Fears of Undermined Social Skills, widening Educational Disparities*”, *op. cit.*, p. 3.

²¹ See Statement by the Cameroon Human Rights Commission to mark the International Day of Education on 24 Janvier 2024, 15 pp., spec. pp. 5-7, [https://www.cdhc.cm/admin/fichiers/Declarations2024-01-2206-44-41\(0\).pdf](https://www.cdhc.cm/admin/fichiers/Declarations2024-01-2206-44-41(0).pdf), accessed on 2 January 2025.

²² See Presidency of the Republic of Cameroon (PRC), “58th edition of the youth day Head of State’s message to the youth”, <https://www.prc.cm/fr/actualites/discours/7046-message-du-chef-de-l-etat-a-l-occasion-de-la-58eme-edition-de-la-fete-de-la-jeunesse>, accessed 12 December 2024.

- the laying of the foundation stone of the connectivity infrastructure, which is *the Digital Innovation and Business Incubation Centre* at the *Congo-Cameroon Inter-State University* of Sangmélima by the Minister of Higher Education (MINESUP) and the Minister of Finance (MINFI), in the South Region, on 28 February 2024²⁴
- the multisector validation of the *National Inclusive Evaluation Policy*, with the singing of the national anthem using an inclusive approach, organised by the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC), in Yaoundé, on 8 October 2024, in the presence of government officials²⁵
- the signing, on 30 September 2024, of Joint Order No. 124/B1/1464/MINEDUB/ MINFOPRA, by the Minister of Basic Education and the Minister of the Public Service and Administrative Reform, launching the 2023 session of the competitive examination for the recruitment of 3,000 primary school teachers as part of the *6th phase of the programme for the recruitment of nursery and primary school teachers under contract* in Government primary schools²⁶
- the closure by MINESEC and MINEDUB in August 2024 of 722 primary schools and 172 secondary schools, mainly in the Adamawa, Centre, East, Littoral, West and South-West regions, for non-compliance with the regulations in force²⁷
- the organisation by the Ministry of Higher Education (MINESUP) of the 4th African Education Fair (SAED) in Yaoundé from 23 November to 1 December 2024, under the theme "*Patriotic, peace-loving and enterprising youth for a united and prosperous Africa*". The aim of the fair was to inform primary school

²³ See *Actucameroun*, « Rentrée scolaire 2024-2025 : le Gouvernement met en place un dispositif sécuritaire renforcé », <https://actucameroun.com/2024/09/06/rentrée-scolaire-2024-2025-le-gouvernement-met-en-place-un-dispositif-sécuritaire-renforcé>, accessed on 12 December 2024.

²⁴ See *MINESUP*, « Économie numérique : un centre d'incubation en gestation à l'Université Inter-États Congo-Cameroun de Sangmelima », <https://www.minesup.gov.cm/index.php/2024/02/29/>, accessed on 12 December 2024.

²⁵ See Ministry of Basic Education, « Validation multisectorielle de la politique nationale d'éducation inclusive », <https://www.minedub.cm/validation-multisectorielle-de-la-politique-nationale-deducation-inclusive/>, accessed on 12 December 2024.

²⁶ See Joint Order No. 124/B1/1464/MINEDUB/MINFOPRA of 30 September 2024, to launch the 2023 session of the competitive examination for the recruitment of 3,000 primary school teachers, <https://www.minfopra.gov.cm/index.php/fr/publications/2277-arrete-conjoint-n-124-b1-1464-minedub-minfopra-du-30-septembre-2024-portant-ouverture-d-un-test-de-se>, accessed on 12 December 2024.

²⁷ See *Cameroon Tribune*, « Etablissements scolaires clandestins : un nécessaire grand ménage », <https://www.cameroon-tribune.cm/article.html/66446/fr.html/etablissements-scolaires-clandestins-un-necessaire-grand-menage>, accessed on 12 December 2024.

- pupils, students, teachers and parents about the innovations introduced by the new law n° 2023/007 of 25 July 2023 on higher education policy in Cameroon²⁸
- the handover of the *University Digital Development Centre (abbreviated in French CDNU) at the University of Yaoundé I campus* by MINESUP, on 30 April 2024²⁹
 - the official opening of the second cycle of humanities and cinema courses at the beginning of the school year by MINESEC in September 2024³⁰
 - the introduction by MINESEC on 1 August 2024 of a single enrolment system for students from Form 1 onwards, in order to ensure the security and traceability of pupils through an automated management system, even in the event of a change of school, and to put an end to the problems of fraud experienced to date³¹
 - the distribution of more than 30,000 school kits and equipment for reproductive health training centres by the *Sahel Women's Empowerment and Demographic Dividend Regional Project (SWEDD)* in the Adamawa, Far North and North Regions from 20 September to 30 December 2024, as part of the fight against early school leaving among young girls³²
 - the organisation by the *Cameroonian Federation of Education Unions* (abbreviated in French: FECASE) and the *Federation of Teaching and Research Unions* (abbreviated in French: FESER), with the support of the United Nations High-Level Panel on the Teaching Profession, of a campaign for the *financing of education in Cameroon* which took place in Douala and Bafoussam, on 6 June 2024, under the theme (translated) “*The Strength of the Public, Together for Schools!*”³³

²⁸ See Law No. 2023/007; MINESUP, « Salon africain de l'Éducation 2024 : le ministère de l'Enseignement supérieur au rendez-vous des échanges sur les questions d'éducation », <https://www.minesup.gov.cm/index.php/2024/12/02/#:~:text=d%C3%A9cembre%202024&text=L'esplanade%20de%20l'H%C3%B4tel,prosp%C3%A9rit%C3%A9%20de%20l'Afrique%20>, accessed on 12 December 2024.

²⁹ See MINESUP, « Numérique universitaire : l'Université de Yaoundé I reçoit son Centre de Développement », <https://www.minesup.gov.cm/index.php/2024/05/03/numerique-universitaire-luniversite-de-yaounde-i-recoit-son-centre-de-developpement/>, accessed on 12 December 2024.

³⁰ See *Cameroon Tribune*, « Amélioration du système éducatif: du changement dans le secondaire », <https://www.cameroon-tribune.cm/article.html/66681/fr.html/amelioration-du-systeme-educatif-changements-dans-le-secondaire> accessed on 12 December 2024.

³¹ See *Cameroon Tribune*, « Paiement des frais de scolarité: et voici le matricule unique », <https://www.cameroon-tribune.cm/article.html/66390/fr.html/paiement-frais-de-scolarite-voici-le-matricule>, accessed on 12 December 2024.

³² See *Cameroon Tribune*, « Le Sweed vise l'accélération de la transition démographique », <https://www.cameroon-tribune.cm/article.html/67827/fr.html/-le-sweed-vise-lacceleration-de-la-transition-demographique->, accessed on 12 December 2024.

³³ See *L'Internationale de l'Éducation (IE)*, « Campagne pour le financement de l'éducation au Cameroun : un nouveau souffle pour la transformation de l'éducation », <https://www.ei-ie.org/fr/item/28695:campagne-pour-le->

The Commission welcomes Presidential Decree No. 2024/106 of 9 April 2024 appointing Vice Chancellors of certain public universities – in particular the Universities of Bertoua, Yaoundé 1 and Yaoundé 2 – with a view, among other things, to revitalising them by implementing new strategies for the use of digital technology,

The Commission is pleased with the holding of the third meeting of the National Committee for the Monitoring and Evaluation of the Implementation of the National Development Strategy 2020-2030 (CNSE/SND30), chaired by the Minister of the Economy, Planning and Regional Development (MINEPAT), with the participation of the education and training sectors, at the Yaoundé Hilton Hotel on 14 May,

The Commission is gratified with the signing, on 23 December 2024, between the University of Maroua and the Mission for the Planning and Development of the Far North Region (with the French acronym: MEADEN), of an agreement worth 571 million CFA francs, aimed at training students from the University of Maroua, in particular young girls, through scholarships awarded in the field of irrigated agriculture, to encourage them to take greater interest in second-generation agriculture,

The Commission is deeply concerned about the continuing violations of the right to education observed, in particular:

- the strike initiated since 6 January 2025, by some higher education teachers under the banner of the National Higher Education Teachers (French acronym: SYNES), with the aim of receiving full payment of their academic debt, as well as the fourth installment of the 2024 special allocation for the modernisation of research³⁴
- the call for a strike announced on 15 January 2025, for 16 January 2025, by the Cameroon Teachers' Union (French acronym: SYNECAM), which denounces:
 - o failure to respect the high instructions of the Head of State [regarding] the continuation of dialogue with the teachers' unions in order to take into account their aspirations and concerns
 - o failure to honour the commitments made by the Government regarding the announcement of the *National Education Forum*
 - o failure to sign the *special status for teachers*
 - o failure to establish effective, automatic career processes
 - o failure to pay in full the debt owed to teachers³⁵

[financement-de-leducation-au-cameroun-un-nouveau-souffle-pour-la-transformation-de-leducation](#), accessed on 12 December 2024.

³⁴ See *Actu Cameroun*, « Grève dans les universités publiques du Cameroun : voici ce que réclament les enseignants », <https://actu cameroun.com/2025/01/08/greve-dans-les-universites-publiques-du-cameroun-voici-ce-que-reclament-les-enseignants/>, accessed on 20 January 2025.

- attempts to divert the excellence bonuses for 2022-2023 granted to the top students of the University of Maroua by unidentified staff of this institution; these attempts were denounced by the students during a demonstration on 20 December 2024, at the said University in Diamaré Division, Far North Region
- the devastating floods which occurred in that Region, on 19 September 2024, causing the destruction of 262 primary and secondary schools and severely disrupting access to education for 103,906 pupils and 1,514 teachers
- the demonstration that held on 9 September 2024 at the Moutourwa Grammar school, in the Mayo-Kani Division, following the embezzlement of the official examination fees for the 2023-2024 school year by one of the officials of the said school, thus depriving several pupils of the opportunity to take the examinations,

The Commission also regrets to note that, after reading the 2022 report on the analysis of the Statistical Yearbook for the Education and Training Sector in Cameroon, published by the National Institute of Statistics (NIS) in June 2024, only three out of four children (i.e. 75 per cent of children) who start primary school attend class 6, the final year of this cycle³⁵,

The Commission remains concerned about the lack of electricity and Internet in rural or isolated areas and the difficult access learners have to these supplies; in fact, the results of the 5th Cameroonian Household Survey (ECAM5) conducted in 2022 and published by the NIS in May 2024, indicate that the electricity access rate in urban areas is 87.6 per cent compared to 28.4 per cent in rural areas³⁷, thereby causing a negative impact on the implementation of distance learning and the use of artificial intelligence, including for continuing education in these localities,

The Commission notes that out of the 220 recommendations accepted by the State following the adoption of the report of Cameroon after undergoing the fourth cycle of the Universal Periodic Review (UPR) on 26 March 2024, 14 of these recommendations were on transformative and quality education, inclusion of displaced and refugee students, teachers and scholars as well as other learners; six of the fourteen are in line with the theme of the International Day of Education (IDE) 2025 and have been distributed by the CHRC to State

³⁵ See *Actu Cameroun*, « Éducation : le Syndicat des enseignants du Cameroun annonce une grève générale pour une durée indéterminée », <https://actucameroun.com/2025/01/16/education-le-syndicat-des-enseignants-du-cameroun-annonce-une-greve-generale-pour-une-duree-indeterminee/>, accessed on 20 January 2025.

³⁶ See *Data Cameroun*, "Éducation : au Cameroun, seuls trois enfants sur quatre au primaire accèdent à la dernière année", <https://datacameroun.com/education-au-cameroun-seuls-3-enfants-sur-4-au-primaire-accedent-a-la-derniere-annee/>, accessed on 6 January 2025.

³⁷ See *Ecomatin*, "Cameroun : le faible financement ralentit le taux d'accès à l'électricité en zones rurales (28,4% ", <https://ecomatin.net/cameroun-le-faible-financement-ralentit-le-taux-dacces-a-lelectricite-en-zones-rurales-284>, accessed on 20 January 2025.

structures, political parties and civil society organisations (CSOs), each as far as it is concerned, as follows:

- the recommendation to “*strengthen existing policies and adopt new measures to ensure that the right to education is guaranteed to all without discrimination, [as well as the appropriate access and use of AI]*”, addressed to the Office of the Prime Minister, Head of Government, MINESEC, MINEDUB and the Ministry of Social Affairs (MINAS)
- the recommendation to “*continue strengthening national policies and international cooperation to promote quality education for all [and also including responsible access and use of AI]*”, addressed to the Ministry of Employment and Vocational Training (MINEFOP), the Ministry of External Relations (MINREX), MINESUP, MINESEC, MINEDUB, the Ministry of Decentralisation and Local Development (MINDDEVEL) and the Ministry of Youth and Civic Education (MINJEC)
- the recommendation to “*double efforts to ensure access to education [including by using or taking into account the opportunities offered by AI,] for all children, including those affected by conflict*”, addressed to the Ministry of Territorial Administration (MINAT), MINESEC, MINEDUB, MINDDEVEL and the Ministry of Defence (MINDEF)
- the recommendation to “*guarantee access to education [as well as to AI,] for all children, especially in the North-West and South-West Regions*”, addressed to MINESUP, MINESEC, MINEDUB, MINJEC, MINDEF and the political parties
- the recommendation to “*continue efforts to ensure access to education, [including AI], at all levels by developing school infrastructure, providing teaching materials and textbooks and consolidating the number of teachers*”, addressed to MINAT, the Ministry of Public Health (MINSANTE), MINESUP, MINESEC, MINEDUB, the Ministry of Public Contracts (MINMAP) and MINJEC
- The recommendation to “*continue to develop school curricula and technical and vocational training programmes [as well as the introduction and responsible use of AI], to meet market demands and trends, and the needs and interests of all learners, including disadvantaged and marginalised groups*”, addressed to MINESUP, MINESEC, MINEDUB, MINJEC, MINAS, as well as MINEFOP,

The Commission encourages all actors in the education sector, including “*regional and local authorities, educational establishments and institutions, civil society organisations, the private sector, [...] the media, and all the children, youth, adult and members of their families*” to take ownership of the Recommendation on Education for Peace, Human Rights and Sustainable Development adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) held in Paris from 7 to 22

November 2023, endorsed on 9 October 2024, which aimed to build “*peaceful, just, equal, equitable, supportive, inclusive, democratic, healthy and sustainable societies*”,

The Commission reiterates the recommendations it made to the Government on the occasion of the 2024 International Day of Education, in particular, the one inviting the Government to:

- actively pursue an open dialogue to address the concerns of teachers and educational staff, in order to prevent the loss of learning, encourage them to become more professional and harness the potential of “*new advances and new challenges in the educational context*” (UNESCO) in the age of artificial intelligence, in an environment respectful of human rights
- continue to improve the provision of university infrastructure
- make work placements compulsory to professionalise student training in State universities and private higher education institutes
- Continue to improve security arrangements in the Far North, North-West and South-West Regions to better protect students, teachers and school infrastructure from terrorist attacks
- Increase humanitarian assistance to IDPs and further facilitate the return of foreign refugees to their countries of origin,

The Commission specifically recommends that:

The Ministry of Scientific Research and Innovation facilitate the return to Cameroon of young graduates with the necessary technical and industrial skills to revitalise infrastructure development and enable artificial intelligence to support quality education,

MINESUP, MINESEC, MINEDUB and public and private training centres:

- take transformative measures by providing pupils, students and other learners with appropriate training programmes, including e-learning and new opportunities offered by digital technology – such as artificial intelligence to give everyone access to universal knowledge, know-how, know how to be and to become in all primary, secondary and tertiary education, in public and private institutions
- train teachers in the use of AI, while providing them with appropriate computer equipment and applications for this training, and encouraging them to use it for a greater effectiveness in *differentiated assessment* of learners, thus reducing the burden of their work and better combat the fraudulent use of AI by learners,

The Ministry of Posts and Telecommunications (MINPOSTEL) continue to develop its telecommunications network, especially in remote areas that do not

have adequate equipment, and create digital libraries in the 10 Regions, to provide digital literacy to all citizens, regardless of age, with the aim of developing innovative skills in various domains throughout the country,

The National Agency for Information and Communication Technologies (ANTIC) ensure non-manipulation, further combat online harassment of student users of ICT, and be uncompromising on the online protection of all children,

Parents ensure the ethical use of technology to help young people acquire the knowledge, sensitivity and behaviour necessary to live in harmony with others, the planet and technologies, including AI,

For its part, the Commission will spare no effort to further promote the right to education through training workshops, awareness-raising campaigns, advocacy, fact-finding missions and through the handling of complaints or self-initiated investigations.

The Commission once again calls upon anyone who is a victim or witness of a violation of human rights and in particular of the right to education to contact it, including through its **toll-free number 1523** (free calls).

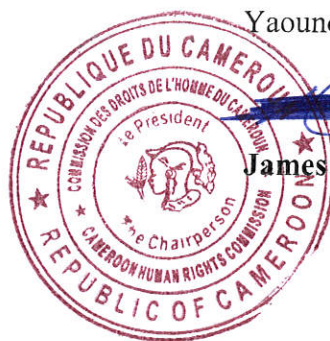
Useful CHRC Addresses.-

Website: www.cdhc.cm

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Yaoundé, 23 January 2025



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