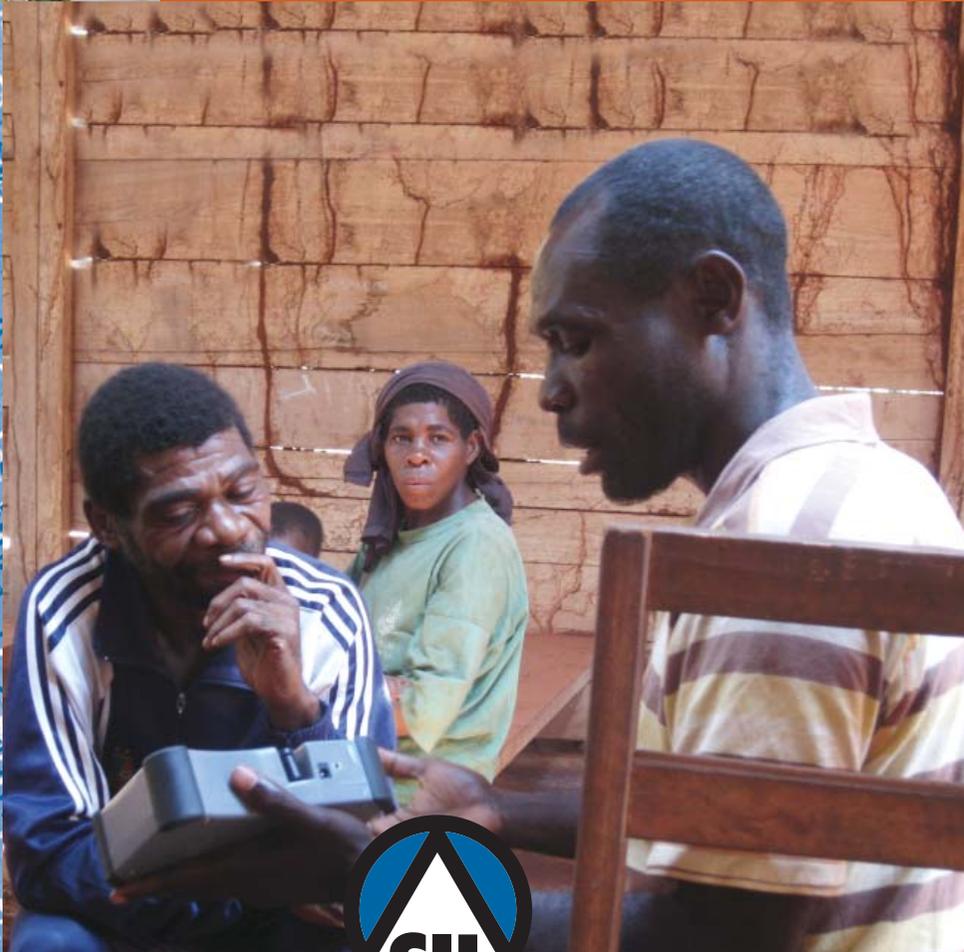


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Annual Report

Committed to Serve



A Word from the General Director

The Mother Tongue... A Powerful Tool!



Several years ago, we organized a visit to the villages of Lassin and Nkor, North West Region, inviting people from several government ministries to see multilingual education, mother-tongue literacy and translation in action. They were all impressed with what they saw, but one comment was particularly memorable: "I didn't know that you were doing work in such remote places!" Even though Nkor and Lassin are remote, they are still accessible by car. However, we also serve in other places – villages that cannot be accessed by vehicle. Why would we do that?

We are committed to serve in these places because we believe that people from every language group, however remote, need good education and access to the written word. It is about human dignity and transformation of societies. We believe that education and materials in the mother tongue are incredibly powerful tools for such transformation. People who have not attended school are empowered by learning to read in their mother tongue; people see the value of their own culture and gain a sense of identity.

We are committed to see such transformations. But SIL as an organization is not able to achieve this alone; we can only make a contribution towards it. In the end, the Cameroonian people will have to take on this challenge and run with it. Our prayer is that a movement for language development will form, consisting of the government, NGOs, churches and individuals. SIL is committed to serving such a movement. This is why we are excited to see local organizations and inter-church committees form and flourish. This is why we are encouraged by the initiatives that the government of Cameroon is taking to support local language development. This is why we are

Administration in Cameroon as of December 2011:

General Director:

Nelis van den Berg

Director of Administration and Finance:

David P. Anderson

Personnel Director:

Joe Rider

Director of Language Services:

Lawrence M. Seguin

Director Bamenda Region:

Ria Hedinger



so happy to see the beginnings of a national platform of churches come together around Bible translation and the resulting impact.

In December 2011, I was back in Nkor, this time celebrating the translation of the Noone New Testament. After many years of sacrificial service, the language development and translation team (made up of Cameroonians and expatriates) could have stopped. But they didn't – they continue to serve, helping with translation in six related languages. What a wonderful example of the movement we are committed to serve!

Nelis van den Berg
General Director, SIL Cameroon

Executive Committee:

Chair:

Henny Thomoset

Vice-Chair:

Tony Smith

George Shultz

Michael Ayotte

Peter Langeveld

Nancy Haynes



Introduction

That's Our Commitment!



Commitment can be a promise, or a contract, in which an organization commits to a specific mission. In SIL Cameroon our “organizational commitment” is our passion and devotion to safeguard the nation's linguistic heritage, promote the use of written national languages, develop formal and informal teaching models of languages, contribute to the development of linguistics, and enhance the cultural, spiritual, social and economic development of the Cameroonian people.

Our commitment to this mission goes deeper than mere job satisfaction or organizational identification. Since 1969 SIL Cameroon has developed training programmes aimed at building capacity in language communities throughout the nation, enabling them to develop their own language. In 2011, our commitment pushed us to serve in varying aspects of language development in over 100 language communities. That commitment continues today.

3 in Linguistics

Including text transcription, analysis of nouns and noun phrases, and dictionary publication preparation

5 in Literacy

Including programme management, practical writing, teacher training and production of HIV-AIDS brochures, primers, reading & writing books, calendars & agendas

Courses/ Workshops

Language groups represented

Participants

19

39

13

85

Literacy

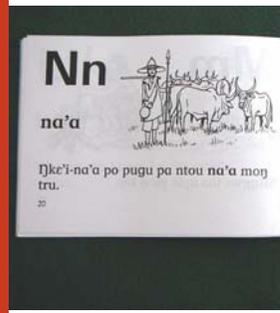
Beyond Teaching to Reading and Writing...

Our Literacy Department is committed to training our co-workers in the various language communities. In July 2011, we held a training course for literacy workers, teaching them to supervise and coordinate a literacy project.

We devoted most of our time to producing teaching materials, resulting in the publication of primers in 17 languages. In addition, a “Transition Manual” was written for two communities, and six multilingual education books were published in two other communities. SIL assisted the local teams in the conception, writing, checking and publication of these books.

As our responsibility in the development of multilingual education increased, we were glad to see the Ouldeme join the Makaa, the Yambeta, the Kom, the Mofu-Gudur, the Bafut and the Oku in providing multilingual education. The Ouldeme began using the mother tongue as a mean of teaching for the first three years of primary education. This new development pushes us to dream: “What will the next school year bring?” We want to see our children benefit from an improved system of teaching, so that we can continue to see the number of school drop-outs reduced in these communities.

Our commitment is to train people and design programmes that will lead to sustainability. We trust that our co-workers – who were born in these language communities – will learn from us and then go on to do even better!



In the chart on the left, the number of participants is the actual number of people who attended a given category of course or workshop. The number of languages, however, includes those who may have been represented in more than one course or workshop.

	5 in Translation	3 in Scripture Use	6 in Computer Training
1 in Multi-cultural Team Training	Including translation principles and seminars for high-level translation consultants		
NA	45	34	47
10	104	66	83

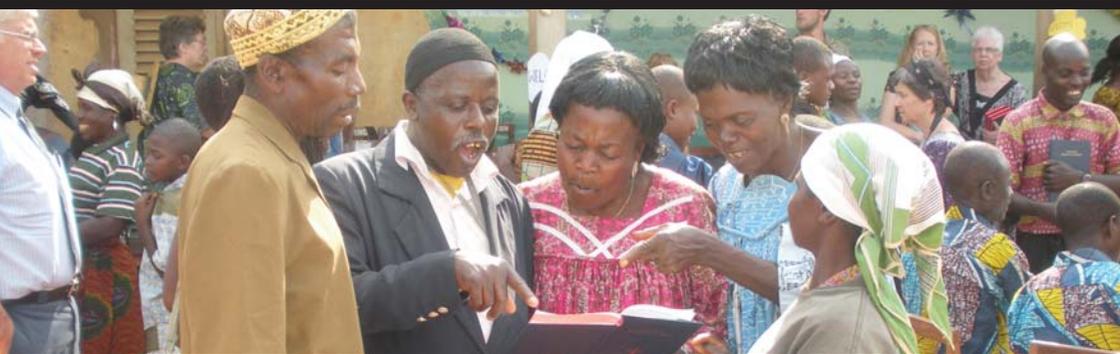


Linguistics

Documenting Minority Languages

In Linguistics, SIL focuses on researching undocumented minority languages, training field linguists, and providing resources to assist in linguistic fieldwork. Linguistics is the foundation on which SIL's work with language communities is built.

One of the ways in which SIL is committed to serve in the area of linguistics is by maintaining and making available up-to-date information on Cameroon's more than 280 distinct languages. During 2011, we began the



process of validating existing information and providing up-to-date information in preparation for the publication of the 17th edition of the *Ethnologue* in 2013.

The *Ethnologue* is SIL International's flagship publication, containing information on the nearly 7,000 known languages of the world. This provides helpful information for students, researchers, and people in the private and public sectors involved in language planning.

The *Ethnologue* is available in hard copy and online at www.ethnologue.com. We strive for accuracy of information, but we recognize that there is always room for improvement. Readers are welcome to submit suggestions for improved accuracy.



Translation

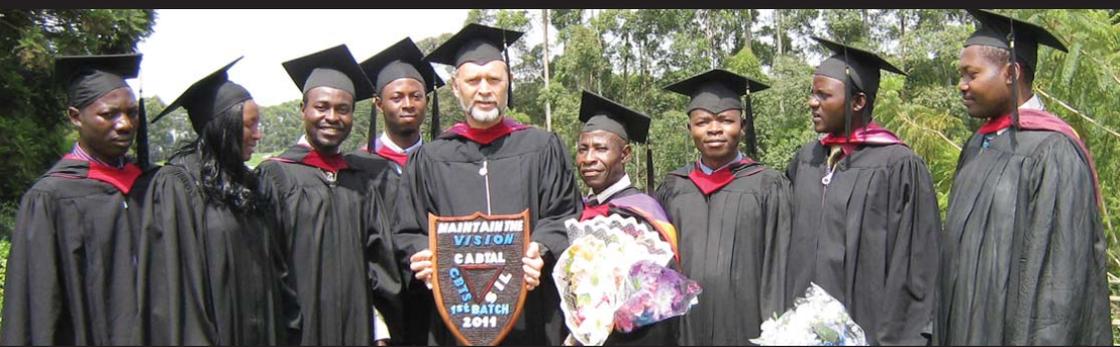
New Advances in Training Cameroonians

Partnering with the Cameroon Baptist Theological Seminary (CBTS Ndu) and the Cameroon Association for Bible Translation and Literacy (CABTAL), SIL helps prepare **mother-tongue speakers to lead translation and literacy projects**. The three organizations work together to offer the Bachelor of Arts in Bible Translation programme at CBTS Ndu. The four-year interdisciplinary programme provides the diverse training needed by leaders of translation and literacy projects.

In June 2011, the first class of ten students, representing eight Cameroonian languages, successfully completed the degree programme. We look forward to their contributions to language development in Cameroon, whether in their own or in other languages. Two more classes are currently being trained in the programme: these 16 students will be graduating in 2013 and 2015. The capacity for language development by Cameroonians for Cameroonians continues to grow.

For one week in September 2011, 27 participants representing 12 languages were trained in beginning translation principles. The training was applied immediately as they worked on translating several different community development booklets into their mother tongues. They had guidance and feedback from translation consultants working with them.

The Bachelor of Arts in Bible Translation programme is designed to give students basic formal training, preparing them to lead Bible translation and literacy projects. They will be equipped to undertake basic descriptive linguistic analysis and translate the Bible into African languages, either as mother-tongue or as other-tongue translators. The programme is interdisciplinary, combining biblical, linguistic, missiological and ministerial training.



In 2011, two language communities celebrated the presentation of the New Testament in their mother tongue: the Akoose (South West Region) and the Noone (North West Region).



Training

Committed

“Mother tongue languages, along with linguistic diversity, matter for the identity of individuals. They are also important for the health of societies, as sources of creativity and vehicles for cultural expression. Languages are factors for development and growth. We know how important education in the mother tongue is to obtain good results in the learning process. Mother tongue instruction is a powerful way to fight discrimination and reach out to marginalised populations. As an endless source of knowledge, languages are a starting point for greater sustainability in development, for managing more harmoniously our relationship with the environment and change”.

Mrs Irina Bokova,
General Director
UNESCO

Throughout the years, we have trained linguists to carry out various aspects of language development. Our desire is to see communities committed to developing their own language in order to safeguard their culture, their heritage and their history. It would be sad to realize one day that Cameroonian languages have been reduced to only English and French. The loss of these languages would result in a loss of identity – an identity that is wonderfully complex, rich and diverse.

As we do training in the various linguistic communities, our activities include mother tongue literacy for everyone.



Going back to the linguistic roots in a community allows them to be proud of who they are and allows them to begin to know their capabilities. This is foundational for a country desiring to emerge and develop.

Our training courses are taking place in Yaoundé, Bamenda and Maroua. While we cover similar topics in each region, each course is designed specifically for the needs of the local region and language. We desire that Cameroonians continue to be trained in language development and that they are equipped to train others as well.

Mr. Paul Koudouta, from Mokolo Subdivision, Mayo-Tsanaga Division, Far North Region, is the literacy coordinator for speakers of his mother tongue, Hdi. For a few years now, the Greater North Regional Office of SIL has asked Paul

to Serve!



to teach courses for literacy trainers in the various languages. He testifies that “through these experiences I have learned a lot thanks to my literacy coach, Mr. Gedeon Noussi.” On another occasion, Paul was again asked to teach but this time for a computer course that was held in Maroua. “It was like a dream. When the news came to me, I was scared. Teaching a course for computers is a different thing than teaching a literacy course. But I was surprised to see that everything went well. By God’s will and with SIL’s blessing I believe that I can become an expert in computer training in the future,” says Paul. SIL helped Paul gain confidence in himself. He concludes, “Through SIL I have learned that even a nobody can become a somebody.”

The students of today are the teachers of tomorrow! Mastering various skills will help course participants have a deeper knowledge of their language and culture as well as a new perception of their identity.

We are pleased to be able to serve the Cameroonian language communities, enabling them to be directly involved in their own language development.

After the Course: Foundation for Grammar 4

One participant commented, “I realize that our languages do not always have the same sentence structure. Although they are all Cameroonian languages, there are differences. Although each language has its own structure, there are also many similarities.”

Another participant commented, “I discovered that my language Bikele (Ko) is a very nice language with lots of complexities. I thought my language was poor. But what wealth is there! What joy to know my own language; it is wonderful!”



SIL Cameroon Bibliography in 2011

Publications in National Languages

SIL Cameroon publications are primarily written for national language speakers. In 2011, SIL members worked together with Cameroonians to produce publications in the mother tongue covering a wide range of topics, including lexicons, grammar books, folktales, HIV-AIDS booklets, educational booklets and primers. See our website for more details:
www.silcam.org.

Bafut

CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. Enlightening Bafut Children, class 2, book 2. 155 pp. Yaounde, Cameroon: SIL.

CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. Wisdom for Bafut Children, class 3, book 2. 82 pp. Yaounde, Cameroon: SIL.

CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. Wisdom for Bafut Children, class 3, book 1. 114 pp. Yaounde, Cameroon: SIL.

CHUO, Kain Godfrey. 2011. Awakening Bafut Children 1. 50 pp. Yaounde, Cameroon: SIL.

Bana

TCHEOU, Malachie, trad. 2011. L'histoire de Kande, comment une communauté a trouvé l'espoir face au SIDA, manuel du facilitateur. 56 pp. Maroua, Cameroun : Comité de langue Bana.

TCHEOU, Malachie, trad. 2011. L'histoire de Kande, comment une communauté a trouvé l'espoir face au SIDA, livre de l'apprenant. 44 pp. Maroua, Cameroun : Comité de langue Bana.

Fulfulde

SIL Cameroon. 2010. Baleri Fulfulde (North West Region of Cameroon). Fulfulde Alphabet. Yaounde, Cameroon: SIL.

Hdi

KOUDOUTA, Paul. 2011. La vie de Marigha et de sa femme Dalika, Syllabaire 1. 72 pp. Mokolo, Cameroun : Comité d'étude de langue et de traduction Hidé.

Mada

TELEMNKE, Jean-Baptiste; et Pierre OUMATE. 2011. Apprenons à lire et à écrire la langue mada. 60 pp. Maroua, Cameroun: SIL.

Makaa

CHUO, Kain Godfrey; Kristine R. TRAMMELL; et AKONO OSCAR (TRAD.). 2010. Livre 1 pour connaître comment sont les choses. Guide de l'enseignant. 35 pp. Yaoundé, Cameroun: SIL.

CHUO, Kain Godfrey; Kristine R. TRAMMELL; et AKONO OSCAR (TRAD.). 2010. Livre 1 pour connaître comment sont les choses, Livre de l'élève. 119 pp. Yaoundé, Cameroun: SIL.

Matal

SOUMTA ABBA, André; Laurent ABBADJI; Olivier DIANG; Nathaniel CHACHALA; et André MELMAÏ. 2010. Livre pour apprendre à lire, syllabaire 1 en langue matal. 73 pp. Mokolo, Cameroun: Edition Matal.

Muyang

BOUBA, Pascal; et Philippe AVIWAI, trad. 2011. L'histoire de Kande, comment une communauté a trouvé l'espoir face au SIDA, livre de l'apprenant. 42 pp. Mora, Cameroun: Comité de langue muyang.

BOUBA, Pascal; et Philippe AVIWAI, trad. 2011. L'histoire de Kande, comment une communauté a trouvé l'espoir face au SIDA, manuel du facilitateur. 56 pp. Mora, Cameroun: Comité de langue muyang.

Nugunu

SINTSIME, Tsade Crépin. 2010. Je lis couramment le nugunu, post-syllabaire 1 en langue nugunu. 48 pp. Yaoundé, Cameroun: ANACLAC.



Oku

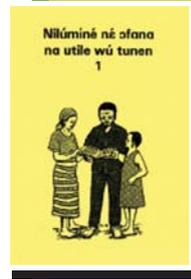
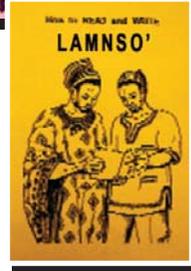
- CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. *Wisdom for Oku Children, class 3, book 1*. 114 pp. Yaounde, Cameroon: SIL.
- CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. *Enlightening Oku Children 2.2*. 149 pp. Yaounde, Cameroon: SIL.
- CHUO, Kain Godfrey. 2011. *Awakening Oku Children 1*. 50 pp. Yaounde, Cameroon: SIL.
- CHUO, Kain Godfrey; Anna Grace GALLANT; and Kristine R. TRAMMELL. 2011. *Wisdom for Oku Children, class 3, book 2*. 82 pp. Yaounde, Cameroon: SIL.

Yambetta

- CHUO, Kain Godfrey; Kristine R. TRAMMELL; et Léonard-Albert (trad.) BOLIOKI. 2010. *Livre 1 pour connaître comment sont les choses, Livre de l'élève*. 119 pp. Yaoundé, Cameroun: SIL.
- CHUO, Kain Godfrey; Kristine R. TRAMMELL; et Léonard-Albert (trad.) BOLIOKI. 2010. *Livre 1 pour connaître comment sont les choses. Guide de l'enseignant*. 48 pp. Yaoundé, Cameroun: SIL.

Zulgo

- NGOMNA, Simon; Ayouba LAWARUM; Jérémie MASSA; Yuhanna MAGURTSEKE; et Joseph ZEKWITE. 2011. *Apprenons à lire, syllabaire 1 en langue zulgo*. 70 pp. Mora, Cameroun: Comité de langue zulgo-minew.



Technical Manuscripts

Akoose

HEDINGER, Robert. 2011. *Akoose Orthography Guide*. 22 pp.

Baka

LEONARD, Yves. 2011. *Baka Oral Narratives: A Cultural and Linguistic Analysis and Some Implications for Bible Translation*. 138 pp.

Mmen

BJÖRKESTEDT, Lena. 2010. *Phonological Sketch of the Mmen Language*. 54 pp.

Ncane

BOUTWELL, Richard L. 2011. *Mungong Phonology Sketch*. 36 pp.

BOUTWELL, Richard L. & Katrina L. BOUTWELL. 2011. *Mungong Orthography Guide*. 18 pp.

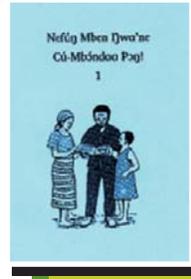
Pinyin

SIVERBO, Magdalena. 2010. *Sketch Grammar of Pinyiinə (Pinyin)*. 40 pp.

SIVERBO, Magdalena. 2010. *Grammar of Pinyiinə (Pinyin)*. 101 pp.

Tunen

LOVESTRAND, Joseph. 2011. *Notes on Nyokon Phonology (Bantu A.45, Cameroon)*. 42 pp.





Language Technology

Different Tools to Serve Cameroon's Languages!

Acronyms

CABTAL:

Cameroon
Association for
Bible Translation
and Literacy

NACALCO:

National
Association of
Cameroonian
Language
Committees

MINRESI:

Ministry of
Scientific Research
and Innovation

MINEDUB:

Ministry of Basic
Education

MINREX:

Ministry of
External Relations

MINJEUN:

Ministry of Youth
Affairs

SIL Cameroon's Training Department has a specialized team which focuses on language technology. The courses offered by this department present a unique opportunity to investigate and share advances in computer software and hardware; they also look at processes used in translation and education in Cameroon. Computer courses covering Bible translation and adaptation, dictionary making, and other skills have been held across the country for teams working on language development.

Partnering with "Going Kompyuta" workshops, Cameroonian languages are moving not only into schools, but also onto computers and onto the internet. Some programmes have been translated and several language groups have even started their own Wikipedia. This year's advances include a revised version of the Cameroon virtual keyboard on



Windows® and Linux systems, and acceptance of this keyboard into future versions of all Linux products.

The Outilingua (language tools) programme is a long-term partnership training Africans to do language technology support, further increasing sustainable development across Africa.

Quality and accuracy of Bible translation continues to improve at a staggering pace. Mother-tongue translators are trained to use tools like United Bible Society's Paratext programme. Paratext offers dozens of ways to compare verses, spell-check, and find and correct errors and inconsistencies. After learning a new feature of Paratext, a translation consultant recently told a group of translators that they "had come at just the right time in history for Bible translation."

Partnership

Taking Hold of the Opportunities Offered!

Partnership is a significant pillar upholding our organization. Our members place a high priority on working hand in hand with local, national and international organizations. Without these partnerships, our efforts would be limited; partnerships are essential to what we do here in Cameroon.

We are thankful for all the opportunities we have to participate in the development of Cameroonian languages. We are proud to work closely with MINRESI and MINREX to help develop national languages; with NACALCO, CABTAL and Cameroon Bible Society, which specialize in literacy, linguistic research, language development, and translation; with MINEDUB in the implementation of the multilingual education programme; and with MINJEUN to promote adult literacy at the local level.



Much can be learned in a lifetime. Each new lesson has the potential to become an instrument in our hands for the greater good. Language is a powerful instrument when held in the hands of those who know how to use it. This is why SIL is committed to take hold of all the opportunities offered by the public authorities to share our expertise with the general public. Our passion for the promotion of languages led us to be part of the Agropastoral show in Ebolowa and the third edition of the Week of Excellence of Scientific Research and Innovation in Cameroon (JERSIC 2011).

Nationalities of SIL Cameroon Personnel

Australia

Bahamas

Cameroon

Canada

Costa Rica

Finland

Ireland

Peru

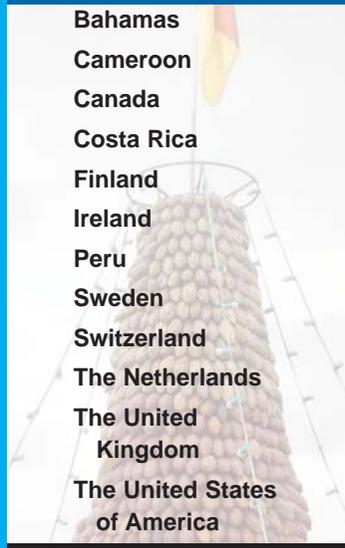
Sweden

Switzerland

The Netherlands

**The United
Kingdom**

**The United States
of America**



SIL International Administration:

President:
John Watters

Executive Director:
Freddy Boswell

Africa Area Director:
John Hollman



Equatorial Guinea

SIL Equatorial Guinea Team Celebrates 10 Years

Six of the languages in southern Cameroon are also spoken in Equatorial Guinea (E.G.). One of the recommendations from the African Ministers of Education at the 2010 Ouagadougou Conference, which focused on the integration of African languages and culture through education, was to "develop a strategy for the promotion of cross-border languages." Because SIL Cameroon is committed to serve the needs of these cross-border communities, we sponsor a full-time team of linguists working in E.G., following an invitation of the Council of Scientific and Technological Research, CICTE.

In 2001, CICTE and SIL sponsored the First National Linguistic Symposium. Participants unanimously recommended an "Action Plan for the Development of National Languages." In 2011, the team celebrated ten years in fulfillment of this plan. They have worked with language communities to produce alphabets for 11 of the 12 languages of E.G. They have published more than 70 titles and 54,000 pieces of literature in these languages. Each is developing a language academy, as part of the association FEDALENGUE - Federación de Academias de Lenguas Nacionales de Guinea Ecuatorial, with more than 50 individuals now involved in them (some are in Cameroon or Spain). Equatorial Guinean linguists have successfully completed 68 training courses or production workshops (in E.G., Spain, or Cameroon). A six-room school has been built as the location for a pilot programme in bilingual education. (See picture)

Seis de las lenguas en el sur de Camerún se hablan también en Guinea Ecuatorial (G.E.). Una de las recomendaciones de los Ministros de Educación Africanos en la conferencia de 2010 en Ouagadougou era "desarrollar una estrategia para la promoción de las lenguas tras-fronterizas." Dado el compromiso de la SIL de servir a estas comunidades tras-fronterizas, SIL Camerún patrocina en Guinea Ecuatorial un equipo de lingüistas, bajo la invitación del CICTE (Consejo de Investigaciones Científicas y Tecnológicas), lo cual es un departamento de la Presidencia del Gobierno de G.E.

En 2001 CICTE y la SIL co-patrocinaron el Primer Simposio Lingüístico Nacional. Participantes recomendaron por unanimidad un Plan de Acción para el desarrollo de las lenguas nacionales. En 2011 el equipo celebró 10 años del cumplimiento del Plan de Acción. Han colaborado con las comunidades lingüísticas para producir 11 alfabetos, de las 12 lenguas habladas en Guinea Ecuatorial. Han publicado más de 70 títulos y 54.000 piezas de literatura en estas lenguas. Cada grupo está desarrollando una Academia de su lengua, como parte de la asociación FEDALENGUE (Federación de Academias de Lenguas Nacionales de Guinea Ecuatorial). Hay más de 50 personas ya involucradas con estas academias (algunos de ellos en Camerún o España). Lingüistas guineanos han cumplido exitosamente 68 cursos de formación o talleres de producción (en Guinea, España o Camerún). Una escuela de seis aulas se ha construido como localidad para un proyecto piloto nacional de educación bilingüe (ver foto).



Languages SIL Served in 2011

Below is the list of the language communities to which SIL provided consulting, training or logistical support to language development during 2011.



1 Far North Region

Bana	Mbedam
Buwal	(Mbudum)
Fulfulde	Mbuko
Cuvok	Merey
(Tchouvok)	Mofu-Gudur
Gavar	Moloko
Gemzek	Mpade
(Guemzek)	Musey
Gude	Muyang
Hdi	Parkwa (Podoko)
Jimi	Tupuri
Lagwan	Vame
Mada	Wandala
Mafa	(Mandara)
Mambai	Wuzlam
(Mambay)	(Ouldeme)
Matal	Zulgo
Mazagway-Hidi	

2 North Region

Daba	Gidar
Dii	Karang
Gbaya	Pana

3 Adamawa Region

Kwanja	Tikar
Mambila	

4 North West Region

Aghem	Fulfulde
Awing	Kemezung
Baba	Kenswei Nsei
Babanki (Kejom)	(Bamessing)
Bafanji	Kom
Bafut	Lamnso'
Bamali	Limbum
Bambalang	Mbembe, Tigon
Bamukumbit	Meta' [Menemo]
Bamunka	Meta' [Moghamo]
Bangolan	Mfumte
Bebe	Mmen
Bum	Ncane
Cung	[Mungong]
Esimbi	Ncane [Ncane]

4 North West Region

Ngemba	Pinyin
[Mankon]	Saari (Nsari)
Ngwo (Engwo)	Vengo (Babungo)
Ngie	Weh
Noone (Noni)	Wushi (Babessi)
Oku	Yamba

5 South West Region

Akoose	Ipulo
Denya	Kenyang
Ejagham	Mundani
Iceve-Maci [Olit]	Oroko

6 West Region

Bangwa	Ngomba
Ghomálá'	Ngombale
Ngiemboon	Yemba

7 Littoral Region

Bakoko	Bakaka [Mkaa]
--------	---------------

8 Centre Region

Basaa	Nubaca (Baca)
Balengou	Nugunu
Bebele	So
Elip (Nulibie)	Tuki
Lefa	Tunen
Mbule	Vute
Mengisa	Yambeta
Mmaala	Yangben
(Numaala)	(Nuasue)
Nomaande	

9 South Region

Gyele	Kwasio
Bakoko	Yasa
Batanga	

10 East Region

Baka	Koonzime
Bebil	[Nzime]
Kako	Makaa (Mekaa)
Kol	Mpongpong
Koonzime	(Mpumpong)
[Badwe'e]	Njyem

Language names are according to the 16th edition of the *Ethnologue* published by SIL International.

(Name) = Other common name

[Name] = Dialect name



Check out the latest news: www.silcam.org

The 280+ languages in Cameroon are a true gold mine, a rich expression of cultures that knit together the social fabric of Cameroon. Instead of ignoring them and trying to base development in a language and culture that is foreign, it is possible to use local languages as a bridge. As a child appreciates his culture, masters his mother tongue and is secure in his identity, he will succeed finding his way through the global world. He will learn international languages, but he won't forget where he comes from. His roots will be an inspiration for all activities leading to a development adapted to the local reality.



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