



Knowledge for Children

Report 2005-2018



Prelude

This report is intended to give the reader an overview of activities and achievements recorded by Knowledge for Children since its creation in 2005 up to 2018. The report is being written at a point when Knowledge for Children Cameroon is facing challenges in the area of project execution caused by the outbreak of the Anglophone crisis. It has drastically affected the peace and stability in the Anglophone regions, causing enormous damages especially in the educational system of these affected regions in particular and Cameroon as a whole. As a result of this, Knowledge for Children the Netherlands has worked closely with Knowledge for Children Cameroon to see how the programs could carry on in the primary schools in the Anglophone regions but eventually had to face the fact that the Anglophone crisis, is forcing us to stop the activities in the primary schools as the Knowledge for Children program cannot be carried out in the primary schools. This means that Knowledge for Children Cameroon has to shift its focus for the future outside of the Knowledge for Children program from July 2018.

To situate our story well, this document starts with explaining the challenging times we are currently facing and how decisions were made. We continue with sharing the background and start of Knowledge for Children. After this we will share the progress made in developing the Knowledge for Children program. We continue with the other programs that we carried out by Knowledge for Children Cameroon with support of other organizations. Then we look at all the people, organizations and institutes that have worked with and supported Knowledge for Children over the years. We finalize with an overview of the remaining projects that Knowledge for Children Cameroon will carry out and the ideas for the future. On the next page you will find the table of contents of this report to identify the pages corresponding to the different chapters about the mentioned topics.

This report was made in co-creation of both Knowledge for Children Cameroon and Knowledge for Children the Netherlands. Maimo Divine Suinyuy represented Knowledge for Children Cameroon as the Country Director and Anouk Ooms represented Knowledge for Children the Netherlands as the Managing Director Africa. This report is intended to reflect all the milestones and results the organization has been able to achieve in the 13 years of its existence in Cameroon. We feel this is something we are all very proud of and want to share with all the people, organizations and institutes who supported our organization and its work over the years. This to thank them for the support and to account for all that we were able to do because of their support. At the same time, it provides Knowledge for Children Cameroon the necessary proof of its track-record for further endeavors outside the Knowledge for Children program.

We want to thank everyone for the continuous support for Knowledge for Children Cameroon since its start in 2005. We hope you will enjoy reading what we were able to achieve over the years. We pray we can continue to call upon you to support us and our work in Cameroon in the future.

On behalf of:

Knowledge for Children Cameroon

Knowledge for Children the Netherlands

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1. Challenging times

Knowledge for Children Cameroon has come along way since its start in 2005. If it was up to the organization, the program would continue to be carried out in Cameroon but in facing these challenging times we feel it is impossible to do so. For all parties and stakeholders of education involved, it is a very sad and disappointing decision to have to stop the Knowledge for Children program. In order to understand how we came to this decision it is therefore important to understand how we came to this conclusion. In this chapter you first find a more indebt explanation of the Anglophone crisis after which we share the efforts of Knowledge for Children to face this situation.

1.1. *The Anglophone crisis*

The Anglophone Crisis, as it is commonly referred to in Cameroon, is a socio-political issue rooted in Cameroon's colonial legacies from the Germans, British and the French. This issue has been increasingly dominating the political agenda of Cameroon and has led to debates and actions (protests, strikes, etc.) that argue for federalism or separation from the union by the English-speaking Anglophones.

The issues got more attention in 2016 as Anglophones lawyers and teachers went to the street expressing their grievances. The lawyers were concerned and worried by the way in which justice was rendered in the Anglophone regions. They said it was not in conformity with the Common Law (the Anglo-Saxon law). They raised four main problems:

- The non-existence of an English version of the OHADA Uniform Acts,
- the main documents used in commercial proceedings before the Cameroonian courts,
- the use of the Francophone Civil Code in the jurisdictions of the English- speaking regions in place of the Common Law and the absence of English law in the Cameroonian judicial system (no Common Law Section in the Supreme Court to examine appeals from the Northwest and South-West jurisdictions and no English-speaking section in the National School of Administration and Magistracy - NSAM) and
- the existence in the two English-speaking regions of magistrates who do not master the Common Law and could barely express themselves in English.

Teachers on their part complained mainly about the payment of arrears for the 2015/2016 academic year, beyond issues related to the improvement of their working conditions. It was noticed that students from the University of Buea joined them and demanded the payment of their excellence awards, the cancellation of the CFAF 10,000 penalty for the late payment of fees as instituted by their Vice Chancellor.

The governments' attempt to give appropriate attention and solutions to these claims was futile and these problems quickly transposed into the political arena. Some fellow compatriots whose purpose was none other than the partition of Cameroon for the most extremists, or the revision of the present form of the State, saw it as a kind of solution to the issues raised by the trade union of English-speaking lawyers and English-speaking teachers. Several secessionist groups or separatists started emerging. While some of them were using diplomatic means to see that Anglophone regions gain their independence, other groups started to employ armed confrontation against the deployed gendarmes and soldiers in these regions.

Today, government's efforts to find a lasting solution to this problem have remained unsuccessful. People are being killed every day, others internally displaced and others crossing the national borders to seek refuge in neighboring countries. No one can tell with certainty when this crisis will come to an end. While the secessionists are developing new strategies to defend what they now call 'Amba land' after the October 1st, 2017 declaration, the government has remained strong to maintaining national unity in Cameroon. Delegations are being sent now and then to the English-speaking regions by the president of the republic to sensitize and convince the population to stand for a one and indivisible Cameroon. Many well-wishers, politicians and some international communities are rather calling for a unilateral cease fire given that the president on his part had declared war on the separatist.

As the Anglophone crisis was partly initiated by teachers, education become a heated topic throughout the discussions to resolve the crisis resulting in schools being an unstable and unsafe environment for children. Schools were attacked and sometimes even burned down as a result of these attacks. This causes parents to be hesitant to send their children to school. Due to this the academic year 2016/2017 was completely lost with no real education for the children in the Anglophone regions. The academic year 2017/2018 had some children going to school but still not in a stable situation unfortunately. It is impossible to predict how the academic year 2018/2019 will turn out to be as we all hope for a stable and safe environment in the primary schools to return.

1.2. Knowledge for Children in the face of the Anglophone crisis

Knowledge for Children has been working in the education sector and principally in the North West Region of Cameroon before the Anglophone crisis started. The Knowledge for Children program execution required the presence of leaders, teachers, pupils and parents in school. During the early stages of the crisis, these groups of persons could not be found in schools as there were threats from the secessionist to beat, kill or destroy any school that was operational.

In facing the challenges as an organization and to keep costs at a minimum, the Board Knowledge for Children Cameroon had decided in February 2017 to pay all staff employed as program officers, assistants and interns half their salaries. A situation that is possible for a maximum period of 6 months and therefor allowing the organization to base future decisions in terms of staff on the development of the situation by the start of the new academic year.

In March 2017 Anouk came to visit Knowledge for Children Cameroon to work together with both the Board and the team on a way forward to face the Anglophone crisis. As all parties involved expected the schools to resume by the start of the new academic year in September 2017, the plan was to pick up where things were left when the Anglophone crisis started and to continue the Knowledge for Children program in the schools.

To give more general support and guidance to children back at home, we initiated a project called RADEF – Radio Education Forum. Through this project, we held discussion sessions over local radio stations on education and life-skills matter. During some of these radio sessions, live lines were also opened for people to call and ask questions or give input into the discussions.

Schools however did not resume by the start of the new academic year in September 2017 as there was a declaration of independence by the 1st of October 2017 resulting in an even more tense situation in the regions as a whole. This situation forced the Board Knowledge for Children to terminate the contracts of all staff employed as program officers, assistants and interns with a 3 months' notice by the end of 2017.

To come up with a new shared way forward, Anouk travelled back to Cameroon in November 2017 where she worked with the Board and Divine. As at that point, there were some children going back to school especially in the area of Nkambe and Ngashe, a new plan was made how to focus on supporting these areas in 2018. The plan was to carry on with the Knowledge for Children program in these areas and schools and to plan forward from that point on. As funding is based on results to be achieved with the funding, these first months of 2018 were identified as critical for the future of receiving funding as an organization and with that the future of the program in the schools. In order to keep the costs as an organization at a minimum, the decision was made also to start paying the remaining management staff half of their salaries from the start of 2018.

In the meantime, the team had worked on initiating a new project of having a library at the offices. In March 2018 we opened a library in our office premises where children and other interested persons came to read or do research. The project is gradually developing into a sustainable project.

As time went on while facing the Anglophone crisis, some teachers and children braved the threats but however much they were in school, the climate was still not good; meetings could not be held, parents were not paying school fees, talk less of PTA contributions for school development and some schools didn't even have enough teachers to teach the children who were coming to school. It was therefore very difficult to continue with activities. The little the team could do was to visit communities and sensitize parents on how to take care of their children while back at home. They encouraged parents to borrow books from the school libraries for children to study at home. The books that were already bought and kept in the office, were delivered to the schools so that children could borrow them and read.

Unfortunately, the as safe identified areas turned unstable again at the start of 2018. As that situation didn't change, Anouk visited Cameroon again in March 2018 to work again with the Board and Divine on a plan for the future of the organization. No one could tell when this crisis will come to an end or when conditions were going to be favorable for schools to resume effectively. The most challenging aspect of this crisis was this indefinite nature. Both Knowledge for Children Cameroon and Knowledge for Children the Netherlands tried as much as possible to keep donors informed in order to receive their continuous support. But with this situation lasting already for 2 academic years without any activities to be carried out in the schools, both organizations had to face the reality that it was going to take some time for things to normalize. This means that the climate in the schools is not good as:

- parents are not ready to go to school
- parents are not willing to pay school fees to pay for PTA teachers
- some schools have only 1 teacher in place to teach the children

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As the success of the Knowledge for Children program requires an active involvement of the community, it means that there is currently not a good foundation to carry out its activities in the primary schools and it is unclear when it will be there again.

Coming to the above conclusion by both Knowledge for Children Cameroon and Knowledge for Children the Netherlands, meant facing the sad fact that we can no longer receive funding to carry out the Knowledge for Children program in Cameroon. Knowledge for Children the Netherlands ensured a budget for Knowledge for Children Cameroon to stop its activities following the program by the 1st of July 2018 and to maintain the organization with a minimum of organizational costs at least up to the end of 2018. With this it also meant that the contracts of the remaining management staff had to be terminated by the 1st of July 2018.

Knowledge for Children the Netherlands shared a way forward on how to start activities up again once the situation in the Anglophone Regions is truly stable again and there is a good foundation to start the Knowledge for Children program again in Cameroon. In the meantime, Knowledge for Children Cameroon has the desire to maintain the organization at least for the remaining projects of the library at the office and the Education Sponsorship Project (ESP) funded by the German partner Shisásáy. Staff has ensured the organization to stay committed to Knowledge for Children Cameroon as a volunteer. Together with staff, the Board of Knowledge for Children Cameroon will present a plan on how they want to proceed from the 1st of July 2018 to Knowledge for Children the Netherlands outside the Knowledge for Children program. This way Knowledge for Children the Netherlands can support the future of Knowledge for Children Cameroon as much as it can. Anouk and Divine will keep contact at least once every 3 months to see how to proceed.

We all hope that the situation in the Anglophone regions stabilizes soon and that it will be possible to start the activities of the Knowledge for Children program up again. But with it being unclear when this will be, this report is a final report of all the efforts and results so far for the Knowledge for Children program. As soon it is possible to start the program up again in Cameroon both organizations will work closely again to ensure a fruitful restart of the program.

2. Background and start of Knowledge for Children

Knowledge for Children was founded in 2005 by Maimo Jacob Shiynyuy from Cameroon and Arnold Roozenbeek from the Netherlands. The main objective was to improve the quality of education in rural primary schools in Cameroon. Textbooks were near non-existent in these schools and the reading culture was poor, which made teaching and learning very difficult. Knowledge for Children believed in the principle of co-investment and thus worked only with communities that were ready to contribute to the costs of the program. This model proved to increase ownership and self-reliance.



The program at that start was focused on buying schoolbooks using the co-investment model designed for 8 years involving the leaders in the school being the headteacher and chairperson of the Parents Teachers Association (PTA). The first 5 years of the program were marked as the building up years and the final 3 years as the sustainability years. Originally the design of the co-investment model was as follows to show the percentages to pay towards the books per year and per stakeholder in education:

Year	Knowledge for Children	School/Community
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6	40%	60%
7	30%	70%
8	25%	75%

Knowledge for Children started working in the North West Region of Cameroon and later added her services also to West Adamawa in 2013. The program started with 13 school in 2005 reaching up to 3.250 children and grew up to 38 active schools in the program with 78 school successfully graduated from the program in 2016.



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The development of numbers of schools and children reached from the Knowledge for Children program are as follows over the years up to 2016 when the Anglophone crisis started.

Year	Number of active schools	Number of children	Number of graduated schools
2005	13	3.250	
2006	20	5.000	
2007	26	6.500	
2008	35	8.750	
2009	53	13.250	
2010	67	16.750	
2011	96	24.000	
2012	117	29.250	11
2013	63	15.681	20
2014	84	20.000	41
2015	67	16.750	51
2016	63	5.100	78

The start of the organization from 2005 up to 2008 was formed with the commitment of the Board of Knowledge for Children Cameroon consisting of the founder Maimo, Wirkom Fidelis, Lukong Boniface Banin and Njombu Margaret Kinyuy supported by the Board Knowledge for Children the Netherlands with frequent visits from Arnold. In 2009 the first employee was hired supported with 6 volunteers to carry out the program. By 2012 it was time to have the first permanent Dutch Country Director, Rolf Schipper, in place to really build a strong organization and further develop the program. The end goal of Knowledge for Children was to be completely run from Cameroon within which was achieved when Maimo Divine Suinyuy took the position of Country Director in December 2016 taking over from the 2nd Dutch Country Director Esly van Dam. The full list of people supporting Knowledge for Children Cameroon over the years, you will find in chapter 6. We are proud to say that however much we cannot carry on with the Knowledge for Children program at this moment in the schools, that we at least the point were we have an independent organization in Cameroon at this point that can plan for its own future as an equal partner of Knowledge for Children the Netherlands.



At the start, the program focused fully on the Schoolbook Program with which 2 leaders per school were trained in seminars on how to lead the school and how to take on their responsibilities. In 2009 the first seminars for teachers were added to the program resulting in a Quality of Education Program with which teachers were trained by the start of 2013. In 2015 the program was evaluated and revised. The Community Capacity Development Program was added to the Knowledge for Children program focusing on building the capacity of the school communities. As a result of the evaluation and revision of the program a new Strategic Plan

was developed for 2016-2019. We started referring to our approach to enhancing literacy and ensuring self-reliance and thus sustainability of our programs as a three-step approach.

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The Strategic plan is how the Knowledge for Children Program was designed for the future in Cameroon with 3 steps in its model:

1. Schoolbooks
2. Community Capacity Development
3. Quality of Education

The program changed from being carried out in the schools for 5-8 years to 3 years using the co-investment model to continue to buy books.

At the start of 2017 the Strategic Plan 2016-2019 was reviewed a last time. The goal is for the Knowledge for Children program to be as much universal in the African countries as possible but also to remain fitting the specific environment and situation of each individual country. This is why it was decided that the co-investment model will be carried out as follows.

Year	Knowledge for Children	School/Community
1	85%	15%
2	70%	30%
3	50%	50%

Due to the Anglophone crisis, it was eventually not possible to carry out the Strategic Plan 2016-2019 with its new structure of the program in the schools. In the next chapter you will find how the Knowledge for Children program was designed and which results were achieved over the years.

3. Knowledge for Children Program and achieved results

Over the years, KforC carried out a number of programs aimed at improving the quality of education in rural primary schools through a co-investment model. These programs included the following;

3.1. Schoolbook Program

The school Book Program (SBP) which was the founding program of Knowledge for Children Cameroon began in 2005 with 13 schools and expanded to 145 schools by 2018. This programs' main objective was to provide government prescribed textbooks in rural primary schools by co-investing with the local communities and supporting them to invest in their children's education. Between 2005 and 2018, a total of 145 schools in the North West Region and Adamawa Regions benefitted a total of 95.000 government prescribed text books through the co-investment approach. The following table shows the numbers of books bought together with the schools and their community over the years.

Year	Books	Year	Books
2005	420	2012	14.678
2006	810	2013	7.095
2007	2.337	2014	10.733
2008	5.000	2015	9.072
2009	9.842	2016	8.382
2010	14.018	2017	542
2011	12.162	Total	95.091

These books directly impacted over 36,250 children and were greatly utilized in the teaching and learning process in KforC Schools. Worth mentioning is the fact that during book donations parents were sensitized on key educational topics such as, the importance of education to a child, the importance of books in the education of a child, the importance of parental involvement in the child's education etc.



The Schoolbook Program generated significant impact over the years:

- 36,250 Children in 145 primary schools have direct access to textbooks in six different subjects
- Children perform better in end of year exams and other public exams like the Common Entrance Examination and First School Leaving Certificate examination.
- Upon graduation in primary six, at least 85% of these pupils are able to read as they familiarize themselves with words in English text books, sound and word building etc. Which they come across on a regular basis while using text books bought together with Knowledge for Children
- Child absenteeism due to lack of text books in Knowledge for Children schools has been completely eradicated leading to better concentration and improved performance of pupils
- KforC schools serve as an education resource center to other neighboring non KforC schools as teachers from these schools easily solicit help in the form of text books to prepare their lessons.
- Training on storage and use of textbooks
- Cupboards constructed in every school for secured storage of books
- Offices in schools are well fortified to guard against theft
- Books are strengthened in most schools
- Librarians are trained and functional in 145 schools

3.2. Community Capacity Development Program

At the start of the program and our organization, we organized yearly seminars for the leaders of the school: Parents Teachers Association (PTA) executives and the headteachers. During these seminars, we discussed the responsibilities of the PTA and headteachers, how to lead the schools in a good way and regarding our programs, how to engage the community in participating with issues regarding the schools.



Over the years, we felt there is a need for a real program regarding the leadership in the schools. It was initially called Community Leadership Program (CLP) and developed into the Community Capacity Development program (CCD) in 2015. This program was integrated within the Schoolbook Program as a way of strengthening community participation, involvement and ownership of development projects in the schools and enabling communities become proactive. Within this program, we carried out Participatory Situational Analysis

in schools, coordinated the signing of contracts with schools and ran workshops on topics like Constitution drafting and planning, Communication and community mobilization, Library management, Finance Management. During these workshops we also had some best practice sharing sessions.

Since its implementation in 2015, we were able to have the following impact with the CCD program:

- Rural parents who did not previously understand and recognize the importance of text books in children's education are now able to save money and contribute their quota in time to purchase text books for their kids unlike before when they will refuse to send these children to school or send them to school without books and other basic school needs.
- Formal written contracts were developed and signed between Knowledge for Children and all the schools with clear roles and responsibilities of each party outlined. This facilitated the partnership/work with schools.
- Schools developed a constitution for the PTA outlining the functions of the leaders and an agreed mandate for the executives stipulated. This led to reduced conflicts within the PTA and better organization in the schools. Contribution of the school quota in all schools was done in a timely manner thereby ensuring the availability of books in the schools within the relevant time. It is important to highlight here that most of the schools did not have a constitution governing the PTA prior to our intervention.
- Team spirit improved through participation in the program, which has yielded other benefits.
- Good governance is instilled in the community, through their management of the book fund.
- The turnout and punctuality of parents during book drops, workshops and other related activities in all Council schools was very impressive as better mobilization methods were employed by the PTA chairpersons and head teachers. This made book drops an exciting experience for the community, teachers, pupils and KforC staff.
- Schools strengthen books, keep a book inventory and developed a good storage system for the books (cupboards, trunks etc.) which also eliminated cases of book destruction by pest, water etc.

3.3. Quality of Education program (structural Knowledge exchange)

This program evolved from an activity which we carried out during our Annual General Meetings in the early years of KforC called Structural Knowledge Exchange (SKE). During this activity session, teachers and parents shared their experiences with others in small groups and later on in plenary.

Knowledge shared included:

- How to manage the classrooms,
- how they taught particular subjects and
- how they managed their PTA funds etc.

With time we structured this activity and developed it into a program and called it Quality of Education Program (QEP). The program was fully implemented when we received funding from the German Government through the ABC project that supported our work to improve the quality of education since 2014.



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We have trained the following number of teachers from 2013 when we started to implement the QEP program.

Year	Number of teachers trained
2013	506
2014	700
2015	746
2016	257
Total	2.209

Books are not common as instructional materials in class rooms in primary education in Africa. This means that with providing textbooks, the quality of education does not automatically improve as teachers are not used to use the textbooks. This means that it is equally as important to really train teachers how to start using the textbooks and to guide them to improve the way they are teaching in general.

QEP focused on the pedagogic training for teachers, improving their knowledge on various subjects and teaching methods in a bit to improve the quality of education in rural primary schools. Other interventions in this program included; installation of reading clubs in schools and training of club coordinators, on-the-job coaching of teachers, mobile libraries, reading competition and reading test as a monitoring and evaluation activity. We have also set up a system to have teachers in the school to train other teachers in the school. During the workshops the program manager and the program assistant identify the strongest teachers in a school and then start training these teachers to be micro teaching their fellow teachers. This is a good system to follow up on what teachers have learned during the Knowledge for Children workshops and to see it put into practice.

The QEP program registered a number of successes as will be seen below:

- Teachers gained new teaching skills with better teaching and child friendly methods applied during lessons. This had a positive effect on child participation and general performance by pupils.
- Teachers in KforC schools acted as mentors to their peers in non KforC schools guiding them on how to improve their teaching methods for greater impact on learners
- Teachers from KforC schools through the teacher trainings gained better self-confidence and increased motivation to teach as they felt more equipped after workshops to handle their lessons
- Through the reading clubs, the reading culture among pupils in KforC schools was enhanced especially as pupils had access to story books and other non-curricular books to read for fun.
- Reading competitions motivated pupils in KforC Schools to learn to read better as it was a pride for a pupil(s) to be selected as winner either during the school competition, inter school competition or at the finals.
- Reading test helped develop a spirit of positive competition among pupils. This was evident from the fact that every child was interested in improving on their reading ability to meet up with the required number of words per minute as per the Burts One minute Test which was used as an assessment tool during this exercise with pupils.

3.4. Health Program (HIV/Aids and Malaria Prevention Program)

In a research carried out in 2010 with support from the Cameroon Baptist Convention Health Board (CBCHB) KforC identified HIV/Aids and Malaria as the main diseases that were threatening the lives of children in the rural areas. Based on this realization and going by the saying that ‘a healthy mind can only be in a healthy body’ Knowledge for Children began to include educational talks on HIV/Aids and Malaria prevention during school visit. To give more structure to this program, KforC started setting up health clubs. By 2012 KforC had 40 functional health clubs in 40 primary schools. The health club members were referred to as “Health Scouts”.



Knowledge for Children signed an agreement with Globmed in 2013. Through this partnership, 2 sets of students from Morgan State University in USA visited Cameroon and worked with KforC. Globmed made it possible to carry out our health program in 2014 and 2015 as they co-funded it with Knowledge for Children. Through workshops and seminars, we trained health coordinators to be role models in health education and the Health Scouts to raise awareness of HIV/Aids and Malaria, with the hope of positive behavioral change. The highlight of this program was participation in

World AIDS Day. All Health Clubs attended this day and presented their original songs, sketches and poems on the prevention of these diseases to a wide audience.

With the Health Program we were able to have the following impact on the lives of the children:

- Through the health program, hygiene practices in supported schools witnessed a significant improvement with very limited cases of drop out due to hygiene related diseases recorded
- Over 10,000 pupils in KforC schools gained skills in HIV and malaria prevention through sensitizations by members of the health scouts in 40 schools
- Through collaboration between KforC and health institutions like Bango Baptist Hospital and Shisong Catholic Hospital, 836 pupils and adults got to know their HIV status through Voluntary Counselling and Testing on World AIDS Day

In the process of designing the Strategic Plan 2016-2019, we decided to stop the activities regarding the health program and to focus on the above described 3 steps of the program.

We are very proud of the great impact we were able to achieve with our programs over the years. We hope that in future the situation in our country will stabilize again so we can pick up where we left things and continue to improve the quality of education as shown above!

4. Partnership projects and achieved results

Since the start of Knowledge for Children in Cameroon in 2005, we have been very blessed and happy to not only work with Knowledge for Children the Netherlands to develop and carry out the Knowledge for Children program but also to work with other partners. We believe it is important to work together with other organizations as we all have the same goal: to improve the lives of the children in Cameroon. In this chapter, we want to share the achievements and impact we were able to have with the support of our partners in development.

4.1. Income Generating Activity Program (IGA)

Knowledge for Children believed co-investment was the hub to achieving her mission of making schools self-reliant. To support communities, meet up with their contributions, KforC initiated the Income Generating Activities in 2013. We worked mainly with women groups and trained them on the production and sale of washing powder and tofu. This project went on successfully in some schools. But there were also challenges like lack of capital to buy material for production.

By the end of 2016, KforC submitted a project proposal to Globmed in the United States. The project proposal was highlighted by school gardening activities which in our opinion could generate more income for schools. This project is still under review by Globmed. We hope to implemented together with Globmed in the nearby future.

4.2. Computer Literacy Program

With the advent of computer technology, KforC thought it wise to introduce teachers and pupils to this technology. KforC organized holiday classes for teachers to gain basic computer knowledge. This was done in partnership with a local NGO based in Kumbo called Office Professional Solutions formalized in a signed Memorandum of Understanding in 2012. OfficePro specializes in ICT and offered technical assistance to KforC computer literacy project. Apart from giving holiday courses to teachers, KforC formed a team that moved to primary schools in rural areas with inverters and laptops. Through this exercise, children were thought basic computer skills. Computers were donated to some schools that could afford electricity.

4.3. School construction and Renovation Project

This project was developed to support in the renovation or construction of new classrooms in schools with dilapidating structures. Knowledge for Children and Live Build signed a partnership agreement in 2011. Live Build is a Dutch development organization that specializes in the construction and renovation of schools and water and sanitation projects.

Sponsored by Live Build Foundation in the Netherlands and executed by KforC, three rural primary schools (GS Mbah, GS Nkeng and GS Ntisaw) benefited from this program. A total of 9 classrooms were constructed and 8 were renovated. To maintain our philosophy of co-investment, schools were required to provide local materials and unskilled labor to contribute towards the construction.



4.4. Education Sponsorship program

Education Sponsorship Project (ESP) is sponsored by Shisásáy foundation in Germany and executed by Knowledge for Children (KforC) Cameroon. The main goal of the project is to support orphans and vulnerable children (OVCs) go to school.

Activities carried out in this project include:

- Paying beneficiaries school fees and examination fees,
- assisting beneficiaries with basic school needs like exercise books, pens, pencils and rulers,

- sensitizing guardians/parents of beneficiaries on the importance of education and giving them tips on how to support their children with their studies,
- sensitizing beneficiaries on the importance of education and how to study well in school and at home and
- sponsoring and guiding OVCs who desire to go in for vocational training.



Knowledge for Children signed the first partnership agreement with Shisásáy in 2011. As a result of this partnership, 155 orphans and vulnerable children have been assisted to attend school. The current partnership agreement between KforC and Shisásáy runs from 2018 – 2021. We are very proud that over the course of the academic year 2017-2018 we could support children gradually going back to school and paying their school fees to do so with the ESP project. We are currently finalizing this academic year and planning to continue the project in the upcoming academic year.

4.5. KforC Library Project

The library project was conceived as an intervention to further help children in particular and the population of Kumbo in general to increase their literacy level. It was opened on the 1st of March 2018 and has been operating progressively since then. We were able to set the library up in partnership with Cameroon Education Foundation, Himalayans Institutes and ESERV and were supported to buy books by our partners Livebuild, the German Government and Global Giving.

Currently we have 5,493 textbooks in the library categorized into fiction and nonfiction story books, curriculum books, novels, magazines and encyclopedias, spiritual and health books, music and sports books. These books are classified in 5 shelves, reachable and accessible by all users.

Since the library went functional, 30 users on average visit the library every week. These users comprise mainly of primary and secondary school children who come to do research, read novels and story books and also study their own personal materials. We are looking forward to strengthen the Library Project at our offices at reach more and more of the community members in the future.

4.6. Partnerships and recognitions

Apart from the above-mentioned partners and the projects we carried out with their support, we are also very proud that we were able to achieve the results with the funding and support of the following partners:

- Knowledge for Children signed a Memorandum of Understanding with the Ministry of Basic Education in 2010. With this MoU, we collaborated with the External Services of the Ministry of Basic Education and other related services.
- Knowledge for Children was awarded a World Bank grant after competing with 260 NGO's in the WorldBank Development Marketplace in 2011. This allowed us to add 15 schools to the schoolbook program.

- Peace Corps Cameroon created an official placement for Peace Corps Volunteer to work with Knowledge for Children in 2011. As a result, we received and worked with 4 Peace Corps volunteers from 2011 to 2016
- Knowledge for Children won a Global Giving challenge in 2011. Over 4000 USD was raised in 30 days, earning KforC a permanent spot on the Global Giving website.
- Knowledge for Children signed partnership agreements with the Councils of Ndu, Nkambe, Babessi and Nkor for the addition of schools to benefit from our three main programs.
- Knowledge for Children received and worked with interns from the University of Leuven in Belgium since 2014.
- KforC accounts were audited from 2009 to 2012 by a firm called Bui Audit, Accounting, Management and Education Services (BAAMES) and from 2013 onwards by a Chattered Accounting Firm in Bamenda known as CDA – Chie Daniel Akwondo.

Lastly, we worked together with local partners for the remote school projects; Benekin Foundation, Cameroon Education Foundation, ACOHOF Foundation and Rural Development Foundation. Through this partnership very remote communities benefited from teacher training, infrastructural development and portable water supply.

5. The future of Knowledge for Children

The reason for this report is the sad fact that we have to stop our activities under the Knowledge for Children program by the 1st of July 2018 as the Anglophone crisis prevents us from being successful with our program in the schools. Knowledge for Children the Netherlands, has been working closely with our team to finalize the program by the 1st of July 2018 and to support us at least throughout 2018 to maintain our organization. With this we are able to continue with our Library Project at the office and the ESP project to support children that are going to school. We really hope the situations improves in the schools so it enables us to start up with the Knowledge for Children program activities again. We will keep in contact with Knowledge for Children the Netherlands at least every 3 months to see how we can support each other. In the mean time we realize there is a need for us to shift our focus for the future outside of the Knowledge for Children program from July 2018.

We feel blessed that our staff has decided to continue to support the organization as a volunteer. We are planning together with them to focus on the following in 2018 in order for us to continue in 2019 as an organization in case we are not able to start up the Knowledge for Children program within this timeframe. For this we are planning to also aim at projects like:

- Improvement of school infrastructure,
- Water and Sanitation Hygiene (WASH),
- HIV/AIDS and Sexual Reproductive Health ad Rights Education (SRHR),
- Gender equality and Gender based violence and
- Human Rights and Peace Education.

6. Support Knowledge for Children

No of the achievements in this report would have been possible without the support of our Board, staff, volunteers, interns and zonal coordinators over the years. We want to acknowledge their support and most of all want to truly thank them for all their efforts of to make Knowledge for Children so successful over the years. Below you will find an overview of the Board members, our staff,

6.1. Board members

Knowledge for Children started in 2005 with the members of the Board that carried out the first activities with the support of Knowledge for Children the Netherlands. The following table shows the Board members and their different positions over the years.

Name	Position	Period
Mr. Maimo Jacob Shiynyuy	Board Chairperson Emeritus Board Chairperson	2016-date 2005-2016
Mr. Kimah Constantine Bimela	Board Chairperson Secretary	2016-date 2014-2015
Sr Hedwig Vihnyo	Vice Board Chairperson	2016-date
Mr. Njobati Frederick	Chief Finance Officer	2014-date
Mr. Usman Moh	Board member	2016-date
Mrs. Takeh Beatrice	Board member	2016-date
Mr. Ndukong Bernard Samba	Board member	2016-date
Mr. Martin Nyar	Advisor	2014
Mr. Wirkom Fidelis	Vice Board Chairperson Advisor	2007-2016 2005-2006
Mr. Dzelaflen Fidelix Banlanjo	Program Moderator	2010-2013
Mr. Lukong Boniface Banin	Treasurer	2005-2013
Mrs. Njombu Margaret Kinyuy	Secretary	2005-2010



6.2. Staff members

The first staff member started working for Knowledge for Children in 2009. Since then we have grown up 10 staff members and 12 volunteers at the peak of our existence. It has always been the goal for Knowledge for Children to be complete run from within with a full Cameroonian staff. The following table shows all Cameroonian staff members that have worked for Knowledge for Children. Some started as a volunteer or intern and managed to ensure a position as a permanent staff member.

Name	Position	Department	Period
Maimo Divine Suinyuy	Country Director	Administration and Finance	2016-date
	Finance Manager	Administration and Finance	2014-2016
	Program Manager	Schoolbook	2009-2014
Ngek Elajiah Ngum	Program Manager	Quality of Education	2014-date
	Program Officer	Schoolbook	2013-2014
Akande Masul Aji	Program Manager	Schoolbook	2017-date
Abass Sahabu Wiysahnyuy	Program Officer	Schoolbook/CCD	2016-2017
	Program Assistant	Schoolbook/CCD	2014-2016
	Intern	Health	2013-2014
Paul Verdzekov	Program Assistant	Quality of Education	2015-2017
	Intern	Quality of Education	2015
Dzelafen Fidelis	Program Assistant	Schoolbook	2014-2017
Ndah Paracleta Berinyuy	Accountant	Administration and Finance	2015-2017
	Intern	Administration and Finance	2015
Emmanuela Fonyuy	Program Assistant	Schoolbook/CCD	2015-2017
	Intern	Quality of Education	2015
Wirboom Christal Binyuy	Intern	Quality of Education	2016-2017
Menge Nicodemus Andoh	Deputy Country Director	Administration and Finance	2016
Dule Vera Kibula	Intern	Quality of Education	2016
Mbinkar Amina Litika	Intern	Schoolbook	2016
Emile Aseka	Intern	Quality of Education	2016
Tansah Beltha Bari	Intern	Quality of Education	2016
Losha Mark Chaffee	Program Manager	Health	2014-2015
	Program Officer	Health	2010-2014
Ntani Divine	Program Manager	Schoolbook	2015
Abubakar Aliyu	Program Assistant	Quality of Education	2015
Yiran James Kewong	Fundraising Officer	Administration and Finance	2015-2016
Lucie Mekoulou Me-Zambo	Intern	Quality of Education	2014-2015
Bongasov Brian Afroni	Intern	Quality of Education	2014-2015
Fonyuy Mary Yahm	Senior Trainer	Quality of Education	2014
Mbiybe Ceroline Nsolilon	Trainer/Coach	Quality of Education	2014
Sandrine Ebakisse	Consultant fundraising	Administration and Finance	2014
Adelinke Buka Linjo	Intern	Schoolbook	2013-2014
Nsani Praxidis	Intern	Quality of Education	2014
Fonlon Glory Kibong	Intern	Quality of Education	2014

Yuven Aloysius Fomoyuy	Intern	Schoolbook	2013
Kijika Rene Bongnyuy	Program Assistant	Quality of Education	2011-2013
Tamnjong Elvis Nkuh	Program Officer	Health	2010-2011
Tume Erasmus Sunjo	Program Assistant	Schoolbook	2011
Mbiydzennyuy Devine Suiven	Volunteer	Schoolbook	2010



6.3. International staff members

Over the years, Knowledge for Children Cameroon has received international staff members to support our local organization. It has always been the goal to have our organization to be run complete from Cameroon within. Rolf Schipper was the first Dutch Country Director to head the organization in 2012. He handed his position over to the second Dutch Country Director Esly van Dam in 2014 who in December 2016 handed her responsibilities over to Maimo Divine Suinyuy. With this, our first official staff member also became the first to lead Knowledge for Children Cameroon. A proud moment for our organization as a whole as it marked Knowledge for Children Cameroon becoming a self-reliant and equal partner with Knowledge for Children the Netherlands. Sadly, Divine started in this position when the organization was facing the most challenging time the organizations has faced from the very start. Divine has shown great leadership in heading the organization through the Anglophone crisis. Knowledge for Children the Netherlands has confidence he can lead the organization back to where it started once the Anglophone crisis is settled and the Knowledge for Children Program can be started up again.

Reaching self-reliance and an equal position as Knowledge for Children Cameroon, would not have been possible with the support of the following international staff members.

Name	Position	Department	Period
Elsy van Dam	Country Director	Administration and Finance	2014-2016
Ingrid de Wit	CCD coordinator	Schoolbook/CCD	2015-2016
Caitlin O'Donnel	Peace Corps	Health	2014-2016
Kat McNeil	Peace Corps	Quality of Education	2015

Emilie Bernard	University of Leuven	Quality of Education	2015
Bridget Patton	Peace Corps	IGA	2014-2015
Rolf Schipper	Country Director	Administration and Finance	2012-2014
Fientje Verschuren	University of Leuven	Quality of Education	2014
Emma van der Meulen	M&E Officer	Administration and Finance	2013-2014
Sadie Grossman	Peace Corps	Health	2013-2014
Shanon Clawson	Peace Corps	Health	2013-2014
Els Nicolai	University of Leuven	Health	2013-2014
Jake Losso	Peace Corps	Health	2013
Jerica van Niekerk	Advisor	All departments	2008-2010

6.4. Zonal coordinators

The work Knowledge for Children carries out in the schools, is supported through our Zonal Coordinators. The follow up with the teachers and support them to continuously improve the quality of Education in the Knowledge for Children schools. The following table shows the Coordinators per zone of the years.

Name	Zone	Period
Mrs. Njombu Margaret Kinyuy	Nkum	2008-date
Mr. Lanyuy Roland	Nkum I	2010-2013
Mr. Njodzeka Williams Ngoran	Nkum II	2014-date
Mrs. Ndze Odilia Suila	Kumbo I	2014-date
Mr. Lukong Claude Joseph	Kumbo II	2014-date
Mr. Fai Ernest Kininla	Jakiri	2011-date
Mr. Ful Vitalis Nsani	Mbesa	2014-date
Mr. Ngwayi Ephesians	Donga Matung I	2012-date
Mr. Ngeh Christopher	Donga Matung II	2014-date
Mr. Tamfu John Ngwa	Donga Matung	2008-2014
Mr. Yufuiy Dauda Wirkar	Bankim	2014
Mr. Mbuh Njoh Chrisogonus	Bamenda	2015
Mr. Budze Christopher	Kumbo	2009-2012

