



KNOWLEDGE FOR CHILDREN CAMEROON

YEAR REPORT 2013



MOTTO: *ASSURING A BETTER LIFE*

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HEADQUARTERS: Kikoo House, Squares - Mbveh road, Kumbo

P.O. Box 100, Kumbo, Bui Division, North West Region, Cameroon

TELEPHONE: (+237) 75285448 / 94479325 / 33481393

E-MAIL: cameroon.kforc@gmail.com

WEBSITE: www.knowledgeforchildren.org

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SUMMARY

Since establishment in 2005, Knowledge for Children (KforC) has grown over the years, especially since 2010. In the year 2013 the main focus was on the professionalization of the organization and the improvement of the quality of the programs. We also introduced a third main program, the Quality of Education Program, to increase the reading abilities of primary school children.

Schoolbook Program

Eight new schools have been added to the schoolbook program, making a total of 132 primary schools that have profited from schoolbooks since the start of this program. In 2013, more than 7,000 books were donated to 63 schools, touching the lives of over 15,000 school children. Communities bought an additional 2,290 books. Book drops were successful and were once more a good opportunity to educate the population of the villages.

We added books specifically geared towards learning how to read and write, and included copies for the nursery schools attached to the primary schools in our programs. We also improved on our exit strategy, defining how we coach schools that have completed the schoolbook program.

In the field the nine voluntary Zonal Coordinators kept us up to date on developments at the schools.

Health Program

Twelve new Health Clubs were installed, bringing the total to 40. We installed Community Health Club Coordinators to ensure continuation in the guidance of the clubs even if the teachers are replaced. We held workshops and youth camps, and started an alumni network to follow and train secondary students to coach their former Health Clubs.

Finally, World Aids Day, on the 1st of December, was successfully celebrated in the town of Ndu.

Quality of Education

This new program focused on increasing the reading abilities of primary school children. We trained all the teachers of 21 schools to be better equipped to teach their pupils. Furthermore eight zonal workshops were organized for all 132 schools in our programs to learn about lesson planning, evaluation and teaching skills.

By regularly conducting reading tests, we monitor the progress of the reading skills at the schools in our programs. KforC reading clubs in the schools should further help to raise the reading abilities of the children.

Partner Programs

Together with partner organizations, we organized additional activities for some of our schools in the field of construction of classrooms, computer training and facilities, scholarships for underprivileged children and income generating activities for women groups.

Organizational Developments

The office grew significantly in 2013. A total of 7 staff members, 7 volunteers and interns, and 10 zonal coordinators put in their best efforts for the success of KforC. A program database was set up and the administration was improved. There was an increased focus and effort on fundraising in Cameroon and abroad. KforC organized its first major fundraising event in the regional capital Bamenda. Though the financial yield was limited in this first year, we gained a lot of experience for future fundraising activities.

RESUMÉ - Summary in French

Depuis sa création en 2005, Knowledge for Children a grandi au cours des années, en particulier depuis 2010. En l'an 2013, l'objectif principal a été sur la professionnalisation de l'organisation et l'amélioration de la qualité des programmes. Nous avons également lancé un troisième programme principal, La Qualité de l'Éducation, pour augmenter le taux d'alphabétisation des enfants de l'école primaire.

Programme de Manuel Scolaire:

Huit nouvelles écoles ont été ajoutées au programme de manuel scolaire, soit un total de 132 écoles primaires qui ont bénéficié de manuels scolaires depuis le début de ce programme. En 2013, plus de 7000 livres ont été offerts à 63 écoles, touchant ainsi la vie de plus de 15,000 enfants d'âge scolaire. Les Communautés ont acheté un montant supplémentaire de 2,290 livres. Les dons de livres ont réussi et ont été une fois de plus une bonne occasion de sensibiliser les populations des villages. Nous avons ajouté des livres spécifiquement orientés vers apprendre à lire et à écrire, et inclus des copies pour les écoles maternelles rattachées aux écoles primaires dans notre programme. Nous avons également amélioré notre stratégie de sortie, définissant la façon dont nous accompagnons les écoles qui ont terminé le programme de manuel scolaire. Nos neuf coordinateurs de zone nous s'ont tenus au courant de l'évolution dans les écoles.

Programme de Santé:

Douze nouveaux Clubs de santé ont été installés, ce qui porte le total à 40. Nous avons installé les coordinateurs de santé des clubs communautaires pour assurer la continuité dans la direction des clubs, même si les enseignants sont remplacés. Nous avons organisé des ateliers et des camps de jeunes, et a commencé un réseau d'anciens de suivre et de former les élèves du secondaire à encadrer leurs anciens Clubs de santé. Enfin, la Journée mondiale du sida, le 1er Décembre, a été célébrée avec succès dans la ville de Ndu.

Qualité de l'éducation:

Ce nouveau programme axé sur l'augmentation de taux d'alphabétisation des enfants de l'école primaire. Nous avons formé tous les enseignants de 21 écoles à être mieux équipés pour enseigner à leurs élèves. En outre huit ateliers de zone ont été organisés pour les 132 écoles dans nos programmes pour en apprendre d'avantage sur la planification de la leçon, l'évaluation et les compétences d'enseignement. En effectuant régulièrement des tests de lecture, nous surveillons l'évolution des compétences en lecture dans les écoles de nos programmes. Les Clubs de Lecture de Knowledge for Children dans les écoles devraient en outre contribuer à améliorer les capacités de lecture des enfants.

Programmes Partenaires:

En collaboration avec d'autres organisations partenaires, nous avons organisé des activités supplémentaires pour certaines de nos écoles dans le domaine de la construction de salles de classe, la formation et les équipements informatiques, des bourses pour les enfants défavorisés et les activités génératrices de revenus pour les groupes de femmes.

L'évolution de l'organisation:

Le bureau a augmenté de manière significative en 2013. Un total de 7 membres du personnel, 7 bénévoles et des stagiaires, et 10 coordinateurs de zone mis dans leurs efforts pour la réussite de Knowledge for Children. Une base de données du programme a été mise en place et l'administration a été améliorée. Il y avait une attention accrue et des efforts sur la collecte de fonds au Cameroun et à l'étranger. Knowledge for Children a organisé son premier événement majeur de collecte de fonds dans la capitale régionale de Bamenda. Bien que le rendement financier a été limité en cette première année, nous avons gagné beaucoup d'expérience pour les futures activités de collecte de fonds.

SAMENVATTING - Summary in Dutch

Sinds de oprichting in 2005 is Knowledge for Children (KforC) gegroeid, zeker sinds het jaar 2010. In het jaar 2013 werd vooral aandacht gegeven aan de professionalisering van de organisatie en aan het verbeteren van de kwaliteit van de programma's. Er werd ook een derde programma opgestart, onder de noemer Quality of Education. Dit programma heeft als doel de leesvaardigheden van de lagere schoolkinderen te verbeteren.

Schoolboekenprogramma

8 nieuwe scholen zijn toegevoegd aan het schoolboekenprogramma, dit betekent dat er in totaal al 132 lagere scholen schoolboeken hebben ontvangen sinds de start van het programma. In 2013 werden meer dan 7.000 boeken gedoneerd aan 63 scholen, wat het leven van meer dan 15.000 leerlingen beïnvloedde. De lokale gemeenschappen kochten aanvullend nog 2.290 boeken. De boekdonaties waren een succes en zorgden voor goede gelegenheden om met de dorpsgemeenschappen te spreken over onder meer het belang van onderwijs.

We hebben boeken toegevoegd die specifiek gericht zijn op het leren lezen en schrijven en zorgden ook voor exemplaren voor de kleuterscholen die gelinkt zijn aan de lagere scholen in ons programma. We verbeterden ook onze exit-strategie: we bepaalden hoe we scholen coachen die ons schoolboekenprogramma hebben voltooid.

De negen vrijwillige regiocoördinatoren in het veld hielden ons op de hoogte van de ontwikkelingen in de verschillende scholen.

Gezondheidsprogramma

Er werden 12 nieuwe *Health Clubs* opgericht, wat het totaal op 40 brengt. Er werden in de verschillende gemeenschappen coördinatoren voor de Health Clubs opgeleid om de continuïteit in de begeleiding van de clubs te verzekeren, voor het geval de betrokken leerkrachten worden overgeplaatst. We hielden workshops en jeugdkampen en startten een alumni netwerk om de studenten in het secundair onderwijs verder te volgen en om hen op te leiden om hun vroegere club te coachen. Tot slot werd Wereld Aids Dag, op 1 december, succesvol gevierd in de stad Ndu.

Quality of Education programma

Dit nieuwe programma focuste op het verbeteren van de leesvaardigheden van de lagere schoolkinderen. Alle leerkrachten van 21 verschillende scholen werden getraind om vaardiger te worden in het lesgeven. Verder werden er 8 regionale workshops georganiseerd voor alle 132 scholen in onze programma's over lesplanning, evaluatie en lesvaardigheden.

Door het regelmatig afnemen van leestesten meten we de vooruitgang van de leesvaardigheden in de scholen aangesloten bij onze programma's. De KforC leesclubjes zouden verder ook toe moeten bijdragen dat de leesvaardigheden van de kinderen beter worden.

Partner Programma's

Samen met partnerorganisaties, organiseerden we extra activiteiten voor enkele van onze scholen. Het gaat om de constructie van klaslokalen, computer trainingen en faciliteiten, beurzen voor kansarme kinderen en inkomstengenererende activiteiten voor vrouwengroepen.

Ontwikkelingen binnen de organisatie

De organisatie is aanzienlijk gegroeid in 2013. 7 stafleden, 7 vrijwilligers en stagiairs en 10 regiocoördinatoren doen hun uiterste best voor het succes van Knowledge for Children. Een database werd opgericht en de administratie is verbeterd. Er was extra aandacht en inspanning voor fondsenwerving in Kameroen en in het buitenland. KforC organiseerde zijn eerste grote activiteit voor fondsenwerving in de regionale hoofdstad Bamenda. Hoewel de financiële opbrengst beperkt was dit eerste jaar, deden we veel ervaring op voor toekomstige activiteiten rond fondsenwerving.

INTRODUCTION

Exciting times! In 2013 Knowledge for Children (KforC) introduced a brand new program to enhance the reading skills of primary schools children, after our research proved this was very much needed. Staff members, volunteers and interns put in their best efforts to improve our Health and Schoolbook Programs. We recruited more staff and moved to a bigger office space. Most importantly, we reached out to more schools than ever before. A total of 132 schools in the North West and Adamawa Regions are now benefitting from our programs.

We continued with the successful formula of our Schoolbook Program, the co-investment model, where communities remain highly involved. Of course there are difficulties in some communities, mostly because of transfers of teachers, but in general we can be proud that the majority of the schools are excelling. Our Health Program has had solid improvement in 2013. It has matured, both in quality and in quantity. Finally, our third program on Quality of Education had a successful kick-off.

Many schools are now graduating from the Schoolbook Program. As they graduate they receive Partner School status. The communities should be able to support their schools on their own, and can apply for other programs that KforC is developing together with partner organizations, like construction of classrooms, income generation, computer facilities and scholarships.

In this report we detail our results of 2013. Thanks to our supporters, our donors, and our people in the field, we have been able to come this far. I hope this report will inspire all of us to continue these efforts, so we can reach out to even more children and primary schools in rural Cameroon in the future.

Kumbo, Cameroon, February 2014



Rolf Schipper, MSc.
Country Director
Knowledge for Children Cameroon

1. SCHOOLBOOK PROGRAM

In the eighth year of the Schoolbook Program, the old schools continue while new ones are added. Community participation has been enormous, and with the help of zonal coordinators, our impact in the field has been unprecedented. Eight schools were added this calendar year. Twenty schools have completely graduated from the program and are now Partner Schools. In that light, KforC will continue to work with them on an advisory basis but the schools will continue raising funds to purchase their books and/or to replace torn and worn out ones.

Book donations

In 2013, KforC brought 7,095 books to 63 schools, touching the lives of 15,681 school children. The communities on their part bought 2,290 books as their own quota. The registry of books in the schools has been raised by 9,269.

Community participation

The turnout of people from the community attending our book donations in most schools was massive. Since the books are donated to the community for the school a massive turnout is mandatory for books to be donated. Book donation sessions are also an opportunity for parents, teachers and the community elites to celebrate the education of their children. Book donations are also an opportunity for KforC to meet the community. This was also an opportunity to educate the parents on a number of issues. These include among other things: the importance of education to the child, the importance of books to the education of the child, the importance of parental involvement in the child's education, proper handling of books, and some updates from KforC. In general, the parents were very enthusiastic during the book donations and promised to do their best to pay their contributions to the school administration on time, so that the school percentage will be achieved. Unfortunately, in some communities, either very few parents or no parents were in attendance. In such scenarios, the books were taken back to the office and when they agreed on a possible date, the book team would return. Books were therefore never donated without the participation of the community. Equally, those communities were fined 5000 FRS to compensate for travel expenses for the return visit.

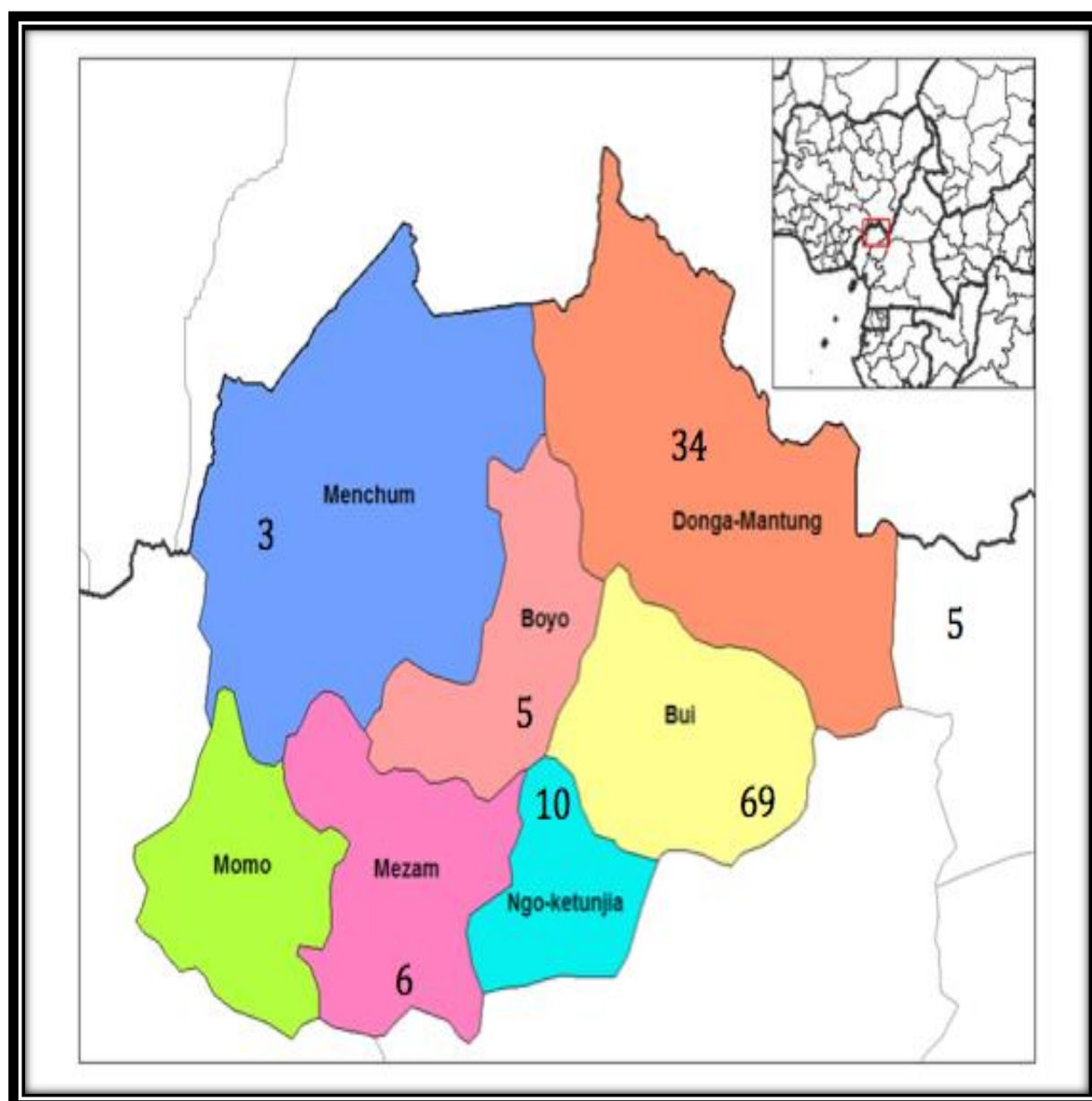


Exit strategy

When a school completes the five years of the schoolbook program and graduates from the School Book program, the communities are supposed to continue buying books on their own. KforC has developed an exit strategy, whereby we stay in contact with those schools for at least three years. In these years we ensure that books are still bought, and books donated in the past are properly used and well-taken care of. This policy is explained to the communities from the first visit. As the years go by, they are reminded that after the fifth year, they will continue to buy books to either replace torn and missing ones, or to increase their libraries given the fluctuation in the national book list. Schools after the 5th year no longer receive books from KforC. However, they will remain a Partner School of KforC. For that reason, coordinators visited the schools for book controls and at other times when the need arose. So far, eleven schools have completed the five years of the schoolbook program and have been awarded certificates of graduation, 9 others have already graduated and will be given their certificates at the beginning of next academic year. All of these schools have received books five times, and have purchased their own share an equal five times. None of these eleven schools has bought books for a sixth year yet. Nevertheless, they have been urged to do that. Analysis of the attitude for

the communities after completion shows that the amount the community has to spend on books in the fifth year is already quite high. They are able to raise those funds, but if they are to continue raising that amount of money for books in the years after, it will be hard for them to collect money for anything else in the schools. Meanwhile, schools might be in need of other things, like renovation or construction of classrooms, repairs, additional teachers, purchase of computers, and so forth. To make it possible for the communities to spend money on other needs for the school, a lower amount for book purchases in the years after completion of the program is advised. That is, at least half of the amount (50%) will be spent on the purchase of books while the other percentage will be used for other purposes of the school if need be.

When schools complete their fifth year, they can also apply for complementary programs, these include school renovation and construction, income generating activities, computer programs and scholarship programs.



The total number of schools participating in KforC programs in each of the Divisions of the North West Region of Cameroon. Five schools are situated in Mayo-Banyo Division in the Region of Adamawa.

New schools

This year, eight schools were added into the program, making a total of 132 schools that are benefiting from Knowledge for Children. The largest number of these schools (69) is in Bui Division. Next is Donga Mantung Division with 34 schools. Other schools are in Boyo Division (5), Menchum Division (3), Mezam Division (6) and Ngoketunjia Division (10). Therefore we are present in 6 of the 7 divisions of the North West Region. A further 5 schools have been added in the Mayo Banyo Division of the Adamawa Region. We were not able to extend to a third region this year, because our ability to add more schools was limited. We still plan to add schools in the West Region in 2014.



Nursery schools

For all book donations in 2013 we checked whether there was a nursery school attached to the primary school we donated books for, and if the nursery school had the same Parent Teacher Association (PTA). Where this was the case, we donated textbooks for teachers of these nursery schools. The reason for this was because the learners' books were workbooks. Therefore if donated in one year; the pupils in the following years would not be able to utilize them. The teachers can make copies of their own textbooks to give to the pupils.

Coordinators

Nine zonal coordinators served as the liaisons between KforC and the school communities. Their roles and responsibilities were well defined and they all sent in their monitoring checklists in June to close the academic year and in October to begin the academic year. During the June meeting with the coordinators, it was resolved that they will have two book control sessions in the schools, one in October and another in May. They visited the schools during PTA meetings for discussions with the community. They equally accompanied the book team during book donations to the school communities. There was a training session for the zonal coordinators in August 2013. Coordinators' meetings were held every three months.



This year, two more zones were created. Zonal coordinators for these zones were appointed and trained. The eighth zone is the Bamenda Zone, including schools in the divisions of Mezam, Menchum and part of Ngoketunjia. The Adamawa zone or ninth zone is for our schools in Adamawa Region.

Book Selection

The books we donated were divided into three categories. In the first phase of the program schools received books on Sound and Word building and English. In the second phase they received French and Mathematics and in the third phase other subjects, such as geography, history and computer science. Schools were advised to stick to that order and that has gone very smoothly. Books were generally bought through the KforC office as instructed. In June 2013, a book review was held with

book publishers in the office. This was to give feedback from the field to the publishers so that we could get the best books for our schools.

Communication

The main problem faced during the first phase of the schoolbook program was that of communication. The postal and telephone services of Cameroon do not reach out to villages or schools, and there is no mobile phone coverage in many villages. This caused a number of communities not to be reliably informed in time of the team's visit and therefore their turnout was not satisfactory. To solve this problem the School Book Program Team began to inform the schools of their visits at least a month in advance. Secondly they used all the means possible to communicate with the school authorities, these include making phone calls where possible and making use of the coordinators. So far communication to the schools has greatly improved.

2. HEALTH PROGRAM

Introduction

The Health Team had a very productive year. We were able to install Health Clubs in 12 new schools, bringing the total number of schools in our program to 40. We were also able to hold a series of workshops in 7 zones to train Club Coordinators on proper usage of Health Club materials and interactive learning methods. We visited all 40 clubs to do working sessions with the students, demonstrate interactive teaching, and introduce new educational games for the children. On our club visits, we were able to meet and welcome new Community Health Club Coordinators that were selected to provide continuity and sustainability to each Health Club. We also worked with three secondary schools to establish an Alumni Network. Finally, we had a successful World AIDS Day celebration in Ndu.

Installation of New Health Clubs

During January and February, KforC installed 12 new Health Clubs throughout the Northwest Region. The installations included delivery of 60 HIV/AIDS Action Readers, 2 Teaching About HIV and AIDS manuals, 2 Love Check Games and 25 Highlight magazines. At the installation, the Health Team discussed the importance of the Health Club and the goals of our program. Afterwards, the team met with the Club Coordinators for the official reception of the books, collection of the club roster, and instruction on the Love Check Game and Teaching about HIV and AIDS manual.



Workshops

KforC held the following workshops during the first half of 2013: March 11 – Kumbo Zones I & II, March 13 – Jakiri Zone, March 15 – Nkum Zones I & II, April 15 – Donga-Mantung Zones I & II. All workshops were well-attended with 2 Club Coordinators and 2 pupils from each school. The workshops covered important issues such as selecting a community member for each school to be a Club Coordinator and how to improve sustainability. We also discussed the importance of the Health Clubs to the students, coordinators, and community as a whole. We held interactive working sessions on the proper use and importance of the Love Check Game, HIV/AIDS Action Readers, and Teaching About HIV and AIDS manuals. Lastly, we introduced activities on water, sanitation and hygiene and taught participants the proper way and time to wash their hands. The feedback on the workshops was positive and participants indicated that they learned a great deal from the sessions.

Club Visits

Following the successful completion of the workshops, the Health Team was able to visit all 40 Health Clubs to follow-up on the principles taught during the workshop sessions. We presented a session on how to use games as a teaching tool by introducing 2 new games to the Health Scouts: Lions and Elephants, and Tug of War. The games teach the children about HIV's effects on the immune system and different ways the children can maintain their health. We then demonstrated interactive ways to use the HIV/AIDS Action Readers that encourages critical thinking skills in the pupils. At the end of the visit, the team solicited club reports and updated the rosters. Lastly, so far, the team was able to meet

Community Health Club Coordinators of about half of the schools and welcomed them into our program and discuss the reasons we have Community Health Club Coordinators.

Alumni Network

In preparation for the launch of the Alumni Network in September, the Health Team met with the Head Principals of three secondary schools (GSS Tadu, GHS Kikaikelaki, and GSS Buh) to select former Health Scouts as member of our new Alumni Network. We explained to the secondary schools and the pupils that the purpose of the network was to provide support and cooperation between secondary and primary schools, to continue to support Health Scouts as they age and begin to face difficult decisions regarding their sexual health, and provide leadership and mentoring skills to secondary students. In the end, we were able to identify approximately 60 students to be a part of our Alumni Network.



Youth Camps

Most of our summer break was spent making preparations for the Alumni Network youth camps. In order to achieve these goals, we worked with six communities in the Kumbo area to conduct two youth camps that trained graduated Health Scouts on leadership and communication skills, decision-making, resisting peer pressure, HIV/AIDS education and prevention, and planning for the future. We were able to successfully utilize the six Community Health Club Coordinators that were instituted this summer to organize the camp logistics and select students to attend.

The two camps were conducted over a period of three days each in the first and second week of October. Approximately 80 students benefited from the camps and used bananas to effectively demonstrate the proper use of a condom, as well as show improved knowledge about sexual reproductive health and HIV. At the end of the camp, each student pledged to be a youth leader in their community and volunteer at their local primary school.

World Aids Day

World AIDS Day program was equally successful. Fourteen of our Health Clubs in the Donga-Mantung and Nkum Divisions attended the event in Ndu. The Lord Mayor and a representative of the Divisional Officer, as well as the Delegate of Youth Affairs, attended and showed a great deal of support for their community. We also partnered with the District Medical Office and the Community Baptist Health Centre to provide 136 HIV tests to community members and distribute 900 condoms to at-risk community members.



Additionally, approximately 140 of our students participated in a parade through the town, advertising free HIV testing and sensitizing the community about the realities of HIV/AIDS. We also sent health

workers and students into the market to conduct sensitization and outreach. Lastly, each school presented sketches and poems about combating HIV/AIDS through reducing stigma, supporting people living with HIV/AIDS, promoting testing and treatment, and dispelling myths. All participants seemed to enjoy the event and we are very proud of the work we accomplished.

In December, we followed up on the success of our youth camps by meeting with the Health Club Coordinators in the six communities to record the volunteer work done by attendees.

In the second quarter of 2013 the Knowledge for Children Health team was invited by the Peace Corps Cameroon to participate in a one week “Men as Partners” workshop in Bamenda. This helped us to think about new ways of involving men in improving community health.



Conclusion

Overall it has been a productive year for the KforC health program. We owe this success to all our donors, patrons, friends and beneficiaries. Our 2014 vision includes creating a plan to expand the youth camps to the remaining schools in our program. We also hope to host a training that will empower the Community Health Club Coordinators to conduct youth camps independently. We also have plans to conduct a Sanitation and Hygiene Program with our Health Clubs. We will be working with the communities and donors to improve latrines and create hand-washing stations at each of our schools. Our ultimate focus for 2014 is to improve on and have an effective monitoring and evaluation mechanism for the health program. With the continuous support of our partners and donors, we hope to be able to significantly impact the knowledge and practices on HIV/AIDS, Malaria and basic Hygiene and Sanitation in the communities we work with.

3. QUALITY OF EDUCATION PROGRAM

Reading abilities of primary school pupils in the rural areas of Cameroon are poor. There is not a reading culture in most of the communities in rural Cameroon. To improve the literacy rates and reading culture, we want to empower the teachers. The Quality of Education Program is primarily aimed at improving the standards of education in our schools by training those teachers, especially in the area of Sound and Word Building.

Training sessions

In the first half of the year, three training sessions have been organized for primary school teachers. The training sessions took place January 18th at P.Y.C. hall in Kumbo, April 12th same venue and May 18th at the Nkum Council hall in Tatum. During these training sessions the following topics were discussed: causes of poor reading ability in learners, teaching techniques, evaluation methods, the importance of lesson preparation, the usage of relevant instructional material and the techniques of teaching sound and word building.

A total of twenty-one schools attended these training sessions. The evaluation we carried out, showed that participants were satisfied with the planning and organization, and the presented topics. Almost all of the teachers indicated a request for more knowledge in Sound and Word Building, evaluation methods, improving on teaching techniques and more frequent training sessions in general.

On-the-job coaching

The training sessions were followed up with on-the-job coaching in the schools. Every school who participated in the training sessions received two days of coaching in the classroom. We started with these coaching sessions, where we corrected the teachers' lesson notes, observed them teach, encouraged, guided and advised them in individual classes and in a general assembly in the school office.

The teachers showed a lot of interest and readiness to learn and some of them were evaluated as efficient Sound and Word Building teachers. These few teachers were encouraged and appointed to drill their entire staff at least twice a month, in order to assist KforC in upgrading their colleagues to an acceptable level.



Our trainer would revisit the school three times, each time after three months and for a full day, for follow-up. This amounts to one training session and 5 days of on-the-job coaching in each school. However, because of staff constraints, we were not able to stick to this schedule, and all of the schools will still have to be revisited in 2014.

Government Contribution and Senior Teachers

We have held very positive talks with the Regional Delegation and some of the Divisional Delegations of Basic Education in the North West Region. The Regional Delegate strongly supports our efforts to improve the quality of education. We are looking into the possibilities of working together in the organization of seminars for primary schools in a number of divisions and sub-divisions in the North West Region. Furthermore, the Delegate has decided that Governmental Inspectors and Pedagogic Animators, who work with primary schools in their sub-divisions on a daily basis, should put time on

their schedule to work with Knowledge for Children to improve the skills of teachers.

The first follow-up talks with Divisional Delegates were equally positive, and some Inspectors have already proved to be valuable partners in our program. Inspectors have agreed to close their schools for a day, to allow all teachers to attend our training sessions, have co-signed our letters to invite teachers to attend our seminars, and have even vowed to replace dysfunctional teachers and head-teachers in KforC schools.

Zonal Workshops

In September and October, we organized seven workshops, each in a zone of KforC schools. A total of 506 teachers from KforC schools were able to attend the meetings. Government official attended the meetings as well, showing the interest of the government in the trainings KforC is providing to enhance education in the region. Topics treated during these one-day workshops were

- The importance of lesson planning
- Evaluation methods
- The techniques of teaching Sound & Word Building
- The use of relevant didactic materials

Our evaluation showed that participants appreciated the topics presented. They praised the initiative and the organization and planning. Participants requested that more trainings be given, especially on the teaching of sound & word building.

Reading tests

Reading tests were conducted on pupils in classes 2, 4, 5 and 6 in the eight new schools in the schoolbook program. The *raison d'être* of doing the reading test was to have baseline studies of the literacy situation of the schools so that after some time, the test may be repeated and the results compared. A high positive correlation will be indicative that there is a positive impact of the program on the school. It should be noted that the reading test was not in any way a method of accepting or rejecting a school into the schoolbook program, because our experience so far is that, despite of considerable differences between schools, all schools score low. Therefore we assumed that all primary schools in our working areas need teacher trainings and sound and word building books.



For testing we made use of the international Burt's One Minute test. Generally, the reading culture is very poor. Pupils could only read an average of 13 words in a minute. There was no significant difference between boys and girls. Learners from class two could read on average only 1 word in a minute, those from class four had an average of 6 words while those in class five could read around 12 words in a minute. The number of words read rose drastically to an average of 27 in class six. It should be noted that the sharp rise in the number of words read by pupils in class six was likely because they are in examination class and the learning is intensified here because they will be writing an external examination at the end of the academic year. It should also be noted that although 27 words read in class six is higher than the other classes, this is still too low compared to what we expect a learner from that class to read.

Reading Clubs

Reading Clubs were installed in nineteen schools. The clubs received Reading Packages of seven Cat and Dog storybooks, seven pages of Western stories and six pages with local stories. These packages are intended to be used during Reading Club sessions. Two librarians preside over the club; one teacher, appointed by the Headmaster, and one parent, appointed by the P.T.A. Each Reading Club is made up of thirty kids from classes 1 to 6, that is to say, five pupils from each class. Mobile boxes with storybooks were created for the reading clubs. Schools pay a deposit and a fee to use the mobile boxes. With these books the children can enjoy reading for fun, as they continue to build their reading abilities and culture. The first boxes are going to be lent out in early 2014.



4. EVENTS

Annual General Assembly

At the start of every academic year, Knowledge for Children invites representatives from all their schools for a General Assembly. The Assembly, this year, took place on the 13th of September in the Council Hall in Kumbo. We invited the Headmaster and the PTA President of each of the 132 schools in our program. Despite the rainy weather and muddy roads, most of them were present.

The focus of this year's meeting was on the cooperation between the school administration and the PTA, and between the Headmaster and the PTA President in particular. There was a good discussion and many speeches to contribute to a better understanding and cooperation between those important factors in the school.

The meeting was concluded with a small fundraising event, for which we had invited the elites of the community of Kumbo. The event was small but successful. Apart from money, two institutions donated reading books that we can use for our reading clubs.



Fundraising Event Bamenda

On the 29th of November, our first big fundraising event was organized in the regional capital of Bamenda. The event was well organized and well carried out. We seemed to have many participants on board. Unfortunately the turn-out was far below expectations. From the 400 expected guests, only about 50 came. Financially, the event was a failure. However, it was an important learning experience. We did a thorough evaluation, which will prove to be very useful for future fundraising activities.

Kumbo Experience

The visit of the first Kumbo Experience was a success. A group of 10 KforC-lovers visited Kumbo from February 10th to 22nd. They came to see more of our activities, and to contribute something themselves. We learned lessons for future trips, so that a new Kumbo Experience can contribute even further to KforC.



5. PARTNER PROGRAMS

The focus of KforC is on the three main programs, as described in chapters 1-3. To complement these programs, KforC initiates Partner Programs, which will equally contribute to better education in primary schools in Cameroon. These programs are all carried out in cooperation with Partner Organisations, who carry a major part of the responsibility for these programs, in the execution and/or from a financial prospective. In principle, these programs are only available for schools or communities who have completed the schoolbook program and have become a Partner School of KforC.

Construction Program

In partnership with Livebuild, we construct and renovate primary schools. In the first school in Mbah we have learned a lot about organizing such a project and the level of cooperation from the community. The progress has been somewhat slow because of issues in the community and a lack of effort from their side. After discussions with Livebuild and many meetings in the village, the work is now moving forward and should be completed in early 2014.

We took the lessons learned with us to the second project in Nkeng. This project has so far been a role model for any future projects. The participation of the community is outstanding.

Three new schools have already been selected to benefit from this program.



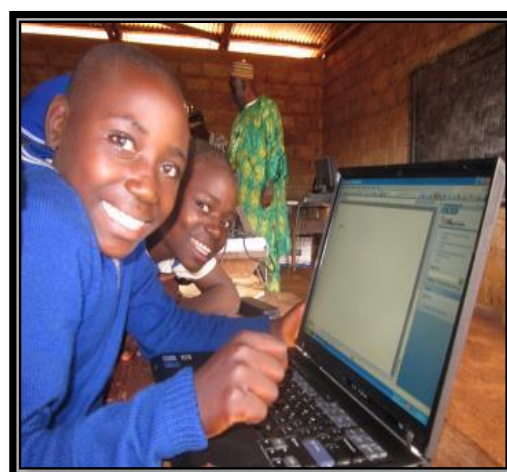
Computer Program

The computer program consists of two components: Computer trainings for teachers, and donation of laptops for schools.

Due to time constraints and the focus on other priorities, the Computer Trainings for teachers were not well prepared. The coordination with partner organization Office Pro, was delayed and because of this, not enough teachers subscribed so the training was cancelled.

The donation of computers to schools was a success. We offered computers to two schools where we organized student classes in 2012. Each school had the possibility to acquire a set of one laptop and one desktop. They co-invested in the purchase of the computers, ensured teachers were trained, and power supply was installed at the level of the school.

We officially handed over the computers to the schools



during the general assembly of KforC in September 2013. The two schools were very happy with their computers. For the other schools present, it served as a motivation to complete the Schoolbook Program, so they could apply to participate in this program as well.

Scholarship Program

Shisasay e.V. is a German NGO, issuing scholarships to children of primary and secondary schools in Bui Division, Cameroon. In 2013 we have worked on forming a partnership with them, to handle the scholarships together. This program can serve as an incentive for communities to successfully complete the Schoolbook Program. Furthermore, through this project we can keep in contact with the students moving on to secondary school, in the event they continue to profit from a Shisasay grant. This helps us to keep track of old KforC pupils for our alumni network. In Early 2014 the partnership should officially kick-off. A KforC employee will then be executing the program on behalf of KforC and Shisasay.

Income Generation Program

Evaluation of the Schoolbook Program has shown that almost all communities are able to raise funds for the Schoolbook Program. They delay a bit sometimes, but eventually they are able to pay their share. The handful of communities that have dropped out of the program, have done so not because the financial means were not available in the community, but because of motivational problems.

For Partner Programs however, like the Computer Program or the Construction Program, extra income could be useful for communities. These programs are small now, but could grow in the future. This is something we need to evaluate. Also, we need to establish whether there is a role for KforC for Income Generation activities in the communities. Does it lie within our vision to improve education, or is it a specialization that other organizations should initiate? A third question is whether we could find a way to make Income Generation Activities (IGA) work in our communities. To answer this last question, a pilot project was carried out.



In 2013 we ran a pilot project in the communities of Tadu, Sakir and Nkween. KforC met with a women's group associated with the KforC school in each of these three communities and had a brain storming session to suggest possible IGA's and determine which activity they felt would be most profitable to execute in their communities. At this time a separate IGA was chosen by each group and it was discussed that KforC staff would determine the feasibility of each chosen activity, and if feasible would return to transfer the skills of the IGA and present a business lesson. The woman's group of G.S. Tadu, who had 20 women present chose to learn how to make tofu or soy bean meat, G.S. Sakir chose glycerin with 33 woman represented, and G.S. Nkween, who had 18 women represented chose soap for their IGA. However after KforC staff assessed the feasibility of each activity it was discovered that glycerin would likely not make for a successful IGA, so there was another meeting to determine a

different IGA for G.S. Sakir. They then chose to learn how to make washing powder/laundry detergent for their IGA, an activity KforC felt to be more feasible.

KforC staff has returned to G.S. Tadu, G.S. Sakir and G.S. Nkween to teach them how to make tofu, washing powder and soap respectively. The demonstration of tofu in Tadu was a success with 22 women in attendance, and they seemed to have a very positive reaction and interest in making it to sell. Due to time constraints in Tadu the business lesson was rescheduled for end of January 2014. It was decided that the women from Tadu would make the tofu themselves and present it to KforC when they return for the business portion of the program. The turnout in G.S. Sakir was less than previous meetings with 15 women in attendance but the demonstration of washing powder was a success and the women have already started selling it in their communities. In G.S. Sakir the business lesson was also completed, and involved such topics as basic bookkeeping, budgeting, and marketing. The business lesson may need to be reevaluated or another lesson executed as the initial one seemed to be too advanced for some members. In Nkween the turnout of women was better than initial meetings, with 24 women in attendance, the demonstration of soap was a success, as the women seemed very enthusiastic at the prospect of making and selling the soap in their communities.

After completing the business lesson in G.S. Tadu, KforC will do follow-ups in each school to monitor and evaluate the success of the pilot program. It is essential that the women's groups are actually making a profit out of the activities, that they use the extra income for activities to improve education in the schools, and that the program is sustainable in the sense that the groups are able to continue this program on their own, without further support from KforC.

Alumni Network

We have made a start with the Alumni Network in the framework of the Health Program. Some of the Health Scouts advancing to secondary schools will be involved in the Health Club program of their former primary school. The health team has already established relationships with three secondary schools to be able to stay in contact with these students. By supporting their health club in their community, they also stay in contact with KforC. In the future, other components can be added to the alumni network, for example through scholarships to secondary school students. For now, we will concentrate on secondary schools. When the first KforC alumni are to graduate from secondary school, we will develop a program on how to follow them in the future.

6. STAFF & ADMINISTRATION

Employees

Name	Position	Period
Mr. Rolf Schipper	Country Director	Jan-Dec
Mr. Maimo Divine Suinyuy	Finance Manager	Jan-Dec
Mrs. Fonyuy Mary Yahm	Quality of Education Coordinator	Mar-Dec
Mr. Losha Mark Chaffee	Program Officer	Jan-Dec
Mr. Ngek Elaijah Ngum	Program Officer	Mar-Dec
Mr. Dzelafer Fidelix	Program Assistant	From Jan.2014
Mr. Kijika René Bongnyuy	Program Assistant	Jan-Nov

Volunteers and Interns

Name	Period
Ms. Shannon Clawson	Jan-Dec
Ms. Bridget Patton	Jan-Dec
Ms. Fientje Verschueren	Jan-Apr
Ms. Els Nicolai	Nov-Dec
Mr. Yuven Aloysius Fomonyuy	Jul-Aug
Mr. Abass Sahabu Wiysanyuy	Sep-Dec
Ms. Adeline Buka Linjo	Sep-Dec

Zonal Coordinators

Name	Zone	Period
Mr. Tamfu John Ngwa	Donga Mantung I	Jan-Dec
Mr. Ngwayi Ephesians Ngeh	Donga Mantung II	Jan-Dec
Mrs Njombu Margaret Kinyuy	Nkum I	Jan-Dec
Mr. Lanyuy Roland	Nkum II	Jan-Sep
Mr. Njodzeka William Ngoran	Nkum II	Sep-Dec
Mrs. Ndze Odilia Suila	Kumbo I	Jan-Dec
Mr. Lukong Claude Joseph Tardzenyuy	Kumbo II	Jan-Dec
Mr. Fai Ernest Kinenla	Jakiri	Jan-Dec
Mr. Mbuh Njoh Chrysogonus	Bamenda	May-Dec
Mr. Yufuiy Dauda Wirnkar	West Adamawa	Oct-Dec

Management & administration

We have gradually improved the office administration. A vehicle register has been introduced to record vehicle movement. An attendance register was started for the staff to fill in. The staff administration was updated and leave forms were introduced. Office rules and regulations have been established.

A program database was introduced in 2013. This database is a big improvement for the execution of our programs. It has all the information on our activities from the different programs in one place, and

enables us to create reports and give statistics with better insight. The financial procedures have improved by reviewing and updating the financial forms and establishing a formal document on financial procedures. We also have produced monthly expenditure statements, so as to keep the expenditures in line with the budget. A new bookkeeping computer program was introduced – called GnuCash - that allows us to further improve on our financial administration and analysis.

Office & equipment

Due to the increase in the number of staff and volunteers, we moved to a bigger office space at the end of February. The new office has 5 smaller rooms and a small storage room for books.

The Kumbo Experience donated a power generator to the office. This has already proven to be of great help because of power blackouts for the duration of sometimes days on end. However this also increases costs for running the office in term of buying fuel and repairs.



Internet remains a problem. It often goes down, even when we have electricity. Repairs often take weeks or months. We now use mobile internet keys as a backup. Combined with visits to internet cafés we manage to be able to access the internet, most of the days, even though it is costly with all the different subscriptions and not very efficient.

We bought a new Canon photocopier/printer for the office in December 2012. Apart from numerous breakdowns and technical problems, the printer is now functional most of the time. It is much more efficient and cheaper to have our own printer in the office.

A new 4 wheel drive vehicle has been bought in February: A 25 year old Toyota Corolla Tercel. We sold the Toyota RAV4 that has served us in the last years.

Partner organizations

We maintain relationships with many organizations in Cameroon. Through this we are able to exchange experiences, take joint initiatives, discuss ways for fundraising, and collaborate in the execution of programs.

The main organizations and institutions we worked with in 2013:

Baptist Education Secretary, North West Region

Brasseries Cameroun

Catholic Education Secretary

Catholic Relief Services

Cordaid Foundation

Councils and Sub-Divisional Administrations

Counterpart International

Divisional Administrations
Divisional Delegations of Basic Education in the North West Region
Early Childhood Education Network
Global Giving
GlobeMed
Himalaya Institute
Islamic Education Secretary, North West Region
Katholieke Hogeschool Leuven
Livebuild
Local Education Group
Ministry of Basic Education, Cameroon
Mott McDonald
MTN Foundation
Office Pro
Peace Corps
Plan International, Cameroon
Presbyterian Education Secretary, North West Region
Regional Delegation of Basic Education for the North West Region
Shisasay
SNV
Teacher Training Colleges
Turing Foundation
UNICEF
VSO
Wilde Ganzen Foundation
World Bank

7. FINANCE

Financial Overview 2013 Knowledge for Children Cameroon

	2012	2013
INCOME		
KforC Netherlands	€74,836	€92,440
Fundraising Cameroon	€3,949	€28,293
Livebuild	€19,437	€23,037
Shisasay	€7,971	€0
Schoolbooks by communities	€15,807	€14,784
Constr. materials by communities	€1,027	€5,703
Bank Interest	€147	€157
Total	€123,174	€164,414
EXPENDITURES		
Overhead	€38,520	€18,408
Fundraising	€0	€1,760
Capacity Building	€2,836	€7,267
Schoolbook Program	€53,698	€60,381
Quality of Education Program	€10,738	€10,525
Health Program	€5,020	€7,883
Construction Program	€13,817	€27,245
Computer Program	€888	€53
Income Generation Program	€64	€38
Reservations	€0	€30,854
Total	€125,581	€164,414