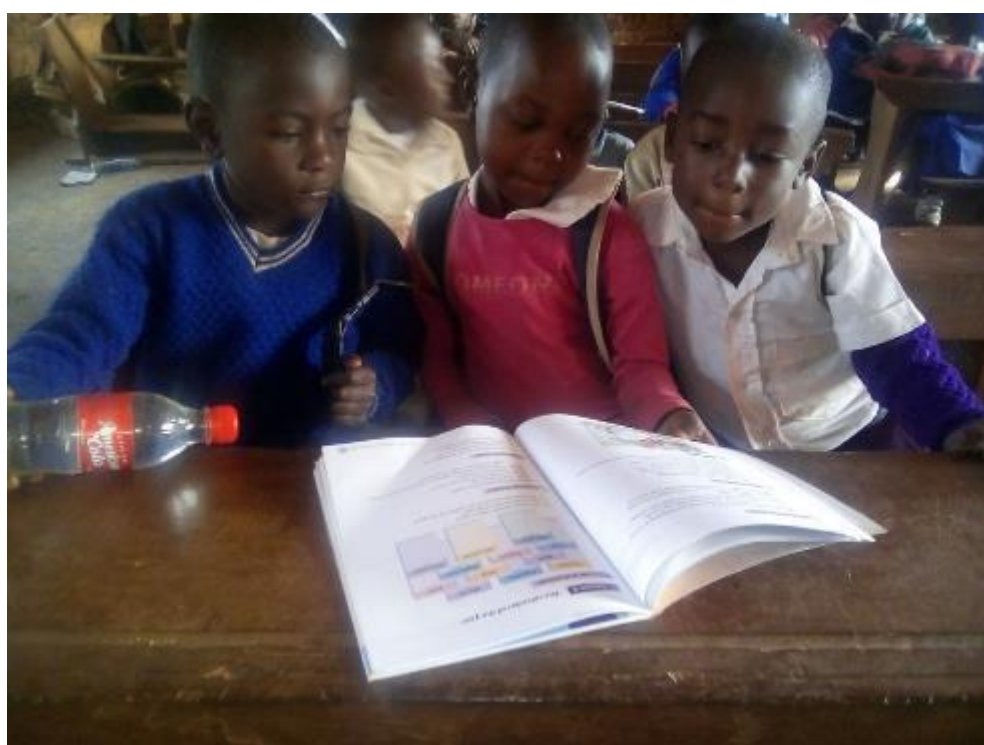




KNOWLEDGE FOR CHILDREN CAMEROON

YEAR REPORT 2015



MOTTO: *ASSURING A BETTER LIFE*

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Executive Summary

The year 2015 marked the start of the tenth year anniversary of Knowledge for Children Cameroon. The kick-off of the celebrations was during our Annual General Assembly. We had a Skype call with the co-founder in the Netherlands and awarded prizes to the best teacher and best school of the year.

Ten years ago, it all started with our Schoolbook Program. Until today, this is one of the main programs of Knowledge for Children Cameroon. This year, we donated 9.072 government prescribed textbooks to 67 rural primary schools.

Although we have donated many books, we see that the literacy levels of pupils are still behind expectations. The Reading Tests conducted in January and February 2015 show a little improvement in reading skills.

To increase the impact of our books, more focus has been put on our Quality of Education Program. In 2015, we trained 746 primary school teachers during our zonal workshops. Besides this, we started coaching of teachers in seven schools. After the coaching, two competent teachers supported their colleagues by giving additional workshops in their own school. To encourage children to read for fun, we installed Reading Clubs in ten schools. Before this, we trained a teacher and community member to coordinate the Reading Club in the school.

A brand new project that started in 2015 is our Community Leadership Program. The project is still in a pilot phase and aims to empower communities to be more pro-active and take ownership of their school. In 2015, the pilot project took place in nine schools around Kumbo.

Although the Health Program is slowly phasing out, the team installed Handwashing stations in twenty schools. This was done in partnership with GlobeMed at Morgan State University. The team also organised successful commemorations of World Malaria Day (in Tatum) and World AIDS Day (in Ndop).

In the office, some main changes took place as our Program Manager Losha Mark Chaffee left the organisation after five years to further his education in the United States. We maintained two interns on paid positions after their internship and recruited various new staff members.

We are grateful for all our volunteers, partners and supporters for their commitment in 2015 and all the years before. With everyone's help, we are sure we will be able to obtain our motto for our tenth year anniversary: Read Today, Lead Tomorrow!

Esly van Dam
Country Director



Executive Summary – Dutch

Het jaar 2015 betekende het begin van het tienjarig jubileum van Knowledge for Children Kameroen. De start van de viering van ons jubileum was tijdens de Annual General Assembly. We hadden via Skype contact met de Nederlandse mede-oprichter en hebben prijzen gegeven aan de beste leraar en de beste school van het voorgaand schooljaar.

Tien jaar geleden begon het allemaal met het schoolboeken programma. Dat is nog steeds een van onze belangrijkste programma's. Dit jaar hebben we 9.072 officieel voorgeschreven schoolboeken gedoneerd aan 67 basisscholen op het platteland.

Hoewel we veel boeken hebben gedoneerd zien we dat de leesvaardigheid van kinderen nog steeds achter blijft. De leestesten die we in januari en februari 2015 hebben uitgevoerd, laten een kleine verbetering zien.

Om de impact van onze boeken te vergroten, hebben we meer nadruk gelegd op het Quality of Education Program. In 2015 hebben we 746 leraren getraind. Daarnaast hebben we in zeven scholen de leraren gecoacht. Na de coaching hebben twee goed-presterende leraren hun collega's geholpen via meer workshops. Om kinderen aan te moedigen om voor hun plezier te lezen, hebben we in tien scholen leesclubs geïnstalleerd. Voordat we dit konden doen, werden een leraar en een ouder getraind om deze club te begeleiden.

Een nieuw project in 2015 was het Community Leadership Program. Dit project is nog in de testfase en is bedoeld om gemeenschappen meer proactief te laten worden en zich meer betrokken en verantwoordelijk te voelen voor hun eigen school. In 2015 hebben we deze eerste fase getest in negen scholen rondom Kumbo.

Hoewel we het gezondheidsprogramma langzaam loslaten, heeft het team handenwas systemen geïnstalleerd in twintig scholen. Dit gebeurde in samenwerking met GlobeMed at Morgan State University. Het team heeft ook succesvolle evenementen georganiseerd tijdens Wereld Malaria Dag (in Tatum) en Wereld AIDS Dag (in Ndop).

Het kantoor heeft een aantal grote veranderingen ondergaan. Onze Programma Manager Losha Mark Chaffee heeft Knowledge for Children na vijf jaar verlaten om te vertrekken naar Amerika. Twee Kameroense stagiaires hebben een baan aangeboden gekregen na hun stage en we hebben verschillende nieuwe medewerkers aangetrokken.

We danken al onze vrijwilligers, partners en ondersteuners voor hun betrokkenheid in 2015 en alle jaren ervoor. We weten zeker dat met ieders hulp we het motto van ons jubileum kunnen waarmaken: Vandaag een lezer, morgen een leider!

Esly van Dam
Country Director



Executive Summary - Français

L'année 2015 marque le début du dixième anniversaire de 'Knowledge for Children' Cameroun. Le coup d'envoi des célébrations a été lors de notre Assemblée générale annuelle. Nous avons eu un appel Skype avec l'un des fondateurs aux Pays-Bas et récompensé le meilleur professeur et la meilleure école de l'année.

Il y a dix ans, tout a commencé avec notre programme 'Schoolbook'. Jusqu'à aujourd'hui, c'est l'un des principaux programmes de 'Knowledge for Children' Cameroun. Cette année, nous avons fait don de 9,072 manuels scolaires prescrits par le gouvernement aux 67 écoles primaires rurales.

Même si nous avons fait don de nombreux manuels scolaires, on constate que le niveau d'alphabétisation des élèves est toujours derrière les attentes. Les tests de lecture menée en janvier et février 2015 révèlent une petite amélioration de compétences en lecture.

Pour augmenter l'impact de nos manuels scolaires, l'accent a été mis sur notre programme de la qualité de l'éducation. En 2015, nous avons formé 746 enseignants pendant nos ateliers zonaux. En outre, on a commencé à 'coacher' des enseignants dans sept écoles. Après le coaching, deux enseignants compétents ont soutenu leurs collègues en donnant des ateliers supplémentaires dans leur propre école. Pour encourager les enfants à lire pour le plaisir, nous avons installé des Clubs de lecture dans dix écoles. Avant cela, nous avons formé une enseignante et membre de la communauté afin de coordonner le Club de lecture à l'école.

Un nouveau projet qui a commencé en 2015 est notre programme de Leadership communautaire. Ce projet est encore dans une phase pilote et vise à renforcer les communautés à être plus proactif et d'approprier de leur école. En 2015, le projet pilote a eu lieu dans neuf écoles autour de Kumbo.

Bien que le programme de santé soit en suppression progressivement, l'équipe a installé des stations de lavage des mains dans vingt écoles. Cela a été fait en partenariat avec GlobeMed de la *Morgan State University*. L'équipe a également organisé des commémorations avec succès de la journée mondiale du paludisme (à Tatum) et la journée mondiale du sida (à Ndop).

Au bureau, certains changements principaux ont eu lieu comme notre chargé de programme Losha Mark Chaffee à quitter l'organisation après cinq ans pour poursuivre ses études aux États-Unis. Nous avons maintenu deux stagiaires sur des postes payantes après leur stage et divers nouveaux staff recrutés.

Nous sommes reconnaissants envers tous nos volontaires, partenaires, supporteur et bailleurs pour leur engagement en 2015 et toutes les années antérieures. Avec l'aide de tous, nous sommes sûrs que nous serons en mesure d'obtenir notre devise pour notre dixième anniversaire: lire aujourd'hui, diriger demain!

Esly van Dam
Country Director



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Schoolbook Program

The Schoolbook Program is the founding program of Knowledge for Children and has been running now for ten years. The program started in 2005 with 13 primary schools and has grown to 132 primary schools with over 33,250 primary school children currently benefiting.

Book donations

This year, 9,072 prescribed course textbooks were donated to 67 schools. Of these schools, 20 schools were already served for the fifth time, adding up to the schools that are awaiting graduation from the Schoolbook Program when they finally purchase their last PTA quota of the books.



Book donation

In the course of book donations this year, we continued to encourage the school authorities to compose an inventory of all the books in the school. This will help us to ascertain the number of books that are in the school at any time, and also helps in the handing over process for the Head Teacher and PTA president.

Two schools, GS Hausa Quarters and GS Moukang did not receive new books because books were stolen from the school and the community has not retrieved them.

Community Participation

Most parents are enthusiastic about the programs in the schools. For this year, they generally turned out massively to receive the books. This was mandatory because during the book drop we continued to give educative talks as most of the parents send their children to school, not necessarily for them to get educated, but simply because education is free and compulsory.

It was realised that, although many parents were enthusiastic about the programs we are running in the community, their enthusiasm greatly depends on the dynamism of the Head Teacher and PTA executive. This is the reason why in some schools some parents did not take our coming so serious and late coming was gradually becoming a norm.

Knowledge for Children however agreed that if the parents are 30 minutes late for the first time, books will not be donated and they will pay a fine of 5,000frs. If for the second time books are brought and the same scenario repeats itself, they will be pay the fine of 10,000frs. If this happens a third time, the school will be suspended from the program and Knowledge for Children materials (books, health material, etc.) will be withdrawn from the school. A school that is under any of the sanctions above is not visited for any other program, be it health, or income generating activities. These were policies agreed at, but fortunately no school has ever gone beyond the first default.

Exit strategy

Knowledge for Children works with a school for 5 or 3 years. After that period, the school graduates from our program and the community should continue the project. That means parents have to continue to invest in the education of their children.

It was recently realised that schools that had already graduated were not buying books after they graduated. A closer look at the problem revealed that as more and more schools are created in the communities, the enrolment in the older schools continues to decline. Hence when the school is

graduating in the fifth year, the number of books is either enough or even more than the learners. Hence the school authorities find it difficult to take the purchase of books as priority when most of the time they also have more pressing needs like hiring a new teacher, repairing the school or setting up new furniture for the school.

With this in mind, we decided as follows;

- Every school that graduates must continue to raise 1,000 CFA per pupil from parents to invest in the school.
- The money that is left after buying books, can be used for other investments in the school. However, this should happen with the agreement of Knowledge for Children. Schools will have to prioritize their needs, present the money to Knowledge for Children and present how they will spend this money. Afterwards they have to show Knowledge for Children what has happened, present receipts if possible etc.
- Schools that are not continuing to raise money, are breaking the contract with Knowledge for Children. That means Knowledge for Children will withdraw all books and other materials from the school.



All of this means that after the graduation, the school is no longer obliged to buy books in other subjects. The first priority will always be to replace books that were damaged or got lost. Only in that way, books can be continuously used by the pupils.

The new policy is more flexible in using the money, but very strict in the fact that money should be raised and spent on education.

Distribution of Beneficiary Schools per Division

This year, one school added to the program to make 132 schools that have been benefiting from Knowledge for Children. The spread of the school per division is as follows:

	Division	Active schools	Graduated schools	Schools received 5 th consignment ¹	Total
1	Bui	15	34	20	69
2	Donga Mantung	10	15	8	33
3	Ngokitunjia	8	1	2	11
4	Boyo	3	1	1	5
5	Menchum	3	0	0	3
6	Mezam	4	0	2	6
7	Mayo Banyo (Adamawa Region)	5	0	0	5
	TOTAL	48	51	33	132

¹ These schools received all books from Knowledge for Children but still need to buy their own last consignment to graduate.

Nursery schools

Knowledge for Children works with primary schools. In five cases, the primary schools requested to use a part of their own contribution to buy books for their nursery schools. They bought only text books for teachers. The learner's books are workbooks and that means if they buy them in one year, those coming in the next year will not use them because they must have been used up. The teachers can make copies of their own textbooks to give to the pupils.



Coordinators

Zonal coordinators served as the liaison person between Knowledge for Children and the school communities. Their roles and responsibilities were well spelled out and they have all sent in their monitoring and evaluation checklist in June to close the academic year. During the year, two of our eight zonal coordinators tendered their requests to resign. One was on the basis of health and one was because he was given a job out of the zone and could not handle the tasks of the new job and at the same time coordinating in his zone. We succeeded to replace one of them but we are still looking for a replacement for the second person. We also found an assistant coordinator for Mbessa zone, who will ease the work of the coordinator for Kumbo II.

Quality of Education Program

This year, the Quality of Education team added various activities to the program. This program is emphasised on more and more as it is essential to improve the capacity of teachers to enable them to use the books well.

The Annual General Assembly

Knowledge for Children traditionally begins the academic year with the Annual General Assembly. This is a moment where the Head Teachers and PTA presidents of all Knowledge for Children schools meet to look back at the previous year, learn from the successes as well as the failures they made in their schools and above all learn from the best practices of their colleagues to maximise output. The meeting was also attended by a cross section of some major stakeholders of education at the local level drawn from both government and non-governmental circles.



Skype call with our Dutch co-founder

The Annual General Assembly was the start of our tenth year anniversary. To celebrate this, we had a Skype call with our Dutch co-founder and awarded prizes to the Best Teacher of the Year (Ms Ngenjang Esther of GS Quebessi), the Best School of the Year (GBPS Sarki Barka) and the Best Staff of the Year (Maimo Divine Suinyuy).

We chose theme “Read Today, Lead Tomorrow” because we intend to pay more attention on literacy. Every stakeholder had to reflect on what they were doing and what they need to do in order to improve the literacy at their own sector. For literacy to be enhanced in their various communities, everyone had to put their hands on deck.

Teacher Training

The teacher training workshops of Knowledge for Children ran from the 29th of September to the 11th of November 2015. We could not start earlier than this because teacher transfers were still ongoing and we had to avoid the risk of training teachers and losing them. We organised 21 one-day workshops and we trained 746 teachers. Of this 665 were from Knowledge for Children Schools, and 81 teachers were from other schools. Two of our schools did not participate (in one school the Head Teacher was transferred abruptly and he left without informing about the workshop and the second missed the date and came to the location after the training).

Of the 81 non-Knowledge for Children school teachers, 32 were from the Remote School Project (a project in which we are partnering with three other local organisations), 14 came from our partner organisation Fair Education and the remaining 35 were teachers from other schools who had requested to join.

All the classes were represented. The number of nursery school teachers was low because many nursery schools are independent of the primary schools and the invitations were sent to primary schools. It was difficult to ascertain the exact classes where the teachers taught because there were many teachers who combine classes in their levels.

We chose to train the teachers in their natural environment, in their school. This was to enable them to practice within their normal working environment. There were only two of the 21 trainings that

we did out of the school milieu and that was at Ndu council Hall and at the Inspectorate of Basic Education hall Nkambe.

This year we trained on three topics: how children learn, use of books in the classroom and Sound and Word building. The sessions were very interactive. We made sure we practiced what we preach so we taught in a participatory and friendly way so that the teachers could copy and practice in their own schools. The teachers also had a moment during the trainings to do group work and presentation.



Using bottle caps as learning aids

From the feedback from participants they agreed that they understood all the topics treated in the workshop. They found the training was interactive and appropriate for their classes. Majority of the participants however complained that the duration of the training was too short. They would have loved the training to take two days. They all affirmed that they will use the knowledge they learnt during the training in their classes when they get back to school. They suggested that in subsequent trainings we should continue with Sound and Word building and then also focus on the classroom management and French.

As compared to last year, we had a bigger team, from 2 permanent members to 4. An American PeaceCorps volunteer also joined the team of trainers. We also hired three freelance trainers who had participated last year. We equally had a Cameroonian intern for logistical support.

Prior to our training we had a session where the program manager and senior trainer met with all the trainers-to-be and emphasised on learner-centred and interactive methods that were to be used. They insisted that trainers should teach by example, making the classes more friendly and interactive. These were non-negotiable principles and had to be implemented to the letter.

On-the-job coaching

In the first five months of the year, seven schools were visited for on-the-job coaching. This was a follow up of the zonal teacher training workshops conducted in 2014. We paid attention to sound and word building, lesson planning and child centred teaching methods, the use of books in the classroom and evaluation techniques.

During the coaching, the coach went to the class with the teacher and observed the lesson. There was then a meeting between the teacher and the coach where both critiqued the lesson – giving areas of strength and those that needed improvement. A time for follow up was set and the coach came back after three weeks to follow up on the particular teacher.

In schools where coaching had taken place, there is improvement in the performance of pupils, especially in English Language. The behaviour of the children has also improved. Children have been able to talk freely especially as the use of corporal punishment is reducing in these schools. There is improvement of teaching by using books and didactic materials especially real objects, in all the schools.

During the coaching, teachers who showed best practices were given the opportunity to micro teach their peers. In organised seminars, Ms Ngenjang Esther of GS Quebessi and Ms Titambog Rashidatu of GS Ngwikam presented on Sound and Word building and lesson planning to teachers of GS Que-

bessi, GS Ngwikam, IPS Quebessi and GS Ngwalla. Micro teaching and peer coaching has gone a long way to improve on the teaching of Sound and Word building and English Language in these schools.

No coaching was done immediately after the training because the training finished only in mid-November. In most schools not much is taking place in December due to Christmas Break, the Catholic Schools have Catholic Education Weeks, the Baptist Schools have Bible Conferences.

Reading Clubs

Knowledge for Children believes that children should practise reading to really learn. We therefore want to encourage reading for fun. To enable children to read in a non-academic setting, we started Reading Clubs in our schools. The motto of the Reading Clubs is “Reading for Fun”. During Reading Club meetings, the club members read non-academic material under the monitoring of their coordinators. This will help to improve their reading skill and culture.

In 2015, 10 Reading Clubs were installed as a pilot. Prior to this installation, club coordinators were trained (one being a teacher and the other from the community). In December 2015, 26 other school for Reading Clubs were earmarked for early 2016 installation and their coordinators were trained.

Mobile library boxes

Since 2014, Knowledge for Children instituted the Mobile Box project. These are five boxes with assorted non-academic books. The books are mainly meant for Reading Clubs to give the members access to a variety of story books.

The schools where we installed Reading Clubs in 2015 also used the Mobile Library Boxes. Two or three schools had to share the books to be used in their Reading Club meetings. Schools paid a participation fee of 5000frs and a caution fee of 5000frs.

Reading Tests

A possible way to have evaluated the reading skills of the children could have naturally been to use pupils’ results from public exams. They are readily available. Unfortunately, we have realised that due to a lot of exam malpractices, the reliability of these results is doubtful.

Knowledge for Children adopted the Burt’s One Minute Test, which is a standardized reading test. This test has been used to measure the progression in the literacy performance of each school. The test results were used for longitudinal and not cross sectional studies to compare which school is better than the other.

Nevertheless, we could still use it to find out which schools have low literacy rates and develop quicker intervention strategies (more training of teachers and/or on the job coaching as the case may be.) We constructed another instrument to collect information about the classroom teacher. This included information on their longevity in the teaching profession, longevity in the school and class and the class enrolment.

The test was conducted with a stratified sample size of 2146 children from 57 of our schools. Prior to the test there was a training session for all the staff, volunteers and interns at Knowledge for Children. This was in order to ensure uniform modus operandi of testing to avoid any bias in the data collection. The testing ran from the 15th of January to the 19th of February 2015. This was very time this exercise was carried out last year.

The results showed a slight increase in the literacy levels (from 10,3 in 2013 to 10,8 in 2015). Girls generally read more than boys. The reading progression is as follows, 1 word per minute in class two, 5 words per minute in class four and 24 words per minute in class 6. Reading increases with increase in academic level but not necessarily with age. Schools with low literacy levels in classes two and four also have comparatively low literacy level in class 6. Pupils of teachers who partook in our training have better scores than those who did not the former scoring an average of 12 words per minute while the latter scoring 9 words per minute.

Community Leadership Program

In 2015 Knowledge for Children Cameroon started with the pilot project for the Community Leadership Program (CLP). It started in February of 2015 as a tool to empower communities so they would become pro-active. The initiative for the program was strongly encouraged by the Dutch office.

The pilot started in nine schools around Kumbo. During brainstorm sessions schools could ventilate pending issues in their schools on which Knowledge for Children based a training. Just before the start of these workshops a new manager for the CLP started his job and it was decided an advisor from the Netherlands should support the team on developing the CLP program. The second part of 2015 a review of the pilot plan was done and need assessments were conducted in 5 schools.

Pilot phase, designing a program

The CLP pilot phase started in February 2015, nine schools were selected to participate in the pilot. All schools are located around Kumbo and graduated or are near to graduation. The first phase of the pilot was focused on clarifying roles and responsibilities and installed a new body, the CLP committee in the participating schools.



During the review in September/October it was clear the base for the pilot was not strong. The effect of the workshops in June/July was not measureable in the schools. Most schools didn't know they had a CLP Committee or the members moved away.

After the review a new design phase started for the CLP. Only five schools would be invited for this first round of analyses. With the outcome of the analyses the CLP team started designing a program plan to be finished in June 2016. The first change the team already made was to dismantle the CLP Committee and work with the PTA Executive Committee as the stable body responsible for education in the school.

Need assessments

As method of analyses the CLP team conducted need assessments in different schools. During each assessment we used two different ways to analyse problems the schools are facing. The first method was brainstorming and putting the outcome of the brainstorm in a diagram based on the circles of Covey, the Circle of Influence and the Circle of Concern. The second method we used was the SWOT-analyses.

For both activities we divided the groups of participants into two groups, a women's and a men's group. This way we would enable the women to talk freely as we also invited traditional rulers.

Looking at all the problems mentioned during the assessments, you could state two mayor issues for these schools. The first is the involvement of parents in children's education and the other is poor acting of the PTA executive committee. And the poor involvement of parents might be an issue that should be addressed by the PTA executive committee as they should be the body to promote education in their school.

Forecast and challenges

During 2016 the CLP will get its shape within the existing programs of Knowledge for Children Cameroon. The team will work to finish the final program proposal in June 2016. Challenges they expect to face during this designing period are:

- Change in management as a new deputy Country Director will be installed and has to be informed about this abstract program
- Giving insight to colleagues on the different steps we take to design the CLP and thereby involving them in the program.



Health Program

In 2015, the Health Program focused mainly on the execution of the Healthy Hands Project in 20 primary schools. On April 25, 2015, we celebrated World Malaria Day at Tatum with our partners, Rural Development Foundation (RDF) and Afoni Children of Hope Foundation (ACOHOF) and from the 27th November to the 2nd of December 2015, we celebrated World AIDS Day in Ndop in partnership with DUCTU Foundation, NAFI, Chalice and the Himalayan Institute.

Healthy Hands

Water, Sanitation, and Hygiene (WASH) is an area of impact that promotes hygienic practices by teaching children how to properly wash their hands and maintain cleanliness. To encourage this Knowledge for Children donates so called Handwashing Stations to our Health Clubs.



During the donation event we taught parents and pupils about germs and the importance of hand washing. The Health Scouts presented their educational songs and sketches to their parents and peers. We asked the parents to commit to sustaining the supply of soap for the stations and maintenance of the stations, so the children are able to

make use of the stations for years to come. We donated the stations to twenty Health Clubs in our schools. The donation of the Handwashing Stations was possible due to the \$1800 raised by our partner, GlobeMed at Morgan State University, which is located in Baltimore, Maryland, United States.

2015 GlobeMed Partnership

Knowledge for Children hosted two interns from the GlobeMed chapter at Morgan State University. During their month-long internship they had the opportunity to witness the donation event; the presenting of the Handwashing Stations to the pupils and hand washing demonstrations. The interns took the opportunity to interview the parents and also interact with the pupils by playing skill-building games. They saw first-hand the conditions of the roads we use to travel to each school and what methods we use to overcome those minor obstacles.

Moreover, within this partnership GlobeMed invited their contact person in Knowledge for Children, our Program Assistant Abass Sahabu Wiysanyuy, for the Partnership Forum in Uganda. This was also an opportunity for Knowledge for Children to show case her activities to the GlobeMed family from all over the world and to understand GlobeMed for a better partnership and expectation management in the future. It equally enabled him to meet Knowledge for Children Uganda, where he spent a few days to get to know their staff and programs.

World Malaria Day

Knowledge for Children celebrated World Malaria Day for the first time, April 25, 2015. This opportunity was made possible to our partnership with RDF and ACOHOF. We invited our Health Scouts from PS Tatum, GS Tatum, IPS



World Malaria Day – showing the use of a mosquito net

Tatum and GS Nkween to participate in the march-pass and show their sketches and songs to the public.



World AIDS Day

In partnership with NAFI, DUCTU Foundation, Chalice and the Himalayan Institute Knowledge for Children celebrate its 5th World AIDS Day in Ndop. Our Health Scouts from GS Moukang, Bamessing, Quebessi and Housa Quarters participated in the general public sensitization, songs and sketches.

We successfully conducted free HIV screening in the villages of Babungo and Bafanji, and in Ndop Central on the 29th, 30th November and 2nd of December. A total of 518 people got tested with fourteen of them being HIV positive. This happened to be the greatest outreach in the history of Knowledge for Children as we have never tested above 230 people. It is worth mentioning that most of those who got tested were first timers or have not done it in a long time. This was typical especially with those who tested positive; as only one of the fourteen knew her status already.

The Health Scouts were actively participating in sensitizing the community and informing them about the free testing taking place.

Workshops

Two workshops were organised for the last twenty schools admitted into the Health Program; one in Ndu for the schools within that zone on the 24th November and in Kumbo on the 8th of December. Moreover, some best practicing schools in the Health Program were invited for the trainings. Both community and teacher coordinators were invited for the workshop during which they were drilled on basics techniques they can use to run Health Clubs effectively.

Partner Programs

Knowledge for Children Cameroon partners with various national and international organisations to increase our impact.

Education Sponsorship Program

The Education Sponsorship Program (ESP) is a partnership between Knowledge for Children and our German partner Shisàsà. In 2015, the program had 116 beneficiaries spanning over 32 schools. The children are both in primary and secondary schools. We conducted two follow-up sessions with the guardians/parents and beneficiaries to establish if performance improved. Also, during these sessions parents/guardians were encouraged to provide assistance at home in order to improve the pupil's performance.



Thanks to our constant observation and efforts, along with our partnership with other organisations working in the Education Sponsorship field, we were able to quickly identify and withdraw a beneficiary who was receiving double sponsorship and update our documents after discovering two beneficiaries moved out of our working zone. We started the 2015-2016 academic year with 116 beneficiaries.

Working Sessions

During our sessions we strongly emphasize the importance of education and the indispensable role the parents/guardians play in the education process. In the month of March, the follow-up session consisted of gathering feedback concerning an agreement made back in 2014 during home and community visits. It was evident that there was improvement in general results but more importantly our beneficiaries' performance improved significantly during the second term examination. We stay in touch with parents/guardians via phone calls to ensure they solidify their commitment, which is constantly encouraging their children in the education.

We conducted sessions in June with various communities to collect third term results. We also took the opportunity to discuss holiday plans for the beneficiaries. Most beneficiaries had a productive summer break; some attended holiday classes and others received home assistance.

The last session for the year was held in December. This session was mainly to lay emphasis on the diverse ways the parents can intervene to improve the performances of their children based on the previous discussions. We also used the opportunity to discuss the performance of the children. Most of the children did improve a lot on their results.

Our outlook for the future results of the beneficiaries is positive as we are confident that their performance levels will be improved and perfected to an extent. Due to this program, parents showed a positive perspective towards education and are more knowledgeable about ways they can remain an active and helpful resource.

Results

As regards school results, we have eleven beneficiaries who are repeating their levels. It is worth mentioning that if any of these children happen to repeat the level again, he/she is disqualified from the program.

The pupils that participated in the Government Common Entrance Examination registered a 100%. We had a lone candidate at the Advance Level who passed. It was a sad situation at the Ordinary levels; only one out of the eight who sat for this level passed. The only successful candidate, Wirkom Mark, scored 31/33 points and happened to be the overall best student in GBHS Kumbo.

He hopes to become an engineer and be able to provide scholarship opportunities to other vulnerable children in future. This is what he said *"...I cannot thank Shisàsà and Knowledge for Children enough for all they have done and are still doing for me, than to say that; I shall continue with the good work they started when I succeed tomorrow"*. He is a glaring example of the future for the ESP.



Wirkom Mark being honoured during the Annual General Assembly of Knowledge for Children

Income Generating Activities Program

Evaluation of the Schoolbook Program which is based mainly on the concept of co-investment has shown that almost all communities are able to raise funds for the Schoolbook Program. It takes a lot of time sometimes for them to pay their share, but eventually they are able to raise the funds. A handful of schools in the Program have gone dormant at a certain stage in the program because they are unable to come up with the required percentage. To help these schools, Knowledge for Children developed an Income Generating Activities Program. Although the program still needs a lot of fine-tuning, it is slowly progressing in various schools.

The project includes a workshop on the production of washing powder (OMO) or soap (savon) to women's groups related to our schools. After the workshop, the women are supposed to produce and invest a 20% of their profit back in the school.

In October 2015 Knowledge for Children visited PS Dzeng women's group and GS Sakir. In these schools, workshops took place before. During the visits we found out that these schools have been producing Omo in smaller quantities and selling. 20% of the proceeds were given to the PTA's of the above schools to support the school. In GS Sakir the 20% proceeds given to the school was used in helping to build a fence for the school garden. Instead of giving money, the women bought nails which they donated to the PTA.

Also, in December 2015, two workshops were organised in PS Vekovi and in CBC Wowo. The women groups of these communities were trained on Omo production after which business lessons were given to them. These business lessons involved topics like basic bookkeeping, budgeting, and marketing. In PS Vekovi, 14 women participated and in CBC Wowo 28 women participated. They were very positive and excited about the training and wished that we come back to teach them more income generating activities.

Despite the success recorded with the trainings and follow ups, we faced the usual problem of time management on the side of the community as we had to wait for long periods for the participants to show up. We however hope in 2016 to continue with monitoring and evaluation for the women groups that have received the training already. We expect the Income Generating Program to become part of our Community Leadership Program.



GS Nkeng renovated by Knowledge for Children and LiveBuild with Community Support

Construction and Renovation Program

The Construction and Renovation Program is a program we conduct in partnership with LiveBuild, a Dutch organisation. This year, we handed over the renovated classrooms at GS Nkeng to the community.

The handing over ceremony was done in the presence of the Director of LiveBuild and his Country Representative. GS Nkeng is the second school to benefit from this partnership program after GS Mbah. GS Nkeng now has seven standard sized classrooms with a library, store and Head Teacher's office realized by LiveBuild and Knowledge for Children with support

from the community of Nkeng.

Next year 2016, we will construct four classrooms at GS Ntisaw. This project will still be financed by LiveBuild and Knowledge for Children with Community support. The community will provide local materials such as stones for the foundation, sun dried earth blocks for building, sticks (rafters and purlins) for roofing and general unskilled labour needed during the construction.

Remote Schools

In 2015, Knowledge for Children came up with a project for Remote Schools. These are schools which can't be reached by public transport. We brought three more local organisations into this project; Afoni Children of Hope Foundation, Benekin and Rural Development Foundation. Together we intend to provide an holistic project for those schools. All four organisations have their own specialty and we try to use all of them to support the schools.

The four organisations identified four clusters; Ndu area, Mbam Valley, Mbiame and Fonfuka. In these four clusters we visited the schools that applied to join the program. Especially in Fonfuka, the remoteness of the schools is clear, some schools can only be reached by foot or horse. The needs in the various schools is also high, many lack basic facilities, don't have teachers and materials are absent.



A remote school; GS Kimata (Fonfuka area)

So far, within this project, various activities have happened:

- 1) Benekin took the initiative to construct a classroom in GS Kimata (Fonfuka area). They also intend to provide solar panels to have electricity in the school.
- 2) Knowledge for Children and Afoni Children of Hope Foundation visited CBC Wowo for an income generation project. A women's group was taught to produce washing powder (Omo) to be able to support the school.
- 3) A total of 32 teachers from various Remote Schools joined the Knowledge for Children teacher training

ECDC

Knowledge for Children is an active member of the Early Childhood Development Cameroon network. In this network, organisations from all over Cameroon aim to promote quality early childhood care and education.

The Country Director of Knowledge for Children was invited to present, together with the president of ECDC, during the annual education review meeting organised by UNICEF and MINEDUB in Douala. She also presented the network to other NGOs in Yaoundé, what also enabled her to talk about Knowledge for Children.

In September 2015, the Country Director and Program Manager for the Quality of Education Program facilitated two workshops for Anglophone nursery school teachers in Yaoundé.

Fundraising

Knowledge for Children Cameroon aims to receive more funding from Cameroon. Our main target groups for this are administrative authorities and international NGOs based in Cameroon.

In November 2015, a Fundraising Officer was recruited. He is serving as a trainee and the organisation aims to keep him on board as a fundraiser. The main objectives of the fundraiser are to network with local administrative authorities to develop concrete strategies to fundraise.

In 2015, the following activities were carried out in an aim to fundraise:

Selling of bags and postcards

Knowledge for Children Cameroon printed postcards which are sold to people in Kumbo. Especially foreigners buy them. The revenue is small but it brings a bit of income. More income comes from the selling of bags made out of local fabric. These bags are produced locally and sold in the Netherlands and the US by our staff and volunteers.

GlobeMed at Morgan State

As described before, also in 2015 Knowledge for Children partnered with GlobeMed at Morgan University. The students fundraise for our organisation, focusing on the Health Program.

Trainings

One of the fundraising strategies of Knowledge for Children is to sell our expertise. This leads to our staff facilitating training for other organisations. In 2015, we facilitated three workshops for partners who supported this financially:

1. We trained a group of six community librarians of the Himalayan Institute Cameroon. These librarians were trained on how to run a library and how to encourage people to read.
2. Two days of workshops were organised for ECDC in which Anglophone nursery and primary school teachers were trained in Yaounde.
3. Fair Education in Bamessing invited Knowledge for Children to train the teachers of their schools. The focus of this workshop was on literacy and Sound and Word Building.



Rotary Club Canada

The Fundraising team met with a delegation from Canada made up of Rotary members. Their main interest was in the Remote Schools Project, as this is a partnership between four NGOs, including Knowledge for Children. They promised to get back to us and we are still waiting for their reactions but close contacts have been kept through the Kumbo Rotary Club since they are the project holder.

One of the visitors is currently working on a project regarding teacher capacity, in which she thinks about involving young people and train them as teachers for rural primary schools. She intends to have Knowledge for Children training these people on a regular basis. This project is still to be defined but we have good hope it will involve us.

The Country Director also tried to link the Kumbo Rotary Club to Rotary Clubs in the Netherlands, focusing on projects with Knowledge for Children. This needs a lot of follow up which is not always

easy as it is based on personal relationships and the distance between Cameroon and the Netherlands is hindering.

Administrative Authorities

Knowledge for Children has good working relations with the Senior Divisional Officer (SDO) for Bui Division. We seized this opportunity to lobby for a recommendation letter from the SDO which we finally got. He recommended us to all the councils in Bui asking them to support our activities in their various council areas. This is a booster to us and we are planning to extend this initiative to other Divisions where we are already working and where we intend to extend our activities.

His Royal Highness the Paramount Fon of Nso also promised a letter of recommendation, which we expect to collect in the beginning of 2016 to use towards traditional rulers as well as for Bansa people living in the main cities of Cameroon and abroad.

Local Councils

Taking into account that what Knowledge for Children is doing is complementary to council work, the fundraising team visited Ndu Council to lobby for a partnership. The 1st and 3rd Deputy Mayors have been working very closely with Knowledge for Children. One of them is in charge of the Education Committee in the council. We have been trying to involve them in all Knowledge for Children activities in their municipality to enable them get first-hand information. It has been agreed that in February 2016 we will organise a Reading Competition in Ndu together. The Country Director was invited to their yearly cultural festival to explain this project and promote Knowledge for Children to the population.

This council is promising and can only react after a meeting with the Education Committee which we are planning to hold in January 2016. This is a contact that we have to keep and follow up very closely.

The Fundraising team also visited Nkum Council as a follow up to the SDO's letter. Unfortunately the Lord Mayor was not on seat. The team discussed with the 1st and 4th Deputy Mayors who promised to arrange for a meeting with the Mayor. This is also a contact to keep and follow up as from January 2016.

First contacts have been made with the Lord Mayor of Nkambe and Nkor and we expect to visit them in the first months of 2016.

Nascent Solutions

This is an international non-governmental organisation working in the domain of education in Bui Division and sponsored by the US Department of Agriculture. This NGO invited Knowledge for Children for a brief meeting and the crux of the matter was how Knowledge for Children and Nascent Solutions can work together to promote education and complement each other in the field. Contacts have also been kept with these people and they promised to get back to us in April 2016.

Other partners

Other partner organisations with which we worked in 2015 include:

- Afoni Children of Hope Foundation
- Agbetsi International
- Baptist Education Secretary, North West Region

- Benekin Foundation
- Book publishers
- Catholic Education Secretary, North West Region
- Catholic Relief Services (CRS) Yaoundé
- Chalice
- Congregation of Sisters of Notre Dame
- Cordaid Foundation
- Councils and Sub-Divisional Administrations
- Divisional Administrations
- Divisional Delegations of Basic Education in the North West Region
- DUCTU Foundation
- Dutch Honorary Consul in Cameroon, Mr. Martin Abega
- Global Giving
- Himalayans Institute Kumbo
- Integrated Development Foundation
- In Service Training Program (ISTP) of the Presbyterian Church
- Inspectorates for Basic Education
- Islamic Education Secretary, North West Region
- Katholieke Hogeschool Leuven
- Local Education Group
- Ministry of Basic Education, Cameroon
- NAFI
- PeaceCorps Cameroon
- Plan International, Cameroon
- Presbyterian Education Secretary, North West Region
- Radio Stations
- Rural Development Foundation
- Regional Delegation of Basic Education for the North West Region
- Shisàsà̀y
- SNV
- Teacher Training Colleges, especially ITTC and GTTC Kumbo
- Turing Foundation
- UNICEF
- Wilde Ganzen Foundation

Staff and administration

Employees

In 2015, the following people were working with Knowledge for Children:

Name	Position	Period
Ms. Esly van Dam	Country Director	Jan-Dec
Mr. Maimo Divine Suinyuy	Finance Manager	Jan-Dec
Mr. Losha Mark Chaffee	Program Manager	Jan-Jun
Mr. Ngek Elaijah Ngum	Program Manager	Jan-Dec
Mr. Ntani Divine Nsomingwo	Program Manager	Jun-Dec
Mr. Dzelaflen Fidelix	Program Assistant	Jan-Dec
Mr. Abass Sahabu Wiysanyuy	Program Assistant	Jan-Dec
Mr. Abubakar Aliyu	Program Officer	Jan-July
Ms. Ndah Paracleta Berinyuy	Finance Assistant	Aug-Dec
Mr. Paul Verzekov	Program Assistant	Aug-Dec
Mr. Yiran James Kewong	Fundraising Officer	Nov-Dec

Volunteers and Interns

Name	Period
Ms. Ingrid de Wit	Sep-Dec
Ms. Bridget Patton	Jan-Jun
Ms. Caitlin O'Donnel	Jan-Dec
Ms. Kat McNeil	Sep-Dec
Ms. Emilie Bernard	Jan-Apr
Sr. Lucie Mekoulou Me-Zambo	Jan-Jun
Ms. Noor van Orshoven	Nov-Dec
Ms. Ndah Paracleta Berinyuy	Jan-Jun
Mr. Paul Verzekov	Jan-Mar
Ms. Fonyuy Emmanuela Mukia	Sept-Dec

Freelance trainers

Name	Function
Ms. Mbiybe Caroline Nsolilon	Teacher Trainer
Mrs. Mary Ndi	Teacher Trainer
Mrs. Jaratu Yaouba	IGA Trainer

Board of Directors

In 2015, the Board of Directors consisted of the following people:

Name	Function	Period
Mr. Maimo Jacob Shiynyuy	Chairman	Jan-Dec
Mr. Wirkom Fidelis	Vice-Chairman	Jan-Dec
Mr. Njobati Frederick Fondzenyu	Chief Financial Officer	Jan-Dec
Mr. Kimah Constantine Bimela	Secretary	Jan-Dec
Mr. Marten Nyar	Advisor to the Board	Jan-Dec
Mr. Usman Moh Ngangqwe	Patron	Jan-Dec

Zonal Coordinators

All our zonal coordinators are volunteers.

Name	Zone	Period
Mr. Tamfu John Ngwa	Donga Mantung I	Jan-Apr
Mr. Ngek Christopher Nformi	Donga Mantung I	Apr-Dec
Mr. Ngwayi Ephesians Ngeh	Donga Mantung II	Jan-Dec
Mrs Njombu Margaret Kinyuy	Nkum I	Jan-Dec
Mr. Njodzeka William Ngoran	Nkum II	Jan-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	Jan-Apr
Mr. Ful Vitalis Nsani	Mbessa (assistant)	Apr-Dec

Capacity building and team building

In 2015 the Country Director facilitated a workshop for the staff about fundraising, focussing on elevator pitches. A plan has been developed to have regular workshops in 2016 to empower the staff.

The team also went for a team day at Ndarawa Tea Estate. Knowledge for Children took the initiative to organise the first Kumbo Charity Football Tournament. On a Saturday we played football against three other NGOs. This tournament was meant to meet other NGOs in an informal setting and have a nice day together. The tournament was a success and we hope in 2016 a similar event will take place.



Knowledge for Children team at the Kumbo Charity Football Tournament

Equipment

Internet remains a problem. We decided to get internet keys to connect but often the connection is very slow and it is difficult to even send emails. We got several laptops donated in 2015 which are used very well by our staff.

The two Toyota Tercels we are using are still running well. The cars are maintained as good as we can as we realize they go through a lot of difficult roads. Also the office bike is well used by the staff.

In December 2015 we temporarily relocated to another office to allow the landlord to carry out some major repairs in our building. We will move back to our own office as soon as the repairs have been finished. The office space is becoming small as the staff has grown. We also see the need of a training room to use for various programs.