

Prelude

This report is intended to give the reader an overview of activities and achievements recorded by Knowledge for Children since its creation in 2005 and to pave the way into the future. The report is being written at a point when Knowledge for Children Cameroon is facing challenges in the area of project execution caused by the outbreak of the Anglophone Crisis that has drastically affected the peace and stability in the Anglophone regions, causing enormous damages especially in the educational system of these affected regions in particular and Cameroon as a whole. To situate our story well we share with you what the Anglophone crisis is all about.

The Anglophone crisis

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

This problem got more attention in 2016 as English speaking Lawyers and teachers went to the street expressing their grievances. The lawyers were concerned and worried by the way in which justice was rendered in the Anglophone

regions. They said it was not in conformity with the Common Law (the Anglo-Saxon law). They raised four main problems: the non-existence of an English version of the OHADA Uniform Acts, the main documents used in commercial proceedings before the Cameroonian courts; the use of the Francophone Civil Code in the jurisdictions of the English-speaking regions in place of the Common Law; the absence of English law in the Cameroonian judicial system (no Common Law Section in the Supreme Court to examine appeals from the Northwest and South-West jurisdictions and no English-speaking section in the National School of Administration and Magistracy - NSAM); the existence in the two English-speaking regions of magistrates who do not master the Common Law and could barely express themselves in English. Teachers on their part complained mainly about the payment of arrears for the 2015/2016 academic year, beyond issues related to the improvement of their working conditions. It was noticed that students from the University of Buea joined them and demanded the payment of their excellence awards, but also the cancellation of the CFAF 10,000 penalty; for the late payment of fees as instituted by their Vice Chancellor.

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

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

Knowledge for Children in the face of this crisis

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

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

children to study at home. We also handed books to schools that were already bought and kept in the office so that children could borrow them and read.

To give more general support and guidance to children back at home, we initiated a project called RADEF – Radio Education Forum. Through this project, we held discussion sessions over local radio stations on education and life-skills matter. During some of these radio sessions, live lines were also opened for people to call and ask questions or give input into the discussions. Another project we initiated was the library project. We opened a library in our office premises where children and other interested persons came to read or do research.

Decision of the Boards on the way forward

During this crisis, the Board of Directors met several times to examine the challenges KforC was facing. Plans to work with schools that were a bit active were unsuccessful for reasons mentioned above. Since one could not tell when this crisis was going to come to an end or when conditions were going to be favorable for schools to resume effectively, it came to a point when some difficult decisions had to be taken like termination of staff contracts. Another issue was how to maintain the relationship with donors. The most challenging aspect of this crisis was its indefinite nature. The Board with support from the Managing Director tried as much as possible to keep donors informed. But at some point, they had to face the reality that it was going to take some time for this to normalize for KforC to carry out her activities smoothly. In March 2018 after due consultation between KforC Cameroon represented by the Board of Directors and the Country Director on the one hand and KforC Netherlands, represented by the Managing Director for Africa a decision was reached to suspend activities sponsored by KforC Netherlands by June 30 till the situation normalizes.

Table of Contents

Introduction to Knowledge for Children	6
Knowledge for Children Programs	6
1. Schoolbook Program	6
2. Community Capacity Development Program	7
3. Quality of Education program (structural Knowledge exchange).....	7
4. Health Program (HIV/Aids and Malaria Prevention Program	8
5. Income Generating Activity Program (IGA)	8
6. Computer Literacy Program	9
7. School construction and Renovation Project.....	9
Current projects	10
1. Education Sponsorship program.....	10
2. KforC Library Project Report	10
Summary of Major Achievements and Impact Generated Since 2005.....	11
Partnerships and Recognition	14
Administration and Finance	16
1. Staffing	16
2. Volunteers.....	17
3. Interns	18
4. Board Members	19
5. Zonal Coordinators.....	20
Finances	21

Introduction to Knowledge for Children

Knowledge for Children (NGO) was founded in 2005 by Mr Maimo Jacob Shinyuy from Cameroon and Arnold Roozenbeek from the Netherlands. The main objective was to improve the quality of education in rural primary schools in Cameroon. Textbooks were near non-existent in these schools and the reading culture was poor, which made teaching and learning very difficult. Knowledge for Children believed in the principle of co-investment and thus worked only with communities that were ready to contribute to the costs of the programmes. This model proved to increase ownership and self-reliance. Knowledge for Children worked in the North West Region of Cameroon and later extended her services to West Adamawa in 2013. Up to June 2018, Knowledge for Children has enhanced literacy levels of 36,250 pupils in 145 primary schools.

Knowledge for Children Programs

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

1. Schoolbook Program

The school Book Program (SBP) which was the founding program of Knowledge for Children Cameroon began in 2005 with 13 schools and expanded to 145 schools by 2018. This programs' main object was to provide government prescribed textbooks in rural primary schools by co-investing with the local communities and supporting them to invest in their children's education. Between 2005 and 2018, a total of 145 schools in the North West Region and Adamawa Regions benefitted a total 80.000 government prescribed text books through the co-investment approach. These books directly impacted over 36,250 children and were greatly utilized in the teaching and learning process in kforC Schools.

Worth mentioning is the fact that during book donations parents were sensitized on key educational topics such as ,the importance of education to a child, the importance of books in the education of a child, the importance of parental involvement in the child’s education etc. These activities generated significant results as highlighted below.

2. Community Capacity Development Program

The community capacity development program (CCD) was initiated in 2015. It was initially called Community Leadership Program (CLP). This program was integrated within the Schoolbook Program as a way of strengthening community participation, involvement and ownership of development projects in the schools and enabling communities become proactive. Within this program, we carried out participatory situational Analysis in schools, coordinated the signing of contracts with schools and ran workshops on topics like Constitution drafting and planning, Communication and community mobilization, Library management, Finance Management. We also had some best practice sharing sessions.

3. Quality of Education program (structural Knowledge exchange)

This program evolved from an activity which we carried out during our Annual General Meetings in the early years of KforC called Structural Knowledge Exchange (SKE). During this activity session, teachers and parents shared their experiences with others in small groups and later on in plenary. Knowledge shared included; how they managed their classrooms, how they taught particular subjects, how they managed their PTA funds etc. With time and as funding permitted, we structured this activity and developed it into a program and called it Quality of Education Program (QEP). QEP focused on the pedagogic training for teachers, improving their knowledge on various subjects and teaching methods in a bit to improve the quality of education in rural primary schools. Other interventions in this program included; installation of reading clubs in schools and training of club coordinators, on-the-job coaching of teachers, mobile libraries, reading competition and reading test as a monitoring and evaluation activity. This program registered a number of successes as will be seen below.

The Schoolbook Program (SBP), Community Capacity Development Program and the Quality of Education Program (QEP) formed the core of Knowledge for Children. Early on in 2017, we started referring to our approach to enhancing literacy and ensuring self reliance and thus sustainability of our programs as a ‘three steps approach’¹

Other projects and activities that we carried out over the years included the following;

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

In a research carried out in 2010 with support from the Cameroon Baptist Convention Health Board (CBCHB) KforC identified HIV/Aids and Malaria as the main diseases that were threatening the lives of children in the rural areas. Base on this realisation and going by the saying that ‘a healthy mind can only be in a healthy body’ Knowledge for Children began to include educational talks on HIV/Aids and Malaria prevention during school visit. To give more structure to this program, KforC started setting up health clubs. By 2012 KforC had 40 function health clubs in 40 primary schools. The health club members were referred to as “Health Scouts”. with knowledge,. Through workshops and seminars, we trained health coordinators to be role models in health education and the Health Scouts to raise awareness of HIV/Aids and Malaria, with the hope of positive behavioural change. The highlight of this programme was participation in World AIDS Day. All Health Clubs attended this day and presented their original songs, sketches and poems on the prevention of these diseases to a wide audience.

5. Income Generating Activity Program (IGA)

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

¹ We started with CCD activities, Book donation followed, then QE activities as schools paid their percentages (co-investment)

By the end of 2016, KforC submitted a project proposal to Globmed². The project proposal was highlighted by school gardening activities which in our opinion could generate more income for schools. This project is still under review by Globmed.

6. Computer Literacy Program

With the advent of computer technology, KforC thought it wise to bring it to introduced teachers and pupils to this technology. KforC organised holiday classes for teachers to gain basic computer knowledge. This was done in partnership with a local NGO based in Kumbo called Office Professional Solutions. Apart from giving holiday courses to teachers, KforC formed a team that moved to primary schools in rural areas with inverters and laptops. Through this exercise, children were taught basic computer skills. Computers were donated to some schools that could afford electricity.

7. School construction and Renovation Project

This project was developed to support in the renovation or construction of new classrooms in schools with dilapidating structures. Sponsored by Live Build Foundation in the Netherlands and executed by KforC, three rural primary schools (GS Mbah, GS Nkeng and GS Ntisaw) benefited from this program. A total of 9 classrooms were constructed and 8 renovated. To maintain our philosophy of co-investment, schools were required to provide local materials and unskilled labour.

² A group of students based in USA. They sponsored part of the Health Program before it was closed down in 2016

Current projects

1. Education Sponsorship program

Education Sponsorship Project (ESP) is sponsored by Shisásáy foundation in Germany and executed by Knowledge for Children (KforC) Cameroon. The main goal of the project is to support orphans and vulnerable children (OVCs) go to school. Activities carried out in this project include; Paying beneficiaries school fees and examination fees, Assisting beneficiaries with basic school needs like exercise books, pens, pencils and rulers, Sensitizing guardians/parents of beneficiaries on the importance of education and giving them tips on how to support their children with their studies, Sensitizing beneficiaries on the importance of education and how to study well in school and at home, Sponsoring and guiding OVCs who desire to go in for vocational training. The current partnership agreement between KforC and Shisásáy runs from 2018 – 2021

2. KforC Library Project Report

The library project was conceived as an intervention to further help children in particular and the population of Kumbo in general to increase their literacy level. It was opened on the 1st of March 2018 and has been operating progressively since then. There are 5,493 textbooks in the library categorized into fiction and nonfiction story books, curriculum books, novels, magazines and encyclopaedias, spiritual and health books, music and sports books. These books are classified in 5 shelves, reachable and accessible by all users

Since the library went functional, 30 users on average visit the library every week. These users comprise mainly of primary and secondary school children who come to do research, read novels and story books and also study their own personal materials.

Summary of Major Achievements and Impact Generated Since 2005

Program/ project	Activity Carried out	Impact Generated
Schoolbook	Donation of textbooks through co-investment	<ul style="list-style-type: none"> - 36,250 Children in 145 primary schools have direct access to textbooks in six different subjects - Children perform better in end of year exams and other public exams like the Common Entrance Examination and First School Leaving Certificate examination. - Upon graduation in primary six, at least 85% of these pupils are able to read as they familiarize themselves with words in English text books, sound and word building etc which they come across on a regular basis while using text books donated by Knowledge for Children - Child absenteeism due to lack of text books in Knowledge for Children schools has been completely eradicated leading to better concentration and improved performance of pupils - KforC schools serve as an education resource centre to other neighboring non KforC schools as teachers from these schools easily solicit help in the form of text books to

		prepare their lessons.
	Training on storage and use of textbooks	<ul style="list-style-type: none"> - Cupboards constructed in every school for secured storage of books - Offices in schools are well fortified to guard against theft - Books are strengthened in most schools - Librarians are trained and functional in 145 schools
Community Capacity Development	Sensitization on the importance of Education	<ul style="list-style-type: none"> - Rural parents who did not previously understand and recognize the importance of text books in children's education are now able to save money and contribute their quota in time to purchase text books for their kids unlike before when they will refuse to send these children to school or send them to school without books and other basic school needs. - Formal written contracts were developed and signed between Knowledge for Children and all the schools with clear roles and responsibilities of each party outlined. This facilitated the partnership/work with schools - Schools developed a constitution for the PTA outlining the functions of the leaders and an agreed mandate for the

		<p>executives stipulated. This led to reduced conflicts within the PTA and better organization in the schools. Contribution of the school quota in all schools was done in a timely manner thereby ensuring the availability of books in the schools within the relevant time. It is important to highlight here that most of the schools did not have a constitution governing the PTA prior to our intervention.</p> <ul style="list-style-type: none">- Team spirit improved through participation in the programme, which has yielded other benefits- Good governance is instilled in the community, through their management of the book fund.- The turnout and punctuality of parents during book drops, workshops and other related activities in all Council schools was very impressive as better mobilization methods were employed by the PTA chairpersons and head teachers. This made book drops an exciting experience for the community, teachers, pupils and KforC staff.- Schools strengthen books, keep a book inventory and developed a good storage system for the books (cupboards, trunks etc) which also eliminated cases of book
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		destruction by pest, water etc
Quality of Education	Teacher Training	- Teachers gained new teaching skills -
	Reading clubs	
	Reading competition	
	Reading Test	
Health Program / HIV/AIDS and Malaria Program		

Partnerships and Recognition

- Knowledge for Children signed a Memorandum of Understanding with the Ministry of Basic Education in 2010. With this MoU, we collaborated with the External Services of the Ministry of Basic Education and other related services.
- Knowledge for Children was awarded a World Bank grant after competing with 260 NGO's in the WorldBank Development Marketplace in 2011. This allowed us to add 15 schools to the schoolbook programme.
- Peace Corps Cameroon created an official placement for Peace Corps Volunteer to work with Knowledge for Children in 2011. As a result, we received and worked with 4 Peace Corps volunteers from 2011 to 2016
- Knowledge for Children won a Global Giving challenge in 2011. Over 4000 USD was raised in 30 days, earning KforC a permanent spot on the Global Giving website.

- Knowledge for Children and Live Build signed a partnership agreement in 2011. Live Build is a Dutch development organisation that specialises in the construction and renovation of schools and water and sanitation projects. Through this partnership we constructed 9 classrooms and renovated 8 others in three schools.
- Knowledge for Children and Office Professionals Solutions (OfficePro) Kumbo, signed a Memorandum of Understanding in 2012. OfficePro specialises in ICT and offered technical assistance to KforC computer literacy project.
- Knowledge signed a partnership agreement with Shisásáy in 2011. As a result of this partnership, 155 orphans and vulnerable children have been assisted to attend school.
- Knowledge for Children signed an agreement with Globmed in 2013. Through this partnership, 2 sets of students from Morgan State University in USA visited Cameroon and worked with KforC. Globmed also co-financed our health project in 2014 and 2015
- Knowledge worked with the following local partners for the remote schools projects; Benekin Foundation, Cameroon Education Foundation, ACOHOF Foundation and Rural Development Foundation. Through this partnership very remote communities benefited from teacher training, infrastructural development and portable water supply.
- Knowledge for Children worked in partnership with Cameroon Education Foundation, Himalayans Institutes and ESERVI to set up a public library in Kumbo.
- Knowledge for Children signed partnership agreements with the Councils of Ndu, Nkambe, Babessi and Nkor for the addition of schools to benefit from our three main programs.
- Knowledge for Children received and worked with interns from the University of Leuven in Belgium since 2014

Administration and Finance

1. Staffing

Name	Function	Department	Period
Maimo Divine Suinyuy	Country Director	Administration and Finance	2016 – till date
Esly van Dam	Country Director	Administration and Finance	2014 - 2016
Rolf Schipper	Country Director	Administration and Finance	2012 - 2014
Maimo Divine Suinyuy	Finance Manager	Administration and Finance	2014 - 2016
Maimo Divine Suinyuy	Program Manager	Schoolbook	2009 - 2014
Tamnjong Elvis Nkuh	Program Office	Health	2010/2011
Losha Mark Chaffee	Program Manager	Health	2014 - 2015
Losha Mark Chaffee	Program officer	Health	2010 - 2014
Tume Erasmus Sunjo	Program Assistant	Schoolbook	2011
Kijika Rene Bongnyuy	Program Assistant	Schoolbook	2011 - 2013
Ngek Elaijah Ngum	Program Manager	Quality of Education	2014 - date
Ngek Elaijah Ngum	Program Officer	Schoolbook	2013 -2014
Dzelafen Fidelis	Program Assistant	Schoolbook	2014 - 2017
Abass Sahabu Wiisahnyuy	Program Officer	Schoolbook/CCD	2016 - 2017
Abass Sahabu Wiisahnyuy	Program Assistant	Schoolbook/CCD	2014 - 2016

Fonyuy Mary Yahm	Senior Trainer	Quality of Education	2014
Mbiybe Ceroline Nsolilon	Trainer/Coach	Quality of Education	2014
Abubakar Aliyu	Program Assistant	Quality of Education	2015
Paul Verdzekov	Program Assistant	Program Assistant	2015 - 2017
Ndah Paracleta	Accountant	Finance and Administration	2015 - 2017
Ntani Divine	Program Manager	Schoolbook	2015
Emmanuela Fonyuy	Program Assistant	Schoolbook	2015
Yiran James Kewong	Trainee/Fundraising Officer	Finance and Administration	2015/2016
Menge Nicodemus Andoh	Deputy CD	Finance and Administration	2016
Akande Masul Aji	Program Manager	Schoolbook	2017 – till date
Sandrine Ebakisse	Fundraising/Networking Consultant	Finance and Administration	2014

2. Volunteers

Name	Institution	Function	Period
Jerica Van Nierkerk	KforC Netherlands	All	2008 – 2010
Mbiyzenyuy Devine Suiven	University of Buea	Schoolbook	2010
Jake Iosso	Peace Corps	Health	2013
Sadie Grossman	Peace Corps	Health	2013 -2014

Bridget Patton	Peace Corps	IGA	2014 -2015
Caitlin O'Donnel	Peace Corps	Health	2014 – 2016
Shanon Clawson	Peace Corps	Health	2013 – 2014
Kat McNeil	Peace Corps	Quality of Education	2015
Emilie Bernard	University of Leuven	Quality of Education	2015
Els Nicolai	University of Leuven	Health	2013/2014
Ingrid de Wit	KforC Netherlands	CLP/CCD Coordinator	2015/2016
Fientje Verschuren	University of Leuven	Quality of Education	2014
Emma van der Meulen	KforC Netherlands	M&E Officer	2013 – 2014

3. Interns

Name	Function	Department	Period
Abass Sahabu Wiysanyuy	Project Assistant	Health	2013/2014
Adeline Buka Linjo	Project Assistant	Schoolbook	2013/2014
Nsani Praxidis	Project Assistant	Quality of Education	2014
Fonlon Glory Kibong	Project Assistant	Quality of Education	2014
Sr. Lucie Mekoulou Me- Zambo	Project Assistant	Quality of Education	2014/2015
Bongasov Brian Afoni	Project Assistant	Quality of Education	2014/2015
Paul Verdzekov	Project Assistant	Quality of Education	2015
Fonyuy Emmanuela	Project Assistant	Quality of Education	2015
Ndah Paracleta Berinyuy	Administrative Assistant	Finance and Administration	2015
Yuven Aloysius Fomonyuy	Project Assistant	Schoolbook	2013
Dule Vera Kibula	Project Assistant	Quality of Education	2016

Mbinkar Amina Litika	Project Assistant	Schoolbook	2016
Emile Aseka	Project Assistant	Quality of Education	2016
Wirboom Christal Binyuy	Project Assistant	Quality of Education	2016 - 2017
Tansah Beltha Bari	Project Assistant	Quality of Education	2016

4. Board Members

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

5. Zonal Coordinators

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

Finances

Knowledge for Children operated with directly funding from KforC Netherlands as main sponsor. KforC Netherlands raised funds from funding agencies in the Netherlands like, Turing Foundation, Impulsis, Cordaid etc and transferred the funds to Cameroon for project execution. For structural funding, some companies and organisations adopted schools for a period ranging from 3 to 5 years. KforC Cameroon on her part raised funds from councils, individuals and other corporate bodies to support project execution costs.

From 2005 to 2008, KforC used a manual bookkeeping system and from 2009, KforC used Excel and Gnu Cash software for her bookkeeping. KforC accounts were audit from 2009 to 2012 by a firm called BAAMES – Bui Audit, Accounting, Management and Education Services and from 2013 by a Chattered Accounting Firm in Bamenda known as CDA – Chie Daniel Akwondo.

Maimo Divine Suinyuy

Country Director