



Knowledge for Children

2016 YEAR REPORT



READ TODAY, LEAD TOMORROW

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Director's Message

The year 2016 was characterised by many exciting things for Knowledge for Children. Our team was made stronger and our work intense and we can only start by thanking everyone who made this year such a wonderful success.

As part of the achievements of this year, we launched our three year Strategic Plan. We are all filled with optimism that this plan will guide us to improve the quality of our services to communities.

During this year, changes were made in our BOD. Mr. Maimo Jacob Shiynyuy, the co-founder of KforC retired as the Board chair. He handed over the batten of command to Mr. Kimah Constatine Bimela. One other striking achievement recorded this year was the successful engagements of local municipal councils in the North West Region as partners to our programs. We signed a three year contract with the councils of Nkambe, Ndu, Nkor and Babessi. These councils agreed to co-finance our programs in schools benefiting in their municipalities. We saw this as a big step to ensuring and strengthening project sustainability in communities we work with.

Our programs fared very well. Through our co-investment model, we donated 8382 textbooks to 29 local primary schools. Within the framework of this program, we worked closely with parents, making them more proactive and their involvement has improved to a tremendous level. Through our Quality of Education program, we organized seminars and workshops for teachers in a bid to improve their teaching techniques. In partnership with some international foundations, we were able to build classrooms and support over 155 orphans and vulnerable children with school fees and didactic material. On behalf of the BOD and Management of KforC, I extend gratitude to our donors and volunteers for their financial and technical support.

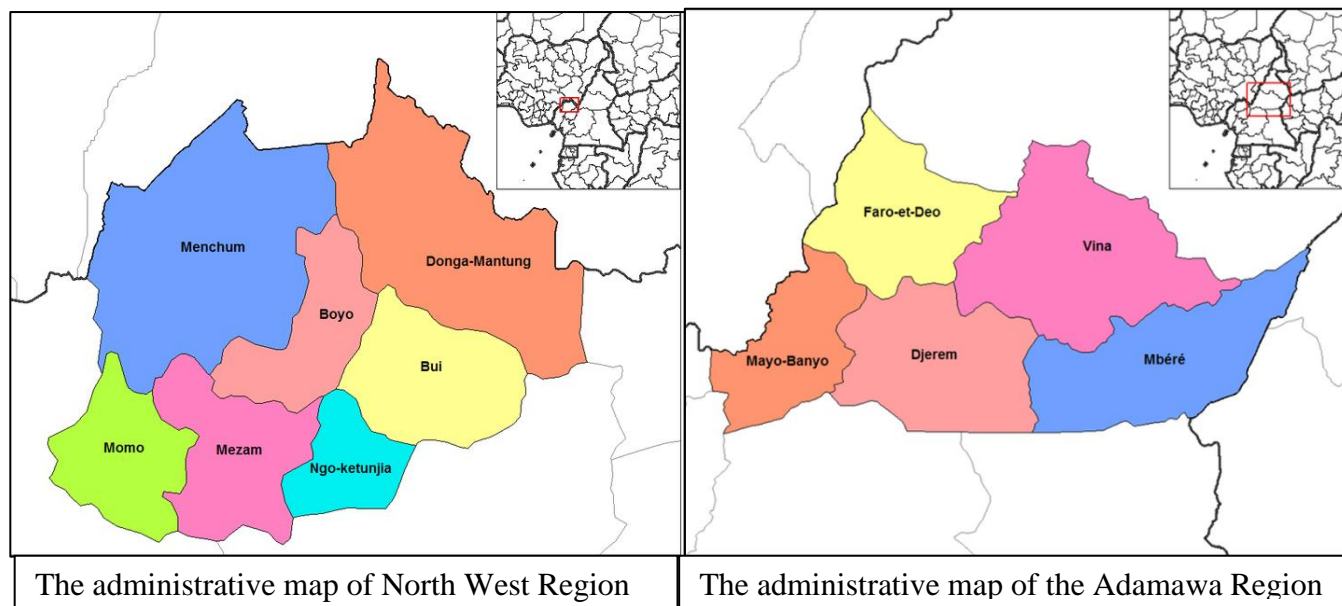
Maimo Divine Suinyuy
Country Director



Knowledge for Children was founded in 2005. The organisation believes quality education enables children to become literate and responsible citizens. Knowledge for Children aims to improve the quality of education in rural primary schools, focusing on literacy. She does this by co-investing with communities to provide textbooks; train teachers and build the capacity of community leaders.

Knowledge for Children in 2016 carried out projects within the framework of the Schoolbook Program and the Quality of Education Program. Activities within these frameworks included Community Capacity Development, Construction and Renovation of classrooms, Education Sponsorship Program, Income Generating Activities and installation of handwashing tanks.

We worked in rural primary schools in six of the seven Divisions of the North West Region of Cameroon. These Divisions are: Bui, Donga-Mantung, Menchum, Boyo, Mezam and Ngokentunjia Divisions. In Adamawa region, we worked in schools in Mayo Banyo Division (precisely in Bankim Sub Division).



2016 ACTIVITY REPORT

Knowledge for Children executed the Schoolbook and the Quality of Education Programs in 2016. Below are details of the success stories as well as challenges encountered in the course of execution.

THE SCHOOLBOOK PROGRAM

*The Schoolbook Program aims at providing government prescribed textbooks in rural primary schools by co-investing with the local communities and supporting them to invest in their children's education. The Schoolbook program has **Community Capacity Development** and **Book Donation** as its mean interventions.*

Community Capacity Development (CCD)

Community Capacity Building is out to make communities involved in the education of children, take ownership and responsibility for their school affairs and a positive behaviour toward the education of children. We do this by working closely with the Parents Teachers Associations (PTA) of schools and guiding them towards these goals.

Community Capacity Development believes, Community and parent's involvement in the education of children will help to improve literacy.

Community Capacity Development within 2016 developed fully. The activity was carried out in 9 schools: CBC Wowo, PS Ngashie, IPS Binka, CBC Binchua, PS Kudu, PS Kungi, GS Binjeng, GS Saah and GBPS Mbaa.

This year, the CCD team improved on the various tools to make sure the program meet the desired goals. After a careful study and interactive sessions with the communities and head teachers, the team observed that the

communities faced lots of challenges such as; understanding the contract signed with KforC, understanding the roles and responsibilities of the PTA Executives, planning of school projects, finance management skills, communication and mobilization techniques. These challenges led to inefficient functioning of the PTA and management in most schools. Based on these findings, we introduced new intervention tools to help communities solve the identified problems.

So far, the feedback has remained positive for the CCD trainings with the communities. One of the most interesting facts is the timely percentage contribution by the seven schools in Nkambe. Also, PS Kungi which has been existing for eleven years now boast of a motor able road leading to the school thanks to the motivational workshop on how to plan and realise projects. In the same light, four more schools presented their activity plans for the next academic year. Three of them: GS Benjeng, GS Saah, and IPS Binka, will start with adding more classrooms and while: GS Mbaa will be completing the construction of

four classrooms and building new toilet structures. The communities now understand that they need to plan today and realise tomorrow. This has also been a contributing factor to the slow growth in some communities; as parents only want to see things done as soon as they talk about it without necessarily giving themselves enough time.

As a way forward, 10 new schools have been added into our programs, namely; CBC Wowo, CS Mbinon,



PS Ngashie, IPS Binka, CBC Binchua, PS Kudu, PS Kungi, GS Binjeng, GS Saah, and GBPS Mbaa. The first activity carried in these schools was the participatory situation analysis (PSA). This activity was aimed at:

- Introducing participants (parents) to the programs of KforC and the concept of co-investment.
- Finding out other problems which these schools are facing and proposing solutions to them.
- Setting up a plan of action for the execution of KforC programs in the schools

This workshop successfully took place in all the schools. The parents participated actively in the workshops and later committed their intentions to work with KforC by signing a 3 year contract.

To better empower the communities, we organised another workshop on activity planning and how to draw up a constitution. This was aimed at helping the PTA Executive understand the importance of having a constitution that govern the activities of the PTA.

Our outlook for proactive communities graduating from KforC programs and being able to sustain the programs is positive.

Book Donations

Knowledge for Children like in the previous years continued the donation of textbooks to rural primary

To promote quality education in rural communities. Teachers and pupils needs textbooks for effectiveness. In a bid to achieve this, KforC co-invest with parents in rural communities to provide government prescribed textbooks to their schools.

schools. This year, 8382 government prescribed text books were donated to 29 schools. These textbooks directly influenced the learning process of over 5,100 pupils in rural primary schools in Cameroon. During book donations,



parent of the concerned communities were sensitized on the importance of education and how to be part of the learning process of their children; these includes simple techniques like asking the child what was taught in school, if the child has any assignment to do, prompt payment of tuition for the children, establishing and maintaining good parent teacher relationship.

In the Knowledge for Children strategic plan running from 2016 to 2018, some major changes have been made to further improve the quality of this program. *(See details in the section of strategic planning)*

Apart from the donation of textbooks and sensitization of parents on the importance of education, Knowledge for Children also trained librarians. Librarian training came from the fact that not all schools were taking proper care of the books donated to them. This was partly because in a lot of our schools, those who were trained to take care of the books were already transferred. In order to ensure



sustainability of this training, we took three participants from each school: the Head Teacher, a class teacher and a member of the community.

Our baseline studies showed that Head Teachers and teachers do not know the exact state of the books, nor what to do to keep books in schools in the best possible condition while at the same time maximizing the usage. The training was tailored to identify the potential human and environmental threats of each community and come up with practical and affordable ways to avert these threats. The rest of the training focused on how to help the school maximize the use of the books while at the same time avoiding any form of mishandling.

During our annual book controls some weeks after the librarian training, we found that most schools have adopted a variety of security measures. Books were kept in locker cupboards, books were well strengthened and schools already had their inventories intact. Book controls have never been as light as it was this year. In total, 133 community librarians and 251 teachers were trained on how to manage books.

QUALITY OF EDUCATION PROGRAM

Quality of Education is a program that looks at the problem of low literacy from two dimensions. The first dimension is teachers' capacity, and the second is pupils' motivation. To increase the literacy level in rural primary schools, we strive to improve the quality of teachers by providing capacity development training and coaching, and also encourage children to read for fun.

The activities carried out in 2016 are reported as follows

Baseline Studies through a Reading Test

Reading test was conducted with children sampled from classes two, four and six in fourteen (14) prospective schools. The reading test was used to measure the number of words a child could read in one minute. We used a standardized test called the Burt's One Minute Test. The table below shows the average number of words the children scored in the test in the various schools.

SN	school	Av. School	Av. Girls	Av. Boys	Cl. 2	Cl. 4	Cl. 6
1.	CS Mbinon	2.46	2.47	2.58	0.00	0.00	7.69
2.	CS Lasin	4.55	5.52	3.63	0.00	2.88	8.84
3.	GS Dom	6.04	8.88	2.67	1.07	0.33	15.18
4.	GS Saah	8.61	7.65	9.57	0.00	2.63	22.13
5.	GS Kuma Talla	5.72	5.67	5.82	0.00	0.10	16.50
6.	GS Binjeng	2.90	1.61	3.91	0.00	0.71	9.08
7.	PS Kungi	4.14	3.94	4.33	0.00	0.27	10.14
8.	GS Mbaa	5.11	9.50	1.60	0.00	0.00	9.20
9.	CBCs Binshua	4.39	5.31	3.40	0.00	1.36	12.10
10.	CBCs Wowo	7.30	9.88	4.36	0.00	2.63	16.50
11.	IPS Binka	7.33	11.50	4.36	0.00	10.75	9.00
12.	PS Kudu	5.42	6.14	5.00	0.00	7.50	8.29
13.	CS Ngarum	6.45	6.87	6.06	0.00	3.40	16.60
14.	GS NDU I	16.31	17.52	15.23	1.10	4.63	34.42

Table 1. Reading Test Results of the 14 Schools for baseline survey

It should be noted that the reading test is not a competition. Hence the results should not be looked at as if there was a competition. Our projections are that by the end of the three years, teachers' and pupils' capacities will be strengthened to improve on the pupils' literacy. Improvement here means, by the end of the 3rd year, the minimum average number of words for each child in these classes will be as in table 2 below.

Class	Class Two	Class Four	Class Six
Present average number of Words per minute	0	2	14
Average number of Words per Minute	2	8	35

Table 2: Projections for the project period in each school

Teacher Training

The training in 2016 took place from Tuesday 27th September to Tuesday 8th of November 2016. We trained a total of 257 teachers. The training took place in 10 locations. The training took a longer time because in each location we also had reading club training, reading club installations and sometimes even librarian training.

Prior to the training, there was a pre-test. The reasons for the pre-test were as follows:

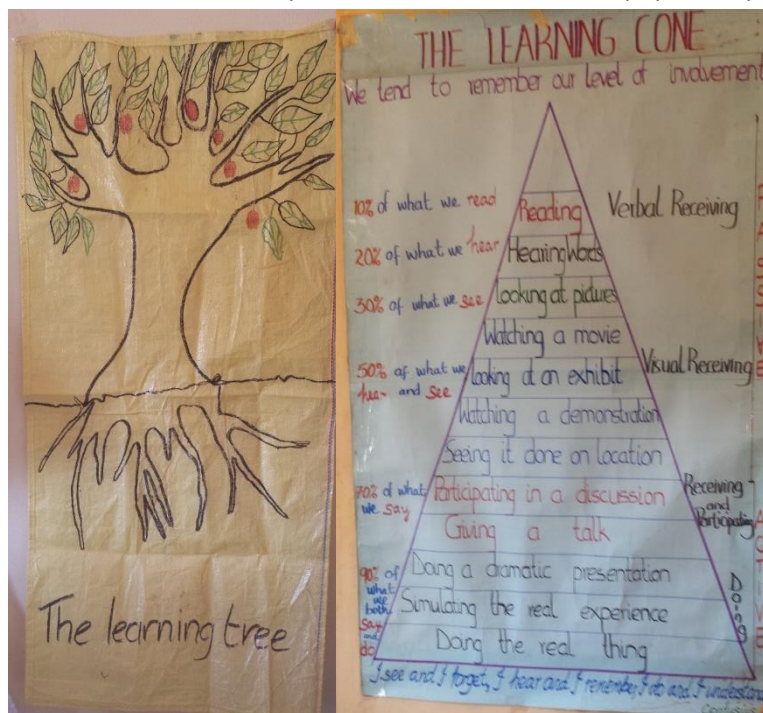
- First, it made the teachers to reflect on their methods and thus make it easier for them to link what they had been doing to what will be done in the training. They will easily draw a correlation and comparison between the new methods they will be learning and what they have been practicing.
- Secondly, the pre-test helped the teachers to remain focused during the training since it served as a summary of all that was to be done during the training.
- Thirdly, the test was also an instrument for us to measure if learning had taken place during the training given that after the training, the similar test was administered.

The topics treated were: **How Children Learn, Sound and Word Building and Creation and Use of Didactic Material.**

- i) How Children Learn was chosen because we noticed that many teachers do not plan, teach and evaluate their learners well because they do not know how these learners learn in the



first place. During the training, participants were made to go back to their infancy and chat how they learnt things. We could notice some teachers raising their hands in despair just to acknowledge that they have been doing just the wrong thing. There are many teachers who have been writing their lesson plans, but this has just been an attempt to fulfil what the routine tells them. Many teachers had, before then, never realised that they have to first consider the pupils they are to teach before drawing their lesson



plans. Teachers acknowledged that if the methods they had used to learn were brought to the classroom, no child would be left behind. Many wondered how they learnt like their mother tongues in less than two years but children find it hard to learn English for six years. When the issue of corporal punishment came up, many teachers at first said it was a necessary method to learn. But after discussion, they all came to conclusion that it does not help.

This year, the lesson on How Children Learn was at a deeper level since we had the same lesson last year. In places like Nkambe and Ndu where most of the schools were new schools, we used the first version.

We later on even realised that at any level, there was always something new to learn. Even the new teachers who joined at the training venues with their older colleagues where we used the more advanced version, they still learnt something.

ii) The choice of Sound and word building was because we noticed that still many teachers have not been trained on this subject, even though it is a very essential prerequisite for literacy.

We made sure that we link the lesson on sound and word building on the previous topic of how children learn. During the session, the teachers reported that one major reason why their children have not been



able to read and write is that the teachers concentrate on covering schemes instead of looking at the level of children's literacy.

iii) The lesson on the Creation and use of Didactic Material was to apply the two previous lessons using local materials. There has been a common cry among teachers that didactic materials are very costly, but from the training they were made to realize that there is a wealth of cheap and even free didactic material around them.

After the training, there was a post test to see if the teaches acquired anything after the training.

	One-Sample Test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	93.418	140	.000	64.461	63.10	65.83
Post	103.728	140	.000	74.106	72.69	75.52

From the analysis above, it shows that there was a difference of 10 points on the averages.

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	34	63.97	7.420	1.273
PostTest	34	72.53	8.331	1.429

Table 5. Comparing the mean scores for the tests

A further analysis to compare the mean as shown in table 5 shows that the mean score for the pre-test was 63.97 while that for the post-test went up to 72.53. This means the training raised the teachers to 8.56 units better than they were before the training. Having increased in the learning so far, it is our hope that there will equally be a change in the classroom. The teachers will obviously offer more opportunities for children's literacy to be improved.

A) Some observations from the teachers

During the training we asked the teachers why children in class four in their schools were not able to read. Here are some of the reasons

- i) Poor staffing situation
- ii) Many teachers are insufficiently trained
- iii) Under-aged children admitted in school
- iv) Very tight curriculum with many subjects to teach
- v) Frequent transfer of teachers
- vi) No textbooks in the school
- vii) The influence of the mother tongue

- viii) Many extra curricula activities
- ix) The problem of mass promotion
- x) Overcrowded classrooms

Some of these challenges are really out of our circle of influence¹, but there are some that with the cooperation of the major stakeholders like municipal authorities and external services of the Ministry of Basic Education, we can be able to handle.

On-the Job Coaching

We did coaching in 10 schools between January and December 2016. During the coaching sessions, the coach sat in a class and followed the teacher teach English or Sound and Word building. After the lesson, the coach had an appraisal session² with the teacher. A total number of thirty-four teachers were coached and interestingly, we found that most of the teachers put into good use our recommendations from the trainings earlier carried out.

We have used on-the-job coaching this year to identify good teaching practices and share these practices with other teachers. A good example was in IPS Ntumbaw class six, where Mr Nfor Yakubu, the teacher, motivated the pupils to read; pupils who could read a passage no matter how small moved to the front of the class. This brought in a lot of competition and every pupil put in efforts to read at least a couple of words. We found out that his pupils were very excited to be doing this.

Still in reading in the classroom, some of the teachers were still too glued to the old style of ‘teacher read and pupils repeat’. In this case, reasons were given to the teacher to see the need for a change in strategy like ‘you just know everyone is repeating but you can’t be sure all the thirty-five pupils are saying the right thing’.

Reading Club

Within these twelve months, we installed Reading Clubs in twenty-four schools. A teacher and two community members were trained to coordinate the Reading Club. A few more schools sent only a teacher for the training. As a result of this, we did not install reading clubs in their schools because we believed that the presence and contribution of the community member was very essential for the sustainability of the Reading Club, as teachers tend to get transferred. The training focused on how the coordinators could function as facilitators helping children to read in a more non-academic fashion. The training was laden

¹ According to the 7 habits of highly effective people by Stephen Covey

²The appraisal session is a negotiation between the coach and the teacher of what happened during the lesson.

with activities which coordinators could bring to the club session. We strongly discouraged teaching and emphasised that Reading Club activities were not an extension of classroom activities.

During the Reading Club installations, we selected six children per class (class three to class six) based on their performance in the previous English Language sequence (highest score, average score and lowest score). Consideration was also given to diversity, especially gender diversity.

For this year, we installed Reading Clubs in twenty-four schools, added to the ten clubs installed previously to bring the total to thirty-four Clubs installed. It should be noted that all the schools where Reading Clubs were installed are now partner schools.

Reading Test

Reading Test was carried out to measure the literacy level of the pupils following the various interventions that Knowledge for Children has put in place in the schools to combat low literacy.

The test was conducted with 2,152 pupils drawn from a third of classes 2, 4 and 6 in 56 schools. In order to ensure uniform *modus operandi* and to avoid bias in data collection, a pre-test orientation was carried out for everyone who was to carry out the test with pupils. The scores collected was the number of words that the participant was able to read in one minute.

The average number of words per minutes was 11.80. Comparing these scores with those scores of last two years, there was an increase of 1.5 words per minute (WPM)

From Reading Test results, we could conclude that;

- i) *Girls generally read more than boys*
- ii) *The reading progression increases with increase in class, it starts with 1WPM in class two, increases to 7WPM in class four and to 27WPM in class six*

Reading Competition

Reading Competition provided an opportunity for pupils from one school to be pitted against pupils from different schools. The competition this year saw pupils from schools supported by Knowledge for Children competing in three rounds.

The first round was carried out in 132 schools. Schools are divided into three levels; level 1 being classes 1 and 2, level 2 being classes 3 and 4, and level 3 being classes 5 and 6. The pupil with the highest score from each level from a school moved to the next round. In order to ensure gender balance, the school was supposed to moderate to include at least a boy and a girl in the team of the three best from their school.

Pupils in the order of merit

Level	One	Two	Three
Position			
First	Ngoran Bridget <i>From GS Shisong</i>	Chin Melaine <i>From GS Yungkui</i>	Tal Benedict <i>From CS Tatum</i>
Second	Gopte Biatis <i>From CS Mbessa</i>	Usene Rugaitu <i>From IPS Ntumbaw</i>	Salamatu Oumarou <i>From GS Shisong</i>
Third	Mbidzenyuy Mispa <i>From GS Sarkir</i>	Jumla Fina Y <i>From GS Tatum</i>	Noumssi Josepha <i>From GBPS Bankim II</i>

The second round was an inter-school competition based on Knowledge for Children defined clusters.

There were 9 clusters. At the cluster level, the best pupils from each school formed a team to compete

against teams from other schools. The school that had the highest points qualified for the finals.

The last round, the finals, took place in Kumbo on the 4th of March 2016. During the finals, the children



competed with other children in their level.

We gave prizes to those who came victorious in the competition at all levels and all the rounds. The impact of this activity was really great and went deeper than just the improved reading abilities. The winners will always remember that they won because they could read and write.

Schools in order of merit

SN	School	Mark
1.	CS Mbessa	300
2.	GS Shisong	280.5
3.	GS Sarkir	277

PARTNER PROJECTS

Education Sponsorship

This program assisted 155 children in 2016 ranging from the primary to the secondary schools in 33 schools in the North West region of Cameroon. Working sessions were conducted with the guardians/parents and beneficiaries to follow up on the academic progress of the beneficiaries and equally sensitize the guardians and beneficiaries on sensitive issues that would contribute to the success of project. Sponsorship was expanded towards vocational training. Four of the beneficiaries who indicated an interest in vocational training got enrolled and started up with their training already. Partnerships were created with some NGOs, Training Schools and workshops to facilitate the training for these beneficiaries. A child protection policy was added to the ESP frame work. This is to ensure the protection and safety of



the beneficiaries.

Follow ups/Working sessions

Community visits were done to re-check the vulnerability of the beneficiaries, sensitize both the guardians and beneficiaries on the importance of education, inform about the opportunity for Vocational training

and lay emphasis on the necessity of healthy eating habits and indispensable importance of having a good guardian/beneficiary relationship in relation to the direct effect it has on the educational performance of the beneficiary.

The school visits were aimed at checking the consistency of beneficiaries at school. This was to make sure that all the beneficiaries were all attending school. Beside this, a sort of interview was done with the beneficiaries to know challenges they faced with studies, the nature of their relationship back home with their guardian. Advice was later on given to the beneficiaries on how they could solve some of their challenges. Based on the information gotten from these interviews, presentations were developed to be discussed during community visits at the beginning of the next school year.

Vocational Training:

Partnerships were established between KforC and St Francis Home for Skills, Sunbeam Tailoring workshop



Mbveh, Erico Metals Mbveh, the Himalayans Institute Tobin-Cameroon and Senegalese training Centre where these children can receive their training. All these training centres are located in Kumbo. We hope to create more partnership with other institutions in future. Four beneficiaries received sponsorship in vocational training this year. One for Welding at Erico Metals, two in Fashion Design at Sunbeam tailoring workshop, and one in Motorbike assembling and driving at St Francis Home for Skills Training. A series of follow up visits were made to see how far they were getting on with their training and the feedback was positive.

Examinations:

As compared to the past academic performance of the beneficiaries, there was a great improvement in the academic performance of the beneficiaries this year. Out of the 155 beneficiaries, 5 repeated their levels. For those in the examination classes 15 sat in for the FSLC Examination and all emerged successful. 10 registered for the General Certificate examination (GCE) and two failed. The lowest average recorded was 6 and the highest average recorded was 15.5. Compared to last year, where the least average score ranged from 2 and below. It can be clearly seen that there was great improvement in the academic year 2015/2016.

2016/2017 School Year:

The 2016/2017 school year began on the 5th of September 2016 with 155 beneficiaries. At the start of this academic year, the beneficiaries had their school fees paid and examination fee also paid for beneficiaries in the examination classes. Didactic materials were also given to assist them in their studies. Schools

started off well in the first term but ended not quite good two weeks to the end of the term because of the teachers/lawyers strike action which put the country in serious tension. Due to this, terminal examinations were not conducted making it hard to assess the academic performance of the beneficiaries. With the tension it was quiet uncertain if schools will resume effectively. Also, one of the beneficiaries by name Fonyuy Bonaventure in class 3 was discovered to have problems with his eyes. This made it hard for beneficiary to study well due to the difficulty in seeing the board well in class and the constant pains he felt in his eyes. Follow up was done for this him to be given medical attention. He is currently being taken to the hospital for several eye testing and check-ups.

Construction and Renovation Program

The Construction and Renovation project is a partnership project with LiveBuild, Netherlands. The project aims at improving the learning environment through classroom construction and renovation.

This year, we constructed four classrooms in GS Ntisaw in Ndu Sub Division. This follows the other two projects realised in GS Mbah and GS Nkeng in 2013 and 2015 respectively. This project was aimed to benefit 193 children and more to be enrolled in GS Ntisaw.



Before Reconstruction

Before the initiation of this project, there were five classrooms constructed by the PTA already in a dilapidating state. The walls were collapsing and roofs falling off. Children could not concentrate and study well when the rain was falling. LiveBuild and Knowledge for Children decided to support this community. At the end 2016, we had already put up the walls and roof of the four classrooms. This project was being executed together with the community of Ntisaw as they provided local materials and unskilled

labour to complement the items and labour provided by KforC and LiveBuild. The local government (Ndu Council) also left a mark on this project by providing some boundless of zinc.



Construction progress picture

In the coming months, we will begin with Phase II of the project which includes plastering the walls, cementing the floors, putting up the ceiling and painting the walls. When this is done, the classrooms will be officially handed over to the community of Ntisaw

It is worth noting that this school has completed the five year schoolbook and quality of education program of Knowledge for Children. We can now be confident that the books will stay within the school premises in a secured place and accessible to teachers and pupils.

GOVERNANCE

Knowledge for Children Strategic Plan

In March 2016 Knowledge for Children Cameroon launched her new Strategic Plan. This plan was written with the input of all staff members, volunteers, board members, representatives of schools and some major stakeholders to assure support from everyone in Knowledge for Children for the new strategy.

An important aspect of the new Strategic Plan is the focus on quality and measurable impact on literacy levels in rural primary schools in the North West Region of Cameroon. In the same light, the Board of Directors underwent restructuring. The governance model chosen was based on the result-based

management style. We believed that this is an effective model for us as an organization. This meant that the Board will manage the office through the CD, based on results measured and reported to them. For the Board to act more result-based it was important to have short communication lines and a small group of people with strong strategic ideas. Therefore the Board consisted of 2 parts; the Board of Directors (BoD) and the Ordinary Members. The BoD formed the core where strategic decisions are to be made. It consisted of 4 members including the CD. Three ordinary members were added to the BoD to form the general board.

The Exit Meeting and Annual General Assembly



One of the practical outcome of our new Strategic Plan 2016-2018 was the review of the schools we work with. This led the organisation to organize a meeting to explain why and how schools that have graduated can engage with us going forward. This meeting was dubbed 'the Exit Meeting', and it was held on the 23rd of May, 2016 in Kumbo. During this meeting, 69 schools formally exited our programs. Of these schools, 55 graduated regular (respected the terms of the agreement as stated in the contract with the schools) and 14 had to be laid off the program because they have been inactive (not respecting the terms of the contract). After this meeting

we were left with 63 schools. In September during our annual general meeting, 34 schools were graduated from the program leaving us with 29 regular schools.

The Annual General Assemble (AGA) brought together Head teachers, PTA Presidents, Government officials and partner organisations. This assemble marked the beginning of the 2016/2017. During this meeting, beneficiary schools were briefed on the plan of action for the new academic year. The head teachers and PTA Presidents also had the opportunity to interact with those from other schools.

Staff, Volunteers and Board Members

The following people worked with Knowledge for Children, Cameroon in 2016.

Name	Position	Period
Maimo Divine Suinyuy	Country Director	December 2016
Esly van Dam	Country Director	Jan – November 2016
Menge Nick	Deputy Country Director	March - June 2016
Ingrid de Wit	Advisor	Jan – June 2016
Maimo Divine Suinyuy	Finance Manager	Jan - November 2016
Ngek Elaijah Ngum	QEP Program Manager	Jan – December 2016
Sahabu Abass W.	Program Officer	Jan – December 2016
Dzelafen Fidelix	Program Assistant	Jan – December 2016
Paul Verdzekov	Program Assistant	Jan – December 2016
Ndah Paracleta Berinyuy	Finance Assistant	Jan – December 2016
Fonyuy Emmanuela	Program Assistant	March – December 2016

Volunteers and Interns

Fonyuy Emmanuela (National Intern)	Jan – Feb 2016
Amina Mbinkar (National Intern)	Jan – May 2016
Vera Dule (National Intern)	Jan – May 2016
Cait O'Donnel (PeaceCorps Volunteer)	Jan – Sept 2016
Katherine McNeil (PeaceCorps Volunteer)	Jan – June 2016

Zonal coordinators

Name	Zone	Period
Mr. Ful Vitalis	Mbessa	Jan – Dec 2016
Mr. Fai Ernest	Jakiri	Jan – Dec 2016
Mr. Njodzeka William	Nkum II	Jan – Dec 2016
Mme. Njombo Margaret	Nkum I	Jan – Dec 2016
Mr. Ngwayi Ephesians	Donga Mantung II	Jan – Dec 2016
Mr. Ngek Christopher	Donga Mantung I	Jan – Dec 2016
Mr. Lukong Joseph Claude	Kumbo II	Jan – Dec 2016
Mme Ndze Odilia	Kumbo I	Jan – Dec 2016

Board Members

Name	Function
Mr. Kimah Constantine Bimela	Board Chairperson
Sr. Hedwig Vinyo	Vice Chairperson
Mr. Njobati Frederick Fondzenyuy	Treasurer/Chief Finance Officer (CFO)
Mr. Usman Moh Ngangqwe	Committee Chairperson, SBP/CCD
Mr. Samba Ndukong Bernard	Committee Chairperson, PR/Fundraising
Mrs. Beatrice Tafon	Committee Chairperson, Literacy and Training
Ms. Esly van Dam (outgoing)	Secretary/CD
Mr. Maimo Divine S. (Incoming)	Secretary/CD
Mr. Maimo Jacob Shiynyuy	Chairperson Emeritus



Board of Directors with the Divisional Officer for Kumbo Central and the 3rd Deputy Mayor for Ndu Council (who doubles as Board Member of KforC)

From L-R

Mr. Njobati Frederick, Sr. Hedwig Vinyo, Mr. Maimo Jacob Shiynyuy, Mr. Samba Ndukong Bernard, Mr. Kamto Francis (D.O, Kumbo Central), Ms. Esly van Dam, Mr. Kimah Constantine.

APPRECIATION

Knowledge for Children, Cameroon is grateful to all those who supported us in one way or the other this year 2016. Without your gracious time, effort and funds we would not have achieved so much in this half year 2016.

- We value and hold in high esteem the support from Government of Cameroon through the Senior Divisional Officers, Divisional officers and the external services of the Ministry of Basic Education
- We are grateful to Shisàsày for their continuous support. The funding for the ABC project has enabled us to run the Quality of Education Program this year as the previous years smoothly.
- We appreciate the support from the GlobeMed team at Morgan State University, USA.
- We value the support from the Councils of Nkambe, Ndu, Babessi and Nkor
- We commend the excellent working relationship with Peace Corps, ECDC, ACOHOF, Nascent Solutions Inc., the Himalayans Institute, RDF, Benekin, Rotary Club and all other partners, SAFRAHOST, Sun Beam Tailoring, Erico Metals and Senegalese Tailoring Workshop.

FINANCIAL OVERVIEW

2016 STATEMENT OF INCOME AND EXPENDITURES				
INCOME	Budget 2016	Actuals 2016	Budget 2016	Actuals 2016
Balance B/F	€0	€36,646	0	24,039,778
KforC Netherlands	€37,500	€37,498	24,600,000	24,598,388
Private donations & FR events	€564	€2,243	370,000	1,471,458
Donations in kind	€762	€1,372	500,000	900,000
Project subsidies (BMZ, Councils)	€60,768	€46,514	39,863,504	30,513,094
Livebuild	€25,945	€20,805	17,020,000	13,648,262
Shisasay	€4,424	€4,531	2,902,288	2,972,109
Schoolbooks by communities	€7,820	€6,952	5,129,600	4,560,200
Constr. materials by communities	€12,602	€1,829	8,267,000	1,200,000
Donations by book publishers	€9,466	€6,562	6,209,600	4,304,841
Others	€341	€872	224,000	571,721
Grand Total	€160,192	€165,823	105,085,992	108,779,851
EXPENDITURES	Budget 2016	Actuals 2016	Budget 2016	Actuals 2016
Overhead Cameroon	€12,801	€14,985	8,995,531	9,830,335
Schoolbook Program	€57,258	€55,898	37,561,427	36,669,271
Quality of Education	€45,286	€35,665	29,707,746	23,396,425
Health Program	€963	€671	632,000	440,000
Construction Program	€38,547	€22,960	25,287,000	15,061,918
Scholarship Program	€4,424	€4,798	2,902,288	3,147,625
Book purchases 2017		€30,845		20,234,277
Grand Total	€160,192	€165,823	105,085,992	108,779,851

