



CENTRE FOR INTERNATIONAL COOPERATION C. I. C CAMEROON

An equal opportunity organisation opened to all, irrespective of ethnic origin, race and religion

Head Office: P.O. Box 455, Buea, S.W.R., Cameroon

Registration n° 0045/G.37/D.14/1/vol.7/65/OAPP/46 of 22 May 2003

Annual Activity Report 2013



**Bechati Water Project: Community Participates
in the Construction of the Storage Tank**



2 Classrooms constructed in GTHS Oku



2 Classrooms constructed in GTC Njenawung



**Students studying in new classroom in GTC
Njenawung**

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INTRODUCING THE CENTRE FOR INTERNATIONAL COOPERATION (CIC), CAMEROON

The Center for International Cooperation (CIC) is a non-governmental organization created under Article 7 of law No. 90/053 of December 1990 relating to the formation and functioning of associations in Cameroon. The organization fosters cooperation among Cameroon and foreign institutions as well as communities and groups, for capacity building in education, health, Agriculture, research and institutional development.

Vision

With the collaboration of committed international partners be an organization that is accepted by Cameroon local communities as a respectable partner in their achievement of sustainable development projects.

Mission

CIC's mission is to collaborate with national and international partners to empower underprivileged individuals, groups, institutions and communities in Cameroon through resource Capacity building for the enhancement of livelihoods and improvement of the environment.

Objectives

CIC's strategic objectives are to:

1. Establish linkages and networks (formal and informal) within Cameroon and between Cameroon and international partners;
2. Support education, health and training institutions in their human and material resource development;
3. Support educational and social needs of Children in Orphanages and other Child Welfare institutions;
4. Promote access to formal education through granting scholarships for post primary education to deserving children;

5. Develop local resources and capacity to support international partners in their education, health and social welfare effort in Cameroon;
6. Design and carry out research and development activities;
7. Support the rehabilitation/construction of social infrastructure for institutions and communities;
8. Facilitate the establishment of employment and tourism activities for the enhancement of livelihoods in local communities;
9. Foster international understanding, cooperation, friendship and people-to-people initiative for self-reliance development efforts.

Programmes

In line with CIC's vision, mission and objectives it's activities are principally based on four main programmes:

1. Education (ED)
2. Livelihoods (LIVE)
3. Water, Electricity and Health (WEH)
4. Child Welfare (CWF)
5. Eco- Tourism (ET)

In order to meet these objectives, CIC works with many local communities and local administrative authorities in Cameroon. At the international level, its major partner is the International Children's Awareness (ICA). It is, indeed, thanks to the financial, logistic and technical support of ICA since 2003 that CIC has been able to realize its main projects on the delivery of education, health, agriculture and other community development projects.

EXECUTIVE SUMMARY OF ACTIVITIES IMPLEMENTED IN 2013

The following executive summary presents an outline of the main activities implemented in 2013. These activities were executed in the South West and North West Regions of Cameroon.

Activities Realized

1. Construction of Classrooms

In Government Technical School (GTC) Njenawung in Lebialem Division of the South West Region, the construction of two classrooms was begun during the reporting period. By the end of December 2013 construction work on the two classrooms in GTC Njenawung was progressing according to schedule- the walls had been erected and roofing constructed. Meanwhile, in Government Technical High School (GTHS), Oku in Bui Division of the North West Region, two classrooms were successfully constructed.

The classrooms have been in effective use since September 2013.

2. Text books

Textbooks for the 2013/2014 academic year were purchased and distributed to nine (9) primary schools. Five thousand one hundred and nine (5,109) text and accompanying work books in three major subjects (English, Mathematics and French) were donated to nine Government Primary schools in three Sub Divisions in Lebialem Division. Beneficiary schools were:

1. Government Primary School Nsoko, in Fontem Sub Division
2. Government Primary School Menji-Fonjumetaw, in Alou Sub Division
3. Government Primary School Njilap, in Alou Sub Division
4. Government Primary School Lekeng, in Alou Sub Division
5. Government Primary School Tchougui-Nkong, in Wabane Sub Division
6. Government Primary School Bangang, in Wabane Sub Division
7. Government Primary School Amboh-Besali, in Wabane Sub Division
8. Government Primary School Efong, in Alou Sub Division
9. Government Primary School Ndumbin, in Alou Sub Division

3. Uniforms

In addition to supplying text books, uniforms were donated to children in the nine Government primary schools listed above. The uniforms consisted of shorts and shirts for boys and dresses for girls. Eight hundred and eighty six (886) pupils received new uniforms. Four hundred and fifty six (456) were girls while four hundred and thirty (430) were boys.

4. Support to PTA Teachers

Six Government Primary Schools requested and received assistance in the payment of PTA teachers. Thus, a total of ten (10) PTA teachers, distributed in the six schools concerned, were supported with a monthly salary augmentation of twenty thousand (20,000) CFA to each. Five (5) of the teachers are male and five (5) are female. The beneficiary schools were:

1. Government Primary School Menji-Fonjumetaw, in Alou Sub Division
2. Government Primary School Njilap, in Alou Sub Division
3. Government Primary School Lekeng, in Alou Sub Division
4. Government Primary School Tchougui-Nkong, in Wabane Sub Division
5. Government Primary School Amboh-Besali, in Wabane Sub Division
6. Government Primary School Ndumbin, in Alou Sub Division

5. Cutsey Health Centre

In the Cutsey Health Centre, donated by Colonel and Mrs Cutsey, the defective relay switch on the hydro electricity system was repaired and solar power units were successfully connected to enable it function properly throughout the year. To further avoid unnecessary electricity outages in the Health Centre, ICA gave the Frontline staff a maintenance manual, which enabled them throughout the year to carry out subsequent minor repairs on the electricity system.

6. Cassava Grinders

Four (4) Cassava grinders were functioning during the reporting period. The groups raised a total savings of one hundred and thirteen thousand one hundred and fifty (113,150) CFA from the four grinders. The money enabled them to buy some school supplies for their children and also acquired some essential family needs.

7. Bechati, Folepi and Banti Water Project

The first phase of the Bechati, Folepi and Banti water scheme was completed. This involved the completion of a storage tank, digging and laying of pipelines from the storage tank to Bechati village and construction of four stand taps in Bechati Fondom.

8. Solar Light Units

Six Solar light panels of 5 bulbs each were installed in the CIC-ICA constructed classrooms in:

1. Government Primary School Njilap
2. Government Primary School Nsoko
3. Government Primary School Amboh –Besali
4. Government Primary School Ndumbin
5. Government Primary School Lekeng
6. Government Primary School Tchougui – Nkong.

9. Income Generation Activities for Women Empowerment

Multiplication farms for cassava and plantains

In 2012 selected farming groups in 6 communities were assisted to establish and maintain ten multiplication farms (5 for cassava and 5 for plantains). In addition to the CIC Frontline staff, the services of a local agricultural extension officer were procured to assist in the establishment and maintenance of these farms. During the course of the year 2013 all the cassava planted matured and were harvested. Some of the cassava cuttings were re- planted by individual group members in their farms while the rest were sold to other farmers in the community. The tubers were processed into garri - a commodity which is widely consumed in the local community and the country in general. Proceeds from the sale of the garri were reserved in each groups' account and managed as a revolving loan fund accessible to group members. Relatively low interest rates are charged on these loans. Members usually use the money borrowed to provide some of their family needs in the areas of education, health care, nutrition, household equipment, seed material and clothing.

Multiplication farms for Plantains

With regard to the plantain farms, the few bunches that were ready were harvested, sold and income saved in each groups' account. These funds were equally utilized as part of the revolving loan scheme mentioned above. It should, however, be noted here that the objective of the plantain farms was mainly to multiply suckers and make available to people in the community. Getting a few bunches from the plantains planted is only a small added benefit. In this regard, the plantain farms were monitored at the end of 2013, and observed that the sucker development/growth is happening as expected but are not yet fully matured. Although 200 matured suckers were harvested and sold from one of the plantain farms during this reporting period, it is envisaged that most of the plantain suckers will be ready for harvesting mainly in the next planting season.

10. Cocoa Nurseries

Cocoa nurseries were funded by CIC-ICA and implemented by the Breaking Ground non-governmental organization. During the reporting period, Breaking Ground applied for and received financial support from CIC/ICA to facilitate the execution of some of her agricultural programs in Wabane and Alou Sub Divisions of Lebialem Division. Based on Breaking Ground's 2013 annual report, the funding was specifically used to support activities in the cocoa sector and women's programs.

Thus the following results were realized:

- Establishment of cocoa nurseries and nursery attendants in four communities (Folepi, Nkong, Bangang, Lewoh);
- Training on farm management and leadership. This was carried out in partnership with agricultural technicians from IRAD, Cocoa and Coffee Seedling Project, Kumba;
- Distribution of 95,000 cocoa seedlings to farmers;
- Conducted regular monitoring visits to farms, in collaboration with the CIC Frontline Staff o, the local staff of the Ministry of Agriculture and Rural Development and Peace Corps volunteers;
- Organized two Women's Entrepreneurial Trainings in each of the four villages targeted -Folepi, Nkong, Bangang, and Bechati;

- **Oversaw the creation of a community fund in each village for fertilizer and herbicide;**
- **Initiated a prize for best tended farm by both women and men in the community of Folepi.**

PROJECT ENVIRONMENT

During the period under review, activities were implemented in Lebialem Division of the South West Region and Oku Sub Division in Bui Division of the North West Region. Some of the key events that happened in these communities during the reporting period include:

- Rehabilitation work on the earth roads;
- Visit to projects by the Director of CIC;
- A visit to Lebialem Division by an ICA delegation.

The reporting period covers the dry and rainy seasons. During these seasons the main activities of most community members revolve around agriculture, marketing, and socio-cultural activities.

With respect to agriculture, activities focus on land preparation, planting of food and cash crops, maintenance of the farms and harvesting. With regard to food crops, this involves clearing, burning, hoeing, gathering or buying of seed materials and planting of the next batch of food crops for the subsequent year. There is also maintenance of the food crop farms by weeding and mulching.

Activities related to food crop farming in these communities are principally carried out by women. In the domain of cash crops, the activities involve the establishment and management of nurseries as well as transplanting the seedlings. In addition, maintenance of old or existing farms in terms of weeding and pesticides application is carried out. Other agricultural activities carried out include, harvesting of (1) cash crops like cocoa, coffee, and oil palm; (2) food crops such as sweet yams, plantains, cocoyams, maize and cassava.

In the area of marketing, there are small and medium scale activities. Small- scale marketing involves mostly agrarian women who, after feeding their families, sell surplus food crops in the local markets. Medium-scale marketing in these communities is predominantly the sphere of men and youth who sell cash crops as well as buy imported goods from the nearest towns and re-sell in their respective local communities.

Regarding socio-cultural activities, the salient socio-cultural activities which take place are: marriage (traditional, Christian, civil) ceremonies, funeral/memorial/life celebrations, annual gatherings of cultural and development associations.

OUTCOMES AND IMPACT OF SOME COMPLETED PROJECTS

During the period under review, outcomes and impact trends were primarily recorded in the following CIC and ICA interventions.

1. Classrooms and latrine construction in schools
2. Text book donations to schools
3. Uniform donations to schools
4. Financial support to PTA Teachers in some schools
5. Cassava Grinders to women groups

Since 2007, CIC and ICA, in collaboration with target communities, have achieved remarkable success in a number of community projects. These include:

- Construction of twenty (20) classrooms in nine (10) schools;
- Construction of six (6) latrine blocks in six (6) schools;
- Donation of sixteen thousand eight hundred and fifteen (16,815) text and accompanying books in three major subjects (English, French and Mathematics) to 9 schools;
- Donation of uniforms (1,094 pairs of shorts, 1,094 shirts to boys and 1,080 dresses to girls) to pupils in nine (9) schools;
- Payment of a monthly salary to ten (10) PTA teachers in six (6) schools which do not have sufficient government paid teachers.

With regard to the specific impact of these actions on the target population and beyond, this report will, firstly present relevant statistics under the headings of (1) school enrollment, (2) end of course examination into secondary schools and the First School Leaving Certificate, (3) women empowerment through income generating activities.

School Enrollment

In this section, the enrollment trend in the nine schools supported by CIC-ICA in the last seven years will be presented.

Table 1.a. Government School Amboh-Besali

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % increase	% Increase for boys	% Increase for girls
					Boys	Girls			
2008/2009	98	87	185						
2009/2010	92	136	228	43	-6	49	23.2	-6.1	56.3
2010/2011	117	139	256	28	25	3	12.2	27.1	2.2
2011/2012	119	149	268	12	2	10	4.6	1.7	7.1
2012/2013	125	152	277	9	6	3	3.3	5	2
2013/2014	130	155	285	8	5	3	4	4	1.9
Total							47.3	31.7	69.5

GS Amboh-Besali was created in 2008

Table1.b. Government School Tchougui-Nkong

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % Increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	52	44	96						
2008/2009	56	42	98	2	4	-2	2	7.6	-4.5
2009/2010	60	41	101	3	4	-1	3	7.1	-2.3
2010/2011	61	44	105	4	1	3	3.9	1.6	7.3
2011/2012	98	93	191	86	37	49	81.9	6.6	111.3
2012/2013	98	95	193	2	0	2	1	0	2.1
2013/2014	105	98	203	10	7	3	5.1	7.1	3.1
Total							96.9	30	117

Table 1.c. Government School Njilap

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	45	61	106						
2008/2009	46	56	102	-4	1	-5	-3.7	2.2	-8.2
2009/2010	57	67	124	22	11	11	21.6	23.9	19.6
2010/2011	58	67	125	1	1	0	0.8	1.7	0
2011/2012	50	75	125	0	8	8	0	13.7	12
2012/2013	52	78	130	5	2	3	4	4	4
2013/2014	62	80	142	7	10	2	5.3	19.2	2.8
Total							28	64.7	30.2

Table1.d. Government School Menji - Fonjumetaw

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	120	115	235						
2008/2009	122	118	240	5	2	3	2.1	1.6	2.6
2009/2010	155	163	318	78	33	45	32.5	27	38.1
2010/2011	160	180	340	22	5	17	6.9	3.2	10.4
2011/2012	162	178	340	0	2	-2	0	1.25	1
2012/2013	165	188	353	13	3	10	3.8	1.8	5.6
2013/2014	175	190	365	12	10	2	3.3	6	1
Total							48.6	40.85	58.7

Table 1.e. Government School NSOKO

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	57	48	105						
2008/2009	66	54	120	15	9	6	14.2	15.7	12.5
2009/2010	67	47	114	-6	1	-7	-5	1.5	-12.9
2010/2011	56	53	109	-5	-11	6	-4.3	-16.4	12.7
2011/2012	63	55	118	9	7	2	8.2	12.5	3.7
2012/2013	64	63	127	9	1	8	7.6	1.5	14.5
2013/2014	66	67	133	6	2	4	4.7	3.1	6.2
Total							25.4	17.9	36.7

Table 1.f. Government School Bangang

Academic Year	Boys	Girls	Total Enrollment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	151	98	249						
2008/2009	150	100	250	1	-1	2	0.4	-0.6	2
2009/2010	152	116	268	18	2	16	7.2	1.3	16
2010/2011	156	120	276	8	4	4	3	2.6	3.4
2011/2012	160	126	286	10	4	6	3.6	2.5	5
2012/2013	164	129	293	7	4	3	2.4	2.5	2.4
2013/2014	169	134	303	10	5	5	3.4	3	4
Total							20	11.3	32.8

Table 1.g. Government School Lekeng

Academic Year	Boys	Girls	Total Enrol lment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	62	38	100						
2008/2009	72	44	116	16	10	6	16	16.1	15.7
2009/2010	75	48	123	7	3	4	6	4.1	9
010/2011	80	52	132	9	5	4	7.3	6.6	8.3
2011/2012	86	55	141	9	6	3	6.8	7.5	5.7
2012/2013	94	62	156	15	8	7	10.6	9.3	12.7
2013/2014	105	72	177	21	11	10	13.4	11.7	16.1
Total							60.1	55.3	67.5

Table 1.h. Government School Efang

Academic Year	Boys	Girls	Total Enrol lment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	70	60	130						
2008/2009	69	65	134	4	-1	5	3	-1.4	8.3
2009/2010	73	68	141	7	4	3	5.2	5.8	4.6
2010/2011	75	68	143	2	2	0	1.4	2.7	0
2011/2012	75	69	144	1	0	1	0.6	0	1.4
2012/2013	79	72	151	7	4	3	4.8	5.3	4.3
2013/2014	87	74	161	10	8	1	6.6	10.1	1.3
Total							21.6	22.5	19.9

Table 1.i. Government School Ndumbin

Academic Year	Boys	Girls	Total Enroll ment	Total Increase	Increase per Gender		General % increase	General % increase for boys	% Increase for girls
					Boys	Girls			
2007/2008	30	36	66						
2008/2009	32	39	71	5	2	3	7.5	6.6	8.3
2009/2010	39	40	79	8	7	1	11.2	22	2.6
2010/2011	41	41	82	3	2	1	3.8	5.1	2.5
2011/2012	48	43	91	9	7	2	11	17	4.9
2012/2013	49	44	93	2	1	1	2.2	2	2.3
2013/2014	57	47	104	11	8	3	11.8	16.3	6.8
Total							47.5	69	27.4

Summary of School Enrollment Trend in the Last Seven Years

Table 2. Percentage Increase in School Enrollment Since 2008

No	School	General % Increase	% Increase for Boys	% Increase for Girls
1.	Government School Amboh-Besali	47.3	31.7	69.5
2.	Government School Tchougui -Nkong	96.9	30	117
3.	Government School Njilap	28	64.7	30.2
4.	Government School Menji -Fonjumetaw	48.6	40.85	58.7
5.	Government School Nsoko	25.4	17.9	36.7
6.	Government School Bangang	20	11.3	32.8
7.	Government School Lekeng	60.1	55.3	67.5
8.	Government School Efong	21.6	22.5	19.9
9.	Government School Ndumbin	47.5	69	27.4
	Total	395.4	343.25	459.7

Average Percentage Increase

Average General Percentage Increase in Enrollment for all 9 Schools	44%
Average Increase in Enrollment for Boys in all 9 Schools	38.13%
Average Increase in Enrollment for Girls in all 9 Schools	51%

As shown on the tables above, in the last seven years, there has been an overall increase in enrollment in each of the nine schools supported. The average general increase in enrollment attained is 44%. Specifically, Government Schools Tchougui –Nkong recorded the highest increase in enrollment with a 96.9%, while Government School Bangang has the lowest with a 20% increase. It should be noted here that CIC-ICA began collaborating and supporting Government School Bangang with books and uniforms barely three years ago.

Enrollment for boys equally increased in all nine targeted schools. An average increase in enrollment for boys stands at 38.13%. Government Schools Ndumbin realized the highest increase in enrollment for boy with 69%, while Government School Bangang has the lowest with 11.3%. Also, all the nine schools of the project recorded an increase in the enrollment of the girl child with an average increase of 51%. Here, Government School Tchougui-Nkong, again, comes first with an increase enrollment of 117% for girls and Government School Efong is lowest with 19.9%.

The explanation for the varied performance of the different schools can be found in the response of their respective communities to the interventions of the CIC-ICA as well as the length of time the project interventions lasted in each community. However, a separate investigation may be necessary for the understanding of these results

Results of the Common Entrance and First School Leaving Certificate Examinations

Data on the performance of each of the nine targeted schools in the results of the Common Entrance and First School Leaving Certificate Examinations will be presented below. These are end of the primary school course examinations.

Table 3.a. Government School Amboh-Besali

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2008/2009	NA	NA	NA	NA	NA	NA
2009/2010	100%			100%		
2010/2011	43%	-57	-57.2	100%	Same Results	0
2011/2012	100%	57	133.6	100%	Same Results	0
2012/2013	95%	-5	-5	100%	Same Results	0
Total			71.4			0

In the 2008/2009 academic year, this School had not yet reached the final class.

Table 3.b. Government School Tchougui-Nkong

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	60%			65%		
2008/2009	45%	-15	-25	60%	-5	-7.7
2009/2010	100%	55	122.2	100%	40	66.7
2010/2011	100%	0	0	100%	0	0
2011/2012	100%	0	0	100%	0	0
2012/2013	100%	0	0	100%	0	0
Total			97.2			59

Table 3.c. Government School Njilap

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	80%			65%		
2008/2009	100%	20	25	100%	35	53.8
2009/2010	95%	-5	-5	90%	-10	-10
2010/2011	100%	5	5.2	95%	5	5.5
2011/2012	100%	0	0	90%	-5	-5.2
2012/2013	100%	0	0	90%	0	0
Total			25.2			44.1

Table 3. d. Government School Menji - Fonjumetaw

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	85%			90%		
2008/2009	92%	7	8.2	90%	0	0
2009/2010	100%	8	8.6	100%	10	11.1
2010/2011	100%	0	0	100%	0	0
2011/2012	100%	0	0	100%	0	0
2012/2013	100%	0	0	100%	0	0
Total			16.8			11.1

Table 3.e. Government School NSOKO

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	45%			50%		
2008/2009	85.5%	40.5	90	80%	30	60
2009/2010	85%	-0.5	-0.5	80%	0	0
2010/2011	85%	0	0	95%	15	18.7
2011/2012	95%	10	11.7	100%	5	5.2
2012/2013	100%	5	0	100%	0	0
Total			101.2			83.9

Table 3.f. Government School Bangang

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	65%			50%		
2008/2009	70%	15	23	75%	25	50
2009/2010	80%	10	14.2	85%	10	13.3
2010/2011	85%	5	6.2	85%	0	0
2011/2012	80%	-5	-5.8	90%	5	5.8
2010/2013	100%	20	25	100%	10	11.1
Total			62.6			80.2

Table 3.g. Government School Lekeng

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	45%			65%		
2008/2009	55%	10	22.2	70%	5	7.6
2009/2010	60%	5	9	80%	10	14.2
2010/2011	90%	30	50	70%	-10	-12.5
2011/2012	100%	10	11.1	100%	30	42.8
2012/2013	100%	0	0	100%	0	0
Total			92.3			52.1

Table 3 .h. Government School Efong

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	65%			75%		
2008/2009	40%	-25	-38.4	55%	-20	-26.6
2009/2010	55%	15	37.5	80%	25	45.4
2010/2011	45%	10	18.1	75%	-5	-6.2
2011/2012	100%	55	122.2	100%	25	33.3
2012/2013	100%	0	0	100%	0	0
Total			139.4			45.9

Table 3.i. Government School Ndumbin

Academic Year	Results of Common Entrance Exam	% Improvement in Common Entrance Exam Results	Total Improve. in Comm. Entrance Ex. Results	Results of First School Leaving Certificate Exam	Total Improve. in FSLC Exam Results	% Improvement in First School Leaving Certificate Exam Results
2007/2008	40%			45%		
2008/2009	45%	5	12.5	50%	5	11.1
2009/2010	50%	5	11.1	60%	10	20
2010/2011	80%	30	60	85%	25	41.6
2011/2012	100%	20	25	100%	15	17.6
2012/2013	100%	0	0	100%	0	0
Total			108.6			90.3

Summary situation of the performance of the nine schools in the Common Entrance and First School Leaving Certificate Examinations.

Table 4. Percentage Improvement in Results of End of Course Examinations Since 2008

No	School	Common Entrance	First School Leaving Certificate
1.	Government School Amboh-Besali	71.4	0
2.	Government School Tchougui -Nkong	97.2	59
3.	Government School Njilap	25.2	44.1
4.	Government School Menji -Fonjumetaw	16.8	11.1
5.	Government School Nsoko	101.2	83.9
6.	Government School Bangang	62.6	80.2
7.	Government School Lekeng	92.3	52.1
8.	Government School Efong	139.4	45.9
9.	Government School Ndumbin	108.4	90.3
	Total	714.5	466.6

Average Improvement in the Results of Common Entrance and First School Leaving Certificate Examinations

Average Improvement in the Results of the Common Entrance Examination in the nine (9) Schools concerned	79.4%
Average Improvement in the Results of the First School Leaving Certificate Examination in the nine (9) Schools concerned	51.8%

Based on the preceding tables, each of the nine schools targeted recorded some improvement in the results of the Common Entrance and First School Leaving Certificate Examinations in the last seven years. Regarding the Common Entrance Examination, an average improvement of 79.4% was attained. In this area, Government School Efong has the highest improvement with 139% while Government School Menji –Fonjumetaw recorded the least improvement with 16.8%. For the results of the First School Leaving Certificate Examinations, there was an average improvement of 51.8%. Government School Ndumbin realized the most improvement with a 90.3% while Government School Menji-Fonjumetaw realized the least improvement with 11.1%. Meanwhile, the results of the First School Leaving Certificate Examination in Government School Amboh-Besali remained unchanged during the

period under review. Nevertheless, considering the progress made by this school as well as the rest of the schools under review, it is assumed that CIC-ICA support contributed in enabling Government School Amboh-Besali in maintaining excellent results in the First School Leaving Certificate Examination throughout this period.

General Discussion of Examination Statistics in Relation to Performance Following Intervention

Common Entrance Examination

During the first year of intervention only one school (GS Amboh Besali) recorded a 100% performance. The least performing school (GS Ndumbin) recorded a 40% performance. The average performance of the nine schools at the beginning of the CIC-ICA intervention was 65%. However, in the 2012 -2-13 school year the least performing school recorded and 80% performance while seven (7) of the schools recorded a 100% performance and one school (GS Nsoko) recorded a 95% performance. The average of the nine schools in 2012 -2013 was 97% as compared to 65% at the beginning of the intervention.

First School Leaving Certificate

During the first year of intervention only one school (GS Amboh-Besali) recorded a 100% pass in the First School Leaving Certificate. The scores of the rest of the eight schools ranged from 45% to 90%. Last year (2013) seven out of nine schools recorded a 100% performance. However, the two least performing schools (GS Njilap and Bangang) showed marked improvements from 65% to 90% and from 50% to 90% respectively in the First School Leaving Certificate results. The average performance of the nine schools rose from 67.2% at the first year to 97.7% in 2013.

Income Generation for Women Empowerment

The following table presents a summary of the activities for women's empowerment in the areas of management and benefits derived from cassava grinders, plantain and cassava multiplication farms.

Cassava grinders

Name of Group	Quantity of cassava tubers processed/ground in baskets	Total Income earned in FCFA
Bechati Women's Group	43	21,150
Bangang Women's Group	51	28,000
Tchougui Women's Group	61	35,000
Ndumbin Women's Group	56	29,000
Total	211	113,150

The women's groups reported that by using the cassava grinders, they have been able to significantly reduce some of the drudgery associated with the processing of cassava tubers. Furthermore, the extra income earned from the cassava grinders is used to provide some of their household supplies and other basic necessities.

However, the impact of these cassava grinders is not as positive as was expected. To begin with, some of the groups have been unable to keep the grinders running. The grinders have broken down for lack of management and repairs. Some of the groups came together at the beginning of the donations from Canadian partners and disintegrated just after a few years, in spite of the regular reinforcement from CIC front-line staff.

PROGRESS TOWARDS OBJECTIVES

Below is a presentation of progress made towards the achievement of objectives for 2013 in accordance with the annual work programme.

Objective	Activity	Realization/Accomplishment	Indicators	Specific Problems & how they were solved or Remark(s)
Improve the quality of teaching & learning at village schools	Augment Salaries of PTA teachers	Ten (10) PTA teachers distributed in 6 schools were supported with a monthly salary augmentation of 20,000 FCFA each The gender ratio is: - Men: 05 - women: 05	-Ten (10) PTA teachers were effectively in needy schools; -The general enrollment of children in all the 9 schools increased by 44%; -The enrollment of girls in the 9 schools increased by 51% while that of boys increased by 38.13%; -The performance of pupil's in the common entrance and First School Leaving Certificate Examinations improved by 79.4% and 51.8% respectively; -Hygiene and sanitation conditions in schools have improved; -The environment for learning is more conducive	
	Supports schools with text books	5,109 text books in 3 major subjects (Arithmetic, English and French) were supplied to 9 primary schools		
Encourage school attendance	Provide School uniforms to pupil in CIC-ICA supported schools	Uniforms were made and distributed to 886 children in 9 schools. - boys:430 - girls: 456		
Facilitate teaching-learning through infrastructural improvement	Construct classrooms	2 classrooms were successfully constructed in Government Technical High School (GTHS) Oku and construction work began on 2 others in Government Technical College (GTC) Njenawung		
	Install Solar light units in schools	- Solar light panel of 5 bulbs were installed in newly constructed classrooms in GS Njilap, GS Nsoko, GS Amboh Besali, GS Ndumbin, GS Lekeng and GS Tchougui,		On going
Empower the girl child - Increase enrollment in schools	Organize sensitization campaigns	Sensitization campaigns on the importance of sending the girl child to school were delivered in village assemblies, cultural festivals, working sessions with groups and face to face contacts with individuals in targeted communities		On going
	Encourage sports for girls	To be implemented as part of the Education Day activities		Not executed due to lack of funds

Objective	Activity	Realization/Accomplishment	Indicators	Specific Problems & how they were solved or Remark(s)
Enhance the sustainability of development programmes and projects put in place by increasing the income of primary stake holders through income generating activities	Monitor the performance of cassava and plantain multiplication farms.	-5 plantain suckers and 5 cassava cuttings multiplication farms were monitored in: Bechati, Besali, Bangang, Nkong, Atem and Lewoh. -Results obtained are: Improved planting materials were made available to farmers in the area	Availability of improved cassava cuttings and plantain suckers in the area.	
Reduce drudgery, add value and shelf life to agricultural produce	Support acquisition and management of transformation equipment –cassava grinders/kernel crackers	- Groups are keeping records of operations -Increase in the cultivation of cassava -Increase in income -Other business activities developed e.g loan scheme	-Some farmers reported an increased in their income -20 new business ventures were developed/started. -Some beneficiaries reported an improvement in their standards of living -Enrollment in schools increased by 44%	
Increase the income of women through the rearing of pigs	Support the women pig initiative groups	-02 groups were monitored with the following results: -09 of the 20 women initially supported continue to rear pigs -General impact includes: paying of school fees for their children, supply of household needs, financial support to husbands	Some farmers had an increased in income 30 women have benefited from "passing on the gift" practice 40 women have achieved an improvement in their standard of living	Lack of funds to continue the support
Improve the hygiene and health conditions of rural communities through the provision of potable water construction, equip health facilities	Install modern toilets in the Cutsey Health Centre	Nill	-Nill	Lack of funds to execute work
	Complete the construction of the water scheme for Bechati, Folepi & Banti	- A storage tank was completed -Tranches were dug and pipes were arranged -3 stand taps were constructed -The Bechati community is using the water	-A general reduction in drudgery which allows people more time for leisure and involvement in other beneficial ventures was reported	Extension of the water to Folepi and Banti is pending
	Construct a new water tank in Ndungateh to extend scheme to	Nill		Lack of funds to execute work

Objective	Activity	Realization/Accomplishment	Indicators	Specific Problems & how they were solved or Remark(s)
	Nwametaw			
	Supervise the construction of the water scheme for Bechati, Folepi & Banti		The water scheme is completed and is functioning	
Extend CIC -ICA coverage	Identify other areas of main effort	-Sensitization of communities was carried out -Applications from interested communities and institutions were received and analyzed	-The number of communities/institutions collaborating and benefiting from CIC -ICA actions increased; -The number of communities/institutions requesting for collaborating with CIC -ICA continues to grow	On going

PROJECT REALIZATION PICTURES



Bechati Water Supply: Storage tank



2 Classrooms in Government Technical College Njenawung



Students in the new classrooms in GTC Njenawung



Pupils in new uniforms in GS Efong and Njilap



PTA Teachers prepare lesson notes



PTA Teacher receives salary from CIC Front Line Staff (FLS)

Classrooms in Government Technical High School (GTHS) Oku



Front View



Side view



Front view with focus on drainage system



Front view with focus on metal doors and windows

CONSTRAINTS

During the reporting period (January-December 2013) the implementation process experienced a number of constraints on the ground. These ranged from administrative, technical, financial and environmental concerns.

In the area of administration, the position of Project Manager was suspended, after a few months, for lack of funds. These made it more difficult to follow up front-line staff, coordinate with partners in Canada (ICA) and Cameroon (Breaking Ground, Government authorities, etc.) In addition, poor internet connections slowed down communication.

In technical and logistic terms, project implementation faced the problem of frequent breakdowns in the two bikes of the front-line staff, break downs in water pipes, cassava grinders and certain other facilities.

Regarding financial constraints, although ICA did a wonderful job in channeling funds to Cameroon, there were times that the funds did not arrive in time for a number of reasons which appear to have been outside their control. This made it difficult to strictly implement the annual work plan.

With respect to the environment, the delay and sometime slow process in the implantation of certain projects was the result of heavy rains coming earlier than expected as well as poor road conditions. In addition, some communities did not participated as actively as was expected of them in project implementation.

RECOMMENDATIONS

Taking into consideration the foregoing write up, the following recommendations are made to partners.

ICA

1. CIC very highly appreciates the strong and continuous effort of the ICA Board and members in raising funds, maintaining effective supervision in Cameroon and providing technical support to CIC. We urge ICA to continue this work and to redouble its effort in fundraising as there are still many communities in Cameroon in need of their support to carry out community development projects in the areas of education, water and health.
2. Motor bikes for the front-line staff being old and needing replacement, we urge ICA to look into the possibility of replacing them so as to enhance the effectiveness of these workers in the field.

3. We equally urge ICA to maintain its regular annual supervisory and contact visits to Cameroon in order to coordinate with CIC for the purposes of project identification, planning and implementation.

CIC

1. CIC should improve on its methods of implementation and monitoring of projects and preparing reports and submitting to ICA Board on schedule.
2. While the position of project manager is suspended, CIC should find ways of ensuring that that function is regularly performed, until such a time that the possibility arises for that office to be remunerated.
3. CIC should identify other needy communities and make proposals for project intervention by ICA.
4. Considering that 2013 marked the 10th year of ICA –CIC collaboration in Cameroon, CIC should prepare a proposal for a publication on ICA work in Cameroon to be discussed by ICA-CIC in 2015.

CONCLUSION

The foregoing report of CIC-ICA activities in Cameroon in 2013 focused on the following concerns:

- Project environment ;
- Outcomes and impact of some completed projects;
- Progress towards objectives;
- Project realization pictures ;
- Constraints;
- Recommendations.

In relation to the above elements of the report, it was reported that the CIC-ICA collaboration made a significant and remarkable progress, in spite of certain difficulties. Based on this report it can be concluded that the future of CIC-ICA intervention in Cameroon communities is very promising, since communities continue to express needs which are clearly visible on the ground. The statement of optimism is, however, qualified by funding possibilities.