



1. PROJECT TITLE:

ENHANCING THE PUPIL'S READING SKILLS ON SOUND AND WORD BUILDING USING PHONIC AUDIOVISUAL PROGRAMS, PHONIC BOOKS AND FLASHCARDS IN BUI DIVISION

2. PRESENTATION OF THE ORGANISATION

CENTRE FOR SUSTAINABLE DEVELOPMENT ACTIONS (CESUDA) COMMON INITIATIVE GROUP.

The organization CESUDA was created and authorized on The 21st of June 2019 with authorization number N^o: NW/GP/040/19/16505. This is a non-profit making group based in Kumbo in the N.W Region of Cameroon.

The context of the organisation

This organization was created within the context of the socio political upheaval in the English speaking part of Cameroon to respond to the many challenges faced by thousands of children and youths who for more than three years have not seen the four walls of the classroom.

The objectives of the organisation

The objectives of this organization are fixed in line with the Sustainable Development Goals (SDG). Specifically, this group is out to Promote Education as a vehicle in development for children and youths. As indicated in the 4th SDG it is out to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. More to that it promotes the conservation of soil and forest, Promotes water catchments protection, Promotes the cultivation and transformation of agricultural products and equally provides services that create jobs and fight poverty.

The administration of the organisation

Concerning the administration of the organisation we have a managing board which is made up of the delegate, vice delegate, secretary, Assistant Secretary, Treasurer and Finance Secretary. The board members are all train teachers. Two of them are men and three of them are women. There are also six trained teachers working with us. One of them is a man and five of them are women.

The reading initiatives carried by the organisation

This organization have promoted the audiovisual reading lessons with close to 1000 children based in Kiyon Village, Shisong village, Sop Village, Nkar village and Shiy Village. We have been battling since October 2019 with the reading problem that the children are facing and the COVID-19 disrupted this program when it was at the peak. We also cooperate with teachers of other organization in other villages concerning the problem of reading. In our organization, we believe that every child in the universe have the right to good reading skills from their tender age.

The Delegate of the organization Kpubermo Francis Sinjong is a post graduate Diploma holder in Science of Education (DI.PEN II). He conducted his research on the problem of the pupils



reading skills in Jakiri Local government area. He has been handling children's reading problem for the past years since 2013 as manager and as directors in several primary schools. Recently, before the outbreak of COVID-19, he has compiled a book titled **A COMPREHENSIVE APPROACH TO READING FOR CHILDREN YOUTHS AND TEACHERS**. This book was compiled in response to the demand of the children of Kiyon village who came to him asking "TEACH US HOW TO READ". This was because for more than three years, war in the English speaking part of Cameroon did not allow them to go to school. This made them to lose completely all their reading skills which are so vital for their survival in the present digital world in which the written word cannot be avoided.

Other initiatives carried by the organisation

This organization have equally carried out activities with children and youths such as, project base educational workshops, Agricultural activities and fieldtrips, Sport competitions, The teaching of the Nso Language (Lamnso) to the youths and adults of Kiyon village. During this time of war and COVID-19 we have been training children and youths on the nursing and planting of trees. They have become an asset to their community because with CESUDA they have nursed and given out more than 4000 trees free of charge to their community teaching them also the best way to plant so as to get better result.

3. CONTACTS OF THE ORGANISATION

CENTRE FOR SUSTAINABLE DEVELOPMENT ACTIONS (CESUDA)

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4. PROJECT SUMMARY

The ongoing war for almost four years in English Speaking part of Cameroon (NW and SW Regions) have made thousands of children at the initial stage of education from 3-14 years not to go to school especially those in the rural areas. According to the statistics presented by UNICEF there are about 800.000 children who are out of school in the NW Region and in the SW Region. This has greatly affected the reading skills of children in Bui Division. We started promoting the reading skills of some children in Bui Division since October 2019 using audiovisual reading programs. With the presence of COVID-19, these children plus many other ones are now confined in their homes. We are convinced that by providing children in some communities within Bui Division good reading books on sound and word building, videovisual reading programs and flashcards, these can best help to upgrade their readings skills throughout this period of war, COVID-19 confinement and after when all these ills are over.

What has motivated us to present this project is the fact that:-

- The many children who are facing this problem have expressed it to us.
- The problem of children reading skills is the preoccupation of nearly all the parents who wants to see their children at least succeeding in reading.
- We are teachers who have done educational reasearch on the problem of pupils reading skills. We have faced this problem with many children and knows how to tackle the problem.
- We started teaching children reading since the month of October 2019 and we want to ensure that there is continuity even during this time of confinement.
- We equally believe that good reading skills are a basic human right for all the children in the world which must be given right from their early ages.
- We are convinced that all children need to be given equal opportunity just like children everywhere to develop good reading skills at an early age for a happy and sucessful life. village

5. THE AREA OF PROJECT IMPLEMENTATION

This project will be done in Bui Division in some communities in Kumbo and Jakiri local government areas. Bui Divison is situated in the grassland area of Cameroon commonly called the grass field. The landscape is made up mostly of hills. There are very few water bodies and the most renowned around is river Bui from where Bui Divison gets its name. The inhabitants mostly do agriculture; Farming and rearing of domestic animals such as goats and sheep. Cattle are reared in the hills. Subsistence farming is used by the inhabitants. This is a system where vast pieces of lands are cultivated and after sometimes they are allowed to fallow. This type of land use have resulted to rampant cutting down of trees for more farmland.

After agriculture, Education is one of the lucrative activity that is of great interest to the people of Bui Divison. Here, in this part of Cameroon, there are many renown schools that have produce many brains that are working for her development. But given the war that is still ongoing in the North West and South West Regions of Cameroon, the education of children and youths have been in a standstill for almost four years. This has resulted to an increase in illiteracy especially among children from 3 years to 14 years.



6. PROJECT OBJECTIVES

Overall objective of the project:

Ensure Inclusive and Equitable Education and to Promote Reading Culture among Children in Bui Division.

Specific objectives

1. To help them to identify know decode and sound the 44 English sounds
2. To drill them in reading using a comprehensive approach
3. To help them to learn English phonetics so as to read with good pronunciation, increase their vocabulary and write.

7. JUSTIFICATION AND INNOVATIVE CHARACTER OF THE PROJECT

Given that the children have been at home for more than three years without going to school and more to that and are now confined because of COVID-19, providing them good Reading books on sounds and word building, phonic audiovisual programs and flashcards will easily help them to:

- Develop good reading skills and learn how to read better.
- Develop writing skills beside the reading skills.
- Learn good English assents for easy communication for the rest of their life.
- Develop their reasoning and comprehensive skills.
- Acquire the arts of reading early enough as a means to guarantee for them a successful and a happy life.
- Regain their power of concentration which many of them have lost for the last three years especially those who are living with grandparents that are not literate enough to bring them up.
- Diversify and enrich their daily activities since they have mostly been doing light manual work and playing.
- Affect positively the youth population because these are still so many youths who are not able to read.
- positively impact the entire locality which speaks mostly the vernaculars and pidgin English, as good English sounds, assents, pronunciations will be restored and promoted in the communities
- Rescue them from the risk of seeing education in future as a heavy load due to lack of good reading because these children have abandoned in this situation for too long.
- One of the government recommendations for COVID-19 is for people to stay at home as much as possible. To occupy children and make this time useful, children will be given the opportunity to use judiciously their time to follow audiovisual lessons at home.
- The programs and the books are adapted in such a way that they are very attractive to the children. While watching them they will be learning at the same time.



- According to the statistics presented by UNICEF there are about 800,000 children who are out of school in the NW Region and in the SW Region. This is a big loss to the children. So this program will come to fill the gap.
- The government has organised lessons for children through CRTV online but not all the children are fortunate to have a Television set and internet at their disposal. Since we are targeting poor communities this will be an innovation that will go to help the poor children who cannot afford such means to learn.
- These learning opportunities will protect children from harm, child abuse and exploitation. This is because many children are gradually developing a gun mentality, some have become child soldiers, trafficking victims, easily find themselves in early marriages, teenage pregnancy on the rise etc.

8. THOSE TO BENEFIT FROM THE PROJECT

Those to benefit from this project are all the children of these communities both boys and girls every one included. They will be followed up by volunteer community teachers who will help to direct them on how to use the books. Every child will be given an opportunity to learn as these books, videos and flashcards will be lent out for children to use them at home.

9. THE BENEFITS OF THE PROJECT

- The earmarked activities in this project include helping children with audiovisual reading programs, phonic books, and flashcards to use at home to improve on their reading skills.
- The phonic book and the audiovisual programs have a very close connection as the audiovisual reading programs can lead the child to easily use the phonic book.
- The phonic book will help the children to develop a comprehensive approach to reading. It presents the different English sounds and word patterns in an orderly manner and how they are built from the simple sounds and words to the complex sounds and words.
- The phonic book will help to show how complex sounds and words could be broken down into simple sounds and words. In short, this book takes into account a comprehensive approach to reading that includes the vowel sounds and words building, the phonogram, consonant blends, digraphs and trigraphs, and the prefix and suffix approaches.
- Through this comprehensive approach used in the book, the learning of English reading will become an easy activity not only for children, but also for youths, teachers and adults.
- Through this project, children will be able to read by recognising sounds in the words.
- Through this program, they will be able to use words to build sentences.
- At the end of this project, children can be able to read by identifying the different sound.



10. PROJECT SUSTAINABILITY

Reading is a problem which has always been there and in our context this problem has been aggravated by the fact that children from 3 to 14 years are not going to school as the result of the war that is still ongoing for more than three years and also as the result of COVID-19 that had lead to the confinement of all children in their homes. To make this project more sustainable within this context:-

- We shall train volunteer teachers for the community who will learn how to use these programs with the children.
- We shall equally involve the parents and train them on how to help their children and follow them up using the book and the audiovisual programs.
- Since the books and the audiovisual reading programs will be provided to the parents and the parents taught how to use them, even when the project is not there the parents will follow up the children and the volunteer teachers will continue to use them too in the community.
- Since children too will have those sustainable tools always at their disposal, when they will get back to school after the COVID-19 and the war situation, they will continue to use the knowledge that they have get during this period.
- After these difficult times that the children are facing, these audiovisual reading programs, reading books on sound and word building, and flash cards will continue to serve the children in these communities as reading problems will always be there from one promotion to the next. This book and the audiovisuals programs once handed to these communities will go a long way to solve the reading problems among children in these communities for many years.

11. COMMUNITY PARTICIPATION

Community participation meeting will be held with parents and community leaders to let them see the importance of the projects. They will be involved from the planning to execution and evaluation of the project. We shall set up project management committees based in the respective communities. The parents will be the one to identify community volunteer teachers. They will also be the ones to mobilise and assist the children to take active part active part in reading lessons.

12. MANAGEMENT: STRATEGY AND ORGANISATION

In each community we shall set up a management committee and plan with them how to manage the learning material. The committee shall be the one to choose their volunteer teachers to orient children from home to home. We shall provide them with audiovisual reading programs, reading books on sound and word building, and flash cards for the children to learn reading. The children in all these communities will borrow by signing out the reading material to use them at home as a way to continue what we started with them in the past months and more especially during this time of COVID-19. After using they will bring them back where they shall be kept for continuous use in the community as reading remains a challenging problem of all time.



13. BUDGETING (In USD)

N ^o	Item	Unit	Quantity	Price per unit (Euros)	Total cost
1	Flash Cards	packet	1000	10	10000
2	Phonic reading books	copy	1000	15	15000
3	Audiovisual reading programs	packet	1000	25	25000
4	TOTAL				\$ 5.000