



# ANUAL REPORT 2025

## KING ED

Our Mission: King ED provides innovative education and resources in Cameroonian conflict zones.

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## MESSAGE FROM THE DIRECTOR

The journey was not without its challenges, from navigating insecurity and "ghost town" declarations to ensuring the fidelity of the methodology. However, the resilience of our team and the growing demand for our program from other schools and the government's regional delegation of basic education signal a clear need for our work.

2025 was a monumental year for King ED. What began as a vision to provide quality education in Cameroon's conflict-affected North West region became a tangible reality that impacted the lives of over 1,350 children. With the foundational support from D-Prize and technical guidance from TaRL Africa, we successfully piloted the Teaching at the Right Level (TaRL) methodology across seven schools in Bamenda.

This year's success was defined not just by our financial accountability or logistical execution, but by the remarkable progress of the learners. We saw children move from being unable to identify a single letter to reading paragraphs, and from being complete beginners in numeracy to performing divisions. This is the proof that when you teach children at their level, they learn. Children in a conflict zone were not just in school, they were actually learning!!

We extend our deepest gratitude to D-Prize, whose support gave King ED life. Our thanks also go to TaRL Africa for their expert facilitation and to the North West Regional Delegation of Basic Education for their partnership. As we look to 2026 and beyond, our commitment is to expand this proven methodology, reaching more children in more regions.

Nfon Mark Benyou

# EXECUTIVE SUMMARY

In response to the Anglophone crisis that began in 2016, schools in the North West region were shut down and, upon reopening, children were placed in classrooms according to their age, not their knowledge. Statistics indicated that over 100,000 children in the region required urgent intervention. In 2025, King ED, funded by D-Prize, addressed this crisis head-on by implementing the evidence-based TaRL methodology.

Our pilot project successfully trained 35 educators and mentors in the methodology and reached 1,359 learners across seven primary schools. The outcomes were transformative: by the end of the implementation cycle, all learners had progressed from the lowest learning levels. Specifically:



- In Numeracy, no learners remained at the Beginner, One-Digit, or Two-Digit levels, with 889 learners advancing to the Division level.
  - In English Literacy, all learners moved beyond the Beginner and Letter levels, with over 60% reaching the Sentence or Paragraph levels.
  - In French Literacy, significant progress was made across all levels.
- The project operated in a challenging context but achieved its core goal of improving foundational learning. The pilot cycle concluded successfully, paving the way for expansion. A financial report was drafted, showing a total expenditure of \$24,440\*\* of the \$36,000 received, leaving a balance of \$11,660 to support future activities. We further raised more cash from direct donations raising our entire 2026 expenses to \$38000 with a balance of over \$8,000

### 3. Project Implementation and Timeline

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#### Training and Capacity Building (April 2025)

- Held a 10-day intensive Training of Trainers (ToT) workshop in Bamenda from April 18-28.
- Facilitated by Mohamed Suleiman and Junaidu Garba from TaRL Africa.
- 35 participants were trained in the TaRL methodology, including 19 teachers, 7 head teachers, 7 King ED team members, and 2 government officials.
- The collaboration with the North West Regional Delegation of Basic Education was instrumental in mobilizing participants.



## Pilot Implementation (May – July 2025)

- Conducted baseline assessments on 1,359 learners.
  - Launched activities on May 6th in seven schools: GBS Alahlie, GBS Upper Bayelle, GS Ntenefor, Pacesetter, PNEU, Learning Space Mulang, and Mfomfouvic Bilingual Nursery and Primary School.
  - Implemented 60 hours of Literacy and 60 hours of Numeracy.
- Teachers adapted to challenges, including adjusting to "ghost town" declarations and insecurity.
- The first cycle concluded on July 25th, with endline assessments showing a complete shift of learners to higher proficiency levels.



## Vacation Break and Planning (August 2025)

- No formal classes were held.
- The King ED team focused on documentation, financial reporting, and planning for the resumption of activities in September.



## Pilot Implementation in photos



## Continuation and Completion of the Cycle (September 2025 – March 2026)

- Implementation resumed in September.
- The full 60-hour cycle for Literacy and Numeracy is expected to be completed by March 2026.

The end-of-cycle assessments and award ceremonies should hold in May 2026



Our team also Provided resources by encuaraging high performaing learners through price award ceremonies at three schools. Our comittment is not just to implement but to see results. We celebrate the wins and work on challenges.



## 4. Financial Report for 2025 Pilot

The pilot was funded through a grant of \$33,000 from D-Prize and a donation of \$13,000 from officials of the regional delegations of basic education, bringing total income to \$46,000 by the end of the year.

the table bellow shows our expenses in 2025

| Item                                       | Quantity                  | Unit Price  | Total    |
|--------------------------------------------|---------------------------|-------------|----------|
| TaRL material for training of 35 educators | Bulk printing             |             | \$400    |
| TaRL Material for seven schools            | Bulk printing             |             | \$4,000  |
| Meals during training                      | 400 dishes for 10 days    |             | \$4,000  |
| Tea break                                  | 400 units                 | \$3         | \$1,200  |
| Transport for office workers               |                           |             | \$1,000  |
| Internet, White board & projector          |                           |             | \$960    |
| Furniture for office                       | Tables, chairs, cupboards | \$980       | \$980    |
| Transport for teachers                     | 26                        | \$150       | \$3,900  |
| Volunteer allowance                        | 3                         | \$300       | \$900    |
| Training hall                              | 10 days                   | \$100       | \$1,000  |
| Allowance to team members                  |                           | \$800/month | \$2,400  |
| Website                                    | 1 year                    | \$200       | \$200    |
| Utility bills                              |                           | \$100       | \$100    |
| Rents                                      | 1 year                    | \$200/month | \$2,200  |
| Laptop computers                           | 3                         | \$200       | \$600    |
| Transport for top government officials     | 2                         | \$300       | \$600    |
| Total                                      |                           |             | \$24,440 |

## 5. Key Outcomes and Impact

The 2025 pilot demonstrated a clear proof of concept for the TaRL methodology in the Cameroonian context.

### Learning Outcomes (Primary KPI)

The most significant outcome was the measurable improvement in foundational Literacy and Numeracy.

#### Numeracy Progress

- At Baseline: 25 (Beginner), 69 (One Digit), 531 (Two Digits)
- At Endline: 0 (Beginner), 0 (One Digit), 0 (Two Digits)
- Final Levels: 470 (Subtraction), 889 (Division)

#### English Literacy Progress

- At Baseline: 372 (Beginner), 305 (Letter)
- At Endline: 0 (Beginner), 0 (Letter)
- Final Levels: 273 (Word), 728 (Sentence), 358 (Paragraph)

#### French Literacy Progress

- At Baseline: 304 (Débutante), 405 (Lettre)
- Final Levels: 473 (Lettre), 739 (Mot), 70 (Paragraphe), 77 (Histoire)

#### Other KPIs and Observations

- Teacher & Mentor Engagement: All 35 trained individuals remained actively involved in the implementation.
- Methodology Fidelity: Teachers adhered to the methodology and actively sought clarifications when needed.
- Stakeholder Demand: The success of the pilot generated significant interest from the Regional Delegation of Basic Education, resulting in a flood of requests from other schools to be included. Teachers from non-participating schools are now requesting training.
- Financial Management: Funds were managed professionally to ensure cost-effectiveness.

## 6. Challenges and Mitigations

Working in a conflict zone presented unique challenges that required adaptability and resilience.

| Challenge                                                                                                                   | Mitigation Strategy                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Insecurity and "Ghost Towns": Operational disruptions due to separatist-declared "ghost towns" and nearby gun battles .     | Adjusted learning hours and days. After examinations, schools shifted to 4-hour sessions to compensate for lost time and complete the cycle. |
| Teacher Apprehension: Some teachers initially viewed the new methodology as a critique of their competence.                 | Conducted awareness sessions to educate teachers on TaRL's evidence-based approach and its potential to improve outcomes.                    |
| Reaching Rural Areas: Need to extend the program to more rural, conflict-hardened areas where learning camps are prevalent. | This experience informed future expansion plans to prioritize these underserved communities.                                                 |

## 7. Future Plans and Vision (2026 & Beyond)

- Building on the success of 2025, King ED's strategy is focused on scaling the intervention to meet the enormous need.
- Expansion Goal: King ED aims to train 375 educators and help 15,000 additional learners in the next phase.
  - Geographic Reach: We plan to expand the methodology from the North West Region to two other regions of Cameroon.
  - Long-term Vision: The ultimate goal is to reach 250,000 learners within 5 years and all ten regions of Cameroon within 7 years.
  - Policy Advocacy: King ED has begun making a case for government adoption, seeking to make the TaRL methodology a national standard for foundational learning. The partnership with the North West

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Regional Delegation will be leveraged to gain support from the central government in Yaoundé.

## 8. Acknowledgements

Our sincere gratitude goes to:

- D-Prize: For the funding, support, and the 10-day training that brought King ED to life.
- TaRL Africa: For the expert technical support and the facilitators Junaidu Garba and Mohamed Suleman.
- North West Regional Delegation of Basic Education: For their partnership, access to schools, and supervision services.

Approved by:

Nfon Mark Benyou

Director, King ED