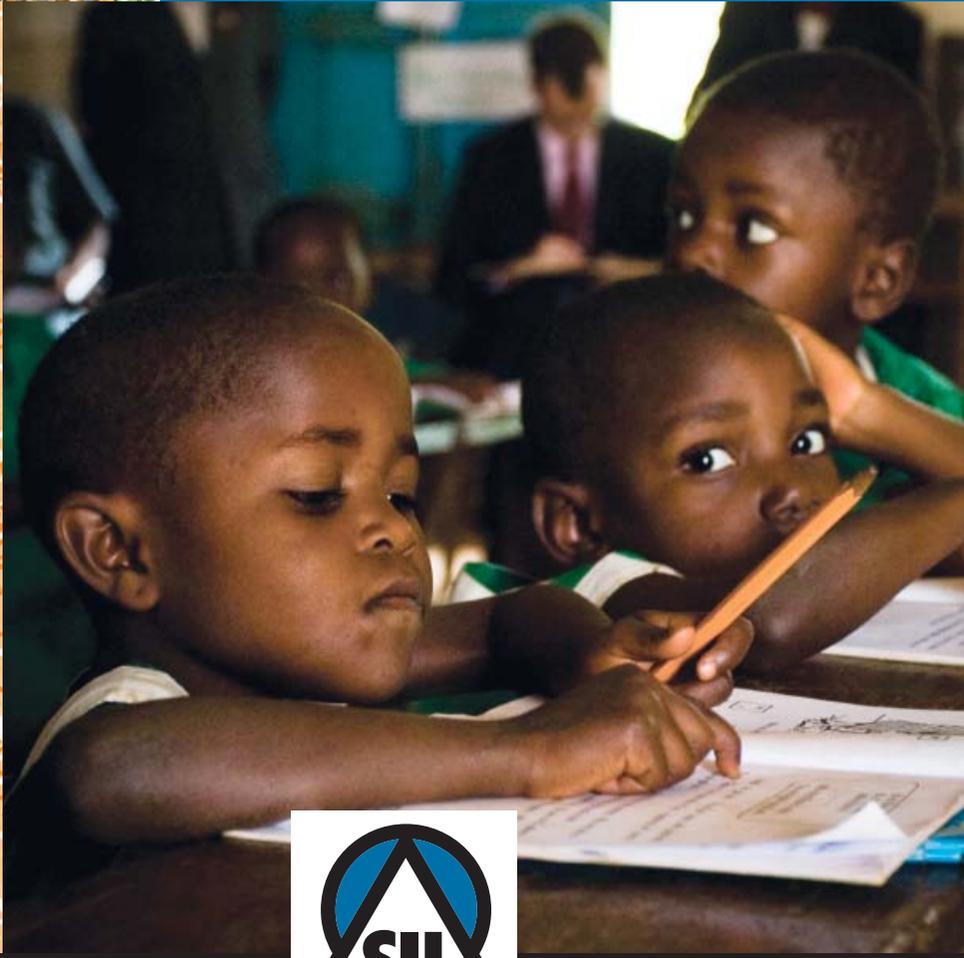


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Annual Report

Multilingual Education for the Educational Success of Our Children

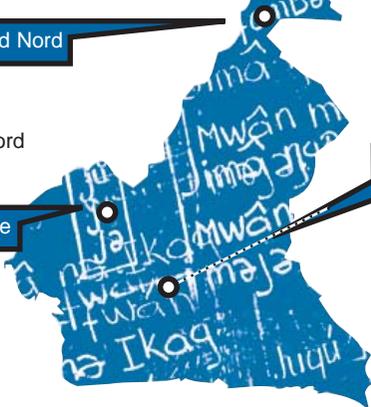


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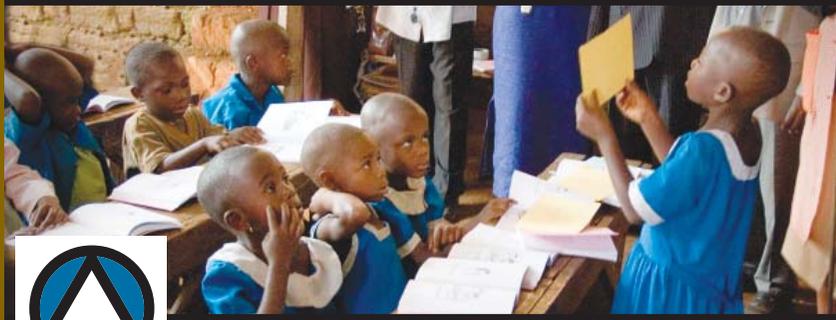
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A Word from the General Director

Let's Not Betray Their Trust!



I well remember the excitement written on the face of each child I encountered. It was 1992, and I was a university student doing MA research in what is now known as the North West Region, seeking to measure the effectiveness of mother tongue education. I went into many classrooms, seeking to find out how well students were doing. It was a great privilege to see firsthand that mother tongue teaching makes a big difference. The students were thrilled to understand what was going on. The teachers were delighted to have students who were engaged and learned quickly.

The research I did was not alone in proving that teaching in the mother tongue is most effective. Again and again research shows that students learning in the language they know best end up doing better – better in reading, better in math, and even better in French and English!

Of course, there are questions to answer. For example, in the major towns many children do not speak a local language. Ultimately, the government will need to decide how to address

that issue. However, I would like to challenge all of us to think creatively. Is it really acceptable for Cameroonian children to grow up without speaking any Cameroonian language? If the principle were accepted that basic education starts in the local language, whether it is a major language in a town or a small language in a village, we could see a massive improvement in education in Cameroon. And better education, especially when it is culturally relevant, leads to more development and a better future for generations to come.

SIL is proud to contribute toward such improvements in education. For more than 40 years we have been a reliable



partner of the Ministry of Basic Education, the Ministry of Youth Affairs and the Ministry of Scientific Research and Innovation, just to name a few. We have done a lot of research, lived with the local communities, and sought to help people develop their languages. But what I often come back to are the faces of the children, all eager to learn and hopeful for their future. Let's work together not to betray their trust.

Nelis van den Berg
General Director, SIL Cameroon

Administration in Cameroon as of December 2010:

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Nelis van den Berg

Director of Administration and Finance
Steve S. Santos

Personnel Director
Ann Kapteyn

Director of Language Services
Lawrence M. Seguin

Director Bamenda Region
Ria Hedinger

Executive Committee:

Chair:
Henny Thormoset

Vice-chair:
Tony Smith

Mindy Tembon
Christine DeVisser
Peter Langeveld



A Natural Way to Start...



Since 1969, SIL has been engaged in mother tongue development. Mother tongue development is the key to achieving the goal of 'Education for All'. Unfortunately, schools in rural settings use languages that are not spoken or understood by pupils. For students, not understanding the words of the teacher or the course materials often leads to discouragement. In partnership with the Ministry of Basic Education, SIL has developed four pilot projects to test multilingual education in schools (Kom, Oku, Bafut, Mofu-Gudur). The studies so far show that students taught initially in their mother tongue achieve far better results than those taught in the official language. Would it not be ideal to start with the language that is already known?

Doing Our Part

In the past, Jeanne-Marie attended many meetings to learn more about preventing HIV-AIDS. However, the training offered by SIL from the *Kande Story opened her eyes to the effectiveness and the need to pass on information and teaching through stories. 'I realized the importance of training facilitators to help a community face the issue of HIV-AIDS.'

In translating the Kande Story in her mother tongue, Jeanne-Marie came to understand how great the sufferings associated with this disease are, both for afflicted individuals and for their families: the rejection, the despair, the shame, and the loneliness, etc. 'It deeply moved me!'

'The first time someone invited me to attend this training, I wasn't interested. But later, during the training, I knew that God was calling me to do what I can to help and save those who are touched by HIV-AIDS. I accepted God's call to act responsibly toward my community by doing my part!'

Jeanne-Marie's testimony, along with many others, provide the staff of our Training Department with a deep sense of satisfaction as they endeavour to strengthen the linguistic capacities of local communities both inside and outside of Cameroon.

*Kande Story – The Kande Story is used in schools and communities to train, equip, and raise awareness of the consequences and challenges that come with facing HIV-AIDS



In the chart on the left, the number of participants is the actual number of people who attended a given category of course or workshop. The number of languages, however, includes those that may have been represented in more than one course or workshop.

Courses/ Workshops	5 in Linguistics including text transcription, analysis of nouns and noun phrases, and dictionary publication preparation	6 in Literacy Including programme manage- ment, practical writing, teacher training and production of HIV-AIDS brochures, primers, reading & writing books, calendars & agendas	3 in Multi- cultural Team Training	12 in Translation including trans- lation principles and seminars for high-level translation consultants	1 in Scripture Use	6 in Computer Training
Language communities	20	31	NA	82	7	52
Represented participants	49	80	44	186	12	72

Capacity for Self-development

The principle of language communities being in charge of their own language development is an ideal worth researching. SIL, other NGOs, and government ministries which are concerned with large-scale language development plans need accurate data and statistics for each language community's capacity for self-development.

The CEEEP tool, developed by SIL researcher Robert Ulfers, will help us determine how many language communities are capable of running a language project locally and how many would require an outsider presence, based on these five factors:

- C - Culture:** Is the shared culture inclined to sustain a locally run project?
- E - Education:** Is there a pool of sufficiently educated native speakers who are willing to run a local project?
- E - Ecclesiastical situation:** Is there a church institution present which is promoting the shared language in its sphere of influence spiritually, morally, and financially?
- E - Economic situation:** Do they have sufficient material resources to completely sustain a locally run project?
- P - Political situation:** Do they have the political clout, stability, and demography to successfully run a local project?

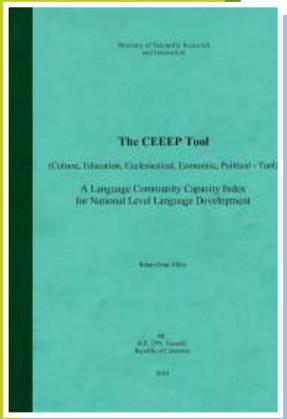
This research, like other research produced by SIL linguists, aids in the advancement and promotion of language development.

United for the Same Cause

The Forum of Bible Agencies, Cameroon (FOBA-C), in partnership with churches and the ministries in charge of education in Cameroon, spent a week in November 2010 pondering the challenge of Bible accessibility at a consultation held at SIL's training centre. One of the obstacles considered was the degree of literacy and the lack of books in the local language. Georges, one of the participants, was wondering a few years ago how he could make the Scriptures available to everyone. 'At first', he remembered, 'I thought that people had wrong motives, that they were deliberately refusing to follow God's Word. After the training that I received from SIL on the principles of translation, I realized that because of the language barrier, almost nobody really understood the message of the Bible. In response, I organized literacy classes in my community using the Scriptures that were translated into local languages. Today, the government has come to our rescue and transformed my initiative into a school.'

The principles of translation are the same, whether they are applied to the Bible or any other texts. SIL supports and helps Cameroonians in all their translation needs.

Translation is an area of applied linguistics in which SIL assists Cameroonians to address their need for translated documents. Proper translation requires careful analysis of the meaning of words, sentences and discourse structures used in the source language. Then it is necessary to examine the syntactic, semantic and discourse structures of the receptor language. A good translation often requires the rearrangement of the elements within each statement in order to produce a clear, accurate and natural translation.





Literacy

Mother Tongue-Based Multilingual Education (MLE)



'In Cameroon, a new emphasis is being placed on literacy with the beginning of the National Literacy Programme and the involvement of non-governmental organisations such as yourselves. The efforts of SIL, NACALCO, CABTAL and the Bible Society have helped reduce the number of illiterate people in Cameroon. The results so far are significant and encouraging. At the same time, it is necessary to mention that illiteracy rates are still high, at 40% of the population out of a total population of 19,406,100 according to the last census. These figures reflect the gravity of the matter and show the necessity of investing in this area.'

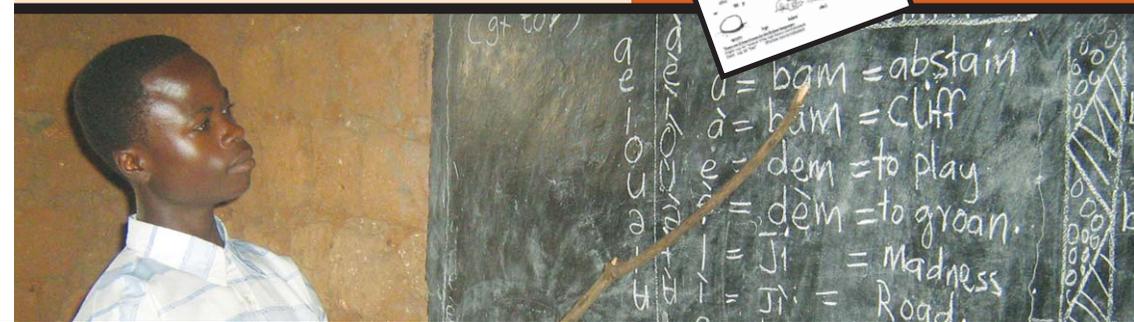
A Strong Foundation for Future Success

Effective learner-oriented education starts with what students know and moves to what they do not know. Before attending school for the first time, children have learned a great deal from their home environment. Their mother tongue is one of their biggest 'known' pools of knowledge. Using their mother tongue as the language of instruction in math, reading,



writing, and even a foreign language is making use of what they already know in order to effectively teach them what they need to learn.

The value and importance of MLE is affirmed by major organizations such as UNESCO, the World Bank, Save the Children, the Francophonie and SIL International. SIL Cameroon has been implementing a full program of MLE in the North West Region known as the Kom Education Pilot Project (KEPP). In its 4th year KEPP has demonstrated the effectiveness and feasibility of the MLE approach in Cameroon. The first year showed performance gains of more than 300% for students following the MLE programme as compared to students taught using English as the language



of instruction. More significant is the fact that strong gains continue. In the 3rd year of the project, the testing for both groups of students was carried out in English; the MLE group outperformed by 100% the learners whose instruction was based on English. This shows that the MLE program helped students master all of the subjects, including English as a second language.

These results strongly suggest that substantial gains in Cameroon's educational performance can be achieved by implementing MLE programs across the nation. SIL Cameroon expanded its MLE efforts in the 2010/2011 academic year to five schools in Bafut and two in Oku. Positive results similar to those already achieved are expected from these programmes.

From Yambetta (Mbam)

Léo went to visit a class and he was really touched by the attitude of the students. He used to teach in these classes many years ago, using French instead of the mother tongue. The students were timid and afraid to answer. He sees now that 'all the students are very eager to participate. There is no comprehension problem and no language barrier. It seems that this is what the students have needed all along. This kind of teaching is really necessary.'

Publications in National Languages



SIL Cameroon publications are primarily written for national language speakers. In 2009, SIL members worked together with nationals to produce publications in the mother tongue covering a wide range of topics, including dictionaries, folktales, health booklets, and primers. See our website for more details:

www.silcam.org

Bafut

CHUO, Kain Godfrey; and Kristine Marion ROTH. 2010. Enlightening Bafut Children 2.1. 151 pp. Yaounde, Cameroon: SIL.

Daba

SOUNKOUA, Barnabas; et Matthieu DIZA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, livre de l'apprenant. 42 pp. Maroua, Cameroun : Comité de traduction de la langue daba.

SOUNKOUA, Barnabas; et Matthieu DIZA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, manuel du facilitateur. 56 pp. Maroua, Cameroun : Comité de traduction de la langue daba.

Koonzime (Badwe'e, Nzime)

ELANGA, Ferdinand. 2010. Manuel pour lire et écrire en langue badwe'e. 152 pp. Somalomo, Cameroun : CODYLKO-Ouest.

Merey

DOUMOK, Elie; et Jean-Marc SAVIAN, Trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, manuel du facilitateur. 56 pp. Meri, Cameroun : Comité de traduction merey.

DOUMOK, Elie; et Jean-Marc SAVIAN, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, livre de l'apprenant. 42 pp. Meri, Cameroun : Comité de traduction merey.

Meta' [Moghamo]

TAH, Richard; and Regina TARKE. 2010. Let Us Read in Meta' Language. 81 pp. Yaounde, Cameroon: CABTAL.

Mofu-Gudur

FARIKOU, David; Zakayou KARI; Noémi ZALAI; Pauline HABIBA; Collette GUDINE; Kenneth R. HOLLINGSWORTH; et Judy HOLLINGSWORTH. 2010. Nous apprenons à lire 2. 131 pp. Yaoundé, Cameroun : SIL.

Muyang

AVIWA, Philippe; et Raphaël ADJOINT. 2010. Lisons la langue muyang 2 (Edition du moniteur). 56 pp. Mora, Cameroun : Comité de littérature muyang.

Oku

CHUO, Kain Godfrey; and Kristine R. TRAMMELL. 2010. Enlightening Oku Children 2.1. 159 pp. Yaounde, Cameroon: SIL.

Wuziam (Ouldeme)

DJIMKO, Simon; et Jean KANDAYA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, manuel du facilitateur. 56 pp. Mora, Cameroun : Comité de développement et de traduction de la langue oudémé.

DJIMKO, Simon; et Jean KANDAYA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, livre de l'apprenant. 42 pp. Mora, Cameroun : Comité de développement et de traduction de la langue oudémé.

Tupuri

DJAKDJING, Bernard; Paul PALE; et Pascal WELGA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, manuel du facilitateur. 56 pp. Doukoulou Karhay, Cameroun : Comité de langue tupuri.

DJAKDJING, Bernard; Paul PALE; et Pascal WELGA, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, livre de l'apprenant. 42 pp. Doukoulou Karhay, Cameroun : Comité de langue tupuri.

Zulgo

NGOMNA, Simon; et Pierre NOUSSOM, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé

de l'espoir face au SIDA, manuel du facilitateur. 56 pp. Mora, Cameroun : Comité de langue zulgo-minew. NGOMNA, Simon; et Pierre NOUSSOM, trad. 2010. L'histoire de Kande : Comment une communauté a trouvé de l'espoir face au SIDA, livre de l'apprenant. 42 pp. Mora, Cameroun : Comité de langue zulgo-minew.

Technical Manuscripts

Bakoko

NJECK, Mathaus Mbah; and Stephen C. ANDERSON. 2010. Bakoko Orthography Guide. 13 pp.

English

TRAMMELL, Kristine R. 2010. Let's Read English! 38 pp.

Fulfulde

TONG, Edward. 2010. Participant Identification in Narrative Discourse in Fulfulde of Diamaré. 47 pp.

General

ULFERS, Robert Ernst. 2010. The CEEEP Tool (Culture, Education, Ecclesiastical, Economic, Political Tool). A Language Community Capacity Index for National Level Language Development. 35 pp.

Iceve-Maci

CUMMINS, Kathy and Bruce COX. 2010. Throw Us Another One! A Collection of Stories, Riddles and Songs in Iceve-Maci. 94 pp.

Kemezung

SMOES, Christopher L. 2010. A Sketch Grammar of the Kemezung Language. 47 pp.

Lefa

MESSEË MEGNAKA, André; et Kendall M. ISAAC. 2010. Structures sociales Fa. 32 pp.

Mofu-Gudur

HOLLINGSWORTH, Kenneth R.; Roger BLENCH; Christophe YOUNGODA; et Aboubakar NJIEMOUN. 2010. Liste des plantes et des arbres trouvés chez les Mofu-Gudur. 21 pp.

Muyang

SMITH, Tony. 2010. Idéophones muyang. 40 pp.

Ncane

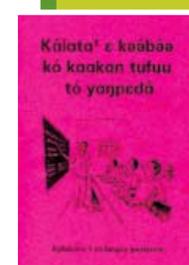
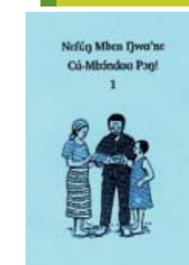
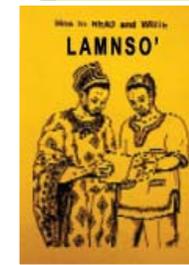
BOUTWELL, Richard L. 2010. A Sketch Grammar of the Ncane Language. 37 pp.

Kwasio

DUKE, Daniel Joseph; and Martin MARIEKE. 2010. Introducing Kwasio Pharyngealized Vowels. 7 pp.

Pana

NJOYA, Ibrahim. 2010. Précis d'orthographe pour la langue pana. 18 pp.





Language Development In All Regions of Cameroon

Yaoundé

The Head Office, located in Yaoundé, serves the Centre, East, Littoral, South, and occasionally the West Regions. Since it is located in the capital, it hosts courses in the Central African subregion. In this capacity, it also supports SIL work in Central African Republic, Democratic Republic of Congo, Republic of Congo, Gabon, and Equatorial Guinea.

Bamenda Regional Office (BRO)

Located at Mile 3 Nkwen, the BRO serves language communities of the North West, South West and West Regions, as a support centre for local language committees and as a full-service training facility. As more than half of the remaining languages in need of development are located in the three regions served by the BRO, the office anticipates increased expansion of facilities and services in the future and envisions even greater involvement in the support and development of Cameroonian languages.

Greater North Regional Office (GNRO)

The GNRO, located in Maroua, serves language communities in the Adamawa, North, and Far North Regions. The goal is to encourage mother tongue language development through consultant help and training courses, as well as providing a general point of contact for language committees. There are a large number of language communities (over 100) in these regions, at varying stages in their language development.



SIL International Leading in Language Development

From a small summer linguistics training programme with two students in 1934, SIL has grown to an international linguistics organisation with over 5,000 staff. SIL personnel come from over 60 countries around the world. Linguistics research has been done in more than 1,800 languages spoken by over 1.2 billion people in more than 70 countries.

SIL International is a faith-based organization that studies, documents, and assists in developing the world's lesser-known languages. SIL's staff shares a Christian commitment to service, academic excellence, and professional engagement through literacy, linguistics, translation,



and other academic disciplines. SIL makes its services available to all without regard to religious belief, political ideology, gender, race, or ethnic background.

SIL Cameroon personnel nationalities:

- Australia
- Cameroon
- Canada
- Costa Rica
- Finland
- Ireland
- Sweden
- Switzerland
- Taiwan
- The Netherlands
- The United Kingdom
- The United State of America

SIL International Administration

President
John Watters

Executive Director
Freddy Boswell

Africa Area Director
John Hollman

Partnership

Working Hand in Hand



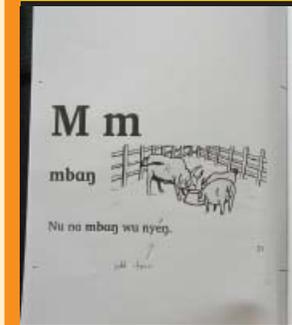
In spite of the many new discoveries that have been made and the multitude of efforts that have been undertaken, literacy remains a vast unknown universe that has yet to be conquered. Recent statistics show that some 776 million adults in the world lack basic reading and writing skills; in other words, one out of every five adults is illiterate. Not only so, but 75 million children are illiterate as well, not to mention the even greater number of children who have either stopped attending school on a regular basis or have abandoned their studies altogether.

To address these issues, last year SIL Cameroon hosted a workshop to share experiences in literacy. Under the technical coordination of the Ministry of Youth Affairs, many partners, such as NACALCO, CABTAL, CJARC, the National Literacy Programme, and UNESCO, created a platform that would provide an ideal forum for future dialogue as well as sharing experiences and efforts aimed at achieving common goals. In this way, thousands of Cameroonians will be equipped to join the company of those to whom the world has opened up through literacy.

Languages SIL Served in 2010

Below is the list of the language communities to which SIL provided consulting, training or logistical support to language development during 2010.

1 Far North Region		4 North West Region	
Bana	Mbedam	Ngwo (Engwo)	Vengo
Buwal	(Mbudum)	Ngie	(Babungo)
Fulfulde	Mbuk	Noone (Noni)	Weh
Cuvok	Meray	Oku	Wushi (Babessi)
(Tchouvok)	Mofu-Gudur	Pinyin	Yamba
Gavar	Moloko	Saari (Nsari)	
Gemzek	Mpade		
(Guemzek)	Musey	5 South West Region	
Gude	Muyang	Akoose	Ipulo
Hdi	Parkwa	Denya	Kenyang
Jimi	(Podoko)	Ejagham	Mundani
Lagwan	Tupuri	Iceve-Maci [Olit]	Oroko
Mada	Vame		
Mafa	Wandala	6 West Region	
Mambai	(Mandara)	Bangwa	Ngomba
(Mambay)	Wuzlam	Ghomálá'	Ngombale
Matal	(Ouldeme)	Ngiemboon	Yemba
Mazagway-Hidi	Zulgo		
2 North Region		7 Littoral Region	
Daba	Gidar	Bakoko	Bakaka [Mkaa]
Dii	Karang		
Gbaya	Pana	8 Centre Region	
3 Adamawa Region		Basaa	Nubaca (Baca)
Kwanja	Tikar	Balengou	Nugunu
Mambila		Bebele	So
		Elip (Nulibie)	Tuki
		Lefa	Tunen
		Mbule	Vute
		Mengisa	Yambeta
		Mmaala (Numaala)	Yangben
		Nomaande	(Nuasue)
4 North West Region		9 South Region	
Aghem	Fulfulde	Gyele	Kwasio
Awing	Kemezung	Bakoko	Yasa
Baba	Kenswei Nsei	Batanga	
Babanki (Kejom)	(Bamessing)		
Bafanji	Kom	10 East Region	
Bafut	Lamnso'	Baka	Koonzime
Bamali	Limbum	Bebil	[Nzime]
Bambalang	Mbembe, Tigon	Kako	Makaa (Mekaa)
Bamukumbit	Meta' [Menemo]	Koonzime	Mpongpong
Bamunka	Meta' [Moghamo]	[Badwe'e]	(Mpumpung)
Bangolan	Mfumte		Njyem
Bebe	Mmen		
Bum	Ncane [Mungong]		
Cung	Ncane [Ncane]		
Esimbi	Ngemba [Mankon]		



Language names are according to the 16th edition of Ethnologue published by SIL International. (Name) = Other common name [Name] = Dialect name